

MPAP-001
PGDDM

PROJECT HANDBOOK



School of Social Sciences
Indira Gandhi National Open University
New Delhi-110068

Material Production

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PROJECT PREPARATION

At the Post Graduate Diploma level, a learner is expected to acquire tools, abilities and knowledge that will qualify him/her to teach, carry out research, and perform as a professional. The dissertation project in disaster management, MPAP-001, seeks to partially fulfil this requirement. The purpose of this dissertation project is to enable and encourage you to:

- work independently and in-depth on a suitable theme of your own choice; and
- produce a structured and documented piece of research work.

The dissertation project is worth four credits of course work. This means that the dissertation work is a yearlong process requiring about 120 study hours.

The dissertation process begins with the identification of topic and ends with the submission of a research document of approximately 12000 words (excluding bibliographic references), which shows you have completed certain tasks. These tasks are:

- Identifying a research topic
- Reading relevant literature
- Constructing a dissertation proposal
- Collecting and evaluating data
- Analysing and interpreting the data in reference to the main aims of the study
- Presenting the work in an extended and coherent form

These tasks are very similar to the doctoral research process. But the resources and time available at the Postgraduate Diploma level are limited. Therefore, this dissertation is not expected to demonstrate a substantial original contribution in the field of research. However, it suffices to demonstrate research skills, though a well-organised and executed dissertation may result in useful and publishable findings.

The University encourages you to work independently on the dissertation. However, Academic Supervisor recognised by the University shall guide the dissertation work. All Academic Counsellors of the MPA-001-007 Courses at the Study Centres and members of the Public Administration Faculty at the University headquarters are recognised as Academic Supervisors for guiding dissertations. In addition, you can approach any University/College teacher who has a doctoral degree in Public Administration/ Disaster Management to supervise your dissertation project. **If you are taking an Academic Supervisor of your choice (from other university/college), send a brief bio-data of him/her along with the dissertation proposal to the Programme Coordinators at New Delhi for approval.**

A. THE DISSERTATION PROPOSAL

In order to complete the tasks listed above, it is important to have a specific research plan to help you in completing the project. Each student who undertakes dissertation project is required to submit to the Programme Coordinators, a short 'research plan' or dissertation proposal of approximately **2000 words** within five months from the date of registration for MPAP-001. The dissertation proposal and the final dissertation will be assessed independently.

The dissertation proposal must include the following:

- 1) A working title of the proposed project.
- 2) A clear statement of the research problem to be examined.

- 3) A very brief review of relevant literature to demonstrate the unique methodological and/or theoretical contribution of the proposed research to the discipline.
- 4) An outline of the plan of research and methods to be used.
- 5) An outline of chapter headings for the dissertation; and
- 6) A preliminary bibliography of works relevant to the proposed research work.

The Faculty must approve the dissertation proposal before you begin work on the dissertation. Suggestions and comments made by the Faculty on the dissertation proposal must be incorporated before proceeding with research and writing of the dissertation.

This is mandatory, as dissertation report sent without the approved project proposal will not be ~~even~~ be accepted for evaluation (Bold)

A.1) Submission

The dissertation proposal must be typed and submitted to:

**Programme Coordinator, PGDDM
Room 141/ Room 128, F-Block,
Faculty of Public Administration,
School of Social Sciences,
Indira Gandhi National Open University,
Maidan Garhi, New Delhi-110068.**

- Send your proposal through registered post only so that it reaches the Faculty for sure.
- The cover page of your proposal should be according to the format given in Annexure A and should include your name, enrolment number, name of your Study Centre and Regional Centre, tentative title of the proposal and the Certificate of Approval by the Academic Supervisor.
- Make sure that the Academic Supervisor/ teacher who has agreed to supervise your dissertation project has affixed his/her signature on the Certificate of Approval on the cover page of your dissertation proposal before mailing it to the Programme Coordinator.

A.2) Assessment

The dissertation proposal is worth 30 percent of the overall mark of the dissertation. You must secure a minimum pass mark of 40 per cent to proceed with the dissertation project.

- The Faculty will return your dissertation proposal after evaluating it. You should incorporate the suggestions and comments made by the Faculty before proceeding with the actual dissertation work. Changes in the topic, even it's wording, is not allowed once the Faculty has approved your proposal, with or without modifications.
- Keep a copy of the evaluated proposal in safe custody, since you will have to append it to the dissertation at the time of submission.

B. THE DISSERTATION

The topic for the dissertation should be a theme or a problem in an area of your choice within the framework of the contents of the seven courses you are studying in PGDDM. A list of priority areas for research work is given in Section I of this Handbook. You are, however, free to work on any other topic or theme related to disaster management.

B.1) Format of the Dissertation

The dissertation should be around 12,000 words in length (excluding the title page, acknowledgements and bibliographic references). Essential statistical and documentary appendices such as questionnaires, surveys, interview schedules or other data collection materials may be added to the total, but these should be kept to an absolutely relevant minimum.

- Dissertations should be typed or word-processed on A4 size paper.
- All material in the main part of the dissertation, excluding the bibliographic references, should have 1.5-line spacing and printed on one side of the paper with one-inch margins.
- Notes and references should be in the prescribed format given in this Handbook.
- Your pages should be numbered sequentially at bottom-centre.
- You should avoid unusual or 'amusing' fonts (Times New Roman is now more or less standard).
- The final submission should be spiral bound between light plastic sheets (cover pages).

The sequence of the material in the final dissertation should be in the following order:

- 1) **Cover Page** of the dissertation should state the title of the dissertation, the name of the student, the name of the Academic Supervisor, the Programme for which it is prepared, the name of the University and the year of submission. Cover page format is given in the Annexure A.
- 2) **Title Page** should give the same information as on the cover, together with the statement: "This dissertation is submitted in partial fulfilment of the requirements of the Post Graduate Diploma in Disaster Management of the Indira Gandhi National Open University", followed by the date (year) of submission.
- 3) **Certificate** issued by the Academic Supervisor that the dissertation submitted by the candidate is his/her own work and that the same be placed before the examiner. See the format given in Annexure C.
- 4) **Table of Contents** should list the contents of the dissertation by chapters with sections where appropriate, and page number for each, together with the page number for the bibliographic references and figures, tables and maps, if any.
- 5) **Acknowledgements** you may wish to acknowledge any help that you have received in the preparation of the dissertation.
- 6) **Main Text** comprises of the chapters (three or more), bibliographic references and appendices, if any. Each main heading (chapters, bibliographic references and appendices) should start on a new page; sections within main headings may continue on the same page. Numbering of the main text of the dissertation should be sequential. Bibliographic references should list all works cited in the chapters and other valuable sources used in the preparation of the dissertation. Further guidance on citing and referencing is given later in this Handbook.
- 7) **Dissertation Proposal** approved by the Faculty must be appended to the dissertation at the end.

