



RESEARCH MANUAL

7th Civil Services Training Program (CSTP)(20th
May, 2024 to 25th September, 2024)

Training Management & Research (TMR) Wing Services, General
Administration & Coordination Department (SGA&CD), Government of
Sindh (GoS)

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1 PREFACE

It is a pleasure for the Training Management & Research, (TMR) Wing of the Services, General Administration & Coordination Department (SGA&CD) of Sindh to undertake the 7th Civil Services Training Program (CSTP). We intend to infuse critical knowledge and skills that can be immensely beneficial for civil servants who internalize the invaluable learning throughout the course. ‘Research’ is the cornerstone of learning, scrutinizing and analyzing intricate concepts that permeate the public policy landscape. The term ‘Research’ might be interpreted in multiple ways, but we conceptualize it as a systematic approach for critical analysis of a problem with the aim of deconstructing the underlying causes to proposed concrete solutions.

This research manual is developed by the faculty of TMR Wing to guide the probationers of Civil Services Training Program (CSTP) while preparing Research Paper (Revenue Research Paper – RRP), Current Issue Presentation (CIP), Case Study Research (CSR) Tutorial Discussion (TD) and Book Review. The aim of this manual is to motivate the probationers to produce quality research, focusing the important elements such as comprehensiveness, standardization and academic soundness.

The importance of a standard research manual cannot be underestimated if research is either empirical or non-empirical. In either case, there are significant similarities in many ways. Each of the two categories may have its own formats but can be similar in many aspects.

TMR Wing customizes and adopts “Research Methodology Manual”, developed / issued by National School of Public Policy (NSPP), Lahore as a guide for the probationers of CSTP. We acknowledge NSPP for developing insightful guide to facilitate the civil servants in planning, developing and concretizing research. Well-defined research guidelines would help the civil servants in adopting a step-wise approach to conduct research that would benefit them in augmenting their skills. ‘Systemizing’ the research approach towards an issue can help the civil servants to employ critical analysis and logical reasoning skills to substantiate their respective claims with concrete evidence. We hope that this manual serves as a comprehensive guide for the probationers to write their research papers. The prescriptions and proscriptions during the research process are clearly delineated in the manual to pre-emptively address any queries that may arise at any point in time during the process.

I would also like to congratulate the TMR Wing team for its efforts to develop quality research manual.

SAEED AHMED AWAN
SECRETARY

Training Management & Research Wing, SGA&CD, Government of Sindh

2 INTRODUCTION

Since the research process requires discipline, perseverance and patience, this Manual is designed to cater the needs of a research process; it serves as a step-by-step guide for the probationers of the Civil Services Training Program (CSTP) at the Training Management and Research (TMR) Wing, Services, General Administration and Coordination Department (SGA&CD), Government of Sindh. The Manual will guide as how to start and to proceed with the research activities.

It provides an overview of all the research processes, such as, types of research, data types, data collection, and data analysis. Furthermore, it orients the probationers with the process of research writing. The research is expected to enhance the analytical and critical thinking of the participant to analyze the existing situation, appraise and have comparative assessment of research/policy arguments, and manage problem-solving situations.

The journey starts with existing situation analysis, development of a research question, a proposal, and an outline for your research paper. It also briefly discusses the research tools that are needed during each step of research processes. The probationers are however, required to remain in consultation with the respective supervisors for supplemental guidelines.

The use of this Manual is not limited to the research related activities and assignments in the TMR Wing; it can be conveniently used to undertake research in educational institutions. The knowledge and skills so acquired will help the probationers to confidently carry out their research project professionally. In particular, this Manual concentrates on three most important component of research paper writing in particular: 1) Research Process; 2) Format of the Papers; and 3) Notes and Bibliography.

3 FORMAL STYLE OF WRITING

Formal style of writing is generally adopted to produce written work in formal academic writings in an institutional setting. During the course, the probationers will be required to undertake the following formal writings in the form of Research Paper (Revenue Research Paper-RRP), Current Issue Presentation (CIP), Tutorial Discussion (TD) and Book Review (BR), etc. A brief introduction of these activities is given below:

3.1 Research Paper [Revenue Research Paper-RRP]

It is a research paper at the level of individual probationer to conduct research to support a well-defined problem statement & a research question. It uses primary and secondary data/information with the help of relevant research tools to support the framed argument. This activity assumes efforts from the part of probationers to synthesize and integrate the data/information with the research question to make recommendations and conclusion. Research papers are required to be formally written, as outlined in this Research Manual. It must be critical, evaluative, analytical, and evidence-based in nature.

3.2 Current Issue Presentation (CIP) / Case Study Research (CSR) etc.

These are the activities, conducted at the individual / group level and require the probationers to produce a write-up and presentation in which the probationer(s) explore(s) the full extent of the given topic. In presentation, the probationers are required to first put up their cases and then respond to the questions of faculty, Review Panelists and the fellow probationers. The write-up serves as the basis of presentation outline and discussion. For delivering an effective presentation, it is not sufficient to present the concepts, ideas, and status of the issues, but it is equally important to maintain vocal variety (tone, tenor, pace, and pitch of voice) to emphasize or de-emphasize one's points of interest.

3.3 Book Review (BR):

It is an intimate literary analysis of standard book which discusses the background of the subject matter, critically evaluates the main arguments put forth, contrast them with the contemporary writings, and makes a sanguine appreciation of the book. In this activity, a word of caution is that the review must not be just a summarization of main discussion in the assigned book. On the part of participants, this activity requires critical appreciation of major theme(s) and its variants.

3.4 Tutorial Discussion (TD)

A Tutorial Discussion (TD) is similar to Case Study Research and is an in-depth study of a particular situation. Often it is given with disguised scenarios to provide an opportunity to go through the problem-solving process. A TD is designed to give relevant information but not all information. Basically, TD is research and one of the training tools in which Probationers are challenged by the faculty members to analyze the cases and defend their arguments and proposed solutions. Most TDs are an attempt to solve one of the problems that are known in the Secretariat.

Note: For preparing Power Point presentations for all the activities, such as Revenue Research Paper (RRP), Current Issues Presentation (CIP), Tutorial Discussion (TD), Case Study Research (CSR) and the general guidelines provided in Section 5.1 will be strictly observed.

4 OVERVIEW OF THE RESEARCH PAPER

The purpose of assigning Research Paper is to orient the probationers of CSTP with the application of methodological approach to the practical issues related to public policy and public service delivery. This assignment provides the probationers a unique opportunity to orient themselves with the selected area of the research and applying the empirical approach to make analyses, recommendation, and conclusion. This research project is an independent activity under the supervision of the designated Faculty Member. By and large, the major elements of a standard Research Paper are critical thinking, creativity, organization and consultation with designated Faculty Member and other experts of the area. Its practical manifestation must be divulged in calibration of research question with the relevance of data, processing of data information, in-depth analyses, policy recommendation, and conclusion. The final research report is required to be a formal document, formatted on a standardized way as the research journals are generally expected. The final write-up must include the following sections: executive summary, acknowledgement, introduction, literature review, research methods, analysis, results, discussion, policy recommendation and conclusion. The details of Research Paper procedures are outlined in **Appendix-1**. A format of face sheet of Research Paper [Revenue Research Paper (RRP)] is at **Appendix-2**.

4.1 Structure of Research Paper (Revenue Research Paper-RRP)

4.1.1 Word Count

Word Count for the Research Paper [Revenue Research Paper (RRP) for the probationers of 7th CSTP] is 6000 words (excluding tables, graphs, diagrams, maps, etc., Please note that 10 percent more or less is permissible, with the approval of the designated Faculty Member.

4.1.2 Timeline

Each draft, including the final paper, must be submitted to Faculty Member within the timeframe through email. Timelines will be announced by the TMR Wing separately. In case, the revised/final paper is not submitted on time (given timelines), the RRP will be assessed from 90% of the marks apportioned for it, as specified at para (e) in Appendix-I. The Final Paper, as indicated earlier, will be accompanied by 3 (three) signed hard copies simultaneously. All probationers of the 7th CSTP will present their RRP's before the class & Faculty/Review Panelist.

4.1.3 Spatial Arrangements

Space for various parts of the paper should preferably be allocated as follows:

- a. Introduction: (with all its components, identified in the Style and Form section of the Manual): Approximately 15-20%.
- b. Text (Sections and sub-Sections): Approximately 60-65%.
- c. Conclusion and Recommendations: Approximately 10% - (bulk of it should comprise the Conclusion).
- d. Notes and Bibliography: As required, but preferably not exceeding 10%.

4.1.4 Composition

4.1.4.1 Font & Spacing

The standard Font Type is Times New Roman, and Font Size for the text of paper is 12 with 1.5 spacing (Normally, it is double-spaced). Font size for the main headings (Introduction, Section, Headings, Conclusion and Bibliography) is 16. Font size for the Sub-Section or Left Side Headings is 14. Font size for Footnotes/Endnotes is 10 and should be single-spaced. Font size for Bibliography is 10 and should also be single-spaced.

4.1.4.2 Headings

As suggested earlier, Section headings/titles should be at the center of the page. Sub-Section or sub-sub-Section headings, if any, should be left-side headings.

Paras

Paras should not be numbered. The paras follow one another in a logical sequence. They are not numbered.

4.1.4.3 Appendices

Normally, a research paper has no appendices or annexes, unless they comprise some very unique, original information that is too detailed to be discussed in the text, but is very important and relevant to the argument/s of the paper. The appendices are mostly part of the book-length studies. (The general exception for a research paper may be the case of a questionnaire or an interview schedule or both that have been constructed and used for research. In that case, they may be included as appendices). Please note that each appendix should have a note (footnote) indicating the source in full – full reference.

4.1.4.4 Abbreviations

Points should not be used in abbreviations, contractions, or acronyms, such as DR, PHD, AD, USA, etc. UK or USA spellings may be used, but then, whichever type chosen; it should be used consistently throughout the paper.

4.1.4.5 Dates

Dates should also be in the same style (with day first or month first for UK or USA, respectively. For example, 12 May 2010 or May 12, 2010).

4.1.4.6 Tables, Graphs, Diagrams, Etc.

If need be, probationers can certainly use tables, graphs, diagrams, maps, etc. in the paper, but they must be placed in the relevant portions of the text (with proper, full citation (first time) at the bottom of each table, graph, etc.), with citation listed in the Bibliography as well. The tables, graphs, diagrams, maps, etc., should be numbered consecutively, but separately in their own categories, and their sources should be given immediately below their contents. Like any other kind of data, they need to be properly cited.

4.1.4.7 Technical Terms or Acronyms

If technical terms or acronyms are used, these should be given in full first time, and, if necessary, defined/explained when first used.

4.1.4.8 Quotation Marks

Double quotation marks should be used, with single quotes inside double quotes, if required for a quote within a quote.

4.1.4.9 Statistical Data

Statistical data should be prepared with utmost care and checked and re-checked for accuracy before submission of a draft/paper.

