IIUI HAND BOOK FOR PREPARATION OF RESEARCH PROPOSAL AND GUIDE FOR WRITING PHD/MS THESIS

List of Contents

1-GUIDELINES FOR PREPARATION OF A RESEARCHER PROPOSAL FOR MS/PHD FROM IIU

1.1-Introduction and Importance of Synopsis and Research Planning

Clear, systematic planning is essential to success in a research at any level. The heart of all research planning is the *research proposal*. The proposal is as essential to research effort as the architect's plan is to the construction of a building. Each is a basic plan of procedure. Each deals with problems: defining them, identifying the data or the material to be used in resolving them, delineating methods by which either the material will be utilized or the data will be processed and interpreted.

The research proposal is highly important. It affords the researcher and others an opportunity to evaluate the total design before an inordinate expenditure of efforts, time, and perhaps money is invested in the project. A careful inspection of the proposal will reveal the degree to which the researcher has thought to the details of his investigation. It will show whether he has envisioned the dimensions of the task and whether he has considered the problem involved in the acquisition of the data and their subsequent treatment and interpretation. A sound proposal prevents mistakes. It prevents frustration of misdirected effort on ill-conceived research. The important ingredients of any research proposal are as under. However, it may vary from subject to subject and topic to topic.

1.2-Introduction and Importance of Topic

The introduction of the topic will set the stage for explaining the research. It should clearly present the purpose of study and give general overview of main research question and kind of proposed study. It should also explain the structure of the proposal itself. The introduction should normally be fairly short, about one to three double space pages.

1.3-Statement of the Research Problem/Thesis Statement

The title of a thesis or report names the topic or particular area to be investigated. It gives a good indication of what the study is all about. In stating the thesis or report topic or title, the phrase "A Study to Show" should be avoided, in research, we do not seek to prove something, but we do seek an impartial answer.

Some common errors that should, by all means, be avoided in phrasing research or thesis topics are:
1) To list broad fields or areas of study instead of naming specific problems.
2) To narrow or localize the topic to the point where it may prove too small or too unimportant for research purposes, and
3) To employ wording of an unscientific, rhetorical, emotional, or biased character, or to lay emphasis on undigested data or the "voice of experience."

Statement of the problem serves an introduction to the paper as it must be stated clearly and concisely in order to remind the researcher at all the stages of research what the general issue is that the study will address. Though the research problem

(definition of the research topic), is stated first, the researcher is likely to return it to once the analyses have been written to make some changes in it.

A statement of the problem is usually made in the introductory part, preferably in the first or early paragraphs. It may be in the form of a question or in the form of a declarative statement. Either way, the statement of the problem should be precise, clear, and accurate. There are variations in form for stating the problem. Some of these are suggested as follows:

1. A question or questions
   a. A single statement
   b. Several questions
   c. A single question following several sub-sections.
2. Declarative statement.
   a. A single statement
   b. A single statement containing several phrases.
   c. A series of complete statements
   d. A general statement followed by subordinate statements
3. Statement followed by a restatement in the form of a question.
4. A statement followed by a series of theses.

The investigator may select one from the above, in accordance with two criteria: (1) his preference, and (2) the requirements of the problem. These two criteria must both be taken into account, and the investigator will need to employ sound discretion and good judgment.

1.4-Hypothesis

A hypothesis is a shared guess that is formulated and provisionally adopted to explain observed facts or conditions and to guide in further investigation. In a sense, the hypothesis takes the place in research that is held by opinion in everyday life. They differ in that while both hypothesis and opinion are proceeding by consideration of the facts, only in the case of the former it is a rule to test by further comparison with the data. The function of the working hypothesis is guidance in the search for evidence, by way of limiting the area of investigation, sensitizing the worker to pertinent data and relationship, and providing a unifying concept.

1.5-Literature Review

This part of research proposal is very important. In this portion a researcher provides information of the data. He also evaluates already available material on the topic and importance of proposed research in presence of already conducted researches on the topic. In this portion researcher justifies his proposal and identifies new dimension of his topic of research.

1.6-Objectives of research

In this portion a researcher provides and explains objectives of his research. He also identifies limitations and delimitations of his research.

1.7- Methodology of Research

Proposal probably does n't need to justify qualitative methods in general, unless a researcher has reasons to think that reviewers will be ignorant of, or prejudiced against this approach. He does need to explain and justify the particular methods decisions he has made; for every decision, it should be clear why this is a reasonable choice. If he can't specify certain parts of the methods in advance (e.g., how many interviews he'll do), he should explain the basis on which he'll make his decision.

A description of the setting or social context of the study can be helpful in clarifying and justifying the choice of questions and methods. This description can be placed at the beginning of the Methods section, or it can be a separate section just before or after Research Questions. A proposal for funding is also needed to explain what resources researcher already have and from where he is going to request money for, his qualifications and experience, and timetable and budget; some of this can be included in Methods.

1.8-Detailed Outlines

An essential prerequisite to the proper and adequate conduct of research is the research outline. It is imperative that the research worker should prepare and develop the research outline before he actually embarks on any research undertaking. In research terminology, the research outline is sometimes referred to as research design, research proposal, or "agendum of procedures." By whatever name it is called, the research outline has one basic purpose: to guide the investigator in conducting of his research. For this reason, the student should recognize that the preparation of the research outline is an important step in the research process. There seems to be no rigid format for the research outline. Among the few authors, who have seen fit to discuss in their books, the research outline is given by John Best. It should prove worthwhile to consider some valuable suggestions given by Best in the preparation of what he calls the "agendum"-which is another term for the research outline or research proposal.

1.9-Bibliography/Sources of Data

This is last part of research proposal. In this part researcher provides details of his sources such as books, Journals, Encyclopedias, reports, internet web sites. Only relevant portions have to be included in this portion.

2-GUIDELINES FOR WRITING OF RESEARCHER/THESIS FOR MS/PHD DEGREES FROM IIU

2.1-DESIGNING, PLANNING AND MANAGING A RESEARCH PROJECT

Introduction

In this short overview it is not possible to explore thoroughly all the aspects and requirements of good project planning and management. The intention here is to encourage you to think about the integrity of research design and about project and managing your time and resources to achieve a successful outcome within a reasonable timescale.

Firstly, it is important to recognize that whilst a research degree might constitute an academic achievement it is also training in the discipline of high-level research. An important part of that discipline is submitting on time and within budget, which might mean adjusting the project on a regular basis as findings unfold.

Things can go wrong in any research project and there will be unanticipated obstacles to overcome. However, if your project methodology has been properly designed, nothing that happens should prevent the successful completion of your research degree.

2.2 What to Expect from Research

IIUI Research degrees conform to the descriptors laid down in the Framework for Higher Education Qualification by HEC. IIUI expects the following things from its research students.

MS Degrees

An Ms or equivalent degree is awarded to a student who has demonstrated:

    i.) A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of it is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;

    ii.) A comprehensive understanding of techniques applicable to his or her own research or advanced scholarship;

    iii.) Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;

    iv.) Conceptual understanding that enables the student to evaluate critically current scholarship in the discipline and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically an M.Phil/MS level graduate will:

i.) Be able to deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate his/her conclusions clearly to specialist and non-specialist audience;

ii.) Be able to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. Continue to advance his/her knowledge and understanding, and to develop new skills to high level;

iii.) Have the qualities and transferable skills necessary for employment, acquiring the exercise of the initiative and personal responsibility, decision-making in complex and unpredictable situations and the independent learning ability required for continuing professional development.