B.2) Submission

A spiral bound copy of the dissertation should be submitted at least a month before the term-end examination. Extensions will only be granted in exceptional circumstances on application in advance to the Programme Coordinator.

The dissertation should be submitted to:

Director
SR and E Division
Block 12
Indira Gandhi National Open University
Maidan Garhi, New Delhi-110068

- Do keep a copy of the dissertation with yourself, as the University will not send it back to you.
- Presentation of the dissertation is taken into account in awarding marks. Make sure that the final text has been carefully examined for typing errors before it is bound and submitted.

- Before binding the dissertation, make sure that the pages are arranged in correct sequence and format described above.
- Make sure that the dissertation proposal approved by the Faculty is appended to the dissertation.

B.3) Assessment

The purpose of the dissertation is to enable you to demonstrate your capacity to carry out a substantial piece of independent academic work on a selected topic. You will be assessed on your capacity to define a topic, to articulate a coherent scheme for examining this topic, to gather the necessary information, and to present and analyse this information in a way, which satisfactorily addresses the question, which has been set. Penalties may be applied in the assessment of dissertations, which are significantly longer or shorter than the required length.

C. ACADEMIC SUPERVISION

While you are expected to do the dissertation on your own, the University will organise counselling sessions at the Study Centres to help you in completing the dissertation project. The Academic Counsellor at the Study Centre is a recognised Academic Supervisor. The role of the Academic Supervisor is to provide advice and support on all aspects of developing the dissertation project. In addition, he/she will approve and recommend the dissertation proposal to the Faculty as well as certify and recommend the dissertation for evaluation. The main help and support, which Academic Supervisor may provide, include:

- Advising about developing the research question
- Advising about review of literature
- Advising about study design and methods
- Suggesting additional sources of specialist advice and support
- Giving practical advice to help with the implementation of your dissertation project
- Give you letters of authorisation, which would enable you to make enquiry and investigations in different sources (offices, libraries etc.).
- Supporting you to prepare a suitable timetable and meet key deadlines
- Reviewing your progress
- Commenting on draft of your chapters

D. GUIDELINES AND TIPS FOR DISSERTATION

This section is aimed at helping you in completing different tasks involved in the dissertation process. If you need further help or are in difficulty at any point with the dissertation, especially if you seem to be getting nowhere, get in touch with the Academic Supervisor or teacher who has consented to supervise your dissertation project.

D.1) Choosing A Research Topic

- In choosing the topic, reflect on what has really interested you in your Diploma Programme so far. Are you interested in pursuing an in-depth project in risk and vulnerability analysis or medical and health response to different disasters? Or in the field of psychological rehabilitation or role of nodal agencies? Pick up a topic in an area, which really excites you, on a subject that you would like to spend more time exploring.

- A topic is not automatically a problem for investigation. Explore the topic or theme by conducting a specific survey of literature. Survey the literature first from a general source such as an encyclopaedia or textbook, which will give you an overview or summary. This overview will not only clarify your main concepts or keywords but also help in focusing your research question. Follow this up by reading books related to the topic you have chosen. Journals are other important source of information. They provide sharply focused information on recent events, discoveries and research. The World Wide Web is yet another valuable source of information. Use Internet search engines and subject directories to find material on the Web.
- This type of broad and deep reading will help you in deciding and defining what questions you want to ask in your own study. By the time you write your dissertation proposal, you should be able to show the reader:
 - i) what problems or questions of significance are suggested by the material you have studied;
 - ii) why the reader should be interested in these problems -that is, what light your work sheds on questions of more general interest; and
 - iii) what questions have arisen in the course of your study that need further investigation.
- Before you finalise the topic, decide what is practically possible in terms of the primary and secondary data, which would provide the basis for the topic. Think about the resources (access to libraries, Internet and other sources of data) and the time available for data collection and analysis. Is the required data easily accessible? If you are planning an empirical study based on secondary data, is the published data accessible? If you plan to collect the data from the field, can you spare enough time and resources for that?
- Choose a topic, which has some relevance to the contemporary problems or areas.

D.2) Project Themes

The Faculty has identified the following themes or topic as **priority areas for research**. We would like you to work on any of these themes, but you are free to work on any other theme as long as it falls within the framework of the PGDDM Courses you are studying.

MPA-001 Understanding Natural Disasters

- Role of Disaster Management in Development: A Case Study
- Disaster Management: Role of Government
- Disaster Mitigation: A Study of Non-Structural Aspects of Flood Management in India
- Drought Prone Area Management in India: A Case Study
- Disaster Management: Role of Community
- Risk Reduction: Role of Geological Survey of India
- Cyclones: Forecasting and Warning System in India
- Coping with Heat and Cold Waves: A Study of Prevention and Preparedness Measures
- Understanding Earthquakes: A Study of Risk Mitigation Techniques
- Role of Non-Governmental Organisations in Disaster Management

MPA-002 Understanding Man-Made Disasters

- Man-made Disaster Management: Role of Nodal Agencies
- Management of Forest Fires: A Study of Preparedness and Response System in India
- Oil Fires in India: A Study of Causes and Impacts
- Risk Reduction Measures: Indian Railways
- Management of Road Accidents: A Case Study
- Management of Sea Accidents in India: Role of Various Agencies
- Effects of Man-Made Disasters: A Case Study of Air Pollution
- Risk Mitigation Techniques: A Study of Treatment of Industrial Effluents
- Disaster Management: A Case Study of Deforestation in India
- Management of Chemical Disasters: A Case Study of India

MPA-003 Risk and Vulnerability Analysis

- Risk Reduction through Livelihood Concerns: An Empirical Investigation
- Disaster Planning for Risk Reduction: An Analytical Study
- Resource Mobilisation for Risk Reduction: A Study
- Livestock Vulnerability: A Study
- Stakeholders Participation in Disaster Risk Reduction
- A Study of Societal Risk Management
- Disaster Risk Assessment: A Case Study/Comparative Study
- Community Based Risk Management
- Risk Assessment and Vulnerability Analysis: Case Study/Comparative Study
- Reducing Disaster Risk in A City/Village
- Physical Vulnerability Assessment: Identifying Building at Risk in an Area
- Calculating Benefits of Risk Reduction Programmes
- Disaster Risk: Observations, Perceptions, Presentation and Identification
- Elements at Risk in an Area: An Analysis
- Social Vulnerability: An Analysis
- Economic Vulnerability: A Case Study

