SELECTED PUBLICATIONS

NDU Journal - 2011

Margalla Papers – 2011

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ORGANIZATIONS which conduct research studies before formulating a new strategy can always reduce the risks and uncertainties in implementation process. Research study can also give food for thought to the new researchers. From educational perspective, a research study can enhance the critical and analytical thinking of the students. In today’s competitive world, we cannot contemplate a healthy organization which does not provide for research facilities. Thus, National Defence University is the highest forum of learning for fostering an environment, where the individuals should imbibe the spirit of inquisitiveness.

The present issue of Research Manual has been developed with a hope that it will provide the basic guidelines to the participants of National Security War Course; who would be involved in research work. It is emphasized that writing an academic research paper and thesis is different from writing a routine military paper or an article in the newspaper. An endeavor has been made to address the problems that students may encounter while writing their theses. It is noteworthy that this humble work is not intended to be the final-word on the subject; rather it is an attempt to introduce the concepts of the research.

Let me gratefully acknowledge valuable advice from Dr Pervaiz Iqbal Cheema and Dr Rizwana Karim Abbasi for developing this manual. I am thankful to Research Officers Ms Qurat ul Ain and Ms. Kinza Urooj for necessary assistance in updation of the present edition. Research Associate Mr Abdul Rauf Iqbal and DEO Muhammad Anees deserve appreciation for effectively carrying out the tedious task of typing and editing.

Lastly, this manual could not have been completed without consistent encouragement, generous and magnanimous support of Major General Zia ud Din Najam and Brigadier Muhammad Khurshid Khan, I stand gratified to both of them.

August 2012

Lt Col Dr Saif ur Rehman, AEC
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PART – I

CONCEPTUAL FRAMEWORK
CHAPTER NO – I  
FUNDAMENTALS OF RESEARCH METHODOLOGY

Introduction

Research is composed of two words –‘re’ and ‘search” which means to search again, or to search for new facts or to modify older ones in any branch of knowledge. There are multiple connotation of research in social sciences.

Research means search for knowledge, which is a scientific and systematic search for pertinent information on a specific topic. It is an art of scientific investigation. The Advanced Learner’s Dictionary of Current English defines research as a “careful investigation for inquiry especially through search for new facts in any branch of knowledge”. Research is defined as a careful or critical enquiry or examination in seeking facts or principles; diligent investigation in order to ascertain something (Webster’s New International Dictionary).

Dr. Slessinger and M. Stephenson in the Encyclopedia of Social Sciences define research as “manipulation of things, concepts or symbols for the purpose of generalizing to extend, correct or verify knowledge, whether that knowledge aids in construction of theory or in the practice of an art”.

Social Science Research deals with the social phenomena and it is carried on both for discovering new facts and verification of the old ones. Social Science Research revolves around 5Ws and 1H i.e:-

- WHO: The people involved
- WHAT: The Problems, Things and Ideas
- WHEN: Past, Present, Future of the Topic
- WHERE: The Places Involved.
- WHY: The Causes, Reasons, Results and Conditions
• HOW: History or Function (How it begun or operates)

A researcher applies scientific method to investigate a phenomenon. The basis of scientific method is to develop a hypothesis about the impending problem, collect the data and conduct experiments, in the light of these experiments draw findings and conclusion about the problem and suggest the course of action. The scientific method differs from knowledge derived from myths, intuitions, beliefs or common sense. The scientific method relies on empirical verification. Similarly, a researcher, by applying scientific methods, identifies the problem, develop hypothesis or research questions, collects the data, apply various instruments, examine the data, draws findings, make conclusions and finally gives recommendations. It is the most rational approach to handle problems. It helps the planners to arrive at correct decisions, reducing the risk of over-simplifications or pitfalls in decision making.

Significance/Objectives of Research

The main aim of research is to find out the truth which is hidden and which has not been discovered as yet, hence the objectives of research are:

• To gain familiarity with a phenomenon or to achieve new insights into it. It is known as Exploratory or Formulation Research Study.
• To portray accurately the characteristics of particular individuals, situations or groups. Such studies are known as Descriptive Research.
• To determine the frequency with which something occurs or which is associated with something else. Such studies are known as Diagnostic Research.
• To test a hypothesis of a causal relationship between variables. Studies with this objective are known as Hypothesis Testing Research.
The research is to conceptualize the terms used in any investigation and to define and explain them.

It helps to build on existing knowledge around the global environment.

It aims to make an original contribution to the existing stock of knowledge and promoting its advancement. It may mean to generalization of new theories.

Research facilitates the decisions of the policy makers. Increase in the research makes progress possible. In words of Hudson Maxim “All progress is born of inquiry. Doubt is often better than overconfidence, for it leads to inquiry and inquiry leads to invention”.

Research inculcates scientific and inductive thinking and it promotes the development of logical habits of thinking and organizing. It is an outlet for new ideas and insights.

It explores the various perceptions of the given field of work.

**Types of Research**

- Historical Research
- Comparative Research
- Descriptive Research
- Correlation Research
- Experimental Research
- Evaluation Research
- Action Research
- Ethno-genic Research
- Survey Method
- Feminist Research
- Cultural Research
**Historical Research**

Historical Research has been defined as the systematic and objective location, evaluation and synthesis for evidence in order to establish facts and draw conclusions about past events (Borg, 1963).

**Comparative Research**

Comparative Research is often used together with historical research. Researchers compare peoples’ experience of different societies, either between times in the past or in parallel situations in the present. These studies can be on the macro level, e.g. studying the role of revolutions in class struggle, or on the micro level, e.g. individual experiences in different types of marriages.

**Descriptive Research**

Instead of examining record or artifacts, descriptive research relies on observation as a means of collecting data. It attempts to examine situations in order to establish what is the norm, i.e. what can be predicted to happen again under the same circumstances.

**Correlation Research**

The information sought in correlation research is expressed not in the form of artifacts, words or observations but in numbers. Correlation is another word to describe the measure of association or the relationship between to phenomena.

**Experimental Research**

Experimental research differs from other types of research approaches. In this type of research the researcher strives to isolate and control every relevant condition which determines the events investigated, so as to observe the effects when the conditions are manipulated. Chemical experiments in laboratories represent one of the purest forms in this type of research.
Evaluation Research

This is a descriptive type of research specifically designed to deal with complex social issues. It aims to move beyond ‘just getting the facts’ in order to make sense of the myriad human, political, social, cultural and contextual elements involved.

Action Research

This can be seen as related to experimental research, though it is carried out in the real world rather than in the context of a closed experimental system. A basic definition of action research is: ‘a small scale intervention in the functioning of the real world and a close examination of the effects of such an intervention’. (Cohen and Manion, 1994, p.168)

Ethno-genic Research

In this research, the researcher is interested in how the subjects of research theorize about their own behavior rather than imposing a theory from outside. As a process of studying human behavior, according to Goetz and LeCompte (1984), the ethno-genic approach has three features: it aims to represent view of the world as it is structured by the participants under observation by eliciting phenomenological data, it takes place in the undisturbed natural settings of the subjects and it attempts to represent the totality of the social, cultural and economic situation regarding the context to be equally important as the action (Uzzell, 1995, pp.-304-05).

Survey Method

It is a method used to collect in systematic way information from a sample of individuals. Although most people are familiar with public opinion surveys that are reported in the press, most surveys are not public opinion polls (such as political polling), but are used for scientific purposes.

Feminist Research

Feminist Research is a particular model of social research which involves theory and analysis that highlights difference between men’s and women’s lives. It claims
the researchers who ignore these differences have invalid knowledge, as non-
feminist paradigms usually ignore the partiality of researchers’ ideas about the
social world.

**Cultural Research**

Many of the prevailing theoretical debates (e.g. postmodernism, post-
structuralism) are concerned with the subjects of language and cultural
interpretation, with the result that these issues have frequently become central to
sociological studies. The need has therefore arisen for methodologies that allow
analysis of cultural texts to be compared, replicated, disproved and generalized.

**Approaches to Inquiry: Quantitative versus Qualitative**

A quantitative study is one in which you collect the data and analyzes. It
involves the accurate measurement of phenomena and often the application of
statistical analysis. It is essentially concerned with numbers and anything that is
quantifiable (or measurable) and as such uses methods such as psycho-metrics,
statistical modeling techniques, datasets and services, experimental design and
statistical computing and methodology.

A qualitative approach, on the other hand, involves the collection of infor-
mation and its analysis rather than the application of quantitative methods. As such
it is less concerned with numbers and accurate measurement and more concerned
with the depth of data. It will typically involve the collection of data via
interviews, focus groups, participant observation, and oral history and so on.

Ultimately, however it is the 'problem' you are attempting to address in your
research and the associated hypotheses you have constructed that will largely
determine - even dictate - the type of methodological approach you adopt. In other
words, during the process of reaching a decision about this crucial aspect of your
project, you will need to ask yourself questions such as:
• What is the nature of the problem and what are my research questions? How can I express these as hypotheses?
• Which methodology (quantitative or qualitative) will best allow me to solve or shed light on this problem and address my research questions? Which will provide me with an effective tool for obtaining accurate and valid data and, where applicable, for testing my hypotheses?

Other more detailed methodological questions you will need to consider while planning your research include:
• What difficulties do I anticipate in carrying out my research?
• Which methods are most suited to and most commonly adopted in the kind of research I am undertaking?
• Which methods are the most reliable and promise to provide me with the kind of data I require?
• Which methods can work best in combination by acting as mutual checks and providing the most comprehensive coverage of the area/phenomenon under investigation?
• Which methods are most practical if I need to collect my data within a limited time frame?
• Which methods are going to subject me to the most/fewest constraints?
• Which methods are likely to require replication?
• Which methods are/are not ethically acceptable or could be considered 'grey areas'?

Research Methodology

The system of collecting data for research projects is known as research methodology. The data maybe collected for either theoretical or practical research
for example management research maybe strategically conceptualized along with operational planning methods and change management.

Formulation of research questions along with sampling whether probable or non-probable is followed by measurement that includes surveys and scaling. This is followed by research design, which may either be experimental or quasi-experimental. The last two stages are data analysis and finally writing research paper, which is carefully organized into graphs and tables so that only relevant data is shown.

The methodology section of a research work describes how you conducted your study and the methods you used to collect and analyze the data. The term 'methodology' refers to the general approach taken to the research process, while 'methods' refers more specifically to the various ways in which data is collected and analyzed. Regardless of the field in which you are conducting your research, the overall aim of the methodology section is the same: to provide the reader with an overview of the methods employed so that a judgment can be made as to how appropriate they are given the objectives of the research, and how valid the data is that they have generated. You should discuss the details of individual methods and their suitability for your particular research with your supervisor.

The methodology you choose to use will serve as the underpinnings for your entire study, so your selection of the most suitable methodology is crucial. If you make bad choices at this early stage, they will have a ripple effect throughout your research, weakening its integrity and leading to questionable findings. Remember: your research is only as valid (and therefore valuable) as the methodology upon which it is based. Of course, there are many other factors that can affect the overall validity of your research - for example, how effectively you apply your methodology and how logical the deductions are that you make from your data; nevertheless, a study that is sound at the conceptual level is of primary importance.
Implementing a poorly conceived study is like building a house on sand rather than on a firm foundation: it will never be secure and will eventually fail and collapse, and all the time and effort put into constructing it will be wasted.