PhD/Doctorates

A PhD degree is awarded to a student who has demonstrated:

i. The creation and interpretation of new knowledge, through original research of a quality to satisfy peer review, that is the forefront of the discipline, and merit publication;

ii. Systematic understanding and acquisition of a substantial body of knowledge that is the forefront of an academic discipline or area of professional practice;

iii. The general ability to conceptualize, design and implement a project for the generation of new knowledge, application or understanding at the forefront, and to adjust the project design in the light of unforeseen problems;

iv. A detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, a Doctorate level graduate will:

i.) Be able to make judgments on complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate his/her conclusions clearly to specialist and non-specialist audience;

ii.) Continue to undertake pure and/or applied research and development at advance level, contributing substantially to the development of new techniques, ideas or approaches;

iii.) Have the qualities and transferable skills necessary for employment acquiring the exercise of the initiative and personal responsibility, decision-making in complex and unpredictable situations and the independent learning ability required for continuing professional or equivalent environment.

2.3 Being a Research Student

It is common to require at least a First or Upper Second degree in a relevant subject to be considered as a PhD candidate. A Master degree would be an advantage if it contains an element of research or dissertation writing. However, excellence at degree

level should be viewed as a given chance at this level and is no guarantee of eventual success. Many other factors will need to be in evidence. These are mostly centered on your ability to undertake a long- term study under your own direction.

Your previous track record should therefore show the ability to:

- Read, copiously and quickly;
- Display good verbal and written communication skills;
- Work in an organized and methodical manner;
- Schedule work, get goals and meet self-imposed targets;
- Work to structured schedules and consistently meet deadlines;
- Postulate questions and deduce solutions;
- Acquire knowledge and skills outside your normal realms of undergraduate subject's area;
- Present to an audience;
- Sustain and defend an argument or line of thinking;
- Demonstrate that you are self- motivated and self-disciplined;
- Provide evidence of good problem solving skills;
- Accept and response positively to criticism.

This is like to require you to be self-motivated, self-disciplined, organized, methodical, creative, resilient, determined, resourceful and sociable.

2.4   Aims and Objectives

The principal aim of your research programme should derive and direct your research. The aim should reflect a well defined gap in current knowledge. Your research is expected to produce a significant contribution to the knowledge so it is essential that the aim directs you towards accomplishing this. The aim should preferably be expressed as a single sentence using academic language. They should be firmly in your mind and regularly referred to and reinforced to maintain focus and prevent unnecessary work or drafting from the point.

Your aim will be best accomplished by breaking the work required into a number of smaller discrete objectives. The objectives provide more detailed guidance and indicate the actual tasks and milestones associated with meeting the stated aim.

Your research must also be largely original and your own work. An example of original work indicates:

- Carrying out empirical work that has not been done before;
- Making a synthesis that has not been done before;
- Use known materials but a new interpretation;

- Bring new evidence to bear on an old issue;
- Being cross-disciplined and using different methodologies;
- Looking at areas that people in the discipline have not looked at before;
- Adding to knowledge in a way that has not been done before.

3-STRUCTURE OF A THESIS

3.1. Introduction

This section should provide an introductory description of the general subject and orient the readers about the basic aims and goals of the research. The significance of the research, where it will lead and what difference it will make to our general understanding of the theoretical or practical body of knowledge for landscape architecture, should be addressed in the introduction.

The hypothesis is the central question being researched. Hypothesis is usually defined in 'cause-effect' relationship. Provide a background for any limitation to this study. Be very specific.

3.2. Literature Review

Normally, the literature is the first step in any research study. The review is both a learning process and a deliverable result. The importance of the review cannot be overstated. It is the foundation of the entire study and a poor review may be difficult or impossible to recover from in the study period allowed. A well-conducted and timely review will lead to increased confidence and definite goals being set for the rest of the study.

The review has many purposes, it should enable you to:
- Develop a sound knowledge of the field of study;
- Develop core research skills: reading, using library sources, networking, interviewing and maintaining communication;
- Develop an understanding of previous research and research currently underway;
- Identify key institutions and individuals in the field of study;
- Identify gaps in the current knowledge that the study will address;
- Develop reporting and writing skills.

In terms of the thesis the review also has several purposes. The review will often be the first chapter of the thesis and as such it should:
- Illustrate that you are an expert in your field of study;
- Set out the background and context for thesis;
- Lead the reader into the specific area of research;

- Give the reader confidence that your work addresses a recognized gap in the current knowledge.

It is crucial that the content of literature review is continuously and regularly maintained over the study period to remain up to date and relevant.

It is common that the review will encompass different aspects that may be combined in the study. A typical example would be instances when computer technology is first applied to a traditional skill or practice. In these cases it is vital that the relevant aspect of each of the discipline is reviewed without allowing the review to become overlong and drift away from the main thrust of the study. It is vital that the review remains strictly focused.

3.3-Research Methodology

You should select a research design based on a methodology that provides a consistent and justifiable link (valid and reliable) with the research question as research methodology is highly subject dependent. You should ensure that you have a good understanding of research methodologies used in the particular field and seek training where necessary.

You should ensure that your research methodology has been designed properly and that all the elements required have been thought of. There is a temptation to jump at the first design that comes to mind and this is inadvisable. Instead, you should carefully consider the design in overview and should consult with others on its integrity. Most research is about pursuing stated aims (and their objectives) through an investigation of some kind, which will normally involve taking measurements and analyzing the results, and making a comparison of the results with a theory or the results of parallel/similar studies. How this is done will depend upon the discipline area.

It is easy at the beginning of a project to be too ambitious. You should ensure that the size of the intended project is manageable within the normal timescale of the study. Make sure that you can control, compensate for or eliminate variables not being measured. The ethics of the research programme should also be considered and a way of testing findings identified.

In seeking ways to take measurements, don't just opt for the first method that comes to mind. You should explore possibilities on the basis of appropriateness, cost, time, accuracy, etc and ensure that a decision to do things in particular way has a credible explanation.

Things are rarely perfect in research and the tools of measurement are no exception. Ensure that you know the limitations of your measurement techniques and finding (tools include mathematical and statistical analysis techniques and computer programmes which deal with these to produce results).

3.4-Data Collection and Data Analysis

Design the date collection process to make it easy to collect, code, manage, and analyze. Describe what the physical procedures will be for managing this data. Will you use tables, spreadsheets or databases to aggregate and analyze the data? What kinds

of analysis will be done? How will it be accomplished? How will the findings be presented for interpretation?

Now that you have presented the results, discuss them. What, specifically, do the results mean? How can they be interpreted? Can they be interpreted in multiple ways? What do the findings tell you about your hypothesis? Do not claim more for your results than the data really shows? Avoid speculation.

Data Analysis

- Decide your approach to the documents

- Analyze the nature of the sources used

- Decide whether the document is reliable for a particular purpose

- Strive to gain a full appreciation of the value of source

Interpretation and presentation

- Data must be recorded, analyzed and interpreted.

- Look for similarities, groupings and items of particular significance

- First-thought categories will be a start in the process of collating findings.

- If you need to discover the average of certain values, decide whether the mean, median or mode is the most suitable.

- Used on their own, means and medians may not be sufficiently descriptive to provide a complete picture of the data.

- All data require interpretation.

- Try out different methods of presentation for responses to different question types.

- Do not attempt complex statistical techniques unless you have the expertise to cope with.

3.5-Conclusion

This should summarize your results and discussion. You should include a list of the most important findings of your study in descending order of importance. You should also provide a statement about the possibility of a future study of the same area. What needs to be done and what does this study contribute?

3.5-Bibliography

All pieces of literature referred to should be listed at the end of the thesis before the appendices using the appropriate reference style.

3.6-Appendices

If you have material that is too long to include in a table / footnote, etc. or not appropriate to a particular section it should be included as an appendix.

3.7-SUPERVISION

Your supervisory team is there to guide you through your research and not to do the work on your behalf. Your Director of Studies must ensure that all of the regulations are adhered to and you should make sure that your DoS fulfil his/her responsibilities on time. The role and responsibilities of supervisors are described in the next pages of this handbook.