5 OVERVIEW OF CURRENT ISSUE PRESENTATION (CIP)

CIP discusses current issues concerning administrative, social, political, economic issues. It involves producing a write-up and presentation based on the write-up on the given topic. Following guidelines are to be followed in connection with the Write-up & Power Point Presentation of the CIP:

5.1 Structure of Write-Up & Presentation

The write-up and PowerPoint Presentation of CIP will have following structure:

5.1.1 Table of Contents / Scheme of Presentation

In case of Write-up, it is a list of chapters, sections, sub-sections, figures, diagrams, appendices, etc. on the page after the face sheet, using the **Automatic Table of Contents feature of the MS- Word**; and in case of Power Point Presentation, there will be Scheme of Presentation based on the Headings of main parts of the Structure.

5.1.2 Introduction of Topic

It requires giving a brief general introduction of the topic assigned.

5.1.3 Currency of Topic

It means that the issue at hand is significant and relevant to a majority of people in current situation and seeking attention at policy and execution level to effectively address it. It is highlighted through presentation of any concerned newspaper item/media report/book/Court Judgment etc.

5.1.4 Issue/Problem Statement

It refers to a clear, brief and comprehensive description of the issue to be analyzed.

5.1.5 Data and Analysis Part

It requires gathering of information/evidence related to the subject and breaking down of such information/data with a view to objectively examine the current situation in terms of certain expected standards and benchmarks. Relevant comparisons where suitable or specifically required will also be added.

5.1.6 Findings

It is discovery of information as a result of analysis of the details.

5.1.6.1 Conclusion

It requires a reasoned judgment based on the analysis and findings. It should comprehensively address the problem statement, findings, conclusion and recommendations as part of critical analysis process.

5.1.6.2 Recommendations with Action Plan

The feasible recommendations along with Action Plan and a way forward must follow the format given below: It should not be merely a wish list:

Sr. No.	Action / Proposal	Modality of Execution	Responsible Government Dept. / Org	Time Frame	Expected Outcome
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5.1.6.3 Citation and Referencing

The write-ups and presentations must have proper citation, referencing and bibliography discussed in this manual.

5.1.7 Fonts Style and Size

The write-ups will use Times New Romans/Calibri font theme with font size of 12 and line spacing of 1.5 lines.

5.1.8 Word Count

The word count for the write-up should be within the range of 4000 to 5000 words. The suitable headings & sub-headings will be used for appropriate paragraphing.

5.1.9 Face Sheet

The write-up will also have the face sheet, containing the heading of TMR Wing with insignia of Government of Sindh, number of CSTP, name of probationer, name of assignment, name of topic, name of designated Faculty Member and date of submission. A format of CIP face sheet is at **Appendix-3.**

5.1.10 Primary Sources of Evidence

The interview sessions with relevant stakeholders / experts / professional / Government Authorities etc. and visits to sites etc. by the concerned probationer as part of gathering & processing of information will be very much appreciated and valued. Therefore, the pictures of the relevant sessions and details of other contacts/communications will be appreciated to be displayed in the Presentation.

5.1.11 Use of PowerPoint Template

For the PowerPoint Presentation, a professionally appropriate template, color scheme, design, slide show etc. will be used. The font size of 30, 24 and 22 will be used for headings, bullets and sub-bullets. The headings bullets and sub-bullets should be very brief and content stuffing should be avoided.

5.1.12 Parts of Presentations

The PowerPoint Presentation will consist of two (02) parts: a 20 minutes presentation by the probationers followed by Question & Answer (Q&A) and Review session, which will be characterized by questions and comments from the Faculty/Review Panelist/Probationers in audience, to be answered/addressed by the presenting probationer.

5.1.13 Time Management

It is a very critical factor in CIP presentation; therefore, the probationers are advised to undergo a **rigorous rehearsal session** before his/her scheduled presentation, enabling them to deliver the required presentation within the available time frame.

5.1.14 Overall Outlook of Presentation

The probationers are expected to carry out the presentation with adequate professionalism mainly in terms of **Content** (ability to present the relevant situation and explain his/her point of view with adequate confidence and grip on the subject based on evidence-based research, observation & experience), **Structure** (content to be sequenced with logical flow and coherence with clarity of thought and point of view), **Critical Analysis** (reasoned opinion about the issue and offering of the out-of-the-box but workable solutions), **Handling of Questions** (to-the-point and satisfying reply while respecting the point of view of audience), **Delivery of Speech** (eye contact with audience, flow of speaking avoiding mere reading, audibility & clarity of voice) and **Time Management** (ability to complete the assignment conveniently in the given time without rushing through the slides abnormally having the effect of compromising the required structure, standards and quality).

6 OVERVIEW OF BOOK REVIEW (BR)

Generally speaking, a book review is a literary criticism that involves an in-depth description, critical analysis, and / or assessment of the quality, meaning, and substance of a book. Book review activity takes the form of a literary assessment / appraisal whereby a book is evaluated on the basis of its content, style and worth / significance. To create an outstanding or exemplary book review, probationer must ensure that it spans between 1000 and 1200 words A reviewer is expected to focus on the script, the

conduct of theme / topic, characters, storyline, research, facts, and so on. Also, in order to conduct review in an objective manner, the reviewer should not make his / her own judgment calls as regards the author's belief, intellect, associations, pedigree, etc.

6.1 GUIDELINES FOR QUALITY ASSESSMENT

The following sections enlist the criteria that a very well written and well-argued book review is expected to meet. The participants' review will be assessed against the same.

In terms of content, an ideal review would ...

- Maintain focus on the book
- Provide more analysis than description
- Provide an analysis of strengths / weaknesses of author's argument
- Assess the relevance of author's argument to reviewer's experience / country
- Present a logical and coherent argument

In terms of structure and organization, an ideal review would ... In the introduction

- Introduce the context / theme of the book
- Present the overall argument of the book
- Have a clear thesis statement, stating the argument of the review
- Provide a clear outline of issues discussed in the book review. In the Body
- Provide a clear and concise summary of the author's arguments
- Have a good topic sentences for each paragraph
- Link points well within paragraphs
- Link ideas well between paragraphs. In the conclusion
- Provide a clear and concise summary of reviewer's overall judgment of the argument of the author and make clear how reviewer's analysis in this review leads to this judgment.

In terms of analysis, an ideal review would...

- Evaluate evidence in the book
- Show original thinking in the discussion.

In terms of use of evidence, an ideal review would...

- Have all statements supported by evidence
- Explain why that evidence is relevant
- Use sources that are appropriate and relevant
- Be submitted to Turnitin® or any other software, so that reviewer can check the Originality Report for appropriate use of sources

In terms of communication of ideas, an ideal review would ...

- Explain all ideas clearly and concisely
- Distinguish clearly between reviewer's ideas and those of the author of the book
- Avoid repetition of ideas and phrases

In terms of use of language, an ideal review would ...

- Use appropriate academic language
- Use grammatically correct sentences
- Have no or minimal grammatical errors
- Use correct punctuation

In terms of referencing, an ideal review would...

- Use a proper referencing style as guided in the Manual.
- Cite authors / years correctly in the text
- Present direct quotations accurately and with quotation marks
- Give author , year and page number for all specific paraphrases and quotations
- Correctly mention reference books (including chapters in the book)
- Provide an accurate report and complete reference list in alphabetical order.

In terms of presentation, an ideal review would...

- Be identified correctly (name of the participant, roll number etc.)
- Use the Assignment Cover Sheet
- Have no or minimal errors of spelling, proofreading or layout.

7 OVERVIEW OF CASE STUDY RESEARCH & TUTORIAL DISCUSSION

7.1 Case Study Research (CSR)

Case Study Research (CSR) is a group exercise to develop the analytical and problem-solving skills of the probationers through a detailed, intensive and context-specific analysis of a case, pertaining to public policy implementation issues.

7.2 Structure of Write-Up & Presentation

The detailed formats for the CSR write-up and presentation will be issued separately.

7.3 Tutorial Discussion (TD)

A Tutorial discussion (TD) is similar to case study Research and is an in-depth study of a particular situation. Often it is given with disguised scenarios to provide an opportunity to go through the problem

solving process. A TD is designed to give relevant information but not all information. Basically TD is one of the training tools in which Probationers are challenged by the faculty members to analyze the cases and defend their arguments and proposed solutions. Most TDs are an attempt to solve one of the problems.

7.3.1 Structure of Write-Up & Presentation

The detailed formats for the TD write-up and presentation will be issued separately.

8 RESEARCH PROCESS FOR RESEARCH PAPER

It is important to first understand the preliminary steps involved in the research process and different ways a standard research is conducted. In order to come up with the research ideas and ultimately research questions, the probationers shall need to thoroughly go through the previous research studies in the areas of their research interests. It is called literature review. Thus, in order to help frame research question, we provide necessary guidance helping you to move forward in your research endeavors. The structure of research process is discussed in the next section.

8.1 Formulation of Research Question

It is a statement in an area of research interest that necessitates in-depth understanding thorough investigation and identifying the problem statement. In different disciplines, the research question is generally framed in the form of a question. For example, what effects do online classes have on primary school students? It is always important to engage in a process of refining research question before starting research paper.

The probationers will need to discuss Research Scope, formulate Statement of problem, research questions and significance of research relating to their assigned research topic through situation analysis and going through the laws, rules, in theory and practice. Designated Faculty Member, Research Expert and relevant Senior Revenue officers may be consulted in this process.

8.2 Literature Review

In order to better deal with this aspect, the probationers will be required to identify major issues surrounding the assigned research topic. For that purpose, the probationers will need to engage themselves in literature review using online resources, books, research articles, etc. There are many free online resources that can be accessed for literature review; they include, Google Scholar, Microsoft Academic, Research Gate, Semantic Scholar, etc.

8.3 Data Sources

If the research topic necessitates using of quantitative data (primary or secondary data), the probationer will have to collect data, organize it for analyses, and conduct analyses. Most of the research activities are based on secondary data that can be accessed from the databases of different websites.

8.4 Selection of Research Methods

After formulation of research question, the probationers will need to identify research methods for testing their research questions.¹ Quantitative research methods include periodic surveys by organizations such as, World Bank Open Data, Pakistan Bureau of Statistics, State Bank of Pakistan, Bureau of Statistics Sindh, etc., census, and other databases; qualitative research methods may include structured, semi-structured, and unstructured interviews, focus group discussion, observation, content analysis, etc.²

8.5 Collection of Data

It entails collection, organizing and analyzing data gather from a single or multiple sources to find answers to research problems.

8.6 Data Analysis

It determines if the data is consistent with the research question and able to support the research question. The consistent data can answer research questions.

8.7 Explanation of Research Findings

The results / findings must be based on research methodology employed to answer the research question. It must be explained in logical sequence of the research without any preference or bias.

¹ Research methods are different from research methodologies. Research methods are the techniques and tools for conducting research; while, research methodology explains and justifies the techniques and tools used in.