MPA- 004 Disaster Preparedness

- Disaster Prevention
- Disaster Planning: A Case Study
- Cyclone Preparedness
- Drought Preparedness
- Earthquake Preparedness
- Landslide Preparedness
- Preparing for Effective Disaster Response
- Traditional Wisdom in Disaster Preparedness: An Analysis

- Role of Information, Education and Communication in Disaster Preparedness
- Use and Applications of Emerging Technologies in Disaster Preparedness
- Village / Area Preparedness Action Plan
- Community based Disaster Preparedness Plan
- Community based Disaster Management: A Case Study
- Community Awareness on Disaster Preparedness
- People's Participation in Disaster Preparedness
- Role of Elected Bodies in Disaster Preparedness
- Preparing for Effective Disaster Response
- Role of NGOs in Disaster Preparedness
- Role of Media in Disaster Preparedness
- Role of International Agencies in Disaster Preparedness
- Role of the Educational Institutions in Disaster Preparedness
- Community Participation in Disaster Preparedness: A Case Study
- Structural Mitigation: Effectiveness and Strategies
- Non-Structural Mitigation Measures
- Public-Private-People Partnership in Disaster Preparedness

MPA-005 Disaster Response

- Disaster Response Plan
- Role of Communication in Disaster Response
- Participation of Community in Disaster Response
- Role and Coordination of Stakeholders in Disaster Response
 - a) Central, State District and Local Administration
 - b) Armed Forces, Police, Para-Military Forces
 - c) International Agencies
- Managing Human Behaviour and Response
- Minimum Standards of Relief – Case Studies
- Managing Relief
- Funding Relief
- Restoration of Normalcy
- Life Time Services

MPA-006 Disaster Medicine

- Prevention Strategies/Programmes/Measures: An Analysis
 - a) Effectiveness in Addressing Risk Factors in your Area/Locality/ City/ District
 - b) Critical Review of an Individual Strategy/ Programme
- A Critical Study of Community Health Management. (It can be a General/ Case Study)
 - a) Environmental Measures
 - b) Food Safety and Potable Drinking Water
 - c) Immunisation and Vaccination
 - d) Epidemic Control
 - e) Education and Awareness

- Effectiveness of Multi-institutional Response in Medical and Health Management of Disasters
 - a) A Case Study
 - b) A Critical Study in General
- Multi-disease Surveillance System/ Epidemiological Methods and Surveillance System: Assessment/Evaluation/ Appraisal (about any particular disaster/disasters in general)
- Hospital Emergency Services (government or private) in Disasters: An Evaluation of the Organisation and Management
- Rural Health Services in Disasters: An Evaluation of the Organisation and Management at the CHC, PHC, and Sub-Centre Levels
- Role of Non-government Organisations in Public Health Management of Disasters: An Evaluation
 - a) Case Study
 - b) Evaluation in General with examples
- Information/ Education/ Communication/ Training in Medical and Health Response to Disasters: A Critical Review of the Programmes/Courses run by Educational/ Training Institutions (government, autonomous, private, medical colleges, NGOs, military, state training institutes etc.) for medicos/paramedics/ community/general public/administrators/military personnel
- E-governance in Disaster Management: A Study of an ICT Project/ Experiment

MPA-007 Rehabilitation, Reconstruction and Recovery

- Effectiveness of Earthquake-Resistant House Construction
- Effectiveness of Cyclone-Resistant House Construction
- Traditional Disaster – Resistant Construction
- Damage Assessment through Sample Surveys
- Role of Information Management in Disaster Recovery
- Social Rehabilitation
- Economic Rehabilitation
- Community Participation in Sustaining Rehabilitation
- Role of NGOs in Disaster Recovery
- Costing of Disaster Resistant Construction
- Resource Mobilisation in Disaster Recovery
- Role of Communication System in Disaster Recovery
- Role of Electronic Media in Disaster Recovery

D.3) Preparing Dissertation Proposal

The proposal is the first step on the journey toward the completion of your dissertation project. The proposal is your signal to the Faculty that you have a clear idea of what you want to investigate and have the necessary skills to undertake the research on the topic. The proposal should have the following six elements:

a) A Working Title

The *topic* for a dissertation is not the same as the *title* of the dissertation. The topic refers to the contents of the dissertation and to the questions raised in the text, whereas the purpose of the title is to describe the structure and the organisation of the dissertation as precisely and concisely as possible.

The title of the dissertation proposal should be brief and apt; it should include key terms that readily identify the scope and nature of the study. Avoid using ambiguous or confusing words. If necessary, break your title into two: title and subtitle. Work on your title early in the process and revisit it often.

b) The Statement of the Problem

The statement of the problem is primarily an expansion of the title with focus on a stated goal. In this section, state clearly and in specific terms what the dissertation is about. This will generally be more effective if you explain how the dissertation aims to answer some specific question or set of questions. This will help you to decide how to organise your dissertation and decide what is necessary for understanding the logic of your argument (and therefore relevant for inclusion) and what is not.

c) Review of Relevant Literature

Review of related literature available in books, research journals, project reports, dissertations, etc. helps you in getting acquainted with the current knowledge in the area in which the study is to be conducted. It acquaints you with the research methodology, the tools and techniques, which have proved to be useful and promising in the previous research projects. You will also get to know the recommendations made by previous researchers for further research.

This section should show that you understand what work has been done in the area in the past, and where your proposed research fits in with this work. The explanation of the background should be focused on the goals of your research project, and it should not be an exhaustive description of everything that has been done in the area. Explain clearly how existing findings relate to the specific questions that you are asking.

Try to review both primary and secondary sources available in the library. In disaster management, primary sources include the official reports, documents, and policies/legislation of the government. Secondary sources include analyses or interpretations in editorials, monographs, essays and other works of explanation and interpretation.

Consulting primary sources is a time consuming but a rewarding process. Primary sources provide a good source of information on the research methods used as well as actual data. Secondary sources often compile and summarise the findings of the work done by others and provide interpretations of these findings. The disadvantage of such sources is that one is dependent upon someone else's judgments about the important and significant aspects of the study. Check the interpretations given in the secondary accounts not only against each other but also against your own reading of the primary sources.

d) Outline of the Plan of Research and Methods

This section should convince the Faculty that your research would successfully answer the questions it aims to answer in the stipulated time frame. The form of this outline will vary, depending on the kind of work proposed. The overwhelming majority of dissertations fall into two types: case studies (for which a particular type of methodological analysis is applied to a country(s), policy(s) or situation (s); and conceptual studies (for which a particular type of theoretical analysis is brought to bear on a particular issue or problem). These two types roughly correspond with fieldwork based and deskwork based studies.