Ensure that clear dates, sufficient time, and objectives have been agreed with your supervisory team and that these are adhered to. You are advised to keep an agreed and preferably written record of each meeting ensuring that objectives set after each meeting are feasible, openly discussed and agreed.

Each member of the supervisory team will have complimentary skills and knowledge enabling you to call on the appropriate team member and access their particular skills. In addition, don't be afraid to request specific training or subject help from outside the supervisory team if you feel it necessary.

3.8- The responsibilities of the supervisor include:

- Giving guidance about the research about the nature of research and the standard expected, the planning of the research programme, literature and source, attendance at taught courses where appropriate and about requisite techniques (including arranging for instruction where necessary);

- Maintaining contact through regular meetings;

- Being accessible to the student at other appropriate times for advice and responding to difficulties raised by the student;

- Giving advice on the necessary completion dates of successive stages of the work so that the thesis may be submitted within the agreed timescale;

- Checking written work or reports as appropriate and returning written material with constructive criticism and in responsible time;

- Ensuring that the student is adequately prepared for presenting his or her work to staff and graduate seminars.

3.9-The responsibilities of the student include:

- Pursuing the programme with positive commitment;

- Discussions and meetings with the supervisor;

- Ensuring that he/she is aware of the code of practice of the university;

- Successfully completing any training programme arranged within the prescribed time period;

- Taking the initiative in raising problems or difficulties;

- Maintaining the progress of the work in accordance with the stages agreed with the supervisor;

- Providing a report on progress to the supervisor;

- Agreeing with the supervisor the amount of time to be devoted to the research;

- Checking the completeness and accuracy of the text of the thesis submitted.

3.10-TIME MANAGEMENT

Only approximately half the people who embark on the doctorate actually complete it. This is rarely because they are incapable. The usual cause of failure to complete is that they run out of time. To complete your research in time, time management is very necessary.

Recognizing and adopting the following techniques will help to improve your time management.

(i)   Treat your research as a job. Work nine to five or thereabouts. The advantages are that:

- Most facilities operate during office hours (labs, computer facilities, companies, libraries etc.);

- Most academic and support staff work during office hours (i.e. the people who are there to help you.);

- It is generally considered healthier to work during daylight hours;

- You will maintain good and normal working and social hours with the majority of your friends and colleagues.

(ii)   Recognize the importance of routine. A regular routine will:

- Make organizing your work easier;

- Make it easier to predict workflow and progress;

- Make it easier to plan meetings and keep appointments;

- Spread your workload evenly over time.

(iii)   Recognize the importance of rest. It is vial to ensure that you:

- Get enough good quality, regular sleep;

- Set aside time for socializing, sport or rest and relaxation;

- Don't work over hours as fatigue leads to poor quality work, errors and accidents;

- Alternate between different types of work to break up long, tedious or repetitive tasks.

(iv)   Recognize the need to be resilient.

- Things can and will go wrong, so be prepared to deal with problems.

- Remember, some things are simply out of your control.

- Be adaptable; try to turn difficult situation to your advantage.
- You will face scrutiny and criticism throughout your study, don't take it personally.

(v)   Remember to set your goal.

- Break your goals down into realistic long-term and short-term objectives e.g.

  Overall aim – get doctorate, M.Phil /Ms, etc.

  Yearly aim – get to the next critical stage of the research

  Monthly aim – complete experiment, write-up, etc.

  Daily aims – accomplish individual tasks.

(vi)   Recognize the importance of staying at time. Make it a regular habit to:

- Keep track of time and your progress by using calendars, diaries, and highlight;
- Strictly prioritize your task according to importance and urgency;
- Identify and eliminate procrastination;
- Identify and eliminate avoidance or delaying of tedious tasks.

(vii)   Remember the importance of good record. Good record and organization of your task will make research easier.

(viii) Ensure that you

- Keep a diary, journal, log book or notebook, use hard cover, bound notebooks not loose paper;
- Write your work regularly as you proceed, you will not remember things in 3 or 4 years time;
- Be neat, tidy, methodical and highly organized.
- Keep multiple weekly back ups in different location.

(ix)   Getting started. One of the hardest things is getting started. Staring at a blank screen, clean sheet of paper and not knowing where to begin can be a major hurdle. To help the process along try to:

- Always start the work on the day it is assigned or schedule;
- Start by writing the title, headings and sub-headings, and add notes under each section;
- Write whatever comes to mind as this will be easier to build from then nothing;
- Don't worry about good grammar, spelling or presentation- it can be edited later.

(x)   Recognize the need to rely on others. It is inevitable that your research will rely on the input of the supervisors, interviewees, questionnaire respondents, experts, librarians, technician and suppliers. It is therefore important to try to:

- Allow longer than normal for responses from other people;

- Remember that you may well not be their priority;

- Response rates tend to be low, don't over estimate likely response'

- Where possible eliminate or reduce your dependency on people you have no control over.

(xi)   Reading. Reading is perhaps the most important skill in your life as a research student.

- Be careful and selective, don't waste time reading irrelevant materials;

- Learn to read quickly;

- Make sure that you actually understand the meaning of what you are reading;

- File important or useful references, you will want to read

(xii)   Remember the importance of good communication.

- Don't waste time waiting to get in touch with people or in responding to people;

- Make sure people know where you are and how to contact you all the times;

- Stay on campus as much as possible;

- Chase people who are late replying to you;

- Never, under any circumstances be late or miss an appointment or meeting.

(xiii)   Use supervisory team

- Make good use of your supervisors;

- Schedule and hold regular meetings

- Keep a written record of progress as reported to your supervisor;

- Make sure your supervisor is always up to date with your working situation;

- Make sure you know and follow IIUI's codes of practice and procedures.

4-STANDARDS OF FORMAT STYLE

4.1   Paper

Prior to final submission approval, standard copy paper may be used. However, for the submission of final copies use of 90 grams paper is recommended.

4.2   Appearance

The thesis must be typed or machine-printed, neat in appearance, and without error. Strikeovers, handwritten corrections, or interlineations are not accepted, nor are corrections made using fluid, tape, or erasers. The thesis can only be printed on one side of the page.

4.3   Typeface

Fonts vary in size depending on the software used. The thesis must be typed in *Times New Roman* 12-point font. Only non-italic fonts may be used for the core of the manuscript text. Type size may be smaller for footnotes, captions, and for information in figures and tables. Print outside of the basic text (e.g., footnotes and content notes) should be typed in *Times New Roman* 10-point font. Italics may be used for headings, foreign words, book titles, or occasional emphasis. The use of underlining and bold face in the text, headings, and titles is dictated by governing style manuals. Signatures on the transmittal page should be typed on the line that precedes the signature line.

4.4   Margins

Copy machines and printers may shift text on a page. Therefore, the following are minimum margins.

Left: 1.5 inches (this margin is wide for binding requirements)

Right: 1 inch

Top and Header: 1 inch measured from top of page to top of page number

Bottom and Footer: 1 inch measured from bottom of page to bottom of page number

Note: Some preliminary pages and the first page of each chapter must have a top margin of two inches, which should be measured from the top of page to the top of words.

4.5   Line Spacing

The text of the thesis must be double-spaced throughout. Lengthy quotations (a prose quotation of two or more sentences which runs to five or more typewritten lines) must be in block form, single-spaced, indented five spaces from the margin on both sides, and not enclosed in quotation marks. Paragraph indentation in block quotations is ten spaces from the left margin of the thesis text. Care must also be taken to observe all rules for marking omissions in the quotation, including omission of the beginning of the first sentence of a new paragraph in the quoted source. Refer to governing style manual for guidelines regarding the spacing of footnotes, bibliographic entries, long quoted passages, figure and table captions, and items in lists and tables.