² The research methods can be divided into three broad categories. In addition to methods dealing with collection and description of data, use of techniques for establishing a statistical relationship between variables (dependent and independent) and methods used to evaluate the reliability, validity, and accuracy of the results, are two other categories of methods.

9 TYPES OF RESEARCH

After framing of research question, a probationer has to select the type of research that he/she would like to conduct. Either a probationer prefer to sample residents of a locality on certain socio-economic parameter, or conduct semi-structured interviews with the parents of private school children, or study social phenomenon through observation, all depend on the nature of research question. In order to answer the research question, the probationer may end up using one or multiple types of research.

9.1 Primary Research

It means investigating the research question based on new data collected through either of the methods. Primary data may be collected by conducting fieldwork which involves going out of the classroom setting. It requires researcher to go to the locations where data may be collected either by recording observations, or collecting samples, or distributing surveys, or conducting interviews, etc.

9.2 Secondary Research

It means investigating the research question based on the data that stands already collected. These data are collected from online databases, published documents, etc. Generally, this type of data has more variables and longer time span that allows investigating changes in space and time over a larger scale (longitudinal research studies) compared to primary research.

10 STYLE AND FORM OF THE RESEARCH PAPER

The structure of Research Paper can broadly be divided into five distinct parts. It is important that this sequence is strictly followed and RRP must be organized as such:

- e. Preliminaries
- f. Introduction
- g. Text
- h. Conclusion and Recommendations
- i. Notes and Bibliography

10.1 Preliminaries

10.2 Title Page

It must include the title of the research paper, the number and description of the Course, as the case may be, probationer's name and service (without his/her designation, posting or address), undertaking,

Signature, date, and finally, name of the designated Faculty Member. (**Appendix-2**).

10.2.1 Preface

It follows the title page and gives a brief account of probationer's understanding to research area. It must acknowledge the help and guidance of respective Syndicate Supervisors and other helpful faculty members, experts interviewed or consulted, if any. Preface is required to follow the sequence below:

10.2.2 Dedication, If Any

Generally, papers are not dedicated. But if you do decide to dedicate your paper to someone, it should preferably be a few words and not more.

10.2.3 Executive Summary

It must be between 100-150 words.

10.2.4 Glossary of Terms

Must be restricted to those terms which are not common knowledge or commonly understood. But it should be very brief; not more than two or three lines at the maximum for each term, but generally one good line will suffice. Preferably one page, maximum two pages.

10.2.5 Table of Contents

Entitled only Contents, it must be in capital letters, and must cover Introduction, the various Sections (not Sub-Sections and other headings), Conclusion, Appendices (if any), and Bibliography, with exact page numbers from the paper. Thus, the Contents page is always prepared last.

Note: Roman numerals must be used for all the page numbers in Preliminaries (at the bottom of the page, in center).

10.2.6 Introduction (Heading, Center of the Page)

Introduction must comprise the following components in the sequence given below. It is very important to note that no component should be missing from your paper. Otherwise, it will be an incomplete paper.

10.2.6.1 Introductory Paragraphs

A few introductory paragraphs without giving any separate heading, on the topic/subject of your research paper, as indicated earlier in Section 1 of this manual.

10.2.6.2 Statement of the Problem (Left Side Heading)

As mentioned already, the Statement of the Problem must identify and explain the problem (research problem) you wish to address. The Statement of the Problem should be of one para or a few lines, only if research questions are formulated and it should be clear, sharp, and focused. You should keep improving it as your study makes progress through successive drafts and you get to know your subject of study better.

10.2.6.3 Significance & Scope of the Study (Left Side Heading)

You must highlight the significance of the study, particularly the need and justification for it (especially, in view of the fact that there may already be some good studies on the subject). It must also clearly define and limit the scope of the study. One or two paras should suffice.

10.2.6.4 Literature Review (Left Side Heading)

You must offer a critical review of the literature on your topic/subject. There will certainly be some authorities in the field. You should take their writings, whether books, articles or reports and examine them critically to advance your own argument on the subject. It is not enough to mention them or their works. You should engage with them. In the process, your review should be neither complimentary nor dismissive. It must be a balanced and critical appreciation. It must show how your viewpoint will be different from other writers on the subject, and hence justifies the present study.

In this sense, your review of literature is not an exercise in writing ‘book reviews’, so to speak. It is an effort to create a space for your own argument/s in the discourse on the subject. A few critical paras should serve the purpose.

10.2.6.5 Research Method (Left Side Heading)

You must indicate clearly the method you would employ in your paper. You must state whether your method is going to be chronological, descriptive, analytical or qualitative or quantitative, for instance,

or it will be some combination of these methods. You must also suggest the kind of data you will use, how will you collect it, and, what will be its relevance to your study? You must also indicate whether the data you will employ will be qualitative or quantitative in nature or will it be a mix of both? In other words, you must not only describe but explain and justify the chosen methods, techniques and tools of research. One or two paras should be enough.

10.2.6.6 Organization of the Paper (Left Side Heading)

Finally, you must present, in a descriptive manner, a gist of your paper, clearly showing what will be the focus of discussion in each and every Section of your paper, beginning with Section 1 (following Introduction). You need to take your reader into confidence about the conceptual and organizational framework of your paper at the outset. One para will be fine.

It is very important to remember that the word, Introduction, is in the center of the page. Introduction is not numbered. Numbering starts with the first section of the text – Section 1. All components of the Introduction, from Statement of the Problem through the Organization of the Paper (all five of them) should be left side headings. Proper, consecutive page numbers of the paper should start with the first page of the Introduction. Arabic numerals are used (top of the page, center or right corner).

10.2.6.7 Text

Your main text is the main body of the paper and embodies various Sections and sub-Sections, as given in the final outline. Three sections will suffice. You can have two or three sub-Sections in each Section, if need be. You should write Section numbers and their titles in the center of the page. Sub-Sections should be left side headings. The discussion must focus on the interpretation and analysis of data with regard to your Statement of the Problem (or question(s) posed, if any). In addition, the text, among other things, must:

- a. convey the strength of your argument/s, in a logical, consistent manner;
- b. deal with ‘facts’ (not speculation or conjectures);
- c. relate these facts to the research problem, as formulated in the Statement of the Problem;
- d. reflect a coherent structure and development of the discussion, all Sections and sub-Sections being linked and integral to each other; and
- e. demonstrate how your discussion helps towards a better understanding of the subject compared to others (especially those reviewed in the Review of the Literature).

10.2.7 Conclusion (Center heading)

The Conclusion (not numbered, like the Introduction) must clearly show that the Statement of the Problem (or question(s) posed, if any) have been addressed. The Conclusion must summarize the main findings of the study. It must not introduce a new idea. However, it can suggest possibilities for further work to improve or ‘replicate’ the study.

10.2.8 Recommendations

The Recommendations should be based on a careful assessment of the ideas and data/material used in your study. They should be internal to the discussion in the main text. They should not come from outside the discussion. They should be implementable, with precise, practical implementation mechanisms. They should not be a ‘wish’ list. It must be noted that:

- a. Short quotation (4-5 lines) should remain in the on-going para (normally, the limit is 40 words).
Long quotation should be indented, separately, without a quotation mark, but with a normal, proper citation like in the case of all other quotations.
- f. No sentence should start with a quotation. Quotations must be prefaced with a few words.
- g. The volume of the quotations given should not exceed the maximum 20% of the total volume (word count) of the paper. Less important quotes should be paraphrased/ summarized in your own words, with proper citations in the footnotes/endnotes.
- h. Quotation after quotation should be avoided (whether long or short quotations).

10.2.9 Notes & Bibliography

Style and form for Notes and Bibliography are explained in the next Section. Training Management and Research Wing, SGA&CD recommends **Chicago Manual of Style / Turabian** as a standardized formatting style for notes, references and bibliography. However, you should use notes in one of the two forms, that is, either as Footnotes (at the bottom of the page) or Endnotes (at the end of the paper). You cannot use them interchangeably. Both Endnotes and Bibliography will have a center heading – center of the page. Footnotes, of course, will be at the bottom of the page. It is important that footnotes and endnotes are consecutively numbered throughout the research paper.

It is important that while the first reference to a source (book, article, report, etc.) in a footnote/endnote should be a full reference, second, third, or subsequent reference/s to the same source (anywhere in the paper, any page) is a shortened citation. This is particularly helpful when you cite more than one work by the same author.

For example:

Mohammad Ali, National Integration (Karachi: Publishing House, 1999), 11.

The subsequent reference/s should be: Ali, National Integration, 19. (Whatever the actual page number/numbers).

Similarly, for an article in a journal, the first reference should be a full reference. Second, third, or subsequent reference/s to the same article should be a shortened citation.

For example, the first, full reference is:

Mohammad Ali, “Problems and Prospects of National Integration in Pakistan”, Pakistan Journal 16, no.2 (June 2005): 191.

The subsequent reference/s should be: Ali, “Problems and Prospects of National Integration”, 195. (Whatever the actual page number/numbers).

Same procedure should be adopted for all other sources in footnotes/ endnotes. This is the latest procedure, in place of the Optic. which (along with other Latin abbreviations – except *ibid*), is now redundant and must be avoided. It is called author-style. Please follow it.

Also please note:

- a. If it is the same source as above, in the footnote or endnote, and the page number is also the same, simply use *Ibid*.
- b. If the page number is different, then also *Ibid*, but with that particular page number/s.
- c. You should use *Ibid* for the same source as many times as it is necessary. But if you are relying exclusively on one source, that also amounts to plagiarism. However, if you are using the same source without acknowledging it, you will be liable to the charge of plagiarism. It will not help to say that you have given the source before. The principle is that any time a source is used, it must be acknowledged in footnotes/endnotes, even if it is the same source and means *Ibid* again and again.
- d. TMR Wing, SGA&CD follows Higher Education Commission’s Anti- Plagiarism Policy (Appendix-IV) and requires the probationers of the Course to strictly observe the Policy in letter and spirit in all the research activities, such as Research paper, CIP and Book Review.
- e. Also please note that it will still be *Ibid* if you are citing the same source on the next page or next, next page. You should not give a full reference again. First time full reference is enough.

11 NOTES & BIBLIOGRAPHY

11.1 Notes & Bibliography

Notes (Footnotes or Endnotes) and Bibliography are employed to cite/acknowledge sources of data/material used or indeed consulted in the research paper. In this sense, a systematic use of notes helps you avoid plagiarism. You are saved from ‘the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work. But notes and bibliography are necessary not only to give credit where it rightfully belongs, but also to allow others; faculty, researchers, and readers; the opportunity to access those sources for closer examination or for further research and analysis. In this sense, both Notes and Bibliography contribute to the growth of knowledge.