Therefore mainly social scientists concentrate on any of the following (or with combination) research methods to develop their research rationale and pragmatic:

- Qualitative
- Quantitative
- Mixed
- Critical and Action Oriented

**Steps in the Research Process**

Social research proceeds in a sequence of steps, although various approaches to research suggest slightly different steps. Most studies follow the seven steps discussed here. To begin the process, you select a topic - a general area of study or issue having national, regional and global dimension. A topic being too broad for conducting a study makes the next step crucial. You must narrow down the topic, or focus the topic into a specific research question for a study (e.g. people who marry younger are more likely to engage in physical abuse of a spouse under conditions of high stress than those who marry older?”). As you learn about a topic and narrow the focus, you should review past research or the literature on a topic or question. You also want to develop a possible answer or a hypothesis and theory that can be important at this stage.

After specifying a research question, you have to develop a highly detailed plan on how you will carry out the study. This third step requires that you decide on the many practical details of doing the research (e.g. whether to use a survey or qualitative observing in the field, how many subjects to use etc.). It is only after completing the design stage that you are ready to gather the data or evidence (e.g. ask people the questions, record answers etc). Once you have very carefully
collected the data, your next step is to manipulate or analyze the data. This will help you see any pattern in it and help you to give meaning to or interpret the data (e.g. People who marry young and grew up in families with abuse have higher rates of physical domestic abuse than those with different family histories). Finally, you must inform others by writing a report that describes the study’s background, how you conducted it, and what you discovered.

The seven-step process shown in figure 1.1 is oversimplified. In practice, you will rarely complete one step totally then leave it behind to move to the next step. Rather, the process is interactive in which the steps blend into each other. What you do in a later step may stimulate you to reconsider and slightly adjust your thinking in a previous one. The process is not strictly linear and may flow back and forth before reaching an end. The seven steps are for one research project; it is one cycle of going through the steps in a single study on a specific topic.

![Figure 1.1 Steps in the Research Process](image)

**Research Designs**

A plan of action prepared by a researcher for his study is known as research design. Research Design is a conceptual structure within which research is
conducted; it constitutes the blueprint for the collection, measurement and analysis of data. It is a plan structure and strategy of investigation conceived so as to obtain answers to research questions. Decisions regarding when, where, how and by what means, concerning an inquiry or a research study constitute a research design. It is strategy an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research. In short research design should have:-

- A clear statement of the problem
- Procedure and techniques to be used for collecting information
- The population to be suited
- Methods to be adopted in the processing and analysis of data

**Major Steps in Research Design**

Generally steps appended below are considered essential while developing a research design:-

- Title of the problem
- Review of Literature
- Sources of Data Collection
- Development of Bibliography
- Nature of Study
- Objectives of Study
- Scope of Study
- Conceptualization of terms used
- Socio-cultural context of the study
- Geographical area to be covered
- Time dimensions of the study
- Dimensions of the study
The basis for selecting the data
• Technique of Study
• Formulation of Study
• Selection of Sample
• The control of error
• Establish the reliability and validity of test instruments
• Chapter Scheme and Report Writing

A good research design includes the answers to following three questions.

• What will be the research study on?
• What is the purpose of conducting the study?
• How will be the study conducted?

Hypothesis

‘Hypo’ means less than and ‘thesis’ means a generally held view. It is a supposition of validity, which remains to be tested. It is an assumption or proposition whose tenability is to be tested. A hypothesis is a statement temporarily accepted as true in the light of what is, known about a phenomenon, and it is employed as a basis for action in search of new truth. It is a tentative answer to a question it should be reasonable, consistent with known facts or theories, stated in such a way that it can be tested and found to be probably true or probably false, stated in simplest possible terms.

Hypotheses are the most specific statement of a problem, and are essential to all qualitative and quantitative research studies with the possible exception of some descriptive studies whose purpose is to answer certain specific questions. The hypothesis is formulated following the review of related literature prior to the execution of the study.
Types of Hypotheses

- **Null Hypotheses**
  Designated by: H0 or HN
  Pronounced as “H oh” or “H-null”
  The *null hypothesis* represents a theory that has been put forward, either because it is believed to be true or because it is to be used as a basis for argument, but has not been proved. Has serious outcome if incorrect decision is made.

  **Example.** In a clinical trial of a new drug, the *null hypothesis* might be that the new drug is no better, on average, than the current drug. We would write

  **H0:** there is no difference between the two drugs on average.

- **Alternative Hypotheses**
  Designated by: H1 or HA
  The *alternative hypothesis* is a statement of what a hypothesis test is set up to establish:

  - Opposite of Null Hypothesis.
  - Only reached if H0 is rejected.
  - Frequently “alternative” is actual desired conclusion of the researcher.
  - The *alternative hypothesis* might be that:
    - The new drug has a different effect, on average, compared to that of the current drug.
    - We would write H1: the two drugs have different effects, on average.
    - The new drug is better, on average, than the current drug.
    - We would write H1: the new drug is better than the current drug, on average.
We give special consideration to the null hypothesis…

- This is due to the fact that the null hypothesis relates to the statement being tested, whereas the alternative hypothesis relates to the statement to be accepted if / when the null is rejected.

- The final conclusion, once the test has been carried out, is always given in terms of the null hypothesis. We either 'reject H0 in favor of H1' or 'do not reject H0'; we never conclude 'reject H1', or even 'accept H1'.

- If we conclude 'do not reject H0', this does not necessarily mean that the null hypothesis is true, it only suggests that there is not sufficient evidence against H0 in favor of H1; rejecting the null hypothesis then, suggests that the alternative hypothesis may be true.

Correlative Hypotheses

A correlative hypothesis states that there is a relationship between two (or among more) concepts. However, it does not specify the nature of this relationship.

Example

There is a relationship between age and political cynicism and there is a relationship between cultural homogeneity and civil unrest, are two correlative hypotheses. It is not stated here whether it is the old or the young who are thought to be more cynical nor whether civil unrest is thought to be more or less likely when cultural homogeneity is present.

Directional Hypothesis

The researcher makes a guess about the direction of the relationship between concepts. If the researcher thinks that concepts are apt to increase in size together or decrease in size together, then there is a direct relationship hypothesized between them.
Examples

- As a person’s years of formal education increase, that person’s income increases.
- As the percentage of country’s population that is literate increases, the country’s political process becomes more democratic.

There can be an inverse relationship, for example the researcher thinks that as one concept increases in size or amount another one will decrease in size or amount, then an inverse relationship is suggested.

Examples

- The older a person is, the less tolerant of social protest that person becomes.
- The more income a person has, the less concerned about mass transit the person will become.

Causal Hypothesis

A causal hypothesis makes the boldest claim about the relationship between two or more variables, yet it is also the most difficult to confirm. Causal Hypothesis may take a number of forms, they may simply state that one variable is a cause of another, as in “literacy, affluence and cultural homogeneity cause democratic movements in countries”. A causal hypothesis may be stated negatively, as in “if it were not for the large security forces maintained by modern national governments, civil strife would be much more prevalent.

Requirements of a Sound Hypothesis

- A hypothesis should clearly specify the dependent and independent variables. For example income and prices are the independent variables and fertility and area under the corps are the dependent variables.
- The raison d'être for the relationship should be made clear.
• The hypothesis should be capable of being tested by the known techniques of research.
• The hypothesis should be stated briefly and crisply avoiding verbiage.

It must have the simplest of assumptions and smallest number of basic concepts.

Data Collection, Tools and Techniques

Sources of data are referred to as primary or secondary. Primary sources constitute firsthand knowledge, such as eyewitness reports and original documents; secondary sources constitute secondhand information, such as a description of an event by other than any eyewitness. Primary data are the data that researcher generates: they can be considered to be specific to the research project at hand. An example is the collective responses to the questions in a questionnaire (also called a survey instrument) that are acquired from a sample of voters. If you interview someone who witnessed an accident, that someone is a primary source; if you interview someone who did not witness an accident, but someone heard an account of what happened from someone else is a secondary source.

Secondary data, on the other hand, is collected by someone else for different purposes. Examples include published economic or demographic statistics. Typically, secondary data is cheaper and quicker to gather. When gathering secondary data, remember that every source of information used must be identified in the paper. This means including a complete bibliographic citation, including page numbers for actual quotes you include in your paper.

Objectivity

Objectivity is sine qua non of the scientific – method. It means the willingness and ability to examine evidence dispassionately. It is the first condition of research. Objectivity means basing conclusions on facts without any bias and value judgment. The conclusion should be independent of one’s personal beliefs, likes,
dislikes and hopes. Both the data and the interference drawn from their analysis must be free from bias and prejudices.

The following approaches and measures may contribute to some degree of objectivity.

- Patience and Self-Control
- Open Mind
- Use of Standardized Concepts
- Use of Quantitative Method
- Use of Random Sampling

**Scope of Social Science Research:** The fields of social science research are virtually unlimited, and the materials of research endless. Every group of social phenomena, every phase of human life, and every stage of past and present development are materials for the social scientists.

**Inter-disciplinary Approach:** Social Research calls for inter-disciplinary approach, human life cannot be compartmentalized into psychological, social, economic or political aspects. “Man lives in a socio-economic and political world and thrives on its varied relationships. It is inconceivable that at study of bare and isolated events on anyone aspect of man’s life would yield meaningful results”.

A discipline-specific study of a social problem from an angle of, say, economics or sociology or political science only cannot give a correct and total view of the problem. For example, the problem of poverty cannot be just studied as a mere economic problem or social problem or a political issue. The approaches and theories of all these disciplines must be blended to provide a meaningful and valid approach to the problem. The inter-disciplinary approach facilitates better understanding of the complex level of social-psychological-economic-political forces, intricately interwoven in modern life.
PART – II

WRITING SECTION
CHAPTER - II
ORGANIZING AND WRITING A THESIS

Introduction

Once research data have been collected, tabulated, and analyzed, the researcher must then organize the information and choose a structure for presenting the findings of the study and his or her conclusions. There are many different ways to do this. One way is to use a chronological organization. A second approach is to use one that goes from the general to the specific or from the specific to the general. The researcher could use the points in the definition of the study question or the research hypothesis as a discussion structure. This could mean starting a paragraph with a point or a hypothesis, then using material from the literature to show how the point is applied in practice.

It is recommended that the researcher avoid jumping around from one point to another with no underlying plan. Remember: A fundamental goal of your writing is that it be read. For that to happen, it must be interesting and readable. This requires adopting a structure and sticking to it.