4.6   Pagination

Preliminary pages must be numbered using lower-case Roman numerals centered one inch from the bottom of the page. The title page is counted, but not numbered.

Immediately after the title page come the copyright page, the "STATEMENT OF UNDERSTANDING/DECLARATION,"." These pages are neither counted nor numbered. The next page is numbered "ii." (In most cases, the ACKNOWLEDGEMENTS page is the first numbered preliminary page). The remaining preliminary pages follow **in consecutive order.** "In consecutive order" means that no new chapter or section can repeat the numbering of an earlier chapter. All pages of the body of the thesis (including illustrations, charts, tables, appendices, bibliographies, etc.) are numbered in consecutive order using Arabic numerals.

The first page of each chapter must have the page number located at the bottom center (page numbers must observe the 1-inch bottom margin). Page numbers thereafter must be placed in the top, right-hand corner (page numbers must observe 1-inch top and right margins).

The Abstract, if longer than one page, is numbered using Arabic numbers (1, 2) one and two at the bottom center of the page. Additional specifications may be found in the manual adopted by the student's school or department.

4.7 Division of Words

The right-hand margin need not be justified. Words must not be divided in a way which leaves one letter of the word on either line or the past tense of a verb at the end of the first line.

4.8 Chapter Headings

Each chapter must have a heading and a title. Both should be in all capital letters, centered, and in observance of the 2-inch top margin. Chapter headings can use either Arabic numerals or Roman numerals, depending on the dictate of the governing style manual. If a preference is not indicated in the style manual, use Arabic numerals to indicate the chapter number in the TABLE OF CONTENTS and in the text. Chapter headings refer to the chapter number (i.e., CHAPTER 1, CHAPTER 2). Chapter titles refer to brief descriptive titles that have been assigned to each chapter to indicate content (i.e., INTRODUCTION, METHODOLOGY, LITERATURE REVIEW).

4.9 Figures

Charts, graphs, photographs, diagrams, etc., are called figures and should be numbered consecutively using Arabic numerals. The "LIST OF FIGURES" will be an item in the "TABLE OF CONTENTS."

The figure caption is placed two lines below the figure. Refer to your governing style manual to determine whether or not the figure caption should be flush with the left margin or centered. The caption must be typed, and must include the identifying figure number, the figure title clarifying any label abbreviations used on photographs or diagrams, and the magnification, if any. The style described above may be followed for typing the figure caption, except that "Figure" may be abbreviated as "Fig."

Any chart, graph, structure, etc., should follow the paragraph in which it is first mentioned. If it is too long to fit within the required margins, or if it is one or more pages in length, it should be placed on the page immediately following its first mention and continued on the succeeding page(s) as necessary.

4.10 Tables

Tables should be numbered consecutively in Arabic numerals, given titles (which must be typed), and listed with page numbers in a "LIST OF TABLES." The "LIST OF TABLES" will be an item in the "TABLE OF CONTENTS."

In the text, the number and title of the table are centered above the table. The title should describe in a clear, concise manner the nature of the data presented in the table. Superscripts, asterisks, etc., may be used to designate explanatory notes. These notes should be beneath the table.

Each table directly pertinent to the presentation should be included as an integral part of the thesis and must appear on a page where it is first mentioned in the text, or, if it is too long to fit in the appropriate position on that page, it must immediately follow the page on which it is first mentioned. Tables one page or less in length should never be divided. Tables must not exceed the usual margins of the page in the thesis. Wide tables (broadsides) may be oriented in "landscape" position with the heading on the left-hand margin, i.e., at the binding. This margin must remain 1.5 inches wide. Occasionally, it may be necessary to paste together separate pages for wide tables. If so, only white linen tape or binding material should be used. These tables must appear within the required margins of one page. Excessively long tables may be continued from page to page; an example of the heading for the continuation would be: "Table 30 (Continued)."

4.11 Footnotes

Unless guidelines of the school or department specify that footnotes must be placed at the bottom of the page within the margins specified above, footnotes may be placed there or collected at the end of each chapter as endnotes. In either case, they are numbered consecutively beginning afresh with each chapter.

4.12 Bibliography

The bibliography should maintain the same margins as that of the beginning of chapter headings, and be titled as BIBLIOGRAPHY, or as certain departments specify, REFERENCES. In the table of contents, the bibliography or reference page is not to be listed as an individual chapter. In some cases, a single alphabetical list will suffice, but there is important scholarly advantage in arranging the bibliography in classifications which will be authorized by the Board of Studies/Research. The BIBLIOGRAPHY or REFERENCES should be listed alphabetically by the last names of the authors. The authors' names should be written exactly as they appear in the publication.

The Bibliography or References is always the last section of the thesis. The last page of the Bibliography or References should be the last page of the thesis. However, appendices should come after the bibliography.

5-INGREDIANTS OF AN MS/PhD THESIS

The document submitted to Department includes several items which must be placed in the order specified here.

1. Thesis/Dissertation Submission Form
2. Abstract
3. Thesis, consisting of preliminary pages, text, and a bibliography or reference list

5.1   Thesis Submission Form

The transmittal form must be properly signed by all appropriate persons. Spell out all department and school names, in their entirety. The title of the thesis should exactly match the title provided on the ABSTRACT and the Title Page. It must be the same as written on approval letter. Only degrees that precede or follow names should be abbreviated. On each submission form, signatures must be original and placed adjacent to typed name. Photocopies will not be accepted.

5.2   Abstract

The ABSTRACT should be usually one page or less in length and contain no more than 350 words. It should present clearly and concisely the main objectives of the study, the results, and their significance. References are generally not included in the abstract. If references must appear, they must be self-contained (completely cited) within the abstract. The abstract is independent of the thesis itself and should not be listed in the TABLE OF CONTENTS.

Student and advisor name should appear on the ABSTRACT exact as they do on the transmittal form. Only list degrees that have been conferred upon the student, not degrees that are in progress. Do not place a comma between the month and year when providing thesis date. Two lines should separate the thesis title from the line containing the advisor's name, and two lines should separate the line containing the thesis date from the body of the abstract.

Each page of the abstract has a top margin of one inch. If there are two pages, each is numbered in the center at the bottom margin, using Arabic numbers and complies with margin requirements.

5.3   Preliminary Pages

The preliminary pages must be ordered as follows:

i)   Title Page

See the example for the exact content and format required. Titles that are more than one line should be presented as an inverted pyramid. The top margin of this page is two inches. This page is not numbered, although it is page "i." The date listed at the bottom should be the month and year that the degree will be conferred, not the date the thesis was completed. The student name provided should appear exactly as it does on the transmittal form and the ABSTRACT. The information on this page should be in all capital letters.

ii)   Copyright Page.

See the example for format. The text appears immediately above the bottom margin of the page. This page is not numbered. Only the name of the student should be in all capital letters. Use standard copyright symbol: ©

iii)   Statement of Understanding/Declaration of Student

The top margin of this page is two inches. See the example for the format and exact text. This page is not numbered. The student should sign and date each copy; photocopies will not be accepted. It is permissible to replace "thesis/dissertation" with

"thesis" or "dissertation," depending on which is being submitted. Underline the name of the specific School

iv)   Acknowledgements

Acknowledgements are optional, must be on a separate page, cannot exceed one page, and should not exceed one paragraph in length, and should adopt a restrained and decorous tone. Dedications are inappropriate in theses and dissertations, but a dedicatory statement may be included within the ACKNOWLEDGEMENTS. A separate page for a dedication is not permissible. The ACKNOWLEDGEMENTS page is the first numbered preliminary page, and should be numbered "ii." The top margin of this page is two inches.

v)   Table of Contents.