For proposals involving fieldwork, you will need to describe the kinds of data that you need to gather, how you plan to gather it, and how this data will be used to develop your argument. Explain the limits of your study - the time period, the place, the case studies as well as the limitations of your data. For proposals involving deskwork, you need to describe what kinds of data (primary and secondary) you will be looking at and the structure of the argument(s) you hope to present. This section should also include a general outline of the dates and time to be spent on various aspects of the dissertation work.

The methods you choose to use should be appropriate and relevant to the aims of your project. It is therefore useful to ask yourself:

- What kind of information do I need?
- What is the most effective way of collecting it?
- How can I use this information to achieve my aims?
- Can I collect all the information I need in the time available?

e) **An Outline of Chapter Headings**

Your dissertation will have at least three chapters; the first and the last chapter being Introduction and Conclusion. The middle chapter (s) presents your main arguments and findings. Give tentative titles for each of these chapters along with a brief two-sentence description of each.

f) **A Preliminary Bibliography**

List the works relevant to the proposed research work including the literature you have already surveyed for preparing the proposal. For citing and referencing, use the prescribed author-date format given in Section 4 of this Handbook.

D.4) Executing the Research Project

Once the Faculty has approved your dissertation proposal, with or without modifications, the next step is to execute the research project. The execution of research project involves various steps, which include collection of data, analysis and interpretation of data and formulation of conclusions and generalisations. Here we will briefly introduce you to methods and methodology, which will determine how you will go about collecting data and analysing it.

The range of research methods available for designing, carrying out and analysing the results of research is wide and there are different ways of thinking about and categorising them. Before we proceed to examine these, it will be useful to distinguish the two widely used terms 'method' and 'methodology'. The term method refers to the techniques or tools of data collection, such as questionnaires and interviews. Methodology on the other hand has a more general and philosophical meaning and is used to refer to research approaches.

Blaxter, Hughes and Tight (1999) suggest a simple and straightforward way of categorising research methods by grouping them at three successive levels: general strategies for doing research, approaches to designing research projects, and techniques for collecting data. See the box below.

RESEARCH FAMILIES, APPROACHES AND TECHNIQUES

General Research Strategy

Quantitative or qualitative

Research Approaches

Action Research

Case Studies

Experiments

Surveys

Research Techniques

Documents

Interviews

Observations

Questionnaires

General Research Strategy

Research can be broadly categorised as qualitative and quantitative research based on the type of information sought. Basically, research studies based on data that can be analysed in terms of numbers are classified as quantitative research. This type of research tends to emphasise relatively large scale and representative sets of data. It is used in a wide variety of natural and social sciences.

This type of research is often contrasted with qualitative research, which has become popular in many disciplines of social sciences in the recent past. Qualitative research is the non-numerical examination and interpretation of observations for the purpose of discovering underlying meanings and patterns of relationships. Here, the researcher strives to understand the phenomenon under study. For instance,

why do people live in coastal areas; why we do not have a national/ state disaster management policy? why there are administrative lapses in disaster response? Though a variety of research techniques are used to answers such questions, the data collected and used does not accommodate readily to quantification, specification, objectification, or classification. Qualitative research tends to focus on exploring in as much detail as possible, smaller number of instances or examples which are seen as being interesting or illuminating. It aims to achieve depth rather than breadth. We have highlighted the distinctions between quantitative and qualitative research and tried to clarify the main features of the two approaches below.

- 1) Qualitative research relies upon deduction. It reaches conclusions by reasoning or inferences from general principles to particulars. Quantitative research relies upon induction, arriving at generalisations by collecting, examining and analysing specific instances.
- 2) Qualitative research requires the investigator to engage with the persons and events and the ambience studied as an integral part of the study process. Most often quantitative research calls for the investigator to remain detached.
- 3) Qualitative research offers particular value in the process of generating new concepts or theories. Quantitative research focuses more on testing of existing theories of generalisations.
- 4) Qualitative research seeks to provide full and accurate descriptions of phenomena in all their complexity. The aim of quantitative research is to reveal or establish cause and effect relationships in or among experiences or occurrences.
- 5) Qualitative research attempts to discover and show the assumptions that underlie events or actions. Quantitative research focuses more on testing the operation of assumptions.
- 6) Qualitative research uses natural settings as primary data. Qualitative studies deal mainly with statements and questions couched in words and with detailed descriptions of settings and events. Quantitative research constructs or controls settings and deals chiefly with amounts and numbers as primary data.
- 7) Qualitative research begins with broad questions or problems and attempts to narrow them. Quantitative research starts with narrow or specific phenomena and attempts to relate them to others as building blocks to illuminate larger matters.
- 8) Qualitative research tends to deal with small samples and uniqueness. Quantitative research encourages studying large samples and prizes representativeness.
- 9) Qualitative research considers the context of words and events an integral part of the primary data. Quantitative research tends to delete context or tightly control it, to minimise the influence of affective nuances.
- 10) Qualitative research depends upon thoroughness and depth of reporting to demonstrate significance. Quantitative research utilises statistical analysis, particularly employing probabilities to demonstrate significance.

(Source-Mauch & Birch, 1998)

While qualitative and quantitative analyses are two separate strategies based on alternative views of the world, the exclusive nature of each cannot be overemphasised. For instance, use of questionnaire as a research technique might appear to be a part of quantitative strategy, while interviews and observations might appear to be part of qualitative techniques. But interviews may be structured and analysed in a quantitative manner and numeric data can be collected from such interviews and some times non-numeric answers can be categorised and coded in numeric form. Similarly, surveys using questionnaires may allow for open-ended responses and lead to the in-depth study of individual cases. It is for this reason that many researches are happy to combine both strategies in a single research project.

Research Approaches

In your preliminary survey of literature, you would have noticed that several research projects use more than one approach; a case study is carried out through action research and action research may use survey methods. Thus, the classification of research approaches into action research, case study, experimentation and survey methods is not meant to be definitive or exclusive. It is simply intended to bring forth the most common approaches used by small-scale researchers like you.

a) Action Research

Action research is a research oriented towards enhancement of direct practice. It offers a research design, which links the research process closely to its context. In traditional forms of empirical research, researchers do research on other people. In action research, researchers do research on themselves as an individual or on the group or organisation of which they are members. Typically, a group of people identify a problem, do something to resolve it, see how successful their efforts are, and if not satisfied, try again.

