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**Forman Christian College (A Chartered University)**



**Lahore**

**RESEARCH METHODOLOGY**

**MANUAL**

by

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## **RESEARCH METHODOLOGY MANUAL**

### **Introduction**

The purpose of this “**Research Methodology Manual**” is to provide the students of Social Sciences Research Methodology/Methods at the FC College (A Chartered University), Lahore a manual for writing a research paper. However, this Manual is also relevant for MA and higher research. The main characteristics of research remain more or less the same. Master’s essays, M.Phil’s theses and Ph.D’s dissertations are an advance in terms of effort, depth, and detail, apart from the mass of data. The word count may exceed successively depending upon the requirements stipulated for the purpose. A Ph.D dissertation (or sometimes an M.Phil thesis) may require a separate chapter on ‘Review of the Literature’ or, even for that matter, Research Design/Methodology. But still the basic methods, techniques and tools of research will essentially remain the same as for a research paper. So, this Manual, with all its contents properly understood and followed, can help the students not only for the present, but, hopefully, beyond, in the pursuit of higher degrees.

‘Research’ has been defined in a number of ways, depending upon particular interests and demands of the researcher, his/her professional training and skills and, of course, the nature of the problem being examined or analysed. In this sense, there is no one standard definition of research (same is true of the dictionaries defining research). Similarly, there is no one way of doing research. Research can be done in numerous ways, from chronological to descriptive to analytical, from qualitative to quantitative to combined or mixed method, from explanatory to predictive, from exploratory to evaluative

(cost - benefit analysis) to instrumental and action-oriented, to theoretical to applied research. There is a whole variety of research possible.

In a similar vein, the term ‘methodology’ has been defined in various ways, indeed both ‘normatively’ and ‘structurally’. Normatively, it has been defined in the sense of theory of knowledge (epistemology) or philosophy of science. The dominant theory, of course, is ‘logical positivism’, a philosophical tradition that holds that all ‘facts’ are derived from ‘experience’, defined minimally in terms of senses, and that all knowledge is based on experience. Judgments of ‘values’ cannot be accepted as knowledge.

The main argument of the empiricists as a whole remained, as always, their emphasis on experience, empirical experience. That is, an experience brought forth by facts which could be ‘observed’, ‘verified’, and ‘measured’. In operational terms today, it means identification of the problem (research problem), formulation of hypothesis/eses (the relation of ‘independent’ variables to one or more ‘dependent’ variable/s), collection and analysis of data to test the variables in a measurable relation, rejection or validation of hypotheses suggesting a relationship (ideally ‘causal’, that is, ‘cause and effect relationship’), and generalization of the findings or conclusions into a ‘theory’, ‘model’, ‘system’, or an ‘approach’. This process of inquiry that tests against reality in a disciplined manner, with each step in the process quite explicit and related, is described as the ‘scientific’ method, or, more specifically, the ‘empirical method’ (after the empiricists).

But then, empiricism (and not the empirical method), was challenged by a host of “alternative” theories over the years, including “Interpretative Theory”, (“interpretation rather than causal explanation”, with an emphasis on beliefs and values for “understanding social life”), “Conventionalism” (“shared conventional beliefs”), “Critical Theory and Dialectics” (“an analysis of real structural dynamics”, interpreted in “social relations”,

such as in Marxism), “Deontological Theory and Value Pluralism” (“competing value-systems” and the “desirability of a liberal society”), “Communitarianism” (the “norms and conventions of the community” to which individuals belonged), and, of course, “Postmodernism” (“the articulation and negotiation of *difference*”), to name a few more important ones, highlighting the role and relevance of values in the realization of knowledge<sup>1</sup>. In spite of these attacks and some setback, empiricism still remains the dominant theory of knowledge. More so, because of its ‘method’, the ‘empirical method’, indicated above, which continues to enjoy appeal and acclaim in the scientific world.