Note that any subheadings within chapters must reflect formal subdivisions with headings in the text of those chapters. Do not list unnumbered preliminary pages in the Table of Contents. Do not include the Abstract in the Table of Contents. The first listed item should be the ACKNOWLEDGEMENTS. The top margin of this page is 1 inch.

vi)   List of Figures.

This page is required if any figures appear in the text. The top margin for this page is two inches.

vii)   List of Tables.

This page is required if any tables appear in the text. The top margin of this page is two inches.

Viii)   List of Abbreviations.

This page is required if the text holds any abbreviations which are peculiar to the text or to an extremely restricted scholarly audience. The school or department will publish its regulations regarding acceptable abbreviations -- those which are to be listed and those which need not be. The top margin for this page is two inches.

5.4   Text

Typically, the main text consists of the following sections and sections should be ordered as displayed below:

1. Introduction

2. Chapters (including footnotes or endnotes)

3. Appendices (if any)

The first page of each such section has a top margin of two inches. Note that appendices follow the bibliography or references.

5.5   Bibliography or References

The BIBLIOGRAPHY was previously discussed under "Standards of Format and Style" above. The first page has a top margin of two inches. Each of these sections must be listed in the TABLE OF CONTENTS, with page numbers. Subdivisions within each section must employ headings and subheadings with consistency according to the authoritative format being used.

6-COMMON ERRORS CAUSING THE REJECTION OF FINAL DRAFTS

Errors in the final draft will result in the rejection of the draft submitted to the Office of Director Academics. It is the responsibility of the student to correct all errors, including those of the typist. Listed below are common errors that may result in a delay of a candidate's fulfillment of the final requirement for the degree:

A.   Errors in spelling and grammar, use of language inappropriate for scholarship (i.e., contractions), and use of sentence fragments cause more rejections of the final draft of theses than do any other kinds of errors. Therefore, students and faculty are urged to proofread and edit assiduously.

B.   It is the responsibility of the student and not of the typist or the faculty advisors, to conform to all details of documentation format. Second only to errors of spelling and grammar, errors in format of FOOTNOTES and BIBLIOGRAPHY cause the most rejections of otherwise "final" drafts. Students and faculty are advised, therefore, to be extremely careful to ascertain that all rules of format are followed exactly.

C.   Final drafts which are submitted on paper which does not meet the specifications of quality designed in this *Guide* will be rejected.

D.   Careful attention should be given to the correct numbering of pages. No unnumbered pages may be included in the text of the thesis.

E.   Final drafts that do not comply with the marginal guidelines set forth in this *Guide* will be rejected.

F.   It must be understood that errors found in a thesis after the deadline for submission will require a delay in graduation.

7-REQUIREMENTS FOR FILING THE FINAL DRAFT

7.1   Paper Quality

Prior to final manuscript approval, standard copy paper may be used.

7.2   Number of Copies

Each student has to submit required number of copies as per University rules .

7.3   Print

Official copies of the thesis must be perfectly legible and without discernible erasures. "Liquid paper" corrections are unacceptable. Required copies may be produced by a photocopier or by a computer printer, provided it is of "letter-quality" typeface and all other University specifications of form are met. Computer printouts must meet the same

standards of paper, page size, and legibility, including upper and lower case, letter-quality typeface, etc. A single, consistent type size and typeface must be used throughout the text, except for tables, figures, and symbols. Black India ink should be used for symbols which do not exist in available typeface.

7.4- Documentation

Each copy of the thesis must be accompanied by the following documents:

i) **Thesis/Dissertation Transmittal/Submission Form**

ii) **Forwarding Sheet from supervisor**

iii) **Declaration from the student that the thesis is original work**

When the thesis is presented to the Office of the department, this form must be signed by all concerned.

7.5-PUBLICATION OF DISSERTATIONS

The need to register copyright depends on the nature of the materials and on plans for the future publication or revision of the thesis. Under present law, the works of an author are protected from the date of creation and on throughout the life of the author, plus another fifty years thereafter. Whether the thesis or dissertation copyright is registered or not, the author retains the right to publish all or any part of the manuscript by any means at any time, except, in the case of the doctoral dissertation, as described by the HEC Registration of the copyright puts on public record the exact details of a copyright claim. In order to bring suit against an infringer, registration is necessary. Further information about copyright may be obtained from the concerned department or HEC.

7.6-FINAL DRAFT CHECKLIST

Please note that the Internet guides for use of style manuals are often incomplete and inaccurate. They should never be relied upon as authoritative. Also, a student should not use theses or dissertations previously filed or past IIUI regulations for format examples because changes are made periodically, and candidates are responsible for following the requirements in effect when the manuscript is filed.

In order to reduce the likelihood of final draft rejection, the student should consider the following questions:

1. Is the final draft on the approved paper and is the print quality clearly legible?

2. Are the margins correct?

3. Is the title exactly the same on the transmittal form, the abstract and the title page?

4. Are the preliminary pages numbered correctly and placed in the proper order?

5. Have all pages been numbered except those which must not be numbered?

6. Have Arabic and Roman numerals been chosen correctly?

7. Were the Title Page, Copyright Page, STATEMENT OF UNDERSTANDING, and NOTICE TO BORROWERS left unnumbered?

8. Do the page numbers and wording of all titles and subtitles in the TABLE OF CONTENTS correspond exactly with the proper page numbers and wording in the text?

9. Has the TABLE OF CONTENTS been excluded as an item in the Table of Contents?

10. Do subheadings in the TABLE OF CONTENTS include all and only the relevant subheadings in the text?

11. Has proper spacing been provided for subheadings in the text and for tables and figures?

12. Are the footnotes in the final draft formatted and numbered correctly?

13. Are all pages included and ordered correctly in both copies of the final draft?

14. Were the ACKNOWLEDGEMENTS limited to one page?

15. Has the final draft been reviewed for typographical errors, misspelled words, and incorrect use of punctuation marks?

16. Are there two spaces after periods that follow sentences?

17. Does the final draft include the required documentation, i.e., THESIS/DISSERTATION TRANSMITTAL FORM, ABSTRACT, STATEMENT OF UNDERSTANDING, NOTICE TO BORROWERS?

18. Have all front matter pages, preliminary pages, and beginning pages been placed in the correct order as follows:

TRANSMITTAL,

ABSTRACT,

TITLE PAGE,

COPYRIGHT PAGE,

STATEMENT OF UNDERSTANDING,

NOTICE TO BORROWERS,

[ACKNOWLEDGEMENTS],

TABLE OF CONTENTS,

[LIST OF FIGURES],

[LIST OF TABLES],

[ABBREVIATIONS]

Un-bracketed items are always required, and bracketed items are required under certain circumstances.

8- PLAGIARISM

8.1- What is Plagiarism?

Everyone knows that plagiarism is something to be avoided, but not everyone is sure precisely what it is. The following section borrowed from "A Little Book of Plagiarism" designed by HEC will help students to understand more fully what plagiarism is, and equally important, how to avoid it.

Plagiarism is a specific *form* of cheating which is almost wholly found in respect of course assignments completed by students independently.

The University of Greenwich has a definition of plagiarism:

Plagiarism includes, but is not limited to:

- using published work without referencing (the most common)

- copying coursework essays

- collaborating with any other person when the work is supposed to be individual

- taking another person's computer file/program

- submitting another person's work as one's own

- the use of unacknowledged material published on the web

- purchase of model assignments from whatever source

- copying another student's results

- falsifying results

Chambers Dictionary defines a plagiarist as a kind of thief – "one who steals the thoughts or writings of others and gives them out as his [sic] own". When this is also used for gain – in the University to gain credits for a module or modules – then an additional dimension of dishonesty is added.