11.2 Notes & Advance Discussion

Notes, whether footnotes or endnotes, may also help advance discussion which otherwise might not be possible in the text of the paper. You may elaborate the point further without upsetting the flow of your argument. In addition, you may use a note to indicate further sources on the subject. For instance, a note may indicate a similar position of another writer, but with a different explanation. Or, a note may suggest an opposite viewpoint for the benefit of readers. Or, a note may simply help continue important discussion on a particular point without affecting adversely the flow of information and argument/s in the text. Thus, there are many uses of notes. Sensibly used, notes will enrich your presentation. If nothing else, they will ‘impress’ readers with your knowledge and expertise on the subject.

11.3 Acknowledgment of Sources

Bibliography must acknowledge all the sources cited in your paper (in the text (including tables, graphs, etc. and in the footnotes/endnotes). It should even acknowledge the sources that were consulted but were not used for citation. Once these sources are listed in the Bibliography, chances are that they may attract the attention of other writers working on the same or similar topics/subjects who may find them useful for their purposes. In this sense, a good Bibliography serves not only as an index of the depth and detail of your own research but is also a forerunner of many studies in the future. Therefore, Bibliography must be taken seriously and should be prepared carefully, in proper style and form.

11.4 Standardized Formatting Styles

There are a multiple standardized formatting styles for referencing, notes and bibliography. The most

Prominent styles, as far as we are concerned are:

- a. The American Political Science Association (APSA) Style
- b. American Sociological Association (ASA) Style
- c. The American Psychological Association (APA) Style
- d. The Modern Language Association (MLA) Style
- e. American Management Association Style
- f. Chicago/Turabian Style

While most of these manuals have a particular disciplinary bias, as is evident from their titles, Chicago and Turabian referencing and citation style is used in many disciplines, as diverse as history (study of large groups) and anthropology (study of small groups), let alone political science, international relations, economics, sociology, etc. Indeed, they are used in almost all disciplines of social sciences.

11.5 Turabian: Notes & Bibliography (N & B)

11.5.1 Books

Book, with a single Author: Note (N)

Mohammad Ali, National Integration (Karachi: Publishing House, 1999), 11-12.

It may be noted that you do not need to write p. for page number. The number itself is enough.

Bibliography (B)

Ali, Mohammad. National Integration. Karachi: Publishing House, 1999.

Instruction: It must be kept in mind that the last name first is the rule in bibliography (not in notes, that is, footnotes/endnotes) for all kinds of sources like the book above or all other sources, such as journals, magazines, newspapers, encyclopedias, etc., listed below.

Book, with two authors:

(N). Mohammad Ali and Abdul Hamid, National Integration in Pakistan (Karachi: Publishing House, 2001), 21.

(B). Ali, Mohammad, and Abdul Hamid. National Integration in Pakistan. Karachi: Publishing House, 2001.

Book, with three authors:

(N). Mohammad Ali, Abdul Hamid, and Naseem Ahmad, National Integration in Pakistan and the

Role of Political Leadership (Karachi: Publishing House, 2003), 42.

(B). Ali, Mohammad, Abdul Hamid, and Naseem Ahmad. National Integration in Pakistan and the Role of Political Leadership. Karachi: Publishing House, 2003.

Book, with more than three authors:

(N). Mohammad Ali et.al. National Integration in Pakistan and the Role of Political Leadership in Provinces (Karachi: Publishing House, 2005), 59.

(B). Ali, Mohammad, Abdul Hamid, Naseem Ahmad, and Sultan Mahmood, eds. National Integration in Pakistan and the Role of Political Leadership in Provinces. Karachi: Publishing House, 2005.

Book, no author given:

(N). National Integration (Karachi: Publishing House, 1999), 23.

(B). National Integration. Karachi: Publishing House, 1999.

Editor or Compiler of a book as author:

(N). Mohammad Ali, ed., National Integration (Karachi: Publishing House, 1999),

87.(B). Ali, Mohammad, ed. National Integration. Karachi: Publishing House, 1999.

Book, with author's work translated or edited by another:

(N). Mohammad Ali, National Integration, trans. (or ed. as the case may be) Javed Akhtar (Karachi: Publishing House, 2000), 63.

(B). Ali, Mohammad. National Integration. Translated (or Edited by, as the case may be) by Javed Akhtar. Karachi: Publishing House, 2000.

Book, with named author of Introduction, Preface, or Foreword:

(N). Mohammad Ali, National Integration, with a Foreword by A.B. Qureshi (Karachi: Publishing House, 2002), 33.

(B). Ali, Mohammad. National Integration. With a Foreword by A.B. Qureshi. Karachi: Publishing House, 2002.

Book, with a single chapter in an Edited Book:

(N). Mohammad Ali, "National Integration in Pakistan", in Nation-Building in South Asia, ed. Zia-Ur-

Rahman (Lahore: Academic Publishers, 2004), 121.

(B). Ali, Mohammad. "National Integration in Pakistan". In Nation-Building in South Asia, edited by Zia-ur-Rahman, 115-45. Lahore: Academic Publishers, 2004.

Book, with an edition number:

(N). Mohammad Ali, National Integration, 2nd ed. (Karachi: Publishing House, 1999),

79.(B). Ali, Mohammad. National Integration. 2nd ed. Karachi Publishing House, 1999.

11.5.2 Journal Articles

(N). Mohammad Ali, "Problems and Prospects of National Integration in Pakistan", Pakistan Journal 16, no.2 (June 2005): 191.

(B). Ali, Mohammad. "Problems and Prospects of National Integration in Pakistan". Pakistan Journal 16, no.2 (June 2005): 184-203.

11.5.3 Article in a Journal Online

(N). Abdul Waheed, "Revival of Drama", Journal of Sociology 44, no.3 (May 2007), under "Social Drama", <http://www.journals.uchicago.edu/js/journal/issues/v44n3/050199/050199.html> (accessed 12 August 2008).

(B). Waheed, Abdul. "Revival of Drama". Journal of Sociology 44, no.3 (May 2007). <http://www.journals.uchicago.edu/js/journal/issues/v44n3/050199/050199.html> (accessed 12 August 2008).

11.5.4 Article in a Magazine

(N). Mohammad Ali, "Reflections on National Integration in Pakistan", Pakistan Magazine, 16 November 2006, 37.

(B). Ali, Mohammad. "Reflections on National Integration in Pakistan". Pakistan Magazine, 16 November 2006.

11.5.5 Article in a newspaper

(N). Amjad Hussain, "Who gets what?" Daily Report, 28 August 2006.

(B). Hussain, Amjad. "Who gets what?" Daily Report, 28 August 2006.

11.5.6 Letters to the Editor

(N). Imran Shah, letter to the editor, Daily Report, 29 July, 2008.

(B). Shah, Imran. Letter to the editor. Daily Report, 29 July, 2008.

11.5.7 Editorial

(N). Editorial, Daily Report, 30 December, 2009.

(B). Editorial. Daily Report. 30 December, 2009.

In most cases, articles and other pieces from the newspapers are only cited in the footnotes/endnotes. Omit the initial, The, in the name of the newspapers.

11.5.8 Article in an Encyclopedia (signed)

(N). Shahid Bashir and Sohail Saif, eds. Encyclopedia of Life (Islamabad: Select Publishers, 1998), s.v. “Integration”, by Mohammad Ali.

(B). Bashir, Shahid, and Sohail Saif, eds. Encyclopedia of Life. Islamabad: Select Publishers, 1998. S.v. “Integration” by Mohammad Ali.

11.5.9 Article in an Encyclopedia (unsigned)

(N). Encyclopedia of Life, 6th ed., s.v. “Integration”.

(B). Encyclopedia of Life, 6th ed. S.v. “Integration”.

Please note: Well-known reference works like encyclopedias are cited only in notes (and not in bibliography).

11.5.10 Interview, published

(N). Saleem Ahmad, “A Conversation with Saleem Ahmad”, interview by Jamshed Alam (Faisalabad, 15 July 2006), Recall, no. 71-72 (Fall 1971-Winter 1972): 189.

(B). Ahmad, Saleem. “A Conversation with Saleem Ahmad”. Interview by Jamshed Alam (Faisalabad, 15 July 2006). Recall, no. 71-72 (Fall 1971 –Winter 1972): 180-201.

11.5.11 Interview, unpublished

(N). Saeed Akbar, Interview by Azhar Mahmood, 21 March 2005, interview 16 A, transcript, Azeem Oral History Collection, National Library of Research, Multan.

(B). Akbar, Saeed. Interview by Azhar Mahmood, 21 March 2005. Interview15 A, transcript. Azeem Oral History Collection, National Library of Research, Multan.

11.5.12 Interview, unpublished by the writer of a research paper

(N). Mayor Abdullah Jan of Quetta, interview by author, Quetta, 17 October, 1996. Or if tape or transcript available:

Mayor Abdullah Jan of Quetta, interview by author, Quetta, 17 October, 1996, tape recording, Public Library, Quetta.

(B). Jan, Abdullah, Mayor of Quetta. Interview by author, Quetta, 17 October, 1996. Tape recording. Public Library, Quetta.

Important Note: Unpublished interview's, including those conducted by the author, should usually be cited only in footnotes/endnotes. In Bibliography, those interviews may be listed that are either critically important to your argument/s or are frequently cited.

11.5.13 Public Documents (Official Record)

(N). Securities and Exchange Commission, Annual Report (Rawalpindi: Official Printers, 1997), 51.

(B). Government of Pakistan. Securities and Exchange Commission. Annual Report. Rawalpindi: Official Printers, 1997.

(N). Population Census Report, 1981 (Karachi: Printing Press, 1982), 43.

(B). Government of Pakistan. Population Census Organization, Statistics Division. Population Census Report. Karachi: Printing Press, 1982.

(N). State Department, Foreign Relations of the United States, 1962-1965, Vol. X (Washington DC.:Government Printing Office, 1996), 31.

(B). U.S. Government. State Department. Foreign Relations of the United States, 1960-65, Vol. X. Washington D.C.: Government Printing Office, 1996.

(N). Food and Drug Administration, FDA and Medical Products (WashingtonD.C.: Government Printing Office, 1996), 212.

(B). U.S. Government. Food and Drug Administration. FDA and Medical Products. Washington D.C.: Government Printing Office, 1996.

(N). Report of the Committee on Financial Institutions to the President of the United States, by Walter

Reed, Chairman (Washington D.C.: Government Printing Office, 1965), 18.

(B). Report of the Committee on Financial Institutions to the President of the United States. By Walter Reed, Chairman. Washington D.C.: Government Printing Office, 1965.

11.5.14 Online Public Documents

(N). U.S. Bureau of the Census, “Income, Poverty, and Health Insurance Coverage in the United States, 2004”, under ‘Ratio of Income to Poverty level’, <http://www.census.gov/prod/2005pubs/p60-229.pdf> (accessed 19 December, 2005).

(B). U.S. Bureau of the Census. “Income, Poverty, and Health Insurance Coverage in the United States, 2004”. <http://www.census.gov/prod/2005pubs/p60-229.pdf> (accessed 19 December, 2005).

