THESIS/DISSERTATION MANUAL

SARAJEVO, 2010
INTRODUCTION

International University of Sarajevo (IUS) is a young but very dynamic and rapidly growing institution of higher learning as to the number of students, staff and programs. Besides more than 14 programs, each faculty intends to enlarge their academic activities by offering graduate programs. In this respect, Faculty of Arts and Social Sciences (FASS) also wishes to expand its education and research area from undergraduate study to graduate one. At the moment, English Language and Literature program (ELIT) in FASS has been offering graduate program for two years, and Psychology program (PSY) has just completed the procedures of opening MA graduate program. Two other FASS programs, Visual Arts and Communication Design (VACD) and Social and Political Sciences (SPS), are also in the process of the completion of their MA graduate programs proposals.

Present manual is designed to help and guide undergraduate and graduate students throughout the process of planning, researching and writing their thesis/dissertations. It is also useful for the supervisors in their role as advisors and mentors of the students as they go through this process. This manual provides general requirements of a thesis/dissertation, its format, documentation or citation, style and appendices. This thesis manual consists of illustrative appendices that could be used for each step of the thesis/dissertation preparation. Students are strongly advised to follow provided examples in appendices section. The overall aim of this manual is to make sure that thesis/dissertations completed at the International University of Sarajevo, should meet the same high standard in terms of scientific research, format and style. It is important to mention that it is mandatory for all supervisors and students to follow strictly this manual.

Even though in an exceptional cases candidates are not required to complete thesis, writing a thesis/dissertation is a requirement for the completion of a Bachelor of Arts (BA), Master of Arts (MA) and Doctor of Philosophy (PhD). It is a requirement by which the students demonstrate their ability to produce a relatively lengthy academic work demonstrating various research skills such as synthesis of material gained from a variety of sources, analysis and writing. With regards to the content of the thesis/dissertation, the students should demonstrate clear understanding of the topic, application of various research methods, ability to present research findings in a clear and coherent manner, and ability to draw appropriate conclusions and recommendations.

Please take into consideration that present manual should not be followed literally because it does not always follow the conventions of thesis/dissertation writing as proposed in this manual. Besides, no manual can possibly encompass all questions pertaining to the completion of a thesis/dissertation. Thus, students are advised to consult their supervisors for clarifications of issues that are not addressed in this manual. The manual also doesn’t include part dealing with the language. Therefore, students should consult English language expert to proofread the thesis/dissertation.

The completion of the manual was not an easy task. Therefore, the acknowledgement is due to Dr. Muhidin Mulalic, Dr. Ali Gunes, Dr. Ervin Poljac, Dr. Mustafa Bal, Ms. Zinka Bejcic and Mr. Ahmed Kulanic. Hence, there may be shortcomings which we had overlooked, therefore we welcome all suggestions and criticism, which could be later included in future editions.

Students are required to follow present manual beginning from Spring Semester, 2009/2010.
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PART I
ADMINISTRATIVE PROCEDURES AND THESIS/DISSERTATION SUPERVISION

ELIGIBILITY OF REGISTERING THESIS/DISSERTATION

In consultation with their supervisor, students must begin searching for a topic on their own upon the completion of at least 180 ECTS for the undergraduate students and upon the completion of at least 36 ECTS for the graduate students. In close consultation with their supervisors and only after official appointment, the students will do appropriate research on the topic selected, decide the focus of the thesis, plan the organization of the content and write the work according to the schedule of deadlines agreed with the supervisor.