It is a popular approach among small-scale researchers in social sciences, particularly those working in professional areas such as education, social care, tourism and disaster management. What distinguishes action research from daily problem solving is its emphasis on scientific study. The researcher, who is usually a member of the community or organisation, studies the problem systematically and ensures the intervention is informed by theoretical considerations. Much of the researcher's time is spent on refining the methodological tools to suit the exigencies of the situation, and on collecting, analysing, and presenting data on an ongoing, cyclical basis. Action research thus fits well with the idea of the research process as a spiral activity, going through repeated cycles and changing each time.

Action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social sciences simultaneously. In other words, action research has a dual commitment-to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Action research has many variations and therefore is known by many names, including participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research.

b) Case Study

Another research method suited to the needs and resources of small-scale researchers is the case study method. It allows the researcher to focus on a single entity or phenomena such as a particular disaster, institution, country/city/village.

The thrust of case study is on in-depth research rather than on extensive research. The researcher may, therefore, have to rely on a range of data collection techniques, including direct observation, in-depth interviews and survey of relevant documents.

Case studies provide a systematic way of looking at events, collecting data, analysing information, and reporting the results. As a result, the researcher may gain a sharpened understanding of why the instance happened as it did, and what might become important to look at more extensively in future research. Case studies, moreover, lend themselves especially to generating (rather than testing) hypothesis.

c) Experimentation

Though experimentation as a research method is associated with physical sciences, it has been adopted by a number of social science disciplines such as psychology, economics, social work and education.

A classic experiment in social sciences has four elements: a) researcher control over the independent variable, b) a pre-test and post test of the subjects on the dependent variable, c) use of at least two groups of subjects, an experimental group and a control group; and d) random assignment of subjects to the experimental and control groups.

The use of experimentation as a research approach has to be exercised with caution as one is dealing with human behaviour and perspectives. The research process can have unintended positive or negative effects on the experimental group. As you get acquainted with this method, you will see that there are ethical issues involved as well.

d) **Survey**

Survey method involves the collection of information by asking a set of pre-formulated questions in a predetermined sequence in a structured questionnaire to a sample of individuals drawn so as to be representative of a defined population. Survey method, in other words, involves the collection and analysis of information gathered from representative sample of the population.

Survey method is adopted for a variety of purposes. News media uses it to gather (and even for making) news, business corporations use it to develop marketing strategies, political parties and candidates use it to develop campaign strategies, and government agencies use it to obtain information about the effectiveness of its own policies and programmes. Social scientists use it to test hypothesis and develop generalisations.

Not only do surveys have a wide variety of purposes, they also can be conducted in many ways – including over the telephone, by mail, or in person. Nonetheless, all surveys do have certain characteristics in common. First, unlike a census, where all members of the population are studied, surveys gather information from only a portion of a population of interest -the size of the sample depending on the purpose of the study. Secondly, the sample is not selected haphazardly or only from persons who volunteer to participate. It is scientifically chosen so that each person in the population will have a measurable chance of selection. This way, the results can be reliably projected from the sample to the larger population. Thirdly, since the objective of a survey is get a composite profile of the population, information is collected by means of standardised procedures so that every individual is asked the same questions in more or less the same way. Finally, individual respondents in a survey are never identified in reporting survey findings. All of the survey's results are presented in completely anonymous summaries, such as statistical tables and charts.

Before we proceed further, you should be aware that there are numerous sources of survey data that has been gathered by others and are available at little or no cost. Many libraries have a collection of such survey data. Talk to the library staff to find out what is available at your place.

Research Techniques

All research involves the collection and analysis of data, whether through reading, observation, measurement, asking questions or a combination of these or other strategies. Here we have identified the four basic social science research techniques: the study of documents, interviews, observations and questionnaires.

a) **Documents:** All research projects involve, to a greater or lesser extent, the use and analysis of documents, often in conjunction with other research techniques. Some research projects, entirely or almost entirely, depend on documents of various kinds. Blaxter, Hughes and Tight point out that such research projects might:

- be library based, aimed at producing a critical synopsis of an existing area of research writing;
- be computer based, consisting largely of the analysis of previously collected data sets;
- have a policy focus, examining materials relevant to a particular set of policy decisions;
- have a historical orientation, making use of available archival and other documentary evidence.

Most studies in disaster management are based on documents. They make considerable use of secondary data, that is, data which has already been collected, and possibly analysed by somebody else. Some of the sources of secondary data include:

- Statistics and reports of various UN agencies and other international organisations/institutions,
- Census reports,
- Government documents, including parliamentary reports
- Annual reports of organisations and institutions
- Books and journals

- Newspapers, television and radio programmes.

Researchers in disaster management have many good reasons for depending on secondary data. For many small-scale researchers, the time and resources available for collecting primary data are limited. In some cases, there may be difficulties in gathering primary data. Moreover, secondary data may shed light on or complement the primary data one has collected. After all, one cannot conduct a research in isolation from what has already been done.

- b) **Interview:** The interview method involves questioning or discussing issues with people. It is a process of communication or interaction in which the subject or interviewer provides the needed information verbally either face-to-face or over telephone. It can be very useful technique for collecting data, which would be unlikely to be accessible using techniques such as observation or questionnaires.

Interviews are classified as structured or unstructured. A structured interview is one in which the procedure to be followed is standardised and is determined in advance of the interview. The same type of questions is in the same order to each subject. The interviewer has no freedom to rephrase questions, add extra ones, or change the order in which the questions have been presented. Unstructured interview, on the other hand, provides greater flexibility. Although the series of questions to be asked and the procedure to be followed are decided before hand, the interviewer is largely free to arrange the form and timing of the questions.

The planning, execution and analysis of an interview is a time consuming process. Yet the technique has been found useful in many descriptive and case study researches.

- c) **Observation:** Observation is a technique in which one or more persons observe what is occurring in some real-life situation. It classifies and records pertinent happenings according to some planned scheme. It is used to evaluate the overt behaviour of individuals in controlled and uncontrolled situations. Observational technique has occupied an important place in descriptive studies. This technique needs proper planning, expert execution, and adequate recording and interpretation.

Observation may be either participant or non-participant. In the former case, the observer becomes more or less one with the groups under observation. The researcher may play any one of the roles in observation, with varying degrees of participation, such as of a visiting stranger, an attentive listener, an eager learner, or a more complete role as participant observer. In the non-participant observation, the researcher takes a position where his/her presence is not disturbing to the group. She/he may follow in detail the behaviour of one individual or may describe one or two behaviour characteristics of a dozen or more individuals.

Observation method is potentially time-consuming. Time is not only absorbed in planning and observing but also later in interpreting and analysing what has been recorded.

- d) **Questionnaire:** Questionnaires are one of the most widely used social research techniques. While it might seem easy to prepare a set of written questions to seek experiences and opinions of the people, the exercise is not as simple as it might seem. The questionnaire has to be well designed after a review of the objectives of the study so that it performs the intended functions. You have to ensure that as far as possible, the questions seek information/responses covering all aspects of study. The questionnaire should not be too demanding and time consuming on the people for whom it is intended.