Structuring the Research Studies

The key step in organizing and presenting ideas in social science research work is to select a point of view. This involves deciding how you will structure the study so that the ideas flow smoothly from section to section. The chances of the study being read can often be improved by following a simple, standard structure and by using a writing style consistent with the writing in that field of study. Later, if the researcher tries to publish the research work, the format must meet the specific structure and style requirements of the selected journal. For now, researchers should concentrate on meeting as many of the requirements as possible.
Points of View for Research Studies

Different disciplines in the social and administrative sciences and the humanities often recommend a variety of ways to structure or organize the research work. A valuable overview of some of the different directions or points of view that researchers can take when planning and writing reports of their findings has been suggested by Sorrels (1984), who lists these seven different points of view (or "patterns") that are often chosen:

- The indirect pattern: which moves from factual parts to a general conclusion.
- The direct form, which reverses this order. With this form you move from a general conclusion to the facts that support it.
- A chronological pattern. In this organization form you take the reader through an order of events, such as a sequence of dates.
- A spatial pattern: An example of this method is a paper that moves the reader from one department or location to others in a logical sequence.
- An analytical organization in which the whole is separated into its parts, with each part addressed completely before moving on to the next part.
- A comparative pattern. As the name implies, parts of a whole are compared point by point.
- A ranked method, where portions’ of the paper are presented in the order of their importance or impact; the importance may be" in ascending or descending orders.

Components of Research Studies / Guidelines for Synopsis and Thesis Preparation

A dissertation or thesis will typically contain the following sections in the order they are listed:
• Preliminary section:
  o Title page
  o Approval Certificate
  o Declaration
  o Abstract
  o Acknowledgements
  o Dedication
  o List of contents
  o List of tables, figures and illustrations
  o List of Acronyms and Abbreviations
• Body of the work:
  o Introduction
  o Statement of the problem
  o Significance of the Study
  o Hypothesis / Hypotheses
  o Research Questions
  o Literature Review
  o Organization of the Study
  o Methodology
  o Main body / descriptive section
  o Findings / Analysis
  o Conclusion and Recommendations
• Supporting section
  o Appendices
  o Bibliography
PRELIMINARY SECTION

Title Page

The title page of a research report /paper / thesis should not be numbered. The page of all other preliminary sections, however, should be numbered using Roman numerals, with the page immediately following the title page being numbered as ‘i, ii, iii’….. The main body of the text pages is normally numbered with numerals (1, 2, 3 …).

Approval Certificate / Certificate of Completion

Approval certificate / certificate of completion reflects the official standing of the research work carried out by a researcher. The specimen is given as under:-

APPROVAL CERTIFICATE / CERTIFICATE OF COMPLETION

We hereby recommend that the dissertation submitted by Maj Gen Naseer Ali Khan titled: “The Significance of Early and Peaceful Resolution of Kashmir Dispute” be accepted in the partial fulfillment of the requirements for the degree of MPhil in the discipline of Public Policy and Strategic Security Management.

________________________
Supervisor

________________________
External Examiner

________________________
Countersigned By

________________________
Controller of Examinations

________________________
Head of the Department
Declaration

Supervisor’s Declaration

A thesis is to be submitted for the purpose of examination. It must obtain prior declaration by the supervisor on the standard and quality of the thesis. Specimen as under:-

SUPERVISOR’S DECLARATION

This is to certify that MPhil dissertation submitted by Maj Gen Naseer Ali Khan titled: “The Significance of Early and Peaceful Resolution of Kashmir Dispute” was supervised by me, and is submitted to meet the requirements of MPhil degree.

Date: _____ 2012
Dr Saif ur Rehman
Supervisor

Student’s Declaration

This page should contain declaration by the student on originality of the thesis. The declaration should be signed by the researcher with the specimen as under:-

SCHOLAR’S DECLARATION

I hereby declare that the thesis submitted by me titled: “The Significance of Early and Peaceful Resolution of Kashmir Dispute” is based on my own research work and has not been submitted to any other institution for any other degree.

Date: _____ 2012
Maj Gen Naseer Ali Khan
MPhil Scholar
Dedication Page (optional)

The dedication must be brief, not more than one or two lines, and must not contain any number, chart or photograph.

Abstract

The abstract should be a summary of the essential elements of the research project. It should serve as an overview, providing the reader with a good indication of what he or she will find in the pages that follow. This is important because the abstract is the most read part of any research work, for it is frequently on the basis of the abstract that people decide whether or not the report is relevant to their own research interests and therefore worth reading. Typically, abstracts are between 250 and 300 words in length and should not go beyond one side of A4 page. An abstract will normally include:

- A statement of the main question or problem (i.e. the purpose of the research);
- The methods (s) used to address it;
- The results obtained;
- The conclusions reached.

Acknowledgments

The acknowledgments section is where you as the researcher and writer of the report thank those individuals and institutions that have assisted with or contributed to your research in some way. This may be through the provision of funding, facilities, services or data, or less directly via discussion and consultation, advice, motivation, and simply empathy and friendship during what can be a challenging time in your academic career. The one person who will almost certainly feature in the acknowledgments is your supervisor. It is considered a matter of courtesy to recognize these people and institutions……and to spell their names correctly.
List of Contents

It is important that your list of contents is detailed and reflects accurately the structure of the study. It should be arranged according to chapter/section numbers, incorporating all headings and sub-headings as they appear in the text, along with the page numbers on which they start. In order to indicate the status of different sections of the text, it is common practice to use a decimal numbering system.

List of Acronyms and Abbreviations

It is quite common to find a list of acronyms and abbreviations at the start of a research work, usually following the List of Contents. Not surprisingly, researchers will typically draw on many written sources during the course of their projects and will consequently find it necessary to make reference to these in their writing. For the sake of convenience, rather than repeatedly writing out in full the names of source materials, it is quicker and easier to refer to those materials using shortened forms - acronyms and abbreviations (to be in the form of Alphabetical orders). The meaning of each acronym and abbreviation should be made clear after its first mention in the main text of the report. This allows for quick and easy reference on the part of the reader.

List of Tables, Figures and Illustrations

Tables, figures and illustrations are normally numbered consecutively throughout the research report and completely independently of the decimal 'Figure 1, Figure 2, Figure 3' pattern regardless of where they appear in the report. In the list of contents, however, it is important to indicate the page number on which each table, figure or illustration appears.

All tables must be numbered using Arabic numeric. A caption should be positioned at the top of the table. If the caption is written in a single line, it should be centered. If the caption is written more than one line, it should be align to the left. Tables must be numbered with respect to the chapter.
Figures in the Text and illustrations such as maps, charts, graphs, drawings, diagrams, and photographs are referred as figures. All figures must be clear and of high quality. Figures must be numbered using Arabic numeric. A caption should be located at the bottom of the figure. If the caption is written in a single line, it should be centered. If the caption is written in more than one line, it should be align to the left. Figures are numbered with respect to the chapter. A figure should be positioned after it has being cited for the first time in the text. All figures in the chapter can also be grouped together and positioned at an appropriate location. All figures must be listed in the List of Figures page. Illustrations in the form of CD’s, slides, and others should be placed in specially made pockets glued to the inner side of the back cover. Oversized illustrations in the form of plans, maps, charts, graphs, and others should be reduced to fit a single page unless the oversized materials are absolutely necessary for clarity and understanding. For illustrations other than above, please refer to the following guidelines:

- **Photographs**
  - Photographs should be digitally embedded in the text unless absolutely impossible.

- **Newspaper Cuttings or Similar Materials**
  - Copies of newspaper cuttings or similar materials should be of high quality.

**BODY OF THE WORK**

**Introduction**

Here we will look more specifically at what an introduction to a research work needs to achieve and therefore what elements it will typically include. These are as follows:

- The motivation for your research: Here you need to explain why you decided to embark on your research project. Your motivation could be an
observation you have made directly during the course of your professional life, a “knowledge gap” which you have noticed in the literature of your subject, or some other source of inspiration. Introduction, therefore is that part of the work where you indicate the provenance of your research, put it in perspective and set-the scene for what is to come in the pages that follow.

- The nature of the investigation: In this portion you would define clearly the research questions you intend to address in your investigation, the key constructs underpinning time, the variables that will be influential in your investigation.

- A brief description of how you approached your research questions: This component has to be a concise account of how you carried out your investigation. It should serve as a preface to the main Methodology.

**Statement of the Problem**

A statement of the problem is invariably the first component of the introduction section of both a “research plan” and a “research report” on a completed study. Since the problem statement gives direction to the rest of the research plan or report, it should be stated as soon as possible. The statement of the problem should be accompanied by a presentation of the background of the problem, including a justification for the study in terms of the significance of the problem. Background of the problem means information required for an understanding of the problem. The problem should be justified in terms of its contribution to educational theory or practice.

**Significance of the Study**

It emphasizes on the significance/ importance of the research work/study i.e. why one selected the topic under discussion.

**Hypothesis / Hypotheses.** For understanding of the concept, please refer to Chapter I.
Research Questions

In order to fill the information gap and generate new knowledge, on a particular issue, it is imperative to develop certain major research queries to be addressed in the course of research work.

Literature Review

The literature review typically follows the introduction to your research report and its importance cannot be overestimated. In this section of the paper you present other work (books, articles, documents etc.) the content of which relates in some way to your own research in summarized form. The purpose of the review is:

- To show where your study fits into the broader scheme of things; how it connects with the existing body of knowledge on the subject or on other related issues. In doing so, it also shows how your own research is original and promises to contribute to the pool of knowledge. In other words, along with the introduction, it helps to contextualize or 'position' your research by placing it within a broader framework. This also helps you to avoid reinventing the wheel by needlessly repeating the work (and mistakes) of others.

- To help you locate information that may be relevant to your own research.

- To increase and display your knowledge of the subject - to the examiners in particular - and to convince them and your peers of the need, relevance and importance of your research and the suitability of the methodology you have adopted. Presenting what has been researched and written on a subject is one way of showing what needs to be done. It can be done by indicating the inadequacies of previous studies, by building on the findings of previous studies by taking them a step further, by highlighting an area of inquiry as yet unaddressed or unrecognized, or simply by taking a completely different
approach to a subject or problem. In doing so, it shows the significance and value of your own research.

- To identify seminal (key or influential) works in your area of study.
- To identify methods, approaches and techniques that could be relevant to your own research.
- To familiarize yourself with different and/or opposing views and to demonstrate your ability to critique and evaluate the work of other scholars.

**Organization of the Study.** It reflects chapterization of research work and a brief account of each chapter.

**Methodology.** For details please refer to *Chapter I.*

**Main Body/ Descriptive Section**

Main body is usually divided into different chapters. Each chapter in turn, may be divided into sections. Here, the important thing to note is that the arguments of the author must be presented in as logical a sequence as possible, and the research is developed accordingly.

**Findings / Analysis**

This is the section of your research work where you comment on the results you have obtained from your investigations and assess their significance in light of your objectives, stated hypotheses and the state of debate in the field as discussed in your literature review. This is a key section because (hopefully) it constitutes the return on careful investment made in a lucid and revealing discussion of the literature earlier on, and in a sound research methodology.

Once readers have been told what was researched and how it was done, it is time to tell them what the research revealed – what it accomplished. Sometimes this section is called the discussion section; or it is labeled simple results or findings. Whichever, this is where readers are shown the results of the effort; in the process, it explains the reasons for conducting the research in the first place.
This information must be presented clearly, factually and simply. It is not the place for the researcher to introduce opinions or reactions. This means that conclusions, judgments, or evaluations of the information should not be interjected into this action of the report. The job of the author is simply to explain what the data reveal; nothing more.