Structurally, research methodology has been defined as the ‘methods’, that is, methods, techniques and tools for research. Methods may be ‘qualitative’ or ‘quantitative’, or a combination of both, at some level. Also, methods may be ‘case studies’ or ‘comparative’ method, ‘surveys’ or ‘experiments’, depending upon the need for one or the other form of research. Techniques may include approaches such as, descriptive, analytical, applied (evaluation), predictive, explanatory, exploratory, theoretical, or specific procedures employed in different disciplines of social sciences. Tools may include tools of data collection such as, documents, questionnaires (mailed as well as schedules), interviews, observation, sampling (survey sampling also), Internet (Net), etc. These methods, techniques, and tools indeed provide the foundation for research in a systematic, scientific manner, whether it is required for a research paper or a thesis, dissertation, or a book-length study.

Since, as part of requirements of some courses at the FC College, the students are required to write research papers, this Manual concentrates upon methods, techniques, and

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<sup>1</sup> See Steve Buckler, “Normative Theory”, in *Theory and Methods in Political Science*, eds. David Marsh and Gery Stoker (New York: Palgrave Macmillan, 2002), 176-193.

tools of research, and thus pursues structural aspect of methodology. Even in colleges and universities around the world, unless required, research methodology courses treat **methodology in the sense of methods**.

This emphasis on methods clearly suggests that we will concentrate upon the **process** of doing research. But this will not be at the expense of outcome. We will be keenly interested in the **end product**, that is the final outcome, the findings of the paper. A good paper must contribute to the growth and development of knowledge in the subject.

This Manual will cover three areas of interest in research methodology/methods: 1) **Research Process**; 2) Format, i.e., **Style and Form of the Paper**; and 3) Citations, i.e., **Notes and Bibliography**. In addition, the Manual will also suggest a template for the title page of the research paper. Given the menace of plagiarism in research, the Manual will provide an Appendix on Plagiarism, highlighting in particular the HEC's (Higher Education Commission's) Plagiarism Policy. Finally, the Manual will end with the Select Reading for advanced students. But, to begin with, the Research Process.

## **Section-1**

### **Research Process**

#### **Major Steps in a Research Process**

- 1) **Explore the Topic through a background study** (relevant books, articles, encyclopedias, Internet, etc). Try to understand the topic. What does it say? What are its main elements? How are they related? What is the question/s implicit in the topic? What is it that you need to do, search, or prove (or disprove)? In short, what exactly is the task?

- 2) Write a few **introductory paras** on your topic, highlighting the nature and direction of research to follow in your study/research paper. This should provide a **basis for the formulation of your Statement of the Problem**.
- 3) **Formulate a Statement of the Problem (the old Thesis Statement)**. State clearly the problem (research problem) that you want to address in your paper. This should be followed by a **Hypothesis** and 2 or 3 **Research Questions** that will help address that problem in a systematic manner. These research questions must be derived from your hypothesis and should be inter-related. Theoretically, a Statement of the Problem helps seek/establish relationship between a dependent variable and independent variables. The Statement of the Problem is the pivot around which the whole research paper must revolve and rest. This should be the purpose of your research.
- 4) **Highlight Significance and Scope of the Study**. Show the importance of the study – why it needs to be undertaken and what objectives it will serve? Also, define the scope of the study, particularly what will it cover (or not?), with some justification.
- 5) **Review of the Literature**. Identify and examine a few major studies/works on your topic (including some classics). Critically assess and evaluate their arguments. See how far you agree or disagree with these arguments **in the light of your own argument/perspective**. The main purpose of the Review of the Literature is to engage with other writers on the subject to **formulate and develop a justification (and rationale) for your own study**. There is no point in re-stating or rehashing the old arguments and perspectives.
- 6) **Methodology/Methods**. You must state the research strategy that you will employ and the methods or tools and techniques that you will use to pursue that strategy for the completion of your study.
- 7) **Make a Preliminary Outline**. Divide your paper into self-contained, separate Sections and sub-Sections, if necessary. (Please don't write them 'chapters', as Chapters are lengthy and thus feature in books, not in papers. **Papers have Sections**). All these Sections and sub-Sections must be sequentially and logically

related to each other and, above all, to the argument/s you intend to develop with regard to your Statement of the Problem. The Outline must reflect a logical, coherent, and systematic organization of your ideas. It must be in a descriptive form. However, please do bear in mind that it is a Preliminary Outline, at this stage. It will be revised and modified into a Final Outline after you have collected all the relevant data and have developed ideas further to address your Statement of the Problem critically and at length.