Questions in a questionnaire fall into two types: open and closed. Closed questions offer limited number of options to the respondents. The Likert scale named after Rensis Likert who developed this form in the early 1930s is the most useful of such question forms. The respondent is presented with a sentence and is asked to agree or disagree on a three, five or seven point scale.

Open questions allow the respondents to answer, as she/he desires. For example, to know what are the lacunae in disaster management in the country, an open question is more appropriate. Open-ended questions can also be structured by asking the respondents to give three main problem areas. Questions have to be structured to get optimum response.

Some General Tips in Collecting Data

Data collection is the most important stage of your dissertation work. While the exact nature of data to be collected depends on your topic, there are certain rules to be kept in mind.

It is always better to over collect the data than under collect it. Eventually, you may be using less than half of the data you collected. But every piece of information collected at this stage contributes to your knowledge of the field. Do not leave opportunities for data collection, or put it off for another day. You may not get the same opportunity again. Your sources, whether in the form of books, documents, or people may not be always available to you.

If you intend to use any of the four research techniques listed above, it will be useful to seek the help of your Academic Supervisor, or speak to others who have worked on similar studies, and read some literature related to it. Your questionnaire or structure of the interview you intended to take should evolve out of all these. Remember to:

- Classify and catalogue your data. Maintaining separate files of different kinds of information will help you later at the time of writing your dissertation.
- Note the date, time and place of the interview taken.

D.4.1) Analyse, Synthesise and Interpret Data

We make use of various types of techniques in the analysis of quantitative and qualitative data. Statistical techniques have contributed greatly in gathering, organising, analysing and interpreting quantitative or numerical data. In the analysis of quantitative data with the help of statistical techniques, the researcher is required to understand the concepts involved in use and applications of these methods. Their strength and limitations need to be understood so that there is no ambiguity in their use. Quantitative data analysis techniques include the use and application of various descriptive statistical measures: i) measures of central tendency or averages; ii) measures of dispersion or variability; iii) measures of relative position; and iv) measures of relationship. Inferential or sampling statistics, with the help of various parametric and non-parametric tests, enable the researcher to make generalisations or inferences about populations from the observations or measures of the characteristics of samples. Z-test, T-test, analysis of variance and co-variance, regression analysis, chi-square test, median test and Mann Whitney U test are examples of some parametric and non-parametric tests, which are widely used in the analysis of quantitative data.

Qualitative data in the form of responses and narratives are analysed to study or discover inherent facts. These data are studied from as many angles as possible to explore new facts or to reinterpret already existing facts. Content analysis, inductive analysis and logical analysis are mostly used in the analysis of qualitative material.

Once the data have been analysed, you can proceed to the stage of interpreting the results. The process of interpreting is essentially one of stating what the results show. It is not a routine and mechanical process, but calls for a careful, logical and critical examination of the results obtained after analysis, keeping in view the limitations of the sample chosen, and the tools selected and used in the study. There is always an element of subjectivity, which should be reduced to the minimum by the researcher while interpreting the results.

In the light of interpretations of the results, you have to use all care and caution in formulating your conclusions and generalisations. This final step in the research work demands critical and logical thinking in summarising the findings of the study and comparing them with the objectives and hypothesis formulated (if any) in the beginning. The generalisations drawn on the basis of research findings should be in agreement with facts.

order of author's surname or first two title words, if there is no author. List the elements on the basis of author, publication date, author's work/ title, its publisher and place. For online publications, add elements stating where and when you retrieved the document.

- **Punctuation** Commas are generally used to separate items within a reference. Colon is used between location and publisher of books. Brackets are used around (year of publication), (Eds.), and (page numbers for a chapter in a book). If there are two or more authors, separate them with commas. Precede the last author named with '&' (not the word 'and').
- **Capitalisation** Capitalise only the first letter (and any proper nouns) of titles and subtitles of articles, books, chapters, and unpublished periodicals. Capitalise the first letter of all significant words in titles of published periodicals.
- **Italics** Italicise titles of books and periodicals (journals, newspapers, magazines, etc.). Italicise the volume number only of periodicals.
- **Authors** All authors' surnames are inverted (surname first) and first names are abbreviated to the authors' initials. For one to three authors, list all. For four or more, list the first three followed by a comma and et al.
- **Editors** For an edited book without a named author, treat the editors as authors (inverted order), and include (Ed.) or (Eds.) in brackets after the last editor's name.
- **Publication date** The year of publication is enclosed in brackets and precedes the title, generally after the authors' names.
- For works with **no author or editor**, put the title first and follow it by the year of publication. For magazines, newsletters, and newspapers, provide the year, month and day, or quarter of the issue (YYYY, Month and Day) or (YYYY, Season). If there is no date available, enter (n.d.).
- **Volume, issue, and page numbers** For periodicals with continuous pagination throughout a volume, provide only the volume number (italicised), comma, and then the inclusive page numbers. If and only if each issue begins with page 1, give the issue number in brackets immediately after the volume: 38(2), 12-17. Precede page numbers with 'p.' or 'pp.' only for chapters in books, newspaper articles, and when required for clarity.
- **Publishers and place of publication** For publishers, give the city and state or country if the city is not well known. Omit superfluous terms like "Publishers," "Co.," or "Inc." but include "Press" or "Books." Use 2-letter abbreviations for 'States' if needed. Do not abbreviate "University." If two or more publisher locations are listed, give the first office location if known.
- **Reviews** The review author is listed first. Review title follows publication date in format appropriate to the type of periodical. In brackets provide a statement identifying the article as a review, the medium being reviewed and its title [Review of the book/motion picture/television program/etc. Title of reviewed item]. Finish by providing the rest of the periodical citation. If a review is untitled and/or lacks an author, use the material in brackets as the title; retain the brackets.
- **Electronic publications** For online publications follow the rules for print insofar as possible.
 - i) Page numbers may be irrelevant.
 - ii) After the body of the reference, provide a "Retrieved" statement telling the date retrieved and source. The source may be the URL or the name of an indexing service or journal database where the article was located. Do not provide the URL for well-known providers of journal articles or books.
 - iii) Omit the final period if a citation ends with a URL.
 - iv) If an online journal is an exact reproduction of the print publication (e.g., JSTOR, NetLibrary, and most PDF documents), and you did not consult the print version, cite as if print (with page numbers) and include [Electronic version] as the last element of the article title.