Do not “editorialize” about the data in this section. Be objective “express the findings rationally”. Avoid negative opinions, let readers make their own evaluations and conclusion; never dictate them how to think.

**Conclusion and Recommendations**

This section is the final one of the text and states the author’s conclusions and recommendations, if any. The author may wish to qualify his findings by citing instances of incomplete or unverified data. The limiting remarks should precede the statement of the author’s conclusions. Moreover, the author may use the final chapter to indicate additional problems uncovered as a result of his investigation, problems requiring research beyond the scope of the study reported. The author is cautioned to avoid introduction of factual or analytical evidence, not already presented in the main body of the paper.

**Appendix or Appendices**

The appendix is the last component of a research work. The appendix is where to place any attachments that might relate to the study but that cannot or should not be placed in the body of the work itself. Any material that you feel would interrupt the flow of the main text and act as a distraction from your main arguments, thereby making their comprehension more difficult, should be put into one or more appendices. Material that typically appears in appendices includes lists, questionnaires, documents, tables, glossaries and so on. The reader can then be directed to the appendices at the appropriate point in the dissertation/theses.
There are no limits to what can or what should be included in the appendices. More than one appendix may be labeled chronologically as follows: Appendix A, Appendix B, Appendix C, etc.

**Bibliography**

The bibliography should contain entries of all references used in the preparation of the paper including all references cited in footnotes and every work relevant to the author’s formulation and solution of problem.
CHAPTER – III
CITATION METHODS

Citation

This is where the researcher identifies all sources of information used in the conduct of the research project and preparation of the thesis. Typically, there are two parts to this section; an alphabetically listed compilation of all sources cited, studied, or examined during the study. The first part of this section is known as the notes or sources cited section and can be presented in the research work as endnotes, footnote or in-text citations.

The second part is the references or bibliography section; it contains complete bibliographic information about all sources used in the study. Many different bibliographic styles are used in research writing. It is usually best to follow the style used by the most influential writers in research writing.

Writers may use footnotes, endnotes, or in-text citations to inform readers of the location of their information sources. “Location” information is needed for others to either replicate the study or test for flaws. However authors can not use the work of others as their own. Doing so is plagiarism, and plagiarism is theft. The practice is unethical, immoral and in most cases, illegal. In the present era, all academic work (thesis) is checked through a software (Turnitin) to ascertain originality of the work. Material proved to be plagiarized more than 19% might be rejected by the Supervisor / Examiner / University.

Footnotes

A footnote is a bibliographic reference indicated by a number in the text. The complete citation is then placed at the bottom (“foot”) of the same page. A footnote provides necessary information at a specific point (on the same page) in the text of the paper, whereas the bibliography is a compilation of all the reference sources
used throughout the paper.

**Endnotes**

An endnote is a bibliographic reference indicated by number in the text. The complete citation is then placed at the end of the paper on a separate page labeled “Endnotes”. An endnote is identical in form to a footnote, except that the full citation is placed at end of the paper rather than at the bottom of the page.

**Bibliography**

A bibliography is a complete list of references to the work you have consulted during the course of your research. A comprehensive and well laid out bibliography will be an important factor in how positively your work is evaluated by your peers, examiners etc. It shows that you are familiar with academic formatting conventions. A good bibliography will;

- Indicate that you have consulted others' work and are aware of the debate, arguments and practices in your field, particularly as they relate to the subject of your own research;
- Add weight and credibility to your statements;
- Enable others to check the accuracy of your information and interpretations;
- Direct others to the work you have found useful and to related publications;
- Acknowledge other people's work and ideas.
- Enable you and your readers to review the sources of your information.
INTRODUCTION

The Chicago Manual of Style (CMS) covers a variety of topics from manuscript preparation and publication to grammar, usage, and documentation and has been lovingly called the “editors’ bible.” The material in this resource focuses primarily on one of the two CMS documentation styles: the Notes-Bibliography System (NB), which is used by those in literature, history, and the arts. The other documentation style, the Author-Date System, is nearly identical in content but slightly different in form and is preferred in the social/sciences. In addition to consulting the The Chicago Manual of Style, 16th edition, for more information, students may also find it useful to consult Kate L. Turabian's Manual for Writers of Research Papers, Theses, and Dissertations, 7th edition. This manual, which presents what is commonly known as the "Turabian" citation style, follows the two CMS patterns of documentation but offers slight modifications suited to student texts.

NOTES AND BIBLIOGRAPHY (NB) IN CHICAGO STYLE

The Chicago NB system is often used in the humanities and provides writers with a system for referencing their sources through footnote or endnote citation in their writing and through bibliography pages. It also offers writers an outlet for commenting on those cited sources. The NB system is most commonly used in the discipline of social sciences. The proper use of the NB system can protect writers from accusations of plagiarism, which is the intentional or accidental uncredited use of source material created by others. Most importantly, properly using the NB system builds credibility by demonstrating accountability to source material. If you are asked to use the Chicago NB format, be sure to consult The Chicago Manual of
Style, 16th edition and/or A Manual for Writers of Research Papers, Theses, and Dissertations, 7th edition. Both are available in most writing centers and reference libraries and in bookstores.

Introduction to Notes

In the NB system, you should include a note (endnote or footnote) each time you use a source, whether through a direct quote or through a paraphrase or summary. Footnotes will be added at the end of the page on which the source is referenced, and endnotes will be compiled at the end of each chapter or at the end of the entire document. In either case, a superscript number corresponding to a note with the bibliographic information for that source should be placed in the text following the end of the sentence or clause in which the source is referenced. The first note for each source should include all relevant information about the source: author’s full name, source title, and facts of publication. If you cite the same source again, the note need only include the surname of the author, a shortened form of the title (if more than four words), and page number(s). If you cite the same source and page number(s) from a single source two or more times consecutively, the corresponding note should use the word “Ibid.,” an abbreviated form of the Latin “ibidem,” which means “in the same place.” If you use the same source but a different page number, the corresponding note should use “Ibid.” followed by a comma and the new page number(s). In the NB system, the footnote or endnote itself begins with the appropriate number followed by a period and then a space. In Turabian style, the footnote or endnote begins with a Superscript number.

Introduction to Bibliographies

In the NB system, the bibliography provides an alphabetical list of all sources used in a given work. This page, most often titled Bibliography, is usually placed at the end of the work preceding the index. It should include all sources cited within the work and may sometimes include other relevant sources that were not
cited but provide further reading. Although bibliographic entries for various sources may be formatted differently, all included sources (books, articles, websites, etc.) are arranged alphabetically by author’s last name. If no author or editor is listed, the title or keyword by which the reader would search for the source may be used instead.

**Common Elements**

All entries in the bibliography will include the author (or editor, compiler, translator), title, and facts of publication.

**Author’s Names**

The author’s name is inverted in the bibliography, placing the last name first and separating the last name and first name with a comma; for example, John Smith becomes Smith, John. (If an author is not listed first, this applies to compilers, translators, etc.)

**Titles**

Titles of books and journals are italicized. Titles of articles, chapters, poems, etc. are placed in quotation marks.

**Publication Information**

The year of publication is listed after the publisher or journal name.

**Books**

**General Model for Citing Books in the Chicago Notes and Bibliography System**

**Footnote or Endnote (N):**

1. Firstname Lastname, *Title of Book* (Place of publication: Publisher, Year of publication), page number.

**Corresponding Bibliographical Entry (B):**

Lastname, Firstname. *Title of Book*. Place of publication: Publisher, Year of publication.
Book by One Author

Book by Multiple Authors

Translated Work with One Author

Book with Author and Editor

**Introduction in a Book**


**Authorship**

Sources that have no known author or editor should be cited by title. Follow the basic format for "Footnote or Endnote" and "Corresponding Bibliographical Entry" that are exemplified above omitting author and/or editor names and beginning respective entries with the title of the source.

**Citing Indirect Sources**

Because authors are generally expected to be intimately familiar with the sources they are citing, Chicago discourages the use of a source that was cited within another (secondary) source. In the case that an original source is utterly unavailable, however, Chicago recommends the use of "quoted in" for the note:


**Contributors**


**Periodicals**

Periodicals include printed journals, electronic journals, magazines, and newspapers. Citations for these sources should include enough information for the reader to find the resource in a library or a database. Thus, dates are essential
(month, day, and year for magazines and newspapers and volume and year plus month or issue number for journals). In notes, the major elements are separated by commas; in the bibliography, these elements are separated by periods.

**Journals**

Notes and bibliographic entries for a journal include the following: author’s name, article title, journal title and issue information. Issue information refers to volume, issue number, month, year, and page numbers. For online works, retrieval information and the date of access are also included.

**Author’s Name**

Notes include the author’s name as listed in the article. Bibliographic entries, however, invert the author’s name.

**Article Title**

Both notes and bibliographies use quotation marks to set off the titles of articles within the journal.

**Journal Title**

Journal titles may omit an initial “The” but should otherwise be given in full, capitalized (headline-style), and italicized.

**Issue Information**

The volume number follows the journal title with no punctuation and is not italicized. The issue number (if it is given) is separated from the volume number with a comma and is preceded by “no.” The year appears in parenthesis after the volume number (or issue number if given). The year may be preceded by a specific date, month, or season if given. Page information follows the year. For notes, page number(s) refer only to the cited material; the bibliography includes the first and last pages of the article.


**Electronic Journals**

Citing electronic journals generally follows the same format for printed periodicals, which is explained in the Journals section. Additionally, entries include the DOI or URL (DOIs are preferred). The date accessed may also be included, especially if the material is time sensitive, but it is not required by Chicago in citations of formally published electronic sources. The access date may be included immediately prior to the DOI or URL and, if included, should be separated by commas in notes or periods in bibliographical entries.

**Dates**

Even if weekly or monthly magazines are numbered by volume or issue, they are cited by date only. And, because the date is essential, it is not enclosed in parentheses.

**Departments**

Regular department titles are capitalized headline-style but not put in quotation marks.

**Page Numbers**

Citations for magazine articles may include a specific page number. Inclusive page numbers for the entire article are often omitted in bibliographical entries, however, because the pages of the article are often separated by many pages of unrelated material. If page numbers are included, they should follow the date and be preceded by a comma.


**Magazines**

Notes and bibliographic entries for magazines include the following information: author’s name, article title, magazine title, date.


**Online Magazines**

Notes and bibliographic entries for online magazines should follow the relevant examples for printed magazines. Additionally, online magazine entries should also contain the DOI or URL.

**Note:** In the examples below, Green Room is not placed in quotation marks because it is the department title rather than the article title.

**Access Date**

If an access date is necessary, the access date should be included in parentheses at the end of the citation. Access dates are used for time-sensitive details and may be required by certain publishers or disciplines.


**Newspapers**

Notes and bibliographic entries for newspapers should include the following: name of the author (if listed), headline or column heading, newspaper name, month
(often abbreviated), day, and year. Since issues may include several editions, page
numbers are usually omitted. If an online edition of a newspaper is consulted, the
URL should be added at the end of the citation.