- 8) **Prepare a Working Bibliography of the data/sources/material (books and articles, etc.) relevant to your research paper and within your reach at the present.** This is essentially a Working Bibliography. Your Final Bibliography, eventually, as it will appear after the completion of the paper, will reflect all the sources (present and subsequent) used in writing of your research paper. Obviously, that will be an expanded Bibliography.

**Important Note:** Some of the above steps will constitute Introduction of the paper (You will see it clearly in Section-2 of the Manual). **But, again, some of these steps, particularly the Statement of the Problem, Signification and Scope of the Study, Review of the Literature, Methodology/Methods, and Working Bibliography (along with the Time Table and Budget, if you are applying for funding) also constitute the main elements of a proper Research Proposal/Research Design.**

- 9) **Collect all the relevant Data.** (College/University Library may not have all of it, and thus you will need to visit other libraries and resource centers). The data must be reasonable both in quantity and quality for the study, should be reasonably balanced between primary and secondary sources. **It should cover all parts, that is, all Sections, sub-Sections of the paper, uniformly.** There should be an internal balance within the paper.

**Please use Note Cards for the purpose.** This is the most useful method for data collection and note-taking. **Each Note Card must contain one idea or one point, with proper citation of source, and page number/s.** Only one side (front) of the card should be used. Cards should be 3x5 or 4x6 inches in size, and not larger. (They are available in the market, known as ‘Library Cards’).

There are two types of sources of data. One is called **Primary Sources**. The other is called **Secondary Sources**. Primary Sources are the preferred, original sources in research. They are original, ‘straight from the horse’s mouth’ kind of material, such as memoirs, diaries, letters, autobiographical/eye-witness accounts, official records (government records/public records), etc., that is, anything written, recorded, or observed by the principal actors involved in the event/s being analyzed. Secondary Sources are the material produced after the event/s and, in the main, are analyses, interpretations or statements after the event/s, and are generally covered in books, articles (whether in journals, magazines or newspapers), etc., on the subject. **Some of major sources of data, both primary and secondary, are briefly discussed here.**

- i) **Documents.** Documents constitute a major source of data in research, and include official records, private records, memoirs, diaries, letters, autobiographies, biographies, books, journals, magazines, newspapers, photographs, maps, pictures, audio and video recordings, tape-recorded interviews, and computerized records, etc. This kind of data is used in social science research in general and in history, political science, public policy and other related disciplines in particular.
- ii) **Questionnaires.** Questionnaires, in the main, are of two types. One is a Schedule type of questionnaire, essentially a face to face interview with the respondent. The other type of questionnaire is a Mailed Questionnaire. It is mailed and the respondents are asked to respond to questions given in the questionnaires. This is a cost-effective method and is used to reach a large population (through sampling). In this sense, questionnaires provide useful basis for Survey Research (mostly used in economics, sociology, and demographic studies). However, ‘piloting’ your questionnaire will

always help. Try it on a few, select people before you mail to large numbers.

- iii) **Interview.** In general, there are three types of interviews, Structured, Semi-structured, and Unstructured. For structured interviews, you prepare a list of questions, and follow them up with the interviewee in the same order and form as given. In the semi-structured interview, you have a list of questions or topics to cover, but you allow latitude (flexibility) to the interviewee to discuss things as he/she deems appropriate. Unstructured interviews are generally in-depth interviews, and are mostly used for life-history research. In the preparation of questions for both structured and unstructured interviews, make sure that they are short and relevant and move from the general to the particular in a logical progression with controversial, sensitive or personal issues raised towards the end of the interview. Please make sure that you develop your interview schedule carefully. Interview is a very useful support for documents (and questionnaires) in the event of paucity of sources on a particular subject.
- iv) **Observation.** Observation is a common method in anthropological and sociological research. It is a method used to generate data for understanding a community, culture or social context, similar or different from that of the researcher. It could be Participant or non-Participant Observation (Observer takes no part in activities) type and could also be structured or less-structured, depending upon the need. The usual method of recording data, both verbally and non-verbally, is either during the observation or immediately thereafter, as the situation permits. But it should be done as early as possible to ensure 'accuracy' of information.
- v) **Sampling.** Sampling or Survey Sampling method is used in both qualitative and quantitative types of research. Basically, there are two types of samples, Probability Samples and non-Probability Samples (some call them Purposive Samples). Probability Samples include random sampling, systematic sampling, stratified sampling, and cluster sampling.