Important Note: A URL is not enough. You should provide as much information as possible. The URL can change. In case, page numbers are not given, a descriptive locator’ (such as a subheading) should follow the word under, before the URL and access date.

11.5.15 Published Proceedings, author and editor named

(N). S. M. Habib, “The Scope of Happiness”, in Challenge of The 21st Century: Proceedings of the Forty-third Conference held in Lahore 15-23 May 2005, ed. Abdul Jabbar (Lahore: Fine Arts Publishers, 2001), 11.

(B). Habib, S.M. “The Scope of Happiness”. In the Challenge of 21st Century: Proceedings of the Forty-third Conference held in Lahore 15- 23 May 2005, edited by Abdul Jabbar, 7-20. Lahore: Fine Arts Publishers2001.

11.5.16 Authored article within proceedings published by an institution,association

(N). S.M. Habib, “The Scope of Happiness”, in the Challenge of 21st Century: Proceedings of the Forty-third Conference held in Lahore, 15-23 May 2005, by the Country Tourism Board (Lahore: Country Tourism Board, 2005), 11.

(B). Habib, S.M. “The Scope of Happiness”. In The Challenge of 21st Century: Proceedings of the Forty-third Conference held in Lahore, 15-23 May, 2005, by the Country Tourism Board. Lahore: Country Tourism Board, 2005, 9-19.

11.5.17 Lectures and Papers presented at Meetings

(N). Mohammad Afzal, “Lawyers and the Lawyers’ Movement” (lecture, High Court Bar Association, Lahore, 12 February, 2005).

(B). Afzal, Mohammad, “Lawyers and the Lawyers’ Movement”. Lecture, High Court Bar Association, Lahore, 12 February, 2005.

11.5.18 Thesis or dissertation

(N). Asim Sharif, “Political Leadership in Pakistan” (Ph.D. diss., University of the Punjab, Lahore, 1991), 27.

(B). Sharif, Asim. “Political Leadership in Pakistan”. Ph.D. diss., University of the Punjab, Lahore, 1991.

11.5.19 Website

(N). Public Schools Board of Trustees, “Public Schools Board Development Plan, 2000-2010”, Public Schools Authority, [http:// www.psa.org/schools/development-plan-oo.html](http://www.psa.org/schools/development-plan-oo.html) (accessed 13 May, 2008).

(B). Public Schools Board of Trustees. “Public Schools Board Development Plan, 2000-2010”. Public Schools Authority. [http:// www.psa.org/schools/development-plan-oo.html](http://www.psa.org/schools/development-plan-oo.html) (accessed 13 May, 2008).

11.5.20 Web Page

National Park Service. Abraham Lincoln Birthplace National Historic Site. [Updated 9 January 2006;cited 14 February 2006].

Available from <http://www.nps.gov/abli/>

Important Note: As you may have already noticed from the above listing, all books, journals, magazines, newspapers, etc. need to be italicized. Article titles in journals, magazines, newspapers, etc. or chapters in books need to be placed in roman type and “quotation marks”. This is an important distinction and must always be kept in mind while writing Notes and

11.5.21 Bibliography

Please note that titles of all unpublished works should also be given in Roman type, enclosed in quotation marks and not italicized.

It needs to be stressed however that, apart from this N and B style, that is, Notes and Bibliography style, Turabian also offers the Parenthetical Reference and References – List (PR and RL) style of citations. In this style, you give the sources in the text, in parentheses (brackets), and not at bottom of the pages as footnotes or at the end of the paper as endnotes. We have not discussed it here because of our preference for the N and B style which is more comprehensive. You can discuss a lot of things in your footnotes/endnotes. In the parenthetical style, you are restricted to giving the source and that too barely (see the example below). You cannot discuss much. This style is therefore more help full with quantitative research (such as in econometrics) than with qualitative kind of research. However, anybody interested in the parenthetical style can check the Turabian for details.

For the purpose of illustration, one example of a single author of the book, earlier cited in the form of N and B, is highlighted here:

(N). Mohammad Ali, National Integration (Karachi: Publishing House, 1999), 11.

(B). Ali, Mohammad. National Integration. Karachi: Publishing House, 1999. PR (Ali 1999, 11).
Used in the text.

RL Ali, Mohammad. 1999. National Integration. Karachi: Publishing House.

Please Note: Each and every fact and idea/argument, coming from any source, i.e., book, article, report, interview, etc. needs to be cited, that is, acknowledged in the footnote or endnote (whatever the style you have adopted). That will also be true of all quotations, short or long, as well. All this needs to be done even if you have to do *ibid*, *ibid*. again and again for the same source.

All Latin terms and abbreviations, such as *idem*, “the same”, *op.cit.* For *opere citato*, “in the work cited”, and *loc.cit.*, for *loco citato*, “in the place cited”, are no more used. The only exception is – *ibid.* from *ibidem* or “in the same place”, which is still acceptable.

While footnotes or endnotes are consecutively numbered (Arabic numerals), bibliography is not numbered. Please don't give serial numbers to your bibliographic sources.

Bibliography should be arranged alphabetically, with clear division in primary and secondary sources. The primary sources (unpublished first) must come first, secondary sources should follow. You can, if you have a variety of sources, classify the secondary sources into books, journals, magazines, and newspapers, followed by the NET, and interviews. This will make your bibliography more organized and neat.

Please make sure that there is a dot –. – That is, full stop after you end a footnote/endnote. Similarly,

there should be a dot – . – that is, full stop after each source listed in your bibliography.

12 CONCLUSION

To conclude, research is a difficult, demanding, time-consuming, and, at times, if not properly done or successfully completed, a frustrating job. But it is also a rich and rewarding experience when you realize that the research done to seek and contribute to knowledge, no matter how little, brings out the best in you, as a thinker, writer, organizer, and, above all, as a professional.

More importantly, it promotes and sustains ideas, development, and change in the society. Indeed, many methodologists hold research to be a matter of social concern and responsibility. They insist that it needs to be done, and done responsibly. Hopefully, this manual will not only help you do required research at the TMR Wing, especially for the Research Paper by probationers individually (Revenue Research Paper – RRP for 7th CSTP), but will also give you confidence to do any kind of research responsibly in the future as well.

13 SELECTED READINGS

Bailey, Kenneth D. *Methods of Social Research*. New York: Free Press, 1978. Barzun, Jacques and Henry F. Graff. *The Modern Researcher*. New York: Harcourt Brace Jovanovich, 1977.

Blaxter, Loraine, Christina Hughes and Malcolm Tight. *How to Research*. New Delhi: Viva Books, 1999.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. Chicago: University of Chicago Press, 1995.

Coombes, Hilary. *Research Using IT*. New York: Palgrave, 2001.

Dawson, Catherine. *Practical Research Methods*. New Delhi: UBS Publishers, 2002. Desai, Vandana and Robert B. Potter. *Development Research*. Sage: London, 2006. Gillham, Bill. *Case Study Research Methods*. London: Continuum, 2000.

Hoover, Kenneth R. *The Elements of Scientific Thinking*. New York: St. Martin's Press, 1976.

Kaplan, Abraham. *The Conduct of Inquiry*. New York: Harper & Row, 1963. Madge, John. *The Tools of Social Science*. New York: Anchor Books, 1965. Mann, Peter H. *Methods of Social Investigations*. Oxford: Basil Blackwell, 1985.

Marsh, David and Gerry Stoker, eds. *Theory and Methods in Political Science*. New York: Palgrave Macmillan, 2002.

Sapsford, Roger and Victor Jupp, eds. *Data Collection and Analysis*. London: Sage, 2006.

Simon, Julian L. *Basic Research Methods in Social Sciences*. New York: Random House, 1978.

_____ and Paul Burstein, *Basic Research Methods in Social Sciences*, 3rd ed. New York: Random House, 1985.

Somekh, Bridget and Cathy Lewin. *Research Methods in the Social Sciences*. New Delhi: Vistaar Publications, 2005.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations (Chicago Style for Students and Researchers)*. 7th ed. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff. Chicago: University of Chicago Press, 2007.

Wisker, Gina. *The Post Graduate Research Handbook*. New York: Palgrave, 2001.

14 Appendix-1 (Procedure at the Training Management & Research Wing)

- a. Allotment of Topics for Research Papers [Revenue Research Paper-RRP in case of 7th CSTP] and nomination of Faculty Member by the TMR Wing for consultation.
- b. Review of the Literature, Statement of the Problem along with Preliminary Outline of the Research Paper, must be submitted to the designated Faculty Member by the due dates. Approval of designated Faculty Member is required.
- c. Regular contact and consultations with Designated Faculty Member during the entire process of research. The probationer should follow his/her instructions and feedback comments/corrections carefully.
- d. Interaction with visiting speakers and other professionals and experts during the course wherever relevant to the topic/subject of the Research Paper.
- e. Handing over of all drafts and final Research Paper to designated Faculty Member within time (given timeline to be announced by the TMR Wing separately). Research Paper which is not submitted in time (given time lines) will NOT BE Assessed. In case the 2nd draft is submitted and the revised final draft is not submitted after the input/review of the RRP Supervisor/reviewer, the assessment would be made on the basis of 2nd draft but such assessment would be from 90% of the marks apportioned for the Research Paper. Hence the penalty for not following the timeline would be 10% of the total marks for the Research Paper.
- f. Submission of all drafts and final Research Paper to designated Faculty Member will be through e-Mail. However, 03 (Three) signed hard copies of the final Paper must also be submitted simultaneously.
- g. Non-Attribution: Contents of all lectures, panel discussions, workshops, etc., held at the TMR Wing are strictly non-attributable. Written permission will be required from the source for reproducing any views in the Research Paper, a prior copy of which must be provided to the designated Faculty Member.
- h. Publishing of selected Research Papers on / in the TMR Wing's website/repository, and circulation among the departments/organizations concerned, is at the discretion of the TMR Wing.

15 Appendix-2 (Format of RRP Face Sheet)



**Training Management & Research (TMR) Wing
Services, General Administration & Coordination Department (SGA&CD)
Government of Sindh (GoS)**

**7th Civil Services Training Program
(20th June, 2023 To 25th September, 2023)**

Topic of Revenue Research Paper (RRP)

Submitted By:

Name of Probationer along with Name of Service

A paper submitted to the Faculty of the Training Management & Research Wing, Service, General Administration & Coordination Department, Government of Sindh, Karachi, in partial fulfillment of the requirements of 7th CSTP.

The paper is the end product of my own efforts, research and writing and has not, in whole or in part, been submitted elsewhere for assessment and its contents are not plagiarized. The paper reflects my own views and is not necessarily endorsed by the faculty or TMR Wing.

Signature.....