Names of Newspapers

If the name of a newspaper begins with “The,” this word is omitted. For
American newspapers that are not well-known, a city name should be added along
with the newspaper title (see below). Additionally, a state abbreviation may be
added in parenthesis after the city name.

News Services

News services, such as the Associated Press or the United Press International,
are capitalized but not italicized.

Headlines

Headlines may be capitalized using “headline style,” in which all major words
are capitalized, or “sentence style,” in which only the first word and other proper
nouns are capitalized. Although many major newspapers prefer sentence style,
Chicago recommends headline style for consistency among various types of cited
sources.

Regular Columns

If a regular column is cited, the column name may be included with the article
title or, to save space, the column name may replace the article title.

Citing in Text

Newspapers are more often cited in text or in notes than in bibliographies. If
newspaper sources are carefully documented in the text, they need not be cited in
the bibliography.

N: 1. Nisha Deo, “Visiting Professor Lectures on Photographer,” Exponent (West

Contributors

Summary
This section contains information on the Chicago Manual of Style method of document formatting and citation. These resources follow the 16th edition of the Chicago Manual of Style, which was issued in September 2010.

Web Sources
General Model for Citing Web Sources in Chicago Style

Footnote or Endnote (N)
1. Firstname Lastname, “Title of Web Page,” Publishing Organization or Name of Web Site in Italics, publication date and/or access date if available, URL.

Corresponding Bibliographical Entry (B)
Lastname, Firstname. “Title of Web Page.” Publishing Organization or Name of Web Site in Italics. Publication date and/or access date if available. URL.

Electronic Books and Books Consulted Online
Electronic books are cited exactly as their print counterparts with the addition of a media marker at the end of the citation: Kindle edition, PDF e-book, Microsoft Reader e-book, Palm e-book, CD-ROM, etc. Books consulted online are also cited exactly as their print counterparts with the addition of a DOI (or URL) at the end of the citation. See also Books. Note: Stable page numbers are not always available in electronic formats; therefore, you may, instead, include the number of chapter, section, or other easily recognizable locator. Lemon, Rebecca, Emma Mason, Johnathan Roberts, and Christopher Rowland, ed. The Blackwell


Online Periodicals (Journal, Magazine, and Newspaper Articles)

Online periodicals are cited exactly as their print counterparts with the addition of a DOI or URL at the end of the citation. See also Periodicals. Also keep in mind that while access dates are not required for formally published electronic sources (journal articles), they can be useful for informally published electronic sources or may be required for by some disciplines for all informally and formally published electronic sources. Access dates should be located immediately prior to the DOI or URL.


Web Page with Known Author and Date


Web Page with Known Date but without Known Author


Web Page with Unknown Publication Date and Author


Blog

Generally, blog entries and comments are cited only as notes. If you frequently cite a blog, however, then you may choose to include it in your bibliography. Note: if the word “blog” is included in the title of the blog, there is no need to repeat it in parentheses after that title.


**Podcast**

**Note:** If the word “podcast” is included in the title of the podcast, there is no need to repeat it enclosed in commas after that title. “Podcast audio” is used below, then, as an example placeholder and would not necessarily be required for this specific example.


**B:** Curtis, Ben, and Marina Diez. *Heading to the Costa de la Luz - Notes from Spain Podcast 71*.


**Blank Form for Online Multimedia**

**N:** 1. Firstname Lastname of Performer, Writer or Creator, *Title of Text*, indication of format/medium, running time, publication date, URL.

**B:** Lastname, Firstname of Performer, Writer or Creator. *Title of Text*. Indication of Medium, Running Time. Publication Date. URL.

**Contributors**

Summary

This section contains information on the Chicago Manual of Style method of document formatting and citation. These resources follow the 16th edition of the Chicago Manual of Style, which was issued in September 2010.

Film and Television

This resource explains how to cite film, television, and other audiovisual materials. Citations for such recorded media usually include some or all of the following information: name of the person primarily responsible for the content of the recording (composer, writer, performer, etc.), a title in quotation marks or italics, recording company or publisher’s name, identifying number, an indication of medium (DVD, videocassette, etc.), and a copyright and/or production or performance date. Entries for recorded material found online should also include a DOI or URL.

General Model for Citing Film, Television, and Other Recorded Mediums in Chicago Style

Footnote or Endnote (N):
1. Firstname Lastname, Title of Work, Format, directed/performed by Firstname Lastname (Original release year; City: Studio/Distributor, Video release year.), Medium.

Corresponding Bibliographical Entry (B):

DVD

**Blank Form for Film and Television**

**N:** 1. Group, Composer or Performer, *Title*, Medium, Recording Company or Publisher, Catalog Number, Year of Release.

**B:** Group, Composer or Performer. *Title*. Medium. Recording Company Or Publisher, Catalog Number. Year of Release.


**Contributors**


**Summary**

This section contains information on the Chicago Manual of Style method of document formatting and citation. These resources follow the 16th edition of the Chicago Manual of Style, which was issued in September 2010.

**Interviews and Personal Communication**

In citations for interviews and personal communications, the name of the person interviewed or the person from whom the communication is received should be listed first. This is followed by the name of the interviewer or recipient, if given, and supplemented by details regarding the place and date of the interview/communication. Unpublished interviews and personal communications (such as face-to-face or telephone conversations, letters, e-mails, or text messages) are best cited in text or in notes rather than in the bibliography. Published interviews should be like periodical articles or book chapters.

**Unpublished Interviews**

**N:** 1. Alex Smith (retired plumber) in discussion with the author, January 2009.

Published or Broadcast Interviews

Personal Communications
N: 1. Patricia Burns, e-mail message to author, December 15, 2008.

Contributors

Summary
This section contains information on the Chicago Manual of Style method of document formatting and citation. These resources follow the 16th edition of the Chicago Manual of Style, which was issued in September 2010.

Lectures and Papers Presented at Meetings
This resource covers Chicago Manual Style guidelines for citing lectures, papers presented at meetings or poster sessions, and other similar presentations. Such entries often include the sponsorship, location, and date of the meeting following the title. When such texts are published, they should be treated like a chapter in a book or article in a journal.


**Contributors**


**Summary**

This section contains information on the Chicago Manual of Style method of document formatting and citation. These resources follow the 16th edition of the Chicago Manual of Style, which was issued in September 2010.

**Public Documents and Unpublished Materials**

Notes and bibliographic entries for public documents, like other documents, should include the elements needed to locate the items. These essential elements often include the following:

- Country, city, state, county
- Legislative body, executive department, court, bureau, board commission or committee
- Subsidiary divisions
- Title, if any, of the document or collection
- Individual author (editor or compiler), if given
- Report number or any other identification necessary or useful in finding the specific document
- Publisher, if different from issuing body
N: 1. Firstname Lastname, “Title of Unpublished Material” (source type identifier, Place of Publication, year of publication), page number(s).


**Unpublished Materials: Theses, Dissertations, Presentations, Etc.**

Titles of unpublished works should be capitalized and enclosed in quotation marks. In a note, the identification of a thesis or dissertation, the academic institution, and the date are enclosed in parentheses. In a bibliographic entry, they are not. Citations for a PhD dissertation would resemble those below but would replace the words “master’s thesis” with “PhD diss.”


B: Hostetler, Tara. “Bodies at War: Bacteriology and the Carrier Narratives of ‘Typhoid Mary.’”


**Contributors**

CHAPTER – IV
SUGGESTED TOPICS FOR THESSES

General

Participants of the courses are given complete freedom of choice to select topic for research. A suggested list of topics is given below, which you should consult. Participants are not allowed to write the theses out of the prescribed research topics. Topics chosen out of this list and may be written in order of preference on ‘Research Proposal Proforma’ given at the end of this chapter and submitted to DS Research. Please ensure that research question(s) related to first choice is / are clearly written on the proforma. Generally, first choice is entertained. Only in cases, where same topic is chosen by two or more participants that second or third choice of topic is allotted.

Research Topics for Theses 2012-13

Non Kinetic Warfare

1. Towards a Conceptual Framework of Network Centric Warfare
2. Influencing the Population – A Facet of Irregular Warfare
3. Inter-Agency Relations in a Whole of Nation Approach
4. Non-Conventional Threats To Pakistan’s Security and Appropriate Response
5. Creating Wedge Between Public and Armed Forces – Another Kind of Warfare Tool
6. Differing Approaches To Countering Terrorism – Extinction or Engagement
7. Information warfare – A Warfare Tool To Captivate People’s Minds
8. Collaboration among Regionalism, Terrorism and Islamic Fundamentalism and Its Impact on Pakistan
9. Impact of Information Age on National Security
10. Application of Traditional Notions of Military / Operational Strategy and Their Efficacy in 4th GW

11. Constituents and Spectrum of 5th GW

12. Social and Cultural Wars- Prospects and Remedies

13. Media Wars-Economical Way of Winning Through Influencing the Minds of Target Audience

14. Information and Intelligence Wars – An Appraisal

15. Biological Wars-Prospects and Efficacy in Modern Day Warfare

16. Gang Wars and their Implication

17. Sources and Nature of Conflict in 21st Century

18. Shock and Awe Doctrine-Efficacy in Future Wars

19. Concept of Security Sector Reforms (SSR)

20. Psychological and Propaganda Operations

21. Conflict at Sea (Maritime Zone)

22. The Equation between Military’s Kinetic and Non Kinetic Capabilities

23. The Theories of Mind Control Sciences and Arts; Relevance to NKW in Modern Times

24. Psychological Operations; An effective Method in NKW

25. The Emerging Role of Military in NKW; Preparing the Militaries for 21st Century Warfare Challenges

26. Cost of War; A Case Study of Kinetic and Non-Kinetic Operations in Iraq and Afghanistan – Lessons Learnt

27. Indian Non-Military Threat to Pakistan

28. Conceptual Framework of the 4GW, and Its Relevance to Pakistan and the Recommended Strategy

29. Significance of Information Operations in COIN
30. Non Kinetic Warfare: A Non-Linear Battlefield: Is Pakistan on Frontline?
31. Strategic Communication in COIN: A Need of Strategy for Pakistan
32. Soft Power – A Non Kinetic War Winning Tool
33. Psychological Operation by Various Nations in Aftermath of WikiLeaks
34. The Notion of Violence of Peace
35. National Security, Governance and Role of Intelligence
36. Dynamics of Hard and Soft Power
37. Creative Chaos – Objectives, Manifestation and Consequences

**Military History**

38. Role of Global Power Politics in Disintegration of Pakistan in 1971 and Lessons Learnt
39. Analysis of Defence Policy of Pakistan from 1966-1971 (End of 1971 War) and Lessons Learnt
40. Alleged Atrocities Committed by Mukthi Bahni and Pakistan Armed Forces in East Pakistan in 1971: The Facts and Exaggeration
41. Formulation of Defence Policy of Pakistan: Constitutional and Legal Obligations
42. Balochistan Turbulence in Historical Perspective

**War 1965**

44. Analyse Concept and Efficacy of ‘Operation Gibraltor and Grand Slam’ and their Impact on Outcome of 1965 War.
45. Analyse Mechanized Manoeuvres Conducted by Both Sides During 1965 War.
46. Operational Preparedness of Pakistan Armed Forces vis-a-vis the Kind of War it Embarked upon Against India in 1965.
47. Army Leadership of Pakistan and India – A Comparative Analysis to Ascertain its Role in the Outcome of 1965.