As the examples above show, plagiarism can take many forms. There are grey areas e.g. when is discussion with fellow students good practice and when does it become collusion? There are also degrees of plagiarism, from, for example, copying the whole of the assignment, to copying only part of it; or paraphrasing much of a source rather than copying the actual words used.

The key element of a submitted assignment is that (unless it is assessed as a group project) *it should be your own work entirely*. How can you tell? Try testing yourself against this declaration:

"I certify that this is my own work. The work has not, in whole or in part, been presented elsewhere for assessment. Where material has been used from other sources it has been properly acknowledged. If this statement is untrue I acknowledge that I will have committed an assessment offence.

The following section gives you more information on plagiarism and how to avoid it.

8.2- Why Shouldn't I plagiarise?

There are many reasons why students plagiarise, for example:

- not being fully aware of what plagiarism is;
- short-term panic response when an assignment is due and time is short;
- feeling a desperate need not to be seen as a failure and so copying to try to ensure "success";
- different academic tradition.

Whatever the reason, though, plagiarism is nevertheless cheating. It is not only cheating the University but, probably more importantly for your fellow students, *it is cheating them.* But there are more reasons that the negative ones (cheating others, unfairness, and possibly discovery and disciplinary action) for not plagiarising. Essentially, plagiarism is also *cheating yourself and letting yourself down.*

International Islamic University Islamabad is whole-heartedly against the practice of plagiarism. It is well aware of the injustice of some students sitting up all night, possibly after working during the day, to complete an assignment; while others decide simply to try to download the answers from the internet. One makes a massive effort; the other makes no effort at all.

8.3-Positive Reasons for Not Plagiarising

Pride in Your Work
Students should be able to take pride in their work and in the achievements they have attained. There is considerable satisfaction in knowing that the work you have submitted is your own, and the marks obtained reflect your own effort. There can be little real satisfaction in knowing that your mark (however good) was because you were a good cheat, rather than a good student.

8.4-*Real Level of Attainment*
It is possible that someone might plagiarise widely and not be discovered throughout their University career. But they will not really have learned anything. The discovery that their apparent attainment does not match their real abilities will then become apparent when they find a job. In the end this could lead to dismissal and the termination of a career.

8.5-*HEC Policy*
It is important to recognize that plagiarism as described here is what is understood by HEC. Rules which may apply anywhere else are simply not relevant here. So, it is not valid to offer as a reason for plagiarism traditions which may operate elsewhere. Check the details of the next section to ensure that you are fully aware of what constitutes plagiarism in so that you don't end up unwittingly being found to have plagiarised and therefore unable to be awarded any credits for your module or modules. If in doubt – ask your tutor before you submit your work.

8.6-Plagiarism in Practice – what is it?

Plagiarism takes many forms. Some of the more common are identified here.

Copying from a single source

This is where the student uses one of the following as the basis for the whole or a substantial part of the assignment

- a published book
- a published article
- the internet
- an essay from an essay bank
- a piece of work previously submitted by another student for the same or a similar assignment
- copying from a text which is about to be submitted for the same assignment (see also Collusion below)

Note that this list is comprised of both *published and unpublished* sources. The first three are published, the second three are not. Plagiarism therefore is not copying from *published sources only*. It can also arise from the copying of unpublished sources like essays.

Where substantial copying takes place the words, arrangement of material and ideas are those of the source, not the student, and the work rarely answers the questions set. Where plagiarism is of this nature and extent *it is very difficult to see how it could have been accidental*, (especially if the text were derived from an essay bank or previous submission) and therefore it is viewed very seriously indeed. This kind of plagiarism is also increasingly detectable with modern software.

Copying from several sources

This is similar to the above, except that more than one source is used. A student obtains (say) 4 sources of information, and copies a sentence or group of sentences from A, then one from B, one from C and one from D and so on.

This is an example of plagiarism where a student might genuinely have thought that they were not doing anything wrong. The sources used might well have been cited in the bibliography, the essay might answer the question set, the organization of the material may well be the student's own. *However, this is still plagiarism.*

Why? The reason is that although the structure and composition is the student's own work, the words are not. Rules of academic presentation require that whenever a direct quote from a source is used, this should be cited.

In this type of plagiarism no quotations are given in the text and thus the work is being dishonest about who actually wrote what. Further, the student's only contribution is cutting and pasting, which is not what the assignment was designed to assess, and there is no demonstration *by the student concerned* of the required skills of analysis, interpretation, judgment or opinion.

Paraphrasing

This is putting someone else's views into your own words, and this is one of the grey areas in plagiarism. To a certain extent any essay or assignment which relies on

reading a series of texts as the basis of assignments will contain a significant amount of paraphrasing. There are two key things to remember in this case to ensure that it cannot be thought to be plagiarism:

- Do not use only one source
- Acknowledge all sources used
- Take care when taking notes

Collusion

This can occur when students work together, and it is very important to distinguish when this is required, and when it has to end.

Some assignments require students to work together as part of a group project. *Where the group as a whole gets the mark* then it is joint work throughout and the group co-operation is part of what is being assessed.

Some group projects, though, require students to work together at the planning stage, but then to submit individual assignments. Here the co-operation has to end at the point where you begin to compile your own individual submission, which must be your own work from this stage onwards.

A grey area is when students discuss their work together. A line needs to be drawn between legitimate discussions of the current assignment with student colleagues, especially where you share a house. Where students share a house they often also share the same resources – for example a common pool of books borrowed from the library.

The important thing to remember is that (*except on group projects where the group as a whole gets the mark)* whilst general discussion of the issues involved, or approaches to be taken, is acceptable, the final submission *must be your own individual effort.* Discussion *before* the assignment is undertaken is one thing, discussion, correction and improvement during it is quite another and might lead to the suspicion of copying.

Also, remember that if you allow a fellow student to copy your work you will be considered as guilty of collusion as the actual copyist, and will be subject to the same penalties under the University Regulations.

Reuse of programming code

In industry reuse of code is to be encouraged and both Web sites and books will provide numerous examples of code but you should realise that part of the purpose of doing a programming coursework is for you to develop your own skills. If most of your code comes from other sources then you will not be awarded a very high mark and also you will have learnt very little.

If however you choose to make use of other people's code then in order to avoid an accusation of plagiarism, you must annotate your listing identifying the lines of code which are not your own. You must clearly state their source e.g. name of author, page in the book that you have taken the code from, Web page address. Failing to reference work taken from other sources is a plagiarism offence and will be dealt with as such.

Note that you will be awarded more marks for the code you write yourself, than the code you use from others. Obviously if you copy the entire program from someone else (and

reference the work) you will be awarded zero as you have not made a contribution to your coursework solution.

Use of Multimedia

It is your responsibility to credit all such material appropriately. You should be aware that copyright material must not be published (for example on a website) unless you have permission from the owner of the copyright.

8.7-Plagiarism – how do I avoid it?

The following good practice guidelines will help you to avoid plagiarism.

Use of Quotations

Remember that if you use the exact words in your source these should appear in quotation marks and be referenced by the book or article and the page on which the quote appears. *Never* use direct quotation from any source unless quotation marks are used and full references are given.

Try to use quotations sparingly. Use them only when the author has expressed something so well and so succinctly that you feel that the words cannot be bettered. If you do this you will probably reduce the number of your quotations and be aware of when you are quoting.

Making Notes

During note taking it is possible subconsciously to use the language of your source. Try to be aware of this when you are making notes. To avoid it, try not to make notes as you read, but read first, consider what the author has said, and *then* make notes. If you do this you will copy less of the text.

Paraphrasing

Remember here to attribute the broad ideas or content to the author in question. You will probably carry over some of their language, but as long as you are making it clear which sources you are using, and not attempting to pass it off as your own work then this should not arouse suspicion of plagiarism.