Journal Article One or two Authors	Steinglass, P., & E., Gerrity. (1990). Natural Disaster and Post-traumatic Stress Disorder: Short-term versus Long-term Recovery in Two Disaster-affected Communities. <i>Journal of Applied Soc. Psy.</i> , 20, 1746-765.	(Steinglass & Gerrity, 1990, p. 1746) Or (Steinglass & Gerrity, 1990)
Journal Article Three or more Authors	Lillibridge, S., R., Noji, E., K., & Burkle, F., M. (1993). Disaster Assessment: The Emergency Health Evaluation of a Population Affected by a Disaster. <i>Ann Emergency Med</i> , 22, 1715-720.	First citation (Lillibridge, Noji & Burkle, 1993, p.1718) Subsequent citations (Lillibridge, et al., 1993, p.1718) Or (Lillibridge, et al., 1993)
Journal Article Electronic	Mathew, D. (2005). Information Technology and Public Health Management of Disasters. <i>Prehospital and Disaster Medicine</i> . Retrieved October 20, 2005, from http://pdm.medicine.wisc.edu .	(Mathew, 2003)
Newspaper Article No Author	All set for Privately-funded Manned Space Flights. (2003, September 28) <i>The Hindu</i> . p.8	("All set", 2003, p.8) Or ("All set", 2003)
Magazine Article	(2005, August 15). Remains of the Bay. <i>Outlook</i>	(Outlook, 2005, p.21) Or (Outlook, 2005). If there is an author, the name should precede the bracket, e.g. Mathew, D. (2005-----
Television Series	Producer, P., P. (Producer). (Date of broadcast or copyright). <i>Title of broadcast</i> [Television broadcast or Television series]. City of origin: Studio or distributor. e.g., NDTV (2005) Big Fight. New Delhi: NDTV	(NDTV, 1980)
A Single Episode of a Television Series	Writer, W., W., (Writer) & Director, D., D. (Director). (Date of publication). Title of episode [Television series episode]. In P. L., Producer (Producer). <i>Series Title</i> . City of origin: Studio or distributor.	
Electronic Document No author, No Date and Year, No Page Number	Style list for references. (n.d.). Retrieved January 1, 2001, from http://www.apa.org	Because there is no date and no author, your text citation would include the first couple of words from the title in quotations and n.d. for no date and the paragraph number, (if provided; Alternatively, you could quote paragraphs down from the beginning of the document), (e.g., "Style List," n.d., para 5).
Website	United Nations Development Program (UNDP). (2003). <i>Human Development Report</i> . Retrieved October 20, 2004, from http://www.undp.org/hdr2003/	(UNDP, 2003, p.46) Or (UNDP, 2003)
Interview	An interview is not considered recoverable data, so no reference to this is provided in the References. You may, however, cite the interview within the text as a personal communication.	(Maneka Gandhi, personal communication, August 12, 2004)
Citing a Source found in another Source	—	To cite secondary sources, refer to both sources in the text, but include in the Reference List only the source that you actually used
Citing works with same last names	Sen, Mohit. (1972). Showdown in Andhra. <i>Economic and Political Weekly</i> , 52, 32-6 Sen, Amartya. (1981). <i>Poverty and Famines: An Essay on Entitlement and Deprivation</i> . Oxford: Oxford University Press.	A early study on party politics in Andhra Pradesh (M. Sen, 1972) Or M. Sen argued that... Or A. Sen contends that Or A path-breaking study on famines (A. Sen, 1981)

REFERENCES

Bibliography

Book
Single Author

Noji, Eric. (1997). *The Public Health Consequences of Disasters*. New York : OUP

Note: All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

Book
Three or more Authors

Ursano, R., J., McCaughey, B., & Fullerton, C., S. (1994). *Individual and Community Responses to Trauma and Disaster: The Structure of Human Chaos*. U.K.: Cambridge University Press.

Book
Edited

Vayunandan, E., & D., Mathew. (Eds.). (2003). *Good Governance: Initiatives in India*. New Delhi: Prentice Hall of India.

Chapter in Edited Book

Teutsch, S., M. (1994). Considerations in Planning a Surveillance System. In Teutsch, S., M., & R., E., Churchill. (Eds.). (1994). *Principles and Practice of Public Health Surveillance* (18-28). New York: Oxford University Press

Book
Group
Author/Publisher

ISRO (Indian Space Research Organisation). (n. d.). *20 Years of Rocketry in Thumba*. Bangalore: Vikram Sarabhai Space Centre, ISRO.

Government Publications

Country. Government Department. (Year). *Title: Sub-Title*. (Edition) (Government Catalogue Number, if any). Place of Publication: Publisher.
India. Atomic Energy Commission (A. E. C.). (1970). *Atomic Energy and Space Research: A Profile for the Decade 1970-1980*. Bombay: Author.
If the publisher is the same as the author, give the name of the publisher as 'Author'. This happens frequently with Government publications and Corporate publications.
Where the person is named as the authors format the reference as for personal authors.

Published Conference Proceedings

Jaju, Sanjay. (2003). Information Technology and Governance. In Vayunandan, E., & D., Mathew. (Eds.). *Good Governance in India*. New Delhi: Prentice Hall.

Multi-volume Work

O'Donnell, G., & P., Schmitter. (Eds.). (1986). *Transitions from Authoritarian Rule: Prospects for Democracy* (Vols. 1-4). Baltimore: Johns Hopkins University Press.

Encyclopaedia

Sills, D., L. (1968). Functionalism and Functional Integration. In *The International Encyclopaedia of the Social Sciences* (Vol.7, pp. 534-47). London: Collier Macmillan.

CITATIONS IN TEXT

Direct Quote/Paraphrase

If the author's name occurs naturally in the sentence as: Eric (1997) agrees with

...

If the name does not occur naturally as: Asphyxia due to smoke, pulmonary diseases, and respiratory tract problems occur in fire (Eric, 1997)

First citation

(Ursano, McCaughey, & Fullerton, 1994)

Subsequent citations

(Ursano, et al., 1994)

(Vayunandan & Mathew, 2003)

(Teutsch, 1994, p.18)

Or

(Teutsch, 1994)

(ISRO, n. d., p 3)

Or

(ISRO, n. d.)

(A. E. C., 1970, p.7)

Or

(A. E. C., 1970)

(Jaju, 2003, p.162)

Or

(Jaju, 2003)

(O'Donnell & Schmitter, 1986, Vol.2, pp. 159-60)

Or

(O'Donnell & Schmitter, 1986)

(Sills, 1968, p.534)

Or

(Sills, 1968)

D.6) Planning Your Year

Postgraduate students are expected to be able to organise time for work on the dissertation in a responsible way. Your success in managing the whole process will depend on how well you plan the work and monitor progress against your plan.