**War 1971**

48. Role of Military Leadership Before and During 1971 War and their Impact on Outcomes of the War.


51. Role of intelligence Agencies of Pakistan During East Pakistan Imbroglio Leading to 1971 War.

52. Was 1971 War a Political or Mil Defeat for Pakistan?

**Kargil Conflict**

53. Kargil Conflict – An Evaluation of Strategic Gains / Losses.

54. Impact of Kargil Conflict on Civil – Military Relations in Pakistan.


**International Affairs**

56. Afghan-US Strategic Partnership and its Regional Implications

57. Indo-US ties in Afghanistan: Implications for Pakistan

58. US-Pakistan Relations 2008-12: An Appraisal

59. Pakistan’s Regional Strategy after US Exit from Afghanistan

60. Post 2014 Afghanistan: Implications for Pakistan


62. The New Silk Route: Regional Implications

63. Future of Arab Spring and Its Implications for Pakistan

64. An Evaluation of Pakistan’s National Security: Post Salalah Incident

65. Foreign Policy of Pakistan in the light of Emerging Geo-Political Environment
66. Exploring the Possibility of an Enlarged and Effective Regional Organization in South Asia & Central Asia
67. Iran’s Nuclear Ambitions and its Regional and Global Implications
68. Post US Afghanistan: Implications for Regional Players
69. Narco Trade and Conflict Resolution – A Case Study of Afghanistan
70. Politics of Asia – Pacific and US Strategic Interest
71. Future Dimensions of Pak-US Relations form the Prism of Parliamentary Committee’s Recommendations
72. Emerging Economies and Their Growing Influence in Global Politics
73. Reviewing Pak Afghan Transit Trade
74. Power Paradigm in China: Global Implications
75. Development of Good Relations among Islamic Countries to boost up Economic Growth
76. Logistic Support to Coalition Forces in Afghanistan and its Effects
77. Escalating Indo-West Strategic Alliance and Pakistan’s Security Concerns
78. India’s bid for Permanent Membership of UN Security Council: Implications for Pakistan
79. Relevance of Pak-China Friendship and Partnership to the Evolving Geo-Political Landscape in the Asia Pacific Region
80. Repercussions of India’s Increasing Influence in Afghanistan
81. Pakistan’s Policy on Kashmir Dispute – Way Forward
82. Changing Dynamics of Foreign Policy in the Emerging Multi-Polar World – Objective Study of Pakistan’s Foreign Policy
83. India’s Balancing Act: Relations With The US, Russia and China
84. Review of Technical Regulations in the light of New World Trade Order
85. Implications of Inconsistent Foreign Policy of Pakistan in the light of National Interests
86. Critical Analysis of Indo-Iran Relationship  
87. South China Sea Dispute – An Evaluation  
88. Northern Distribution Network – Options for Pakistan  
89. Pak-Russia Collaboration in Current Geo-strategic Environment  
90. Assured Access to Global Commons  
91. Emerging Africa and Prospects for Pakistan  
92. US Strategic Coercion of Iran – Contemporary Perspective  

**Defence & Security**  
93. Indian Defence Spending and Pakistan’s Response  
94. Public Private Partnership in Development of the Defence Sector  
95. Integration of National Industrial and S&T Policy as Per National Defence Requirements  
96. Role of Research and Development Organizations in Strengthening the National Defence Capability  
97. Conceptual Aspects of Deterrence  
98. PAF Response in Pro-Active Operations  
99. National Counter Terrorism Authority – Perspective & Prospects  
100. Challenges and Opportunities for Pakistan in Present Geo-Strategic Environment  
101. The Use of Satellite Imaging for Geographical Information System (GIS) Applications  
102. Self Reliance is True Independence: Next Five Years Plan for Self Reliance of Pakistan Defence Forces  
103. Resurgence of Nationalist / Regionalist Politics in Pakistan and its Implications  
104. Rehabilitation of War Hit Areas of Khyber Pakhtun Khwa – A Herculean Task Ahead
105. Integrated National Intelligence, Surveillance and Reconnaissance Capability
106. Role of Space Technology in Augmenting India / ERF Capabilities and Recommend Measures for Pakistan to Contest / Counter the Perceived Threats
107. Joint Employment of Electronic Warfare: Options for Pakistan
108. Present Export Procedure and Suggestions to Boost Our Defence Exports
109. Tri-Services Integration in the field of Logistics
110. Progressive Intellectual Growth of Army Officers Through Training Courses
111. Military Methodology at Tactical and Operational Levels – How to Bridge the Gap?
112. Perilous Situation in Balochistan and National Security
113. Suggested National Security Policy of Pakistan in the light of Current Socio-economic Disparities
114. Impact of Anti-Ballistic Missile Defence in South Asia
115. Air Power Employment in Counterterrorist (CT) Operations
117. Role of External Factors in Balochistan and Possible Options to Mitigate and Eliminate their Influence
118. IAF beyond 2020 – Implications for Pakistan
120. The Security Dilemma in South Asia – A Comparative Analysis of India’s and Pakistan’s Defence Paradigms
121. Competing Stakeholders in Pakistan’s National Security Framework and Their Perspectives on National Interests.
122. Optimizing Sino-Pak Strategic Relationship
Nuclear
123. Integration of Conventional and Strategic Forces in Net Centric Environment
124. Concept of Limited War Under Nuclear Overhang in Indo-Pak Context
125. Fissile Material Cutoff Treaty (FMCT) Negotiations and Pakistan’s Stance: An Evaluation
126. Pakistan’s Diplomacy towards International Nuclear Non-proliferation Issues: A Critical Review
127. International Concerns about Safety and Security of Pakistan’s Nuclear Program: A Perception or Reality?
128. Pakistan-India Conventional and Nuclear CBMs: A Way Forward
129. Systematic Approach in addressing the Problem of Nuclear Terrorism
130. Conventional and Nuclear Thresholds in Indo-Pak Scenario: An Analysis
131. Chances of Accidental Nuclear War Between India and Pakistan
132. Pakistan Army’s Employment Strategy under Nuclear Environment
133. Indian Nuclear Doctrine a Divergent Treatise – Implications on Pakistan’s Security
134. US Support to Indian Membership of NSG and other Non-Proliferation Regimes: Implications for Pakistan
135. Strengthening Credible Minimum Nuclear Deterrence – Options for Pakistan

Socio – Political
136. Causality in Rising Extremism and Intolerance in Pakistan
137. Sectarianism and its Impact: Suggested Action Strategy
138. Democracy by Decree: What Happens When Courts Run Governments?
139. Civil-Military Relations: A Case Study of 2008-12
140. Erosion of National Institutions of Pakistan – An Evaluation
141. Creation of More Provinces and its Implications
142. Impact of Transportation on National Economy
143. Evaluation of Benazir Income Support Programme (BISP) in Poverty Alleviation
144. Feasibility of Primary Health Care in Rural Areas through Telemedicine
145. Impact Assessment of Peoples Primary Health Care Initiative in Improvement of Primary Health Care
146. Major Changes in Biodiversity in the Extinctions of Species
147. Welfare Measures in Pakistan Armed Forces: Need for Reconsideration
148. Assessment of Disappearing Forests
149. National Cohesion and Integration in Pakistan
150. Feminization of Poverty: Evidence from Rural Area
151. Challenges / Issues in Implementation of 10% Quota Reserved for Women in Public Sector Employment at Federal Level
152. Extremism and its Impact on Women and Children
153. Situation and Legal Analysis of Honour Killing
154. Provincial Disharmony in Pakistan
155. Lawlessness in Karachi and the Ways to Overcome it
156. Massive Exodus of Professionals from Balochistan – Likely Repercussions and Solutions
157. Political Uncertainty in the Country – Measures to Strengthen the Democratic Norms
158. Protracted Political Fragility in Azad Kashmir and its Effects on the Kashmir Freedom Movement
159. Superior Courts: Jurisdiction Barred for Validation of High Treason
160. Balochistan Issue: Involvement of Foreign Hand
161. Promoting Good Governance and Strengthening Institutions
162. Politics of Religious Minorities in Pakistan: Exploring the Relationship Between Ideational Dynamics and Anarchy
163. Low Women Labour Force Participation in Pakistan: Factors & Way Forward
164. Multiple Polarizations in Our Society – Factors, Implications for the Unity of Federation & Remedial Measures
165. Migration Management for Regional Integration
166. Population Control Policy of Pakistan
167. The Population Welfare Program of Pakistan
168. Role of Non Governmental Organizations in Pakistan
169. NGOs’ Impact on Civil Society: An Evaluation
170. Demographic Dividend for Future Development of Pakistan
171. Constitution of Pakistan and Role of Armed Forces
172. Place of Health Security in Pakistan’s National Security Paradigm
173. Hurdles in Women Development in Pakistan – A Strategic Analysis
174. Population Management in Pakistan – Challenges and Opportunities

**Disaster Management**
175. Disaster Management in Pakistan – An Appraisal
176. Natural Disasters Challenges for Pakistan and Role of Various Institutions