Date:

Paper supervised by:

(Name of Designated Faculty Member)

16 Appendix-3 (Format of CIP-Write-up Face Sheet)



**Training Management & Research (TMR) Wing
Services, General Administration & Coordination Department (SGA&CD)
Government of Sindh (GoS)**

**7th Civil Services Training Program (CSTP)
(20th June, 2023 to 25th September, 2023)**

Write-Up for (Topic of CIP)

Submitted By:

Name of Probationer

Name of Service

A paper submitted to the faculty of the Training Management & Research (TMR) Wing, Services, General Administration & Coordination Department, Government of Sindh, Karachi, in partial fulfillment of the requirements of the 7th CSTP.

The paper is the end product of my own efforts, research and writing and has not, in whole or in part, been submitted elsewhere for assessment and its contents are not plagiarized. The paper reflects my own views and is not necessarily endorsed by the faculty or the institute.

Signature: _____

Date: _____

Word Count: _____

CIP Supervised by:

(Name of Designated Faculty Member):

17 Appendix-4 (Policy on Plagiarism)

(As per Higher Education Commission Guidelines)

1. PREAMBLE

In the wake of fundamental improvements being introduced in the system of Higher Education in Pakistan, the credit, respect, recognition of research and scholarly publications, career development and financial gains are now linked with such original works accomplished without replicating the efforts of other researchers. It has therefore become necessary that the menace of plagiarism is highlighted and curbed through exemplary punitive actions. On the other hand, we must also guard against bogus or false complaints in order to prevent victimization which may make researchers and scholars shy away from research simply because of the fear of prosecution. A Plagiarism Policy has therefore become necessary to create awareness, define various forms in which Plagiarism exhibits itself, present a methodology of investigation, cater for punitive action proportional to the extent of the offence and even address the issue of false or spurious complaints.

2. DEFINITION

According to the Concise Oxford Dictionary, Plagiarism is defined as "taking and using the thoughts, writings, and inventions of another person as one's own". This, or various similar definitions found in recognized publications / documents, are very broad and can be used to create awareness about Plagiarism but are not practical enough to apply in order to ascertain guilt or innocence in specific cases. In order to establish the violation of ethical norms, or academic or intellectual dishonesty resulting from Plagiarism and to take punitive actions in this regard, it is necessary that the variety of forms in which Plagiarism manifests itself are known. These include but are not limited to the following:

- a. "Verbatim copying, near-verbatim copying, or purposely paraphrasing portions of another author's paper or unpublished report without citing the exact reference.
- b. Copying elements of another author's paper, such as equations or illustrations that are not common knowledge or copying or purposely paraphrasing sentences without citing the source.
- c. "Verbatim copying portions of another author's paper or from reports by citing but not clearly differentiating what text has been copied (e.g. not applying quotation marks correctly) and /or not citing the source correctly"

- d. "The unacknowledged use of computer programs, mathematical / computer models / algorithms, computer software in all forms, macros, spreadsheets, web pages, databases, mathematical deviations and calculations, designs / models / displays of any sort, diagrams, graphs, tables, drawings, works of art of any sort, fine art pieces or artifacts, digital images, computer-aided design drawings, GIS files, photographs, maps, music / composition of any sort, posters, presentations and tracing."
- e. "Self-plagiarism, that is, the verbatim or near-verbatim re-use of significant portions of one's own copyrighted work without citing the original source."

3. EXPLANATION FROM WIKIPEDIA:

THE FREE ENCYCLOPEDIA WIKIPEDIA, THE FREE ENCYCLOPEDIA ON THE WEB DESCRIBES AND EXPLAINS PLAGIARISM as "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. Unlike cases of forgery, in which the authenticity of the writing, document, or some other kind of object itself is in question, plagiarism is concerned with the issue of false attribution.

Within academia, plagiarism by students, professors, or researchers is considered academic dishonesty or academic fraud and offenders are subject to academic censure. In journalism, plagiarism is considered a breach of journalistic ethics, and reporters caught plagiarizing typically face disciplinary measures ranging from suspension to termination. While plagiarism in scholarship and journalism has a centuries-old history, the development of the Internet, where articles appear as electronic text, has made the physical act of copying the work of others much easier. Plagiarism is different from copyright infringement. While both terms may apply to a particular act, they emphasize different aspects of the transgression. Copyright infringement is a violation of the rights of the copyright holder, which involves the loss of income and artistic control of the material when it is used without the copyright holder's consent. On the other hand, plagiarism is concerned with the unearned increment to the plagiarizing author's reputation. In the academic world, plagiarism by students is a very serious academic offense which can result in punishments such as a failing grade on the particular assignment (typically at the high school level), or a failing grade for the course (typically at the college or university level). For cases of repeated plagiarism, or for cases where a student has Committed a severe type of plagiarism (e.g. copying an entire article and submitting it as his / her own work), a student may be suspended or expelled, and any academic degrees or awards may be revoked. For professors and researchers, who are required to act as role models for their students, plagiarism is a very serious

offence, and is punishable by sanctions ranging from suspension to termination, along with the loss of credibility and integrity. Charges of plagiarism against students, faculty members and staff are typically heard by internal disciplinary committees, which students and faculty members have agreed to be bound by." Wikipedia also describes Self-plagiarism as "the re-use of significant, identical, or nearly identical portions of one's own work without acknowledging that one is doing so or without citing the original work. Typically, high public-interest texts are not a subject of self-plagiarism; however, the authors should not violate copyright where applicable. "Public-interest texts" include such material as social, professional, and cultural opinions usually published in newspapers and magazines."

4. AIM:

The aim of this policy is to apprise students, teachers, researchers and staff about Plagiarism and how it can be avoided. It is also aimed at discouraging Plagiarism by regulating and authorizing punitive actions against those found guilty of the act of Plagiarism.

5. APPLICABILITY:

The policy is applicable to students, teachers, researchers and staff of all institutions and organizations in Pakistan who are involved in writing or publishing their work. In this context a "Student" is a person who, on the date of submission of his / her paper / work is a registered student of any University or Degree Awarding Institution recognized by Higher Education Commission (HEC). Teachers and Researchers" include faculty members or equivalent of the University / Organization or/of a constituent or affiliated college or researchers of an organization and such other persons as may be declared to be so by regulations. "Staff" is any employee of an organization involved in writing and publishing his / her work. Any person listing his CV on the website or any current publication or applying for any benefit on the basis of published or presented work that is plagiarized will be liable to be punished as per prescribed rules.

6. RESPONSIBILITY OF THE INSTITUTIONS AND ORGANIZATIONS:

All institutions and organizations are responsible to apprise their students, teachers, researchers and staff of the definition, implications and resulting punishments in case, after due investigation, they are found guilty of plagiarism. The institutions / organizations must acquaint their students, teachers, researchers and staff with this policy and ensure that they are fully aware that all authors are deemed to be individually and collectively responsible for the contents of papers published by Journals/Publishers etc. Hence, it is the responsibility of each author, including the coauthors, to ensure

that papers submitted for publication should attain the highest ethical standards with respect to plagiarism. To facilitate the institutions / organizations in creating awareness about Plagiarism, a modified version of "Little Book of Plagiarism", a publication of Leeds Metropolitan University is appended as "Annexure" to this policy. Any University or Degree Awarding Institution which does not adopt and implement this policy will have its degree derecognized by HEC.

7. REPORTING:

To inform HEC or respective Universities / Organizations of alleged plagiarism, a complaint is to be made by email, post, fax or other means to HEC Quality Assurance Division or respective Universities / Organizations. In case of lodging a complaint in the form of a letter, copy may be sent to HEC. The following information is to be provided:

- a. "Citation of the original paper or document or idea which was plagiarized, (paper title, author(s), publication title, month and year of publication if available and the journal, in which published, with details). If the original paper is unpublished (e.g. an institutional technical report, an on-line paper), the complainant is to provide as much information as possible to ensure authenticity of the claim.
- b. The citation of the alleged plagiarizing paper (paper title, author(s), publication title, month and year of publication if available and the journal with details in which published). If the paper is unpublished (e.g. an institutional technical report, an online paper), the complainant is to provide as much information as possible to ensure proper investigation.
- c. Copies of both papers if possible.
- d. Any other information that would help HEC or respective Universities/Organizations to efficiently resolve the claim."
- e. Name, designation, organization, address, e-mail address and telephone number of the complainant.

8. INVESTIGATION:

Upon receipt of an allegation of Plagiarism, the HEC Quality Assurance Division will request the respective Vice Chancellor / Rector / Head of the Organization to carry out investigation. The complaints received through HEC or directly by a University/Organization will be dealt with by the Universities / Organizations according to the procedures given below. The Vice Chancellor / Rector / Head of the Organization will have the discretion of not taking any action on anonymous complaints.

For investigation of Plagiarism cases, the Vice Chancellor / Rector / Head of Organization will have an obligation to:

- a. Constitute a “Plagiarism Standing Committee” consisting of 3 senior faculty members, a subject specialist in that particular field is to be coopted, a senior student (only if a student is being investigated upon) and a nominee of the HEC. The seniority of the members of “Plagiarism Standing Committee” should be of a level keeping in view the seniority of the individual being investigated upon and the nature and gravity of the offence.
- b. Provide a guideline, prepared by HEC for the functioning of the "Plagiarism Standing Committee", to all members of the Committee.
- c. Provide clear terms of reference to the “Plagiarism Standing Committee” for their investigation.
- d. The members of the “Plagiarism Standing Committee” are to sign a confidentiality statement that during the investigation they will, under no circumstances, disclose any individual author's name, paper titles, referees, or any other personal or specific information concerning the plagiarism complaint under investigation, nor shall they reveal the names of the committee members.
- e. Provide opportunity to the author / authors under investigation to justify the originality of their concepts and research work. Similar opportunity will also be provided to the author whose paper is deemed to have been Plagiarized and / or the complainant, to justify the complaint.
- f. Provide every opportunity to the “Plagiarism Standing Committee” to use all foreseeable means to investigate the plagiarism claim.

9. THE PLAGIARISM STANDING COMMITTEE shall then conduct the investigation. Depending on the details of the claim, the investigation may include, but may not be limited to, any or all of the following steps:

- a. Manual and / or automated tests for content similarity.
- b. Determination of the extent and quantum of significant material plagiarized.
- c. Soliciting comments to the claim, from the Editor-in-Chief (of a journal) or Program
- d. Chair (of conference proceedings) and referees of either or both papers.
- e. Consultation with legal counsel.
- f. Consult / contact witnesses and record statements there-of if so required.
- g. Consult / contact present and / or past employers of the authors.

10. THE “PLAGIARISM STANDING COMMITTEE” will submit its report with clear cut findings and recommendations to the Vice Chancellor / Rector / Head of the Organization within a specified period not exceeding sixty days. The Vice Chancellor / Rector / Head of the Organization will have the discretion to implement the recommendations after approval through the statutory process and take punitive action against the offender as per penalties prescribed under this policy or to forward the report to HEC or his / her parent organization for further action if outside their purview / jurisdiction.