The most frequently used technique of non-Probability sampling is 'Quota' sample, especially in market research. Other major non-Probability method is 'Opportunity' sample, constituting a sample of the people interested in the study. A researcher must be aware of both standard errors, that is estimates of sampling error, and non-sampling error. Non-sampling error may well be due to the sampling process itself (for example, poor quality of questionnaires or interview schedules, incomplete, inaccurate, or insufficient response of the respondents). Thus, at times, it is helpful to have a large sample to neutralize the effects of non-sampling error. This is more important in quantitative or survey research.

- vi) **The Internet (NET).** The Internet or Net is a useful source of data collection. But please remember that it is not an independent source, in its own right. It carries data from other sources, such as the ones listed above. Also, keep in mind that the Web is subject to copyright laws. Search Engines (like Google) help you collect a remarkable range of information on a variety of subjects. This information is readily copyable, that is, you can copy from the source document. The problem is, and a major one too, that **this easy copying has led to a devastating growth of cut and paste kind of plagiarism in research. This is highly objectionable and wrong and must be avoided at all costs.**

Besides books and articles, information on the Net includes government and other public records, newspaper reports, individual research projects, educational and other academic, scholarly sites, which may provide relevant data for your topic. However, you must be careful in evaluating and assessing the accuracy of the information thus collected. You must be mindful of the **credibility of the sites.** You must also know that the information may, at times, be quite old, and thus redundant and not helpful for the present purpose.

**Important Note:** **PLAGIARISM** is not confined to the use of the Net. **Plagiarism, as Wikipedia describes the term, is ‘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’.** In other words, it could be a book, article, report, indeed anything transmitted in any form or by any means by any person. **Plagiarism is ‘an intellectual crime’, and there are ‘penalties’ and ‘disciplinary action(s)’ for it – ‘against the teacher, researcher and/or staff found guilty of the offence’.** Please read the HEC/ Government’s ‘Plagiarism Policy,’ given in Appendix-2, of this Manual.

All the aforementioned tools and techniques of data collection are equally important. However, it depends upon the nature of the problem, the research problem you are trying to address. That determines the relevance and role of the tool/s you choose, that is, whether you need to use documents, questionnaires, interviews, observation, sampling, or the Net, or indeed some combination of these tools. However, it is always good to combine some of these tools. This will help you access diverse and thus more objective data for analysis.

Please note that, although there is a movement now towards **Combined (Mixed) Methods research**, generally Documents, Interviews, and Observation are associated with ‘Qualitative’ research. Questionnaires, Sampling, and NET (IT) are associated with ‘Quantitative’ research.

- 10) **After you have collected the data (on the Note Cards), Revise your Outline to correspond to this data closely (while retaining the main essence of your Statement of the Problem).** This will be your **Final Outline**. Make sure that you have sufficient data for all parts of this final Outline, that is, for all Sections and sub-Sections. If there is insufficient data for any Section/s or sub-Section/s, continue with data collection till you are satisfied that there is uniform and balanced data for all parts of the paper. Otherwise, you need to make suitable

modification in your Outline. **(But you should never lose sight of the time lines)**. A balanced data will not only help you cover the spread of your Outline well but will also help present a convincing argument/s and conclusion.

- 11) **Arrange the Note Cards according to each Section and sub-Section of the Final Outline. Mark the Note Cards (upper right hand corner) with Section and sub-Section numbers** (for example, Section 1.1 or 1.2 or 1.3, as the case may be), and keep them in separate 'boxes' (marked with the relevant Section numbers). This will help you organize your data systematically. You will use each box separately, while writing that particular Section/sub-Section of your paper. You will not be overwhelmed by the data. You will be in control.
  