**Economy**
177. Deficiencies and Weaknesses in the Mechanism for Dispute Resolution in the Industrial Sector Between Workers and Employers
178. Current Trends in Privatization of SOEs: Global, Regional & National Perspective
179. Privatization vs Restructuring: Policy, Practice and Effects on Economy
180. Turn Around of SOEs through Management Outsourcing: Policy, Legal Provisions and Analysis of Experiments
181. Post Privatization handling of SOEs in Pakistan: Issues, Legal Provision, Practices and Effectiveness of Responsible Forums
182. Development of Gawadar Seaport: Policy Intervention Required
183. Expansion of Pakistan’s Industrial Base – China Centered: Need or Choice
184. Analysis of Tax / GDP Ratio of Pakistan
185. Does Pakistan Need an Auto-Industry? Benefits and Costs of maintaining a Heavily Protected Auto-Industry
186. Support Prices for Crops: Efficiency, Cost and Impact on National Economy
187. Concessionary Finance to Export Sector: The Benefits and Drawbacks to Export Sector and National Economy
188. Reforming and Un-leashing the Potential of Domestic Commerce in Pakistan
189. Impact of Trade Liberalization on Poverty Reduction, Employment and Inequality in Pakistan
190. Analyzing the External Sector Performance of Pakistan’s Economy
191. The Importance of Integrating the Value of Nature into Economic Practice and Policy
193. Industrial Backwardness of Pakistan: Causes & Remedial Measures
194. Effects of Agriculture Development on Industrial Development of Pakistan
195. Challenges & Opportunities posed by WTO for Pakistan’s Industrial Sector
196. Development of Shipping Sector in Pakistan-Options and Proposed Strategy
197. Railway’s Strategic Role in Regional Economic Integration in South and Central Asia through Rail Linkages
198. Public Service Obligation and Business Imperatives - Model for Railways’ Management
199. Restructuring of Railways as a Way to Efficiency and Effectiveness
200. Private Participation in Railways: A New Paradigm for Development
201. SAFTA: Prospects and Challenges for Pakistan
202. Impact of Trade Liberalization on Pakistan’s Export Competitiveness
203. Opportunities and Challenges of Expanding Trade Between Pakistan and India
204. Promoting Cross-Border Regional Trade
205. Private Sector Development Strategy to Enhance Competitiveness of Pakistan in International Market
206. A Critical Review of Pakistan Domestic Trade Policy in Agriculture Sector
207. Impact of Regional Trade Agreements on the Import and Export of Agriculture Commodities in Pakistan
208. Non Technical Barriers to Trade (NTBS): Implication for Pakistan
209. Issues of Non-Agricultural Market Access (NAMA) and Sectoral Negotiations
211. Impact of Quality Industrial Infrastructure and Training of Manpower
212. Misuse of Financial Incentives in the Export Sector at the Cost of Government Exchequer
213. Effectiveness of Global Export Processing Zones (EPZs) in Simulating Export-led Economic Growth in Post WTO Scenario
214. Growth Potential of Smart and Modern Enterprises (SMEs) in the Light Engineering Sector
215. Rural Industrializations and its Importance in Employment Growth and Poverty Alleviation
216. Potential of Agricultural Productivity through availability of Easy Access to Agricultural Credit
217. Emerging Economic Trends in South Asia and Opportunities for Pakistan
218. Influence of International Financial Institutions (IFIs) in Policy Formulation of Pakistan
219. EU - Competitor or Collaborator of USA in Asia: Implications for Pakistan
220. Impacts of Politicized Economy on Governance
221. Comparative Analysis of Various Methods of Privatization
222. Analysis of Performance of Privatized Entities Compared to Pre-privatization Era
223. Role of Privatization in the Economic Resurgence of Pakistan
224. Role of Privatization in Strengthening of Capital Market in Pakistan
225. Risk Analysis of Investment in Pakistan
226. Exploring the Continental Shelf/Exclusive Economic Zone
227. Regional Economic Integration: Expected Dividends for Pakistan
228. Defence Industry: A Force Multiplier for National Economy
229. Public Sector Enterprises and Financial Governance
230. Public Policy and Governance Issues in Pakistan
231. Foreign Aid – Boon or A Curse: Could Pakistan sustain without it?
232. ‘Guns and Butter’ Dilemma in dealing with NS Issues of Pakistan
233. Population Female Entrepreneurship in Pakistan – Challenges and Opportunities
234. Promoting Female Entrepreneurship in Pakistan – Challenges and Opportunities

Information Technology
235. Use of Broadband Networking Technology for Pakistan’s Progress
236. Vision Based Advanced Human Computer Interaction for Efficient Collaborative Planning
237. National Capacity Building in Microwave Engineering Field for Commercial and National Defence Applications
238. Production and Enhancement of Locally Skilled Manpower and Indigenous Development of WiMax or IFF Transponder
239. Modern Warfare and Technology – How Developing Nations like Pakistan can benefit from IT?
240. Science & Technology Diplomacy and International Cooperation
241. Potential of Scientific and Technical Educational Institutions Towards Pakistan’s Self Reliance
242. Impact of Technology on State and Human Security

**Agriculture, Food, Water & Energy**

243. Scope of Micro-Financing for Renewable Energy Resources in Pakistan
244. Impact of Climate Change on Water Resources of Indus Basin System – Water Security, Adaptability and Mitigation Measures
245. Identification and Management of Drinking Water Sources in the Cholistan and Thar Deserts through GIS and other Scientific Techniques
246. Development of Solar Water Purification System
247. Power Generation Crisis and its Proposed Remedial Measures
248. Use of Solar Electricity for Street and Traffic Lights in Pakistan
249. Development of Strategy for Reuse of Drainage Effluents/Wastewater for Agriculture
250. Refinement of Irrigation Systems at the Canal/Distributory Level through Irrigated Water Management
251. Awareness and Education on Water Quality Issues and Pollution Management
252. Development of Strategic Standards for the Implementation of Water Quality for the Provision of Safe Drinking Water
253. Range Land Development by using High Efficiency Irrigation System in Cholistan Desert
254. Management of Surface Water Resources in Pakistan
255. Post Harvest Losses and Management in Pakistan
256. Status and Role of Agriculture Mechanization in Enhancement of Crops Productivity
257. Prospects of Agriculture Research and its Impact on Crop Production
258. Export of Live Animals and Meat and its Impact on Local Consumers and Economy
259. Dynamic Agriculture: A Paradigm Shift
260. Water Policy of Pakistan: An Evolution
261. Hydel Power Policy of Pakistan: Need for Capacity Building
262. Land Acquisition and Resettlement Policy in Pakistan
263. Role of Link Canals for Avoiding Synchronization of Floods Peaks in Indus River System
264. Role of Sedimentation in Enhancing the Intensity of Floods
265. Growing needs for Urban Flood Management/Storm Water Drainage in the Context of Climate Change
266. Impact of Global Warming on Glacial Lake Outburst Floods (GLOFs)
267. Impact of Climate Change on Coastal Flood Management
268. Marine Eco-System at Risk from Pollution and Climate Change
269. Role of Flood Forecasting and Early Warning System in Flood Management
270. Role of Mega Storage Reservoirs in Flood Management
271. Role of Small and Medium Dams in Flood Management
272. Construction of Dams – A Matter of Survival for Pakistan
274. Coal as an Alternate Source of Energy – Prospects for Pakistan
275. Depletion of Pakistan’s Natural Resources and their Preservation
276. The Effects of Global Warming on Pakistan’s Agriculture Sector and their Remedies
277. Prospects of Regional Co-operation in Energy Sector
278. Emerging Climate Change and Its Socio-economic Impacts on Pakistan
279. Impact of Climate Change on Pakistan’s Economy
280. Thar Coal Reservoir – Prospects and Challenges
281. Food Security Scenario in Pakistan
282. Food Scarcity – An Emerging Security Threat

Media
283. Media Activism in Pakistan
284. Media as a Tool of War
285. Media as a Stakeholder in Affairs of State
286. Media’s Role in creating Awareness about Duties and Rights of an Individual in a Civil Society
287. Media as an Instrument to Curb Social Evils and Terrorism/Enhance Morale of Civil Society
288. Strategies/Approach Needed to Improve Media Activism/Public Relationship
289. Role of Media as Watch-dog
290. Media as Fourth Pillar in a Democratic System
291. Media Ethics and Handling of False News
292. Freedom of Media viz-a-viz National Responsibility
293. National Policies for Code of Conduct for Media
294. Role of Media and Pakistan’s Foreign Policy
295. The Role of Media, Propaganda and Challenges of Bringing Terrorists to Justice
296. Role of Media against Extremism and Terrorism
297. Media and It’s Role in Formulation of Public Opinion
298. Social Media as a Contributing Element in the Democratic Movements of the Arab Uprising
299. Convergence of Media Diplomacy and Public Policy in the Context of Conflict Resolution
300. Significance of Social Media in Perception Management
301. Impact of Media on Governance and Transparency
302. Countering Hostile Propaganda against Security Forces and Intelligence Agencies

**Education**

303. Facilities Available in the Country for Technical Training: Training Methods and Syllabi in 21st Century
304. Challenges to Pakistan’s Education System
305. Education and National Defence
306. Female Education and its Impact on Male Employment Opportunities and Income Inequality in Pakistan
307. The Role of Basic Education in the Socio-Economic Development of Pakistan
308. The Role of Vocational and Technical Education in Poverty Alleviation in Pakistan
309. The Root Causes of Low Quality Education in the Country and Suggestions for Improvement
310. Impact of Foreign Aid on the Expansion and Development of Education in Pakistan
311. The Root Causes of Low Literacy in Pakistan and Devising Strategy for its Improvement
312. Free and Compulsory Education to Children of Five to Sixteen Years Age
313. Religious Education – Reformation / Substitution of Madaris
314. Restoring the Confidence of People in Public Schools System
315. The Analysis of Monitoring and Evaluation System in Education in Relation to International Development
316. Role of International Partners in Expansion and Evaluation of Education in Pakistan
317. Analysis of Education System in Pakistan in Relation to National/International Requirements
318. Why is ‘Research Base’, a Weak Area in Pakistan?
319. Mismatch between ‘World of Education’ and ‘World of Work’: A Way Out
320. Character Building and Value Education in Pakistan- Present Status, Needs and Requirements
321. Reforms to Eradicate Disparities in Education System of Pakistan
Selected Bibliography

Note: Following reference material was consulted whilst updating the current version of Research Manual


http://owl.english.purdue.edu


Wildemuth, Barbara M. “Applications of social research methods to questions in information and library science.” Westport, Conn.: Libraries Unlimited, 2009.
Appendix A

GENERAL INSTRUCTIONS

The participants of the National Security War Course are required to undertake research assignments e.g. Individual Research Paper, Group Research Paper and Seminar(s) / Conclusion Studies as part of their course curriculum designed to focus on original research and bringing out fresh ideas, concepts and solution to contemporary issues. Theses are required to be undertaken by all participants as partial requirement for the award of M.Sc/ M.Phil Degree. It is also counted towards the final evaluation of the participants. The aim of thesis is to enable the participants to undertake scholarly research work of international academic standard at National Defence University.

Thesis Parameters

Thesis embodies a discovery of new facts or a fresh interpretation of known facts. In either case, the work should reflect the researcher’s ability to gather facts, present them logically, analyze them critically, and draw logical deductions and conclusions. The participants are expected to work and complete the paper as per the schedule. During the course of research, the participants are allowed free interaction with the Thesis Supervisor. There is no rigidity in determination of the parameters and the participants enjoy complete freedom in their research work. Topics for thesis are suggested both by the university and the students. The list encompasses a wide range of issues and subjects of multifaceted disciplines (refer to Chapter II).

Procedure

As appended below:

- Allotment of research topic and nomination of a Thesis Supervisor to each participant.
• Review the existing literature on the allotted research topic and formulate hypothesis, statement of the problem, research question(s), an outline and working bibliography and submit to Thesis Supervisor.
• Discuss statement of the problem and research question(s) with Thesis Supervisor and finalize it. Prior appointment would facilitate the job.
• Submit Research Proposal to respective supervisor as per the schedule.
• Undertake research and develop research work within the stipulated time period. Feel free to consult Thesis Supervisor or DS Research at any stage of your research work.
• Please make full use of the visiting guest speakers and inland tours; where these are relevant to research work.
• The theses are evaluated by the defence panel in side the campus (MSc Programme) and outside the University (MPhil Programme). The participants are required to present the salient of their theses and take questions from the defence panel. The names of qualified participants are then processed for the award of degree.
• The research submitted to NDU will become the property of the University, which if required may be published at any appropriate time without specific permission of the author.
• Selected theses in abridged version are published in the NDU Journal and circulated to the concerned Ministries and Service Headquarters.
• Participants are required to submit 4x bound copies of thesis along with CD and Turnitin Originality Certificate, reflecting the plagiarism clearance.
Appendix B

IMPORTANT DEFINITIONS

- **Epistemology:** Epistemology is known as a branch of philosophy that investigates the origin, nature, methods and limits of Human knowledge.