11. PENALTIES FOR PLAGIARISM: Plagiarism is an intellectual crime. As such the penalties for plagiarism should not only take into account the severity and recurrence of the offence, but also the intellectual standing of the offender. This entails a gradual increase in punitive action with minimum punishment for a first time offence by a student who copies a homework assignment to a maximum punishment for a teacher/researcher/staff who attempts to present / publish, or actually presents / publishes plagiarized material; as his own, in a conference / journal. Therefore, the punishments for Plagiarism have been divided into two separate categories, i.e. those for "Teachers, Researchers and Staff" and those for the "Students". The groups have already been defined in para 5 above.

A. PENALTIES FOR TEACHERS, RESEARCHERS AND STAFF: When an act of plagiarism, as described earlier in paras 2 and 3, is found to have occurred, the "Plagiarism Standing Committee" in its recommendations, **DEPENDING UPON THE SERIOUSNESS OF THE PROVEN OFFENCE**, will advise the Competent Authority of the Organization, to take any one or a combination of the following disciplinary action(s) against the teacher, researcher and / or staff found guilty of the offence:

(1) MAJOR PENALTY:

In cases where most of the paper (or key results) have been exactly copied from any published work of other people without giving the reference to the original work, then (a) a major penalty of dismissal from service needs to be prescribed, along with (b) the offender may be “Black Listed” and may NOT be eligible for employment in any academic / Research organization, and (c) the notification of “Black Listing” of the author(s) may be published in the print media or may be publicized on different websites at the discretion

of the Vice-Chancellor / Rector / Head of the organization.

(2) MODERATE PENALTY:

In case where some paragraphs including some key results have been copied without citation, then a moderate penalty involving any one or both of the following needs to be imposed

- a. demotion to the next lower grade,
- b. the notification of “Black Listing” of the author(s) which may be published in the print media or may be publicized on different websites at the discretion of the Vice- Chancellor / Rector / Head of the organization.

(3) MINOR PENALTY:

In case a few paragraphs have been copied from an external source without giving reference of that work, then minor penalties need to be prescribed for a specified period involving any one or more of the following:

- a. warning
- b. freezing of all research grant,
- c. the promotions/annual increments of the offender may be stopped, for a specified period
- d. HEC or the University / Organization may debar the offender from sponsorship of research funding, travel grant, supervision of Ph.D. students, scholarship, fellowship or any other funded program for a period as deemed appropriate by the “Plagiarism Standing Committee”.

B. STUDENTS: When an act of plagiarism, as described earlier in paras 2 and 3, is found to have occurred, the "Plagiarism Standing Committee" in its recommendations, DEPENDING UPON THE SERIOUSNESS OF THE PROVEN OFFENCE, will advise the Vice

Chancellor / Head of the Organization, to take any one or a combination of the following disciplinary action(s) against the student(s) found guilty of the offence:

- a. In the case of thesis the responsibility of plagiarism will be of the student and not of the supervisor or members of the Supervisory Committee.

- b. The offender may be expelled/ rusticated from the University and from joining any institution of Higher Education in Pakistan for a period as deemed appropriate by the "Plagiarism Standing Committee". A notice may be circulated among all academic institutions and research organization to this effect.
- c. The offender may be relegated to a lower class.
- d. The offender may be given a failure grade in the subject.
- e. The offender may be fined an amount as deemed appropriate.
- f. The offender may be given a written warning if the offence is minor and is committed for the first time.
- g. The degree of a student may be withdrawn if AT ANY TIME it is proven that he or she has presented Plagiarized work in his / her MS, MPhil or PhD dissertation if the extent of plagiarism comes under the category of major penalty as conveyed in Para 11(a-1).
- h. The notification of the plagiarism by the author(s) may be published in the print media or may be publicized on different websites at the discretion of the Vice Chancellor / Rector / Head of the Organization.
- i. HEC or the University / Organization may debar the offender from sponsorship of research funding, travel grant, scholarship, fellowship or any other funded program for a period as deemed appropriate by the "Plagiarism Standing Committee".
- j. Any other penalty deemed fit by the "Plagiarism Standing Committee".

C. CO-AUTHORS/DECLARATIONS:

- a. Provided that a co-author has listed a paper in his/her resume and applied for a benefit forthwith, any co-author is deemed to be equally responsible for any plagiarism committed in a published paper presented to or published in a journal or presented at a conference.
- b. All Journals in Pakistan must require ALL authors to sign a declaration that the
- c. material presented in the creative work is not plagiarized (Sample Attached)

12. ADDITIONAL ACTIONS REQUIRED

In addition to the above punishments, the following additional common actions must be taken if the offence of Plagiarism is established:

- a. If the plagiarized paper is accessible on the web page its access will be removed. The paper itself will be kept in the database for future research or legal purposes.
- b. The author(c) will be asked to write a formal letter of apology to the authors of the Original paper that was plagiarized, including an admission of plagiarism. Should the author(s) refuse to comply then additional punishments as deemed fit may be recommended by the "Plagiarism Standing Committee.
- c. If the paper is submitted but not published yet, the paper will be rejected by the Editor-in-Chief or the Program Chair without further revisions and without any further plagiarism investigation conducted. However, Warning may be issued to the author/ co-author.

13. APPEAL:

As the penalties are severe, the affected person(s) will have the right to appeal to the Chairman HEC / Vice Chancellor / Rector / Head of the Organization for a review of the findings or may submit a mercy petition within 30 days from the date of notification. Such appeals / petitions will be disposed of within 60 days of receipt, by following the laid down procedures regarding such appeals.

14. PENALTY FOR WRONG REPORTING / FALSE ALLEGATION:

If the case of Plagiarism is not proved and it is confirmed that a false allegation was lodged, the Vice Chancellor / Rector / Head of the Organization will inform the complainant's Organization and will recommend disciplinary action against the complainant, to be taken by his / her parent organization.

REFERENCES

- a. "ACM (Association of Computing Machinery) Policy on Plagiarism"
(<http://www.acm.org/pubs/plagiarism%20policy.html>)
- b. "Academic Integrity Statement: Appendix1" (University of Southampton Calendar 2006/7)
(<http://www.calendar.soton.ac.uk/sectionIV/part8a.html>)
- c. "Plagiarism from Wikipedia, the free encyclopedia" (<http://en.wikipedia.org/wiki/plagiarism>).
- d. A copy of "The Little Book" of Plagiarism" provided by Leads University, UK reproduced with amendments by HEC is placed an **Annex-I**.

(SAMPLE)
HIGHER EDUCATION COMMISSION OF PAKISTAN
(MONOGRAPH & TEXTBOOK WRITING SCHEME)

MONOGRAPH / TEXTBOOK PROPOSAL SUBMISSION UNDERTAKING

Corresponding Author(s) name: _____ Corresponding Author(s)

Address: _____ Title of Work: _

The Higher Education Commission (Publisher) and the Monograph/Textbook Proposal Author (Authors if a multi authored Work) agree as the following:

- a. The Monograph/Book will contain the original Work of author(s).
- b. It will not violate copyright or intellectual property right of any person or entity.
- c. It will not contain previously published material in whole or in part for which permission from the concerned parties has not been secured.
- d. The author(s) recognize that if any material submitted for consideration to the HEC is found to be plagiarized, then the HEC may bar the author(s) from participating in all HEC Programs and public notice to the fact may be issued in print as well as electronic media. The HEC reserves the right to recover all amounts spent on evaluation/publication etc., and also may take any other action deemed necessary to serve as deterrence against plagiarism.
- e. The author(s) shall indemnify and hold the Publisher harmless against loss or expenses arising from breach of any such warranties.
- f. In consideration of the HEC's agreement to publish the Work, the author(s) hereby grants HEC a non-exclusive, royalty-free license to print, publish, reproduce or distribute the Work throughout the world by all means of expression, including electronic format. The author(s) further grants HEC the right
- g. to use the author's name in association with the Work in published form and in promotional materials.
- h. The copyrights are duly reserved by Higher Education Commission of Pakistan. All authors are requested to sign this form. If not signed by all authors, the corresponding author acknowledges that s/he is signing on behalf of all the authors and with their authorization. Faxed signatures and multiple forms are acceptable provided the corresponding author collates all the material and submits in one batch.

Author Signature: _____ Name: _____ Date: _____

Author Signature: _____ Name: _____ Date: _____

Publisher Signature: _____ Name: _____ Date: _____

Annex I

THE LITTLE BOOK OF PLAGIARISM-LEEDS METROPOLITAN UNIVERSITY, UK

This short booklet is designed to help students of National Defense University, Pakistan to understand what plagiarism is and how to avoid it.

BENEFITS FOR STUDENT

- a. Learn how to include proper citations in order to avoid the appearance of plagiarism
- b. Improve project planning to avoid the temptation of overt plagiarism

THE LITTLE BOOK OF PLAGIARISM:

WHAT IT IS AND HOW TO AVOID IT

WHAT IS PLAGIARISM?

Everyone knows that plagiarism is something to be avoided, but not everyone is sure precisely what it is. This short booklet is designed to help students to understand more fully what plagiarism is, and equally important, how to avoid it.

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

The University has a definition of plagiarism:

The substantial, unacknowledged incorporation into a student's work of material derived from the work (published or unpublished) of another. "Work" includes internet sources. Examples of plagiarism include, but are not limited to:

- a. Using published work without referencing (the most common)
- b. Copying coursework essays
- c. Collaborating with any other person when the work is supposed to be individual
- d. Taking another person's computer file/program
- e. Submitting another person's work as one's own
- f. The use of unacknowledged material published on the web
- g. Purchase of model assignments from whatever sources
- h. Copying another student's results
- i. Falsifying result

THE UNIVERSITY HAS A DEFINITION OF PLAGIARISM:

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

As the examples above show, plagiarism can take many forms. There are grey areas e.g. when is discussion with fellow students’ good practice and when does it become collusion? There are also degrees of plagiarism, from, for example, copying the whole of the assignment, to copying only part of it; or paraphrasing much of a source rather than copying the actual words used. The key element of a submitted assignment is that (unless it is assessed as a group project) it should be your own work entirely. How can you tell? Try testing yourself against this declaration signed by students when they submit their assignments.

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

The rest of this short booklet gives you more information on plagiarism and how to avoid it.

WHY SHOULDN'T I PLAGIARIZE?

There are many reasons why students plagiarize, for example:

- a. Not being fully aware of what plagiarism is
- b. Short-term panic response when an assignment is due and time is short
- c. feeling a desperate need not to be seen as a failure and so copying to try
- d. to ensure “success”
- e. Different academic traditions.

Sometime, of course plagiarism is determined and deliberate attempt to gain the credits for the course without doing the work. Whatever the reason, though, plagiarism is nevertheless cheating. It is not only cheating the University but, probably more importantly for your fellow students, it is cheating them. But there are more reasons that the negative ones (cheating others, unfairness, and possibly discovery and disciplinary action) for not plagiarizing. Essentially, plagiarism is also cheating yourself and letting yourself down.