The more sources you look at, the less likely it is that you will seem to be repeating without acknowledgement the content of one of them. And if you take care when you are taking notes (see above) you will also reduce the chance of unacknowledged paraphrasing.

Cite all sources used

You should cite *all* the sources you have used. Al*ways* cite any web sources used. If they have contributed to the completion of your assignment they are required to be listed just as much as printed books or articles.

If you only cite some, and the lecturer recognizes an extract from another source which has not been included in the bibliography, then you can expect that he or she will look very closely at the assignment in question.

Absence of source citation can very easily be seen as an attempt to prevent the lecturer possibly comparing your assignment text with that of the actual text used to check for the degree of similarity. If there is considerable similarity (either direct copying or paraphrasing) and you have not cited the work in question, then you might have some difficulty in convincing your lecturer that this was not done to try to conceal the plagiarism which has been identified.

Also, it is not good practice to pad out a bibliography with lots of titles which you have not read. Try to keep to those which you have actually consulted. A short list of well-used sources is much better than a long list of sources which you have never looked at.

How do I know when to include a reference in my work?

When you are writing an essay or completing a similar kind of assignment it is not always necessary to include a reference to everything you say. If that were so, your work would be more references than substance. When you give a reference, it is partly a matter of judgment, and conventions will vary from one discipline to another.

Your Lecturer's Views

It is a common assumption that your lecturer wants you to repeat his or her views in your assignment, especially if these have been published in a book or article. Try to remember that this is not the case. All lecturers want you to use the sources suggested in the reading list (including their own if relevant), but they want you to use them *constructively* to answer the question, or complete the assignment. They do not want you simply to repeat the views contained in their own works.

The Textbook

If a lecturer recommends a textbook, then obviously he or she wants you to read it. But, as above, they do not want you to copy it out when completing an assignment. Once again, the idea is to use the information constructively. You want to show that you have understood the issues and concepts involved, but in order to show that *you* have understood them, there has to be clear input from you. This cannot be there if you simply copy out the text of the textbook, however good this is.

If it helps you to avoid doing this – remember that your lecturer will have read the textbook and will therefore be very likely to spot direct copying.

Collusion

To avoid suspicion of collusion you are advised to do the following:

- have any discussions and sharing of ideas *before* you start completing the assignment;

- do not ask to look at anyone else's assignment and do not show yours to anyone else if they ask to see it;

- remember that if sequence, style and content are very similar between two pieces of work it will lead the lecturer to wonder whether there has been collusion;

- remember that there are now electronic devices available to test for linguistic similarity between two pieces of work.

Copying from the Web or purchasing essays

There is only one simple piece of advice here – **do not do this**. You may know some fellow student who has done so and "got away with it". However, remember, that such a student may not have similar "success" next time, and that even if he or she has been successful in passing off work which is not their own, it does not mean that you will be. Students who have been found to have downloaded or purchased work will not only automatically fail that course or courses but will also seriously risk their career in the University being terminated by being required to withdraw from their course.

8.8-Conclusions

Plagiarism – identification

In the above section we have tried to identify how students may plagiarise without being fully aware that they are doing so. In doing so we have also given you some indications of how lecturers might recognize that the work is not your own.

Electronic Detection

There are now various and increasingly sophisticated electronic aids to assist lecturers who may be in doubt about the originality of work submitted. These include programmes which look at linguistic similarities and others which can identify when essays have been bought from websites.Essentially however clever web-packages or essay purchase schemes may be, there will be software which is able to detect it – and in such a case it is hard to imagine any acceptable explanation.

Penalties

Regrettably, however, plagiarism and cheating does occur. The University does have penalties for students who plagiarise and it will use them. The relevant regulations and procedures will be used to investigate the suspicion of plagiarism and if plagiarism is held to have taken place, various penalties can be imposed, up to requiring a student to withdraw from the University.

7-Normal Penalties for Plagiarism

Type of offence	Penalty
First minor offence e.g. unreferenced material, joint submission	Coursework mark is set to zero
Authors who let others have copies of their work	Coursework mark is set to zero
Second offences will be referred to a panel	Referred to Assessment Offences Panel - student may be asked to leave

	the university.
If more than one offence occurs at the same time	All courses (not components) are set to zero
First major offence e.g. plagiarism bulk of a project	Referred to Assessment Offences Panel - student may be asked to leave the university.

We hope that this section on plagiarism has assisted you both to identify what you should not do and helped you towards good practice which would avert the risk of plagiarism.

The Best Approach

The best approach is to ensure that you have not plagiarised in the first place. The advice contained in this section will help you to do this.

If you feel in doubt, look again at the declaration at the start of the booklet. If you think you have not quite met the requirements of this kind of declaration – look at your work again before you submit it, and make sure that it is wholly your own work. If you still feel in doubt – *ask your tutor before you submit the assignment.*

If you follow this advice should be able to avoid any risk of the work being thought of as plagiarised and you will be able to take pride in achievements which have been produced by your effort alone.

8.9-Glossary

Citing

Formally recognizing in your text the source or sources from which you obtained the information. An example: 'Spring considers that the Norman tactics were misguided but ultimately successful (Spring, 1998) while Summer has long argued that it was only the exhaustion of the Anglo-Saxon forces which permitted the Norman victory (Summer, 1992).'

Citation

This is the act of quoting. It means the passage or words which you have directly taken from a source and reproduced in your text. The source of the quote should *always* be given with it.

Bibliography

This is literally a list of books, but it now means a list of *all* the sources which you have used in completing the assignment, including electronic sources. *Quote, Unquote* gives examples of how you would list all major sources.

Reference

This is the detailed description of the item from which you have obtained a specific piece of information. So, in the fictitious example above, you would place in your bibliography the details of the work as Spring, A.B. (1998) *The Norman Conquest: new approaches*. Clarendon Press, Oxford

(Title Cover Specimen)
(Hard Bound, Maroon Color or as decided by IIU)
2.5 cm from top edge (18 pt. Times New Roman, Bold)

THE EFFECT OF EVALUATION PROCEDURES AND SELF CONCEPT UPON PSYCHOMOTOR PERFORMANCE IN DRAFTING

14.5 cm from top edge (16 pt Times New Roman Bold)

Researcher: Supervisor:

Jamal Khan Khattak   **Prof.Dr. _____**

Roll No. F 7212432   _____

REG NO.   _____

2.5 cm from bottom edge (18 pt. Times New Roman, Bold)

Department of _____
Faculty of _____
INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD

(Spine)   (Specimen of Inner Title)

(Start at 4th line from top margin of the sheet in 18 pt. Times New Roman, Bold)

THE EFFECT OF EVALUATION PROCEDURES AND SELF CONCEPT UPON PSYCHOMOTOR PERFORMANCE IN DRAFTING

(Start at 27th line from top edge of the sheet in 16 pt. Times New Roman, Bold in upper case and lower case)

Jamal Khan Khattak
Roll No. F 7212432

(Start at 16th line from the bottom edge of the sheet and go upto 10th line in 12 pt. Times New Roman, Normal)
Submitted in partial fulfillment of the requirements for the
Master of Philosophy/Ph.D degree in discipline)_____
with specialization in _____ (where applicable)
at the faculty of _____,
International Islamic University,
Islamabad.

(At the from the bottom edge of the sheet in 12 pt. Times New Roman, Normal)

Supervisor   **Month, Year**

IN THE NAME OF ALLAH, THE MOST MERCIFUL AND BENEFICIENT
(Preferably in Arabic)

Dedication page if desired.

<center>(**Acceptance by the Viva Voce Committee**)</center>

Title of Thesis _____

Name of Student_____

Registration No._____

Accepted by the Faculty/Department of …………………………………………INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD, in partial fulfillment of the requirements for the Master of Philosophy/Doctor of Philosophy Degree in (Discipline)_____ with specialization in …………….(where applicable).