When you are planning your schedule, remember that your own time and application is only one of the determining factors. You need to take into account delays, which are beyond your control, and you should take into account your Academic Supervisor's time as well as your own when estimating overall time needed. Data collection always takes longer than you expect, as generally does analysis and drafting and redrafting the dissertation. So to be on the safe side, double your initial estimate of the time required for these tasks.

The following is a suggested timetable. This is advisory only and will vary from person to person, depending on the time, other course and work commitments, status of the research, etc. You should prepare your own timetable to suit your project and circumstances and you should discuss this with your Academic Supervisor.

First month	Identify dissertation topic/theme-Start reading.
Second and third months	Survey more literature. Interact with the Supervisor to finalise the Dissertation Proposal.
End of the fourth month	Polish the proposal. Take the Supervisor's signature on the cover of the Proposal and register-post a copy to the Programme Coordinator.
End of the fifth month	Finalise the Proposal in the light of the comments given by the Faculty. Keep the copy with comments and suggestions of the Faculty in safe custody.
Fifth to seventh month	Collect and analyse the data.
Eight and ninth month	Start writing the dissertation even as you collect and analyse data.
Ninth month	Complete the typing work. Check for typing errors and sequencing of pages. Make sure that the Proposal with Faculty comments is appended before spiral binding the Dissertation. Submit a copy of the Dissertation to the Director, SR&E Division by the end of the month so that you have time to prepare for the term-end examinations.

Remember that the dissertation cannot be completed in a quick burst of effort over a few days. The best strategy is to do a little at a time over the whole period of time available for its completion. If you are in difficulty at any point with the dissertation, especially if you seem to be getting nowhere, consult your Supervisor in the first instance, or failing that, the Programme Coordinator.

E. REFERENCES

- Blaxter, Loraine, C., Hughes, & M., Tight. (1999). *How to Research*. Buckingham: Open University Press.
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- IGNOU. (2003). *Manual for Project Work*. New Delhi: School of Education, IGNOU.
- Mauch, E., J., & J., W., Birch. (1998). *Guide to the Successful Thesis and Dissertation: A Handbook for Students and Faculty*. New York: Marcel Dekker.
- Stewart, D., W. (1984). *Secondary Research: Information Sources and Methods*. Beverly Hills, CA: Sage.

F. ANNEXURE

A. COVER PAGE OF DISSERTATION PROPOSAL

Candidate's Name: _____

Programme Code: **PGDDM**

Course Code: **MPAP-001**

Enrolment No: _____

Regional Centre _____

Study Centre _____

Study Centre Code: _____

Address: _____

Title of the Dissertation _____
(Enclose the Proposal)

CERTIFICATE OF APPROVAL

I hereby certify that the proposal for the Dissertation entitled _____ by (name of the candidate) _____ has been prepared after due consultation with me. The proposal has my approval and has to my knowledge the potential of developing into a comprehensive Dissertation Project. I also agree to supervise the above-mentioned Dissertation till its completion.

(Signature of the Academic Supervisor)

Name: _____

Designation _____

Address: _____

Study Centre : _____

Regional Centre: _____

Date : _____

B. COVER PAGE OF DISSERTATION

<p style="text-align: center;">DISSERTATION TITLE</p> <p style="text-align: center;">Name of the Candidate</p> <p style="text-align: center;">Supervised by (Name of the Academic Supervisor)</p> <p style="text-align: center;">Post Graduate Diploma in Disaster Management INDIRA GANDHI NATIONAL OPEN UNIVERSITY (Year of Submission)</p>

C. CERTIFICATE BY THE ACADEMIC SUPERVISOR

CERTIFICATE

Certified that the Dissertation entitled _____ is his/her own submitted by (Candidate's name) _____ work and has been done under my supervision. It is recommended that this Dissertation be placed before the examiner for evaluation.

(Signature of the Academic Supervisor)

Name: _____

Address: _____

Study Centre : _____

Regional Centre: _____

Date : _____

D.5) Referencing

Preparation of the references is an important part of the dissertation. References give the reader a quick index to the research on which the dissertation is based.

All previous studies/research on which the dissertation is based (data, ideas, and quotations) should be duly acknowledged by citing the source in the text and giving detailed information about it in references.

Citations not only serve in identifying all sources of information, interpretations, theories, or insights borrowed from others but also provide the reader with the necessary tools for a critical evaluation of your work. Citations permit the reader to check the accuracy of quotations and of your understanding of the material. Exact references allow the reader to put the concept or quotation back "in context", and to assess it independently.

There are currently two basic referencing styles in common usage. The more traditional or "humanities" style uses footnotes to reference every citation. The newer "author-date" style simply inserts the author, date and page number(s) in brackets in the main text. Footnotes are used in this system, but only to make substantive comments that would be inappropriate in the main text.

Since the author-date style has advantages of flexibility, clarity and ease of use, both for the author and reader, the Faculty recommends the use of this system of referencing. We advise you to use the following author-date format for documenting your references.

a) Citations

All references to other works in the main body of the dissertation should take the form of a citation in brackets in the text. At the appropriate point in your text, insert within brackets the surname of the author(s), a comma, and the year of publication. Your reader can use your Reference List to obtain the full reference.

- Do not include suffixes such as Jr. or qualifiers like Ed. Do not include months or days even in the Reference List.
- For quotations and references to a specific part of a work, follow the year of publication with a comma and provide the page number(s), or identify the section you refer to. Precede the page numbers with 'p.' or 'pp.' or 'para.' or 'sect.' as appropriate. For web pages without page numbers, be as specific as possible in order to help your reader find what you are referring to.
- For un-authored works, use the first few words of whatever is the first element of the reference in your Reference List, followed by the date and other specifics needed.
- If you have more than one work by authors with the same last name, provide initials (before the last name, not inverted order) for each author in the text and in parenthetical citations.
- For undated works, include n. d. for "no date."
- For works by two authors, provide the surnames of both every time the work is cited in the text. For three to five authors, provide the surnames of all authors the first time referred to in the text, and in subsequent references, provide only the surname of the first author followed by et al. If there are more than six authors provide only the surname of the first author and shorten the rest to et al.

b) Reference List

The reference list or the bibliographic references is the list of all documents cited in the text and other works relevant to the study. However, personal communications, such as e-mail messages to you, or private interviews that you conducted with another person, should not be cited in your reference list because they are not retrievable sources for anyone else. You should make reference to these sources in your in-text citations.

- **Reference list** is always given at the end of the text. The reference list should begin on a separate page under the topic 'References', centred at the top of the page. References are listed in alphabetical