- 12) **Start writing the paper – first starting with the Sections and sub-Sections (minus the Conclusion)**. Do not worry about the Introduction. It is already there, as part of the research process, in the form of your introductory paras, Statement of the Problem, Significance and Scope of the Study, Review of the Literature, Methodology/Methods. So, leave it at the present. You will come to it later. Just concentrate on the main body of the paper. Focus on your argument/s and develop it with the help of the data you have collected already. **The argument/s must come through clearly**. It should not be overwhelmed by the data. More data can always be added during successive drafts. **Please make sure that all the ideas borrowed from others and the data used are properly cited in the footnotes/endnotes. Otherwise, it is a case of plagiarism, simple and pure.**

**In the second part of the step, revise this draft of the main body of the paper and write the Conclusion and Recommendations.** The Conclusion is mostly an 'echo' of your introduction. Make sure that its key words or concepts complement those in your Introduction, except that your Conclusion needs to be stated more forcefully. After all, unlike the Introduction, you have the benefit of a full discussion of the problem. You can state things confidently now. If possible, call for further research to cover an area of significance in the subject that you could not address for obvious reasons.

**Recommendations are required for papers with policy implications. These recommendations must grow out of the discussion in the main body of the paper. They must be a logical extension of argument/s presented in the study and not be independent of them. They must be brief, concise and implementable.** They must not be a ‘wish list’.

**In the third part of the step, revise and finalize the Introduction (already there, as indicated above).** You only have to add ‘Organization of the paper’ component to it, highlighting the main content of each one of your sections, very briefly. Please remember that the Introduction is a very important part of the paper. It is written first and remains the first expose of the paper. **Therefore it should be improved further and finalized after the Conclusion is written and the study is complete. This will help develop a more realistic and secure Introduction.** This will also ensure that the Introduction connects with the main body of the paper and its findings. The Introduction will be in sync with the Conclusion.

**In the fourth and final part of the step, check all your footnotes/endnotes very carefully.** Make sure that they follow the proper method for the purpose, that is, the **Manual of Style and Form** chosen for the purpose. In our case, it will be Chicago Manual of Style/Turabian Manual. **Your paper will be incomplete without footnotes/endnotes and thus will not be acceptable.**

13) **Revise the whole draft of the paper carefully. In addition, please make sure that the paper has:**

- 1) conceptual clarity;
- 2) coherence and consistency in arguments;
- 3) objective empirical evidence to support the discussion;
- 4) logical flow of information and discussion between different Sections and sub-Sections of the paper;

- 5) and finally, but most importantly, the research problem, as given in the Statement of the Problem, has been sufficiently and satisfactorily dealt with, especially with regard to the hypothesis and research questions asked.
- 14) **Add Bibliography at the end of the paper, after the Conclusion and Recommendations.** If there are any appendices or annexes, they must follow the Conclusion and Recommendations. **Nothing comes after the Bibliography.** **The Word Count of the paper, if required, ends with the Bibliography.**
- 15) Please **edit** the final paper, **the research paper**, critically to **check and remove the following flaws, if any:**
1. Inconsistencies;
  2. Oversimplification;
  3. Overgeneralization;
  4. Personal biases, and
  5. Cliches, flowery or flippant style.
- 16) Finally, **proof-read the research paper** for an error-free copy. There should be no typographical errors.

## **Section-2**

### **Format**

#### **Style and Form of the Paper**

A Research Paper is generally divided into five distinct parts: 1) Preliminaries; 2) Introduction; 3) Main Body/Text; 4) Conclusion and Recommendations; and 5) Notes and Bibliography. A useful format, with proper sequence, is suggested for the purpose here. **Please follow this sequence carefully. This is how your paper should be organized.**

1) **Preliminaries**

- (a) **Title page.** It must highlight the title of the paper and the author's name, along with the Course number and title and the name of the institution (Centre/Institute/Department) concerned and the date of the submission of the paper, with signatures. The title page must also indicate the name and designation of the Faculty Supervisor. (Title page template is given as Appendix-1 in this Manual).
- (b) **Disclaimer.** It must clearly state that the opinions expressed and the facts and its interpretation/analysis is the sole responsibility of the author and no other individual or institution is responsible for it. The disclaimer must also declare that the paper is the end product of the author's own efforts, research, and writing, and its **contents have not been plagiarized**.
- (c) **Preface.** It follows the title page. Preface, after a brief personal account of your understanding/exposure to the subject of your paper, must recognize the help of your Faculty Supervisor, other helpful faculty members, experts/professionals interviewed or consulted (if any), and the individuals belonging to institutions that helped you with the collection of data such as, libraries, archives, etc. This is the sequence to follow here.
- (d) **Dedication**, if any. (Generally, papers are not dedicated). But if you do decide to dedicate your paper, it should be specific and preferably be expressed in a few words and not more.
- (e) **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.
- (f) **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.