- **Hypothesis:** Is a guess explaining something. It is also an informed and logical explanation which is testable in principle. Generally hypothesis expresses the relationship between two or more variables.

- **Inductive Reasoning:** (Reasoning from the particular to the general). The conclusion from inductive reasoning is probabilistic (i.e. you make a statement about what will probably happen). The so called “problem of induction” is that the future might not resemble the present.

- **Mixed Research:** Mixed research involves the mixing of quantitative and qualitative methods or paradigm characteristics.

- **Non-random sampling:** It is when it cannot be determined what chance an element has of being selected on the sample.

- **Primary Sources:** Those which you collect yourself or, in the case of history, contemporary or near contemporary accounts. Primary sources are used to prove your claim.

- **Qualitative Research:** Research that relies on the collection of qualitative data. That which concentrates on a single case or cases for in-depth analysis (such as an anthropologist’s study of a tribe)

- **Quantitative Research:** Research that relies primarily on the collection of quantitative data. That which studies a large sample to get quantifiable measurements (e.g. percentages of people who like a certain kind of product)
• **Questionnaire:** It is an instrument comprising questions to be filled in by respondents.

• **Random sampling:** It is what when every element in a population has a known and equal chance of being selected on the sample.

• **Rationalism:** Historically, this idea was called rationalism (i.e. original knowledge comes from thought and reasoning). It assumes that the human mind or reasoning is the only true source of knowledge.

• **Schedule:** It is a questionnaire read out to the respondents and filled in by the researcher.

• **Secondary Sources:** Those which are collected by others and used by the researcher. Secondary sources are used in the review of literature—finding out what others have written about the issue—and to refer to facts which you need to build your argument but which you are not proving.

• **Survey:** It is a method used to collect in systematic way information from a sample of individuals. Although most people are familiar with public opinion surveys that are reported in the press, most surveys are not public opinion polls (such as political polling), but are used for scientific purposes.

• **Thesis:** Thesis is a detailed dissertation, which maintains a valuable propositions or hypothesis, written on the basis of a detailed research. Thesis is used for academic purposes.

• **Dissertation:** Dissertation is a detailed report on the subject of the study that was undertaken. This is a document submitted for the acquisition of a higher degree from university.

• **Variable:** A variable is anything that can take on differing or varying values. Examples are: examination scores, weight, height, pressure etc.
• **What is Research?** It is finding out new information or explanation about what things are, how they function, why they behave or appear as they do and with what other things or phenomena they are related.

• **Author-date Method:** In this the last name of the author or authors is given with date and page numbers in the text. In the end all the sources are listed alphabetically as in a bibliography. This method also enables you to make a bibliography.

• **Deductive Reasoning:** (The process of drawing a specific conclusion from a set of premises). Deductive reasoning is the classical approach used by the great rationalists in the history of western civilization. Note that, in formal logic and mathematics, a conclusion from deductive reasoning will necessarily be true if the argument form is valid and if the premises are true.

• **Empiricism:** The idea here is that knowledge comes from experience. Historically, this view was called empiricism (i.e. original knowledge comes from experience and five senses i.e. tasting, smelling, touching, seeing and hearing).

• **Endnote/ Footnote Method:** In this the sources are referred to in serial numbers both in the text and either at the bottom of the page or at the end of the text.
GUIDELINES FOR SUPERVISORS

The supervisors are expected to:-

- Devote adequate time and hold regular supervisory meetings.
- To be accessible to discuss the problems encountered by the students.
- Promptly and critically review the whole written work.
- Submit ‘Students Progress Report’ as per schedule.
- Refer the student to interact with other students/experts working in the same domain.
- Ensure that suggested corrections/amendments have been adequately incorporated in the research work.
- Keep the record of students’ visit.
- Seek solutions to any point / source of disagreement or difference of opinion through Director Research ISSRA.
- Approach Director Research ISSRA for obtaining permission of concerned authorities for the conduct of survey / interview / research by students at any specific institution.
Appendix D

GUIDELINES FOR STUDENTS

The students are expected to:-

• Agree with the supervisor on research topic and synopsis/ research proposal.
• Work diligently with the ultimate goal of successful completion of the research project within the stipulated time.
• Be able to work independently.
• Be innovative in the research project as it progresses.
• Attend lectures, seminars and any training programmes on the advice of the supervisor.
• Agree with the supervisor on a schedule of meetings in office timings or through appointment.
• Inform the supervisor promptly of any problems which may be hindering progress.
• Must maintain the decorum in the case of lady supervisor and must address her as Madam
Appendix E

M.Sc / M.Phil THESIS PATTERN

All theses presented in typescript for the degree of MSc/M.Phil should comply with the following specifications unless permission to do otherwise is obtained from the relevant authority / body

Size of Paper

A4 size be used.

Paper Specification

Four copies on good quality paper (minimum 80 gsm) be submitted.

Layout of Script

Typescript should appear on one side only, lines; at least one-and-a-half spaced. Footnotes, quotations, references and photographic captions may be single spaced. Where appropriate, these should contain lists giving the locations of figures and illustrations.

Font Size

- Title Page 18-22
- Headings / subheadings 14-16
- Text 12
- Footnotes 8-10
- Footnotes be given on the same page where reference is quoted

Type Style

Times New Roman

Margins

At least 1¼ -1½ inches (3.17-3.81cm) on the left-hand side, 3/4 - 1 inch (2 - 2.54cm) at the top and bottom of the page, and about ½ - 0.75 inches (1.27 -
1.90cm) at the outer edge. The best position for the page number is at top-centre or top right ½ inch (1.27 cm) below the edge. Pages containing figures and illustration should be suitable paginated.

**Length of Thesis**

Whilst the regulations do not contain a clause relating to the maximum length of theses, however, it is expected that work presented for the degree of MSc and should normally upto 20,000 and 40,000 words of text respectively, excluding bibliography and appendices, etc. Candidates wishing to greatly exceed these sizes should discuss the matter with their supervisors.

**Published Work**

Published work already from multiple sources be included as appendix.

**Binding**

All final theses presented for higher degrees must be bound (4 copies) in a permanent / hard binding after defense of the thesis) form approved by the Defence Panel. Front cover should give title of the thesis, name of the candidate and the name of the Institute/ Department/ Centre/ College through which submitted, in the same order from top to bottom. The lettering may be in boldface and properly spaced. The colour of binding for MPhil & MSc degrees is black and white respectively.
RESEARCH FACILITIES FOR STUDENTS AT NDU LIBRARY

Library
The University has a well-stocked library for reading and reference material. It subscribes to a variety of magazines of international repute and standing which can serve as a useful tool for your research.

MERLN Database
Military Education Research Library Network (MERLN) data base has also been provided at the Library. The system has vast database and considered by many a useful resource for pursuing quality research work. DD Library may be approached for necessary guidance to consult the site.

HEC – National Digital Library
NDU library has acquired access to HEC National Digital Library. It provides access to international scholarly literature based on electronic delivery. The resources are high quality peer reviewed journals, databases, articles and e-books across a wide range of disciplines.

Internet
The University has provided quality internet connections at the following places:-
- All residences at the campus.
- Main library.
- Computer laboratory.

Archives
Research papers produced by the participants of the previous courses can also be consulted for guidance with the prior permission of Thesis Supervisor.
PLAGIARISM

WHAT IT IS AND HOW TO RECOGNIZE AND AVOID IT?

(http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)

General

In University courses, we are continually engaged with other people’s ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use:

• Another person’s idea, opinion, or theory;
• Any facts, statistics, graphs, drawings – any pieces of information – that are not common knowledge;
• Quotations of another person’s actual spoken or written words; or
• Paraphrase of another person’s spoken or written words.

How to Recognize Unacceptable and Acceptable Paraphrases

An ORIGINAL Text, from Page 1 of Lizzie Borden: A Case Book of Family and Crime in the 1890s by Joyce Williams et al: - “The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade”.

• **An UNACCEPTABLE Paraphrase that is Plagiarism.** “The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production”.

• **What Makes this Passage Plagiarism?** The preceding passage is considered plagiarism for two reasons: -
  - The writer has only changed around a few words and phrases, or changed the order of the original’s sentences.
  - The writer has failed to cite a source for any of the ideas or facts.

• **If You Do Either or Both of These Things, You are Plagiarizing.** This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original’s emphasis on factories).

• **An ACCEPTABLE Paraphrase** “Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams1).”

• **Why is This Passage Acceptable?** This is acceptable paraphrasing because the writer:-
• Accurately relays the information in the original, uses her own words.
• Lets her reader know the source of her information.

• An Example of Quotation and Paraphrase Used Together, Which is Also ACCEPTABLE. “Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).”

• Why is this Passage Acceptable? This is acceptable paraphrasing because the writer:
  o Records the information in the original passage accurately.
  o Gives credit for the ideas in this passage.
  o Indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, he/she would be PLAGIARIZING. Using another person’s phrases or sentences without putting quotation marks around them is considered plagiarism EVEN IF THE WRITER CITES IN HIS/HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES HE/SHE HAS QUOTED.

Plagiarism and the World Wide Web. The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply
as to a printed source: when a writer must refer to ideas or quote from a WWW site, he/she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site’s owner before using the graphics.

How to Avoid Plagiarism?

You can avoid plagiarism by taking following actions: -

- Put in quotations everything that comes directly from the text especially when taking notes.

- Paraphrase, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can’t see any of it (and so aren’t tempted to use the text as a “guide”). Write out the idea in your own words without peeking.

- Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know or what is Common Knowledge?

- Common knowledge. Facts that can be found in numerous places and are likely to be known by a lot of people. Example: John F. Kennedy was
elected President of the United States in 1960. This is generally known information. **You do not need to document this fact.**

- **Un-common Knowledge.** However, you must document facts that are not generally known and ideas that interpret facts. Example: According to the American Family Leave Coalition’s new book, Family Issues and Congress, President Bush’s relationship with Congress has hindered family leave legislation.

- **Interpretation.** The idea that “Bush’s relationship with Congress has hindered family leave legislation” is not a fact but an interpretation; consequently, you need to cite your source.

- **Quotation.** Using someone’s words, when you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style. The next example uses the Modern Language Association’s style. “According to Peter S. Pritchard in USA Today, “Public schools need reform but they’re irreplaceable in teaching all the nation’s young”¹⁴.

- **Paraphrase.** Using someone’s ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

**Conclusion**

The chapter highlights various forms of plagiarism, which if kept in mind, would help the researcher to acknowledge the original work of another author and thus avoid the stigma of plagiarism.
Selected Bibliography

*Note: Following reference material was consulted whilst updating the current version of Research Manual*


Wildemuth, Barbara M. “Applications of social research methods to questions in information and library science.” Westport, Conn.: Libraries Unlimited, 2009.