Viva Voce Committee

_____
        Dean

_____
    Chairman/Director/Head

_____
    External Examiner

_____
     Supervisor

_____
      Member

(Day, Month, Year)

Abstract containing Objectives, Methods,
Findings and/or Conclusions
(up to 500 words)

ACKNOWLEDGEMENT

(Name in full)

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**(To be submitted to the Department/Institute at the time of
Submission of Thesis by the Supervisor)**

FORWARDING SHEET

The thesis entitled _____

_____

submitted by _____ in partial fulfillment of LLM/MS/M.Phil/Ph.D degree in

(Discipline) _____

with specialization in (where applicable) _____

_____has been completed under my guidance and supervision. I am

satisfied with the quality of student's research work and allow him to submit this thesis for

further process of as per IIU rules & regulations.

Date: _____   Signature: _____

                                              Name: _____

General Instructions

1.   **Paper size**   A4 size/22cm x 28cm/8,1/2'' x 11''
                                                   except for drawings and maps.

2.   **Paper weight**   90 gsm. Photocopying paper

3.   **Margin (For English)**
     (i)   **Left hand Margin**   3.8 cm (1,1/2'')
     (ii)   **Right hand Margin**   2.5 cm (1'')
     (iii)   **Bottom Margin**   2.5 cm (1'')
     (iv)   **Top Margin**   3.2 cm (1,1/4'')

4.   **Type size**
     -      **Text**   12 points
     -      **Headings**   14 points
     -      **Chapter Number its Title** 16 points

5.   **Typeface**   Times New Roman

6.   The thesis be error free. No correction in ink shall be acceptable.

7.   **Binding:**
     (i)   **Rexine/Cloth:**   Rexine/Cloth edges uncut, Maroon Colour
     (ii)   **Lettered boldly up back in Gold.**
             18 points Times New Roman, Bold (As per specimen of Title Cover.)

8.   Only one side of paper be used.

9.   Double space all lines except block quotations and references.

10. Leave three spaces above and below the centre heading and three spaces above the free standing side heading and double space below it.

11. Indent five spaces for all running lines paragraphs and block quotations.

12. Leave two spaces after a full stop (.), a colon(:) and a sign of interrogation(?)
     in the body of the text.

13. Preliminary pages to be numbered in lower case Roman numerals e.g.,i., ii, iii, etc. 25 mm from the bottom edge of the paper.

14. Page Numbers of the actual text of thesis from age one of Chapter 1 to the end including Appendixes etc. be given in Arabic numerals (1,2,3, ….) in the upper center of the page 30 mm (1,1/4 inch) from top and right edge of paper without intruding into the margins..

15. Each Chapter should be started on a new page.

16. Page number should be skipped but counted.

17. Chapter number should be like this CHAPTER 2(16 pt. New time Roman) and placed at four spaces below the top margin and centered into two or more lines in inverted pyramid.

18. Chapter titles and center headings, if too long for one line, be divided into two or more lines in inverted pyramid.

19. Chapter title be three single spaces below the Chapter number and be all in capital (uppercase on 16 point, Time New Roman, Bold) and single spaced. First line of a chapter shall begin three single spaced below the title.

20. TABLE OF CONTTENTS; LIST OF TABLES and LIST OF FIGURES;CHAPTER NUMBER REFERENCE are to begin on a separate page and are typed in uppercase (Capital)16pt Times New Roman, Bold and be placed at fourth line below the top margin and centered between margins.

21. Tables:

    i. For citation purposes only highlights of a table should be discussed. Discussion should follow the table.

    ii. Table number, and caption be flush with left margin on the same line in new time roman, 12pt, bold with first letter of each word in capital. Long caption be in inverted pyramid. There shall be a single space between the caption and content of the table.

    Example:

    Table 1. Mean of correct responses

iii. There can be a note (author note, content footnote, copy right permission note or source etc.) at the bottom of a table.

iv. A table be separated from the text by three spaces both above and below.

v. All tables be numbered consecutively through out the thesis including the ones that appear in an appendix.

vi. A table composed/typed in landscape format (length wise) may be so placed that the table title is on the spine/binding side.

vii. Refer to table by their numbers e.g. as shown in table 5.

viii. Do not repeat the data in a table by using another means like figure or vice versa as it is unnecessary duplication.

22. Figures (line graphs, bar graphs, circles or pie graph, scatter graph, pictorial graph, charts, maps, diagrams, drawings etc.)

i. Figure caption should be brief but a descriptive phrase.

ii. Number all figures with Arabic numerals (1,2,3…) and number them consecutively through out the thesis.

iii. Figure number and caption be given at the bottom of the figure in upper case and lower case letters in 12pt. Times New Roman Bold e.g.

Figure 1. Share of income from various sources

iv. Discussion should follow the figure.

v. A figure in landscape (broadside) format be so placed that the caption is read from left side of the thesis and is thus on the spine/binding side.

23. Appendixes

Label each appendix with a capital letter e.g. APPENDIX A in 12 point Time New Roman, Bold at four spaces below the top margin and flush with right hand margin.

24. Numerals

– Use figures to show numbers 10 and above and word to express numbers below 10.

– Use the symbol for percent only where preceded by a number.

25. **Quotation**

    i) Use double quotation marks for a quotation of less then forty words.

    ii) Do not use quotation marks for the block quotations i.e. a quotation of 40 words or more.

    iii) All quotations should be properly referred to (Author, Year, Page).

26. **Headings**

    i) **Centre Heading.** Center within margins, set off the centre heading in 14pt., New Time Roman, Bold, all in capitals and single spaced with three spaces above and below. It shall not be numbered. Leave three spaces above and below the centre heading.

    ii) **Side Heading.** Flush with left margin in 14 pt. New Time Roman, Bold, with first letters of words in uppercase (capital). Leave three spaces above the side heading and two spaces below and there is no punctuation. If the side heading takes more than 60 mm use two spaces under hung indentation and single space between the lines of the heading.

    iii) **Paragraph Heading.** Indent five spaces from left margin with only first letter capital (rest in lower case) ending with a period in 14 pt. New Time Roman, Bold. Continue the text on the same line.

    iv) Addition levels of headings can be introduced by underling the heading. The underlined heading will be secondary to the one without underlining.

27. **Alignment of Numerals**

    The right hand column of Roman are Arabic numerals is aligned.

28. **Enumeration**

    When the item are enumerated, they may be distinguished by using the following format and bringing the second and succeeding lines of each item back even with the number or letter of the item.

    I. According to….

        I. According to….

A. According to….

(i). According to….

(1) According to….

(a). According to….

29. **References**

i) Cite the quoted source in parentheses after the punctuation mark.

ii) When a work has two or three authors, cite names every time.

iii) When a work has four or more authors cite all authors the first time the reference is used and in subsequent citations include the surname of the first author followed by a comma and "et al."

iv) The examples of carious sources of materials used in a thesis are as per specimen given in publication manual of APA.

30. (i) Use abbreviation sparingly to maximize clarity and parentheses may be used to introduce an abbreviation.

(ii) Never begin a sentence with a lower case abbreviation e.g. 1b.

31. Any one of the following manuals may be used for theses in English. Appropriate adjustments may be made for Urdu and other languages. However, any other manual approved by the board of advanced studies and research may also be used, if needed. In case of the use of a manual other then the ones at (i) and (ii) below the application will be limited to the matters not covered in the examples given in the publication manual of APA.

i) A manual of writing and typing thesis and dissertation by Dr. M. Athar Khan.

ii) Publication manual of American Psychological Association.

iii) Modern language association, Handbook for writers of Research papers, USA.

iv) A manual for writers of term papers, thesis and dissertation by K.L.Turabian.