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

2) **Introduction (Heading, center of the page)**

**Introduction must comprise the following components in the sequence given below. This is very important. No component should be missing from your paper. Otherwise, it will be an incomplete paper.**

- 1) **A few introductory paras, without giving any separate heading, on the topic/subject of your research paper, as indicated earlier in Section 1 of this Manual. (The over-all heading is already there – Introduction).**
- 2) **Statement of the Problem. (Left side heading).** As stated in Section-1, the Statement of the Problem must identify and explain the problem (research problem) you wish to address. The Statement of the Problem should be **brief (one para), 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. The quality of a paper is best reflected in its Statement of the Problem. The Statement of the Problem, as already suggested, must be followed by a **Hypothesis** and 3 related **Research Questions**.
- 3) **Significance and 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.
- 4) **Review of the Literature. (Left side heading).** You must offer a **critical review** of the literature on your topic/subject. There will certainly be some writers/experts/authorities in the field. You should take their writings,

whether books, articles or reports and **examine them critically in the light of your own argument on the subject**, as given in your Statement of the Problem. It is not enough to mention them or evaluate their works as if you are doing some kind of book reviews. **You need to engage with them**. In the process, your review should be neither complimentary nor dismissive. It must be a balanced, 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 the literature is not an exercise in writing ‘book reviews’ or a ‘review article’.** **It is an effort to create a space for your own argument/s in the discourse on the subject.** A few critical paras or pages, depending upon the literature availability, should serve the purpose.

- 5) **Methodology/Methods. (Left side heading).** You must indicate clearly the methodology you would employ in your paper. You must also state whether your method is going to be **chronological, descriptive, analytical, qualitative or quantitative**, for instance. **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 collect will be **qualitative or quantitative in nature or will it be a mix of both?** (using **the combined, mixed methods**). 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.
- 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 or two paras will be fine.

Note:1. **Please write the word, Introduction, in the center of the page. Do not number it. Introduction is not numbered. Numbering starts with the first section– Section 1.**

2. **All components of the Introduction, from Statement of the Problem through the Organization of the Paper (all of them) should be left side headings.**
  3. **Proper, consecutive page numbers of the paper start with the first page of the Introduction. Arabic numerals are used (top of the page, center or right corner).**
- 3) **Main Body/Text.** Your main body/text is the bulk of the paper and embodies various Sections and sub-Sections, as given in your 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 (and hypothesis and research questions posed). In addition, **the main body of the paper, among other things, must:**
- i) convey the strength of your argument/s, in a logical, consistent manner;
  - ii) deal with ‘facts’ (not speculation or conjectures);
  - iii) relate these facts to the research problem, as formulated in the Statement of the Problem;
  - iv) reflect a coherent structure and development of the discussion, all Sections and sub-Sections being linked and integral to each other; and
  - v) demonstrate how your discussion helps towards a better understanding of the subject compared to others (especially those reviewed in the Review of the Literature).
- 4) **Conclusion. (Center heading).** The Conclusion (**not numbered, like the Introduction**) must clearly show that the Statement of the Problem (and hypothesis and research questions posed) have been addressed. Has the hypothesis been validated? If validated, what is the nature and level of relationship between the variables, that is, between ‘independent’ and ‘dependent’ variables? Is it ‘causal’ or ‘spurious’, merely associational? **The Conclusion must summarise the main findings of the study.** It must not

**introduce a new idea.** However, it can suggest possibilities for further research to improve or ‘replicate’ the study.