The Students Union at Leeds Met is whole-heartedly against the practice of plagiarism. It is well aware of the injustice of some students sitting up all night, possibly after working during the day, to complete

an assignment; while others decide simply to try to download the answers from the internet. One makes a massive effort; the other makes no effort at all.

POSITIVE REASONS FOR NOT PLAGIARIZING

Pride in Your Work

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

Real Level of Attainment

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

UK Academic Traditions

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

Plagiarism in Practice – what is it?

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

1. COPYING FROM A SINGLE SOURCE

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

- a. A published book
- b. A published article
- c. The internet

- d. An essay from an essay bank
- e. A piece of work previously submitted by another student for the same or a similar assignment
- f. Copying from a text which is about to be submitted for the same assignment (see also Collusion below)

Note that this list is comprised of both published and unpublished sources. The first three are published, the second three are not. Plagiarism therefore is not copying from published sources only. It can also arise from the copying of unpublished sources like essays. Where substantial copying takes place the words, arrangement of material and ideas are those of the source, not the student, and the work rarely answers the questions set. Where plagiarism is of this nature and extent it is very difficult to see how it could have been accidental, (especially if the text were derived from an essay bank or previous submission) and therefore it is viewed very seriously indeed. This kind of plagiarism is also increasingly detectable with modern software.

Unacceptable Excuses

A “The book/article was cited in the bibliography”. No –a bibliography is a list of sources consulted not copied from.

B “The book was written by the lecturer and he/she would expect to find their work repeated in the assignment.” No –lecturers would expect several sources to be read and used, and would not be flattered to find their own work simply copied out

2. COPYING FROM SEVERAL SOURCES

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

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

Why? The reason is that although the structure and composition is the student’s own work, the words are not. Rules of academic presentation require that whenever a direct quote from a source is used, this should be cited. In this type of plagiarism no quotations are given in the text and thus the work is being dishonest about who actually wrote what. Further, the student’s only contribution is cutting and

Pasting, which is not what the assignment was designed to assess, and there is no demonstration by the student concerned of the required skills of analysis, interpretation, judgment or opinion.

3. UNACCEPTABLE EXCUSES

- g. “The sources in question put it better than I could.” No –you are expected to use the sources constructively and demonstrate that you have understood them and been able to use them effectively in the assignment.
- h. “I did use several sources and cited them.” No – you did not use several sources, you copied from them, and did not use inverted commas to show that it as their words and not yours.

4. PARAPHRASING

This is putting someone else’s views into your own words, and this is one of the grey areas in plagiarism. To a certain extent any essay or assignment which relies on reading a series of texts as the basis of assignments will contain a significant amount of paraphrasing. There are two key things to remember in this case to ensure that it cannot be thought to be plagiarism:

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

5. UNACCEPTABLE EXCUSES

- a. “I used my own words”. You may have – but if all you have done is summarized someone else’s ideas then you have still copied because you have made it appear as if the ideas, arrangement of material etc. were your own.
- b. “I cited all the sources in the bibliography”. Again, you may have, but the issue is how you have used the works cited, and simply to summaries the work of others whether or not the works are in the bibliography is still trying to pass someone else’s work off as your own.

6. COLLUSION

This can occur when students work together, and it is very important to distinguish when this is required, and when it has to end. Some assignments require students to work together as part of a group project. Where the group as a whole gets the mark then it is joint work throughout and the group co-operation is part of what is being assessed. Some group projects, though, require students to work together at the planning stage, but then to submit individual assignments. Here the co-operation has to

end at the point where you begin to compile your own individual submission, which must be your own work from this stage onwards.

A grey area is when students discuss their work together. A line needs to be drawn between legitimate discussions of the current assignment with student colleagues, especially where you share a house, and collusion. Where students share a house the important thing to remember is that (except on group projects where the group as a whole gets the mark) whilst general discussion of the issues involved, or approaches to be taken, is acceptable, the final submission must be your own individual effort. Discussion before the assignment undertaken is one thing, discussion, correction and improvement during it is quite another and might lead to the suspicion of copying.

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

- University Regulations.
- Unacceptable Excuses

- A. “The essays are very similar but I don’t know how this could have happened”. In this case you could expect to be very closely questioned on the sources used and why you used the material in the specific form shown in the assignment. If you are the person who actually wrote the piece you will be able to answer, but the copyist will not.
- B. “We must have just thought along the same lines.” Again you could expect to be closely questioned on the language used – thoughts may arguably go along similar lines, but it is stretching probability to assume that the words used and the sequence of material will do the same.

REUSE OF PROGRAMMING CODE

In industry reuse of code is to be encouraged and both Web sites and books will provide numerous examples of code BUT you should realize that part of the purpose of doing a programming coursework is for you to develop your own skills. If most of your code comes from other sources then you will not be awarded a very high mark and also you will have learned very little. If however you choose to make use of other people’s code then in order to avoid an accusation of plagiarism, you must annotate your listing identifying the lines of code which are not your own.

You must clearly state their source e.g. name of author, page in the book that you have taken the code from, web page address. Failing to reference work taken from the other sources is a plagiarism offence

and will be dealt with as such.

Note that you will be awarded more marks for the code you write yourself, then the code you use from others. Obviously if you copy the entire program from someone else (and reference the work) you will be awarded zero as you have not made a contribution to your coursework solution.

USE OF MULTIMEDIA

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

PLAGIARISM – HOW DO I AVOID IT?

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

1. Use of Quotations

Remember that if you use the exact words in your source these should appear in quotation marks and be referenced by the book or article and the page on which the quote appears. Never use direct quotation from any source unless quotation marks are used and full references are given. Try to use quotations sparingly. Use them only when the author has expressed something so well and so succinctly that you feel that the words cannot be bettered. If you do this you will probably reduce the number of your quotations and be aware of when you are quoting.

2. Making Notes

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

3. Paraphrasing

Remember here to attribute the broad ideas or content to the author in question. You will probably carry over some of their language, but as long as you are making it clear which sources you are using, and not attempting to pass it off as your own work then this should not arouse suspicion of plagiarism. The more sources you look at, the less likely it is that you will seem to be repeating without acknowledgement the content of one of them. And if you take care when you are taking notes (see above) you will also reduce the chance of unacknowledged paraphrasing

4. Cite all sources used

You should cite all the sources you have used. Always cite any web sources used. If they have contributed to the completion of your assignment they are required to be listed just as much as printed books or articles. If you only cite some, and the lecturer recognizes an extract from another source which has not been included in the bibliography, then you can expect that he or she will look very closely at the assignment in question. Absence of source citation can very easily be seen as an attempt to prevent the lecturer possibly comparing your assignment text with that of the actual text used to check for the degree of similarity. If there is considerable similarity (either direct copying or paraphrasing) and you have not cited the work in question, then you might have some difficulty in convincing your lecturer that this was not done to try to conceal the plagiarism which has been identified.

Also, it is not good practice to pad out a bibliography with lots of titles which you have not read. Try to keep to those which you have actually consulted. A short list of well-used sources is much better than a long list of sources which you have never looked at. How do I know when to include a reference in my work? When you are writing an essay or completing a similar kind of assignment it is not always necessary to include a reference to everything you say. If that were so, your work would be more references than substance. When you give a reference is partly a matter of judgment, and conventions will vary from one discipline to another. This example from an English history assignment gives a good indication of when you would and would not give a source reference. The sentence “The Battle of Hastings was fought in the south of England in 1066” would not need references to where you obtained the information, because it is very well known and is not contentious.

However, if you then wish to discuss the various opinions of historians on the conduct and outcome of that battle, then you should reference the source e.g. “Spring considers that the Norman tactics were misguided but ultimately successful (Spring, 1998) while Summer has long argued that it was only the exhaustion of the Anglo-Saxon forces which permitted the Norman victory (Summer, 1992).” You might then continue; „A more modern view has recently been expressed by Winter (2002) which regards both these views as too simplistic and I want to consider her ideas in more detail here“. Note here, the way that you have moved from simply stating what scholars might think about this battle, to how you are going to consider and deal with their views. In this part of the essay it will then be clear to what extent you have relied on the information and views in this particular source, and which views are your own.

YOUR LECTURER'S VIEWS

It is a common assumption that your lecturer wants you to repeat his or her views in your assignment, especially if these have been published in a book or article. Try to remember that this is not the case.

All lecturers want you to use the sources suggested in the reading list (including their own if relevant), but they want you to use them constructively to answer the question, or complete the assignment. They do not want you simply to repeat the views contained in their own works.

THE TEXTBOOK

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

Collusion

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

- a. have any discussions and sharing of ideas before you start completing the assignment
- b. do not ask to look at anyone else's assignment and do not show yours to anyone else if they ask to see it
- c. remember that if sequence, style and content are very similar between two pieces of work it will lead the lecturer to wonder whether there has been collusion;
- d. remember that there are now electronic devices available to test for linguistic similarity between two pieces of work.

COPYING FROM THE WEB OR PURCHASING ESSAYS

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

Conclusions

Plagiarism – identification

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

Electronic Detection

There are now various and increasingly sophisticated electronic aids to assist lecturers who may be in doubt about the originality of work submitted. These include programs which look at linguistic similarities and others which can identify when essays have been bought from websites.

Essentially however clever web-packages or essay purchase schemes may be, there will be software which is able to detect it – and in such a case it is hard to imagine any acceptable explanation.

Penalties

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

Normal CMS Penalties for Plagiarism

Type of Offence Penalty

First minor offence e.g. unreferenced material, joint submission Coursework mark is set to Zero Authors who let others have copies of their work Coursework marks is set to Zero Second offences will be referred to a panel Referred to Assessment Offences Panel student may be asked to leave the university. If more than one offence occurs at the same time, all courses (not components) are set to Zero. First major offence e.g. plagiarism bulk of project Referred to Assessment Offence Panel student may be asked to leave the university. We hope that this short booklet has assisted you both to identify what you should not do and helped you towards good practice which would avert the risk of plagiarism.

The Best Approach

The best approach is to ensure that you have not plagiarized in the first place. The advice contained in this booklet will help you to do this. If you feel in doubt, look again at the declaration at the start of the booklet. If you think you have not quite met the requirements of this kind of declaration – look at your work again before you submit it, and make sure that it is wholly your own work. If you still feel

in doubt – ask your tutor before you submit the assignment.

If you follow this advice should be able to avoid any risk of the work being thought of as plagiarized and you will be able to take pride in achievements which have been produced by your effort alone. Various detection programs will be in use in the University from 2003, and on some modules all assignments will be automatically checked against one or more of these programs.

Glossary

Here are some key terms, which are explained in Quote, Unquote.

Citing Formally. It is recognizing in your text the source or sources from which you obtained the information. An example has already been given in this booklet on p. 7: “spring considers that the Norman tactics were misguided but ultimately successful (spring, 1998) while summer has long argued that it was only the exhaustion of the Anglo-Saxon forces which permitted the Norman victory (summer, 1992)”.

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

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

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