**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. They should not come from outside the scope of the discussion. They should be implementable, with precise, practical implementation mechanisms. They should not be a ‘wish’ list.**

**Note: Short quotation** (3,4 or maximum 5 lines) should remain in the on-going para (normally, the limit is 60 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.**

**No sentence should start with a quotation. Quotations must be prefaced with a few words.**

**The volume of the quotations given should not exceed 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.**

- 5) **Notes and Bibliography.** Style and form for Notes and Bibliography are explained in the next Section (**Section-3**) of this Manual. You will realize that the style recommended for the notes and bibliography is that of Chicago Manual of Style/Turabian (Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations (Chicago Style for Students and Researchers)*, 7<sup>th</sup> ed., revised by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, and the University of Chicago Press Editorial Staff (Chicago: University of Chicago Press, 2007). **You must therefore follow the Turabian Manual.** 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.**

**Note: Notes, whether Footnotes or Endnotes, should be numbered consecutively for the whole paper.**

### Important Note

**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 (any where 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 Op.cit., 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:

1. If it is the same source as above, in the footnote or endnote, and the page number is also the same, simply use *Ibid*.
2. If the page number is different, then also *Ibid.*, but with that particular page number/s.
3. You should use *Ibid* for the same source as many times as it is necessary. **But you should know that if you are relying exclusively on one source, that amounts to some kind of plagiarism. However, if you are using the same source without acknowledging it, you will be liable to the charge of plagiarism for sure. 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.**
4. Also please note that it will still be *Ibid* if you are citing the same source on the next page or next, next page (as long as another source has not intervened). You should not give a full reference again. First time full reference is enough.

### Spatial Arrangements

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

- 1) **Introduction:** (with all its components, identified in **Section-2**, in the Style and Form section of the Manual): Approximately 15-20%.
- 2) **Main Body/Text (Sections and sub-Sections):** Approximately 60-65%.
- 3) **Conclusion and Recommendations:** Approximately 10% - (bulk of it should comprise the Conclusion).
- 4) **Notes and Bibliography:** As required, but preferably not exceeding 10%.

**Composition: Font and Spacing.** The standard Font Type is Times New Roman, and **Font Size for the text of paper is 12 with double spacing.**

**Font size for the main headings (Introduction, Section Headings, Conclusion and Bibliography) is 16. Font size for the Sub-Section 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.**

**Research Paper must be typed on regular paper (not on thin paper).**

**Headings.** As indicated earlier, Section headings/titles should be at the centre 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 should follow one another in a logical sequence. They are not numbered.

**Very Important Note:** **Please remember that appendices/annexes will be counted towards the final word count of your paper.** However, they should be avoided. 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.**

**If need be, you 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.**

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

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

**Points should not be used in abbreviations, contractions, or acronyms, such as DR, PHD, AD, USA, etc.**

**UK or US spellings may be used, but then, which ever type chosen, it should be used consistently throughout the paper. Dates should also be in the same style (with day first or month first for UK or US, respectively. For example, 12 May 2010 or May 12, 2010).**

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

**Word Count:** Word Count for the paper depends upon the Faculty Supervisor or the concerned institution. They determine it. **This must be strictly followed.** Also, please remember that **appendices/annexes are counted toward the word count of the paper.** (So are the tables, graphs, diagrams, maps, etc, but then it may be discounted at the **discretion** of your faculty supervisor).

### **Section-3**

#### **Citations**

#### **Notes and 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’. (Wikipedia).

But notes and bibliography are necessary not only to give credit where it rightfully belongs, but also to allow others, that is, the 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.

**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.

**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.**

There are a number of styles and forms for Notes and Bibliography. The most prominent styles, as far as we are concerned, in social sciences, are:

- 1) The American Political Science Association (APSA), *The Style Manual for Political Science*.
- 2) American Sociological Association, *ASA Style Guide*.
- 3) The American Psychological Association (APA), *Publication Manual of the American Psychological Association*.
- 4) The Modern Language Association, *MLA Handbook for Writers of Research Papers*.
- 5) American Management Association, *The AMA Style Guide for Business Writing*.
- 6) Chicago Manual of Style (University of Chicago).
- 7) Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations (Chicago Style for Students and Researchers)*, 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).

While most of these manuals have a particular disciplinary bias, as is evident from their titles, Chicago and Turabian manuals are two manuals that are 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. In addition, for all practical purposes, they are not different manuals. They are closely related. In fact, Turabian is an extension of the Chicago Manual of Style, named after (late) Kate L. Turabian, editor of official publications and dissertation secretary at the University of Chicago for many many years. But given the more wide-spread recognition and respect to this manual (started in 1937) in academic, educational institutions (like the Chicago Manual, it is published by the University of Chicago Press), and **given its multi-disciplinary usage, we recommend the Turabian as the manual for research as far as**

**the Notes and Bibliography are concerned.** Hence, in the following pages, a few examples of citing sources from the Turabian are given. **Complete range of citations is available in the Turabian Manual itself, which is, of course, original, primary source on the subject.**

### **Turabian: Notes and Bibliography (N and B)**

#### 3.1 Books

##### 1) Book, with a single author:

Note(N)

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

**Please Note:** You don't need to write p. for page number. The number itself is enough.

Bibliography (B)

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

**Very Important note:** **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*, 2<sup>nd</sup> ed. (Karachi: Publishing House, 1999), 79.  
 B. Ali, Mohammad. *National Integration*. 2<sup>nd</sup> ed. Karachi Publishing House, 1999.

3.2 Article in a Journal:

- 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.

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).

3.3 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.

3.4 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.

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.

Editorial:

- N. Editorial, *Daily Report*, 30 December, 2009.
- B. Editorial. *Daily Report*. 30 December, 2009.

**Please note:** 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.**

3.5 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.

Article in an Encyclopedia (unsigned):

- N. *Encyclopedia of Life*, 6<sup>th</sup> ed., s.v. “Integration”.
- B. *Encyclopedia of Life*, 6<sup>th</sup> ed. S.v. “Integration”.

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

3.6 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.

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.  
Akbar, Saeed. Interview by Azhar Mahmood, 21 March 2005. Interview 15 A, transcript. Azeem Oral History Collection, National Library of Research, Multan.

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.

**Please note:** Unpublished interviews, 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.**

3.7 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, Statistic 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* (Washington D.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.

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).

**Please 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.

3.8 Published Proceedings, author and editor named:

- N. S. M. Habib, “The Scope of Happiness”, in *Challenge of The 21<sup>st</sup> 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 21<sup>st</sup> Century: Proceedings of the Forty-third Conference held in Lahore 15-23 May 2005*, edited by Abdul Jabbar, 7-20. Lahore: Fine Arts Publishers 2001.

Authored article within proceedings published by an institution, association:

- N. S.M. Habib, "The Scope of Happiness", in *the Challenge of 21<sup>st</sup> 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 21<sup>st</sup> 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.

3.9 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.

3.10 Thesis or dissertation:

- O. 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.

3.11 Internet (NET):

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> (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> (accessed 13 May, 2008).

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 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 **Parentetical 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 **we prefer and recommend the N and B style which is more comprehensive**. You can discuss a lot of things in your footnotes/endnotes. In the parentetical style, you are restricted to giving the source and that too barely (see the example below). You cannot discuss much unless you use asterisk or other symbols for the purpose at the bottom of the page. This style is therefore more helpful with quantitative research (such as in econometrics) than with qualitative kind of research. However, anybody interested in the parentetical 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:** 1. **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. But please be careful with this. Too many *ibids* also amount to a kind of **plagiarism**.

2. **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.
3. While footnotes or endnotes are consecutively numbered (Arabic numerals), **bibliography is not numbered**. Please **don't give serial number to your bibliographic sources**.
4. **Bibliography should be arranged alphabetically, with the author's last name first, and with clear division in Primary and Secondary Sources**. The **Primary Sources (unpublished first) must come first**. The **Secondary Sources should follow**.
5. If you have a variety of **Secondary Sources**, categorize them into Books, Journals, Magazines, and Newspapers, followed by the NET, and Interviews. This will make your bibliography more organized and orderly.



**“TITLE OF THE PAPER”**

**by**

**Name of the Author**

**Course title and number**

**Name of the Institution (Centre, Institute or Department?)**

Signature.....

Date: .....

Paper supervised by:  
Name of Faculty Supervisor  
and designation

## Select Reading

- 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*, 3<sup>rd</sup> 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)*. 7<sup>th</sup> 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.