MAIN TIME SCHEDULE

Upon the completion of at least 180 ECTS for the undergraduate students candidates must officially apply for the supervisor and the approval of a topic. Undergraduate students are permitted to nominate supervisors but the Program Committee must finally decide and endorse suitable supervisor for a student. Selected topic by a student must also be approved officially by already assigned supervisor. Topic can be adjusted by mutual agreement between the student and the supervisor. Any change of a topic must be officially completed. Student must submit a proposal to the supervisor that might be a subject of approval by the Program Committee. Once a proposal is approved student can work with the supervisor on developing the first and subsequent drafts that should not divert tremendously from already accepted proposal. It is mandatory for supervisors to keep monthly research reports that are testimony of students’ research progress. As for graduate programs students are advised to strictly follow graduate study regulations in which main administrative procedures are clearly stated. Upon the completion bachelor student must submit 2 soft-bound copies with a CD. For the graduate thesis/dissertation, students must submit 5 soft-bound copies for the defence and then 3 hard-bound copies, accompanying a CD, after the defence.

STUDENT-SUPERVISOR CONSULTATIONS: GENERAL RECOMMENDATIONS

Assigning of a supervisor must be followed by the official approval of a topic as stated above. Supervisor and student are advised to consider the following: discussion about the topic, its purpose and focus; submission of tentative writing schedule and getting supervisor’s approval; developing specific consultations schedule with the supervisor; discussing some general issues with the student such as choice and use of sources, plagiarism and paraphrasing, and organizing/structuring the thesis; discussing expectations and responsibilities of both student and supervisor.
RECOMMENDED STEPS IN THE PROCESS OF WRITING THE
THESIS/DISSERTATIONS

Each step in the process of writing the thesis/dissertations involves consultation with the supervisor and his/her official approval. The student’s responsibility is to produce a thesis/dissertation according to the topic, proposal and research schedule. The supervisor’s responsibility is to assist the student understand and carry out each task respectively. The supervisor will review the work produced by the student, make comments on both its merits and deficiencies, and offer advice on how to proceed. The following are recommended steps, which the student should follow in planning, researching and writing the thesis/dissertation:

• Consult the supervisor about the topic at the beginning of the semester after topic is chosen
• Make plans for research and writing with the supervisor and follow the agreed schedule
• Identify the focus or research question to be addressed in the work
• Make a tentative outline that could lead to the tentative organization of chapters
• Begin research as discussed with the supervisor and take notes from sources
• If necessary, revise the focus or research questions. Also revise the outline if necessary.
• Continue gathering information, collecting notes and organizing notes to be used in writing
• Begin to write the first drafts of chapters. These should include a description of methods used to gather information, methods used to analyze the information, findings, and analyses of findings, conclusions reached and implications of the findings.
• Write the introduction, conclusion and abstract based on the contents of the body of the work
• Submit a draft of the entire work
• Make final revisions based on the advice of the supervisor
• Submit the final, bound copies of the thesis/dissertation to your supervisor
• Obtain the commentaries of the supervisor and opponent
• Prepare for the defence, especially noting and preparing responses to the comments made in the commentaries.
• Key-in and make corrections after your defence

STUDENT’S RESPONSIBILITIES

• Consult supervisor on a regular basis (according to agreed schedule)
• Meet deadlines for:
  o Initial drafts of chapters
  o First draft of entire thesis/dissertation
  o Final draft for final approval before binding
• Students should be aware that if they fail to consult regularly their supervisor, there is a high probability that the thesis will not be properly done and will not be approved for the defence. It will then be necessary to re-write the thesis with proper consultations.
SUPERVISOR’S RESPONSIBILITIES

The role of the supervisor is to help the students plan and execute the research and writing of the thesis/dissertation according to the requirements of the program and faculty. The supervisor should be available at the arranged meeting times to consult the student, check the work in progress, offer advice, and make suggestions for improvement of the thesis.

THESIS/DISSERTATION DEFENCE

The purpose of the thesis/dissertation defence for the students is to demonstrate that they can intelligently and academically discuss the purpose and main findings of their thesis/dissertations and respond properly to comments and criticisms made by their supervisor and the other members in the examining committee. For graduate thesis/dissertation defence students are advised to adhere by graduate study regulations that in-depth deal with the PhD. qualifying exam and thesis/dissertation defence.

- Official application must be submitted for the defence
- The defence is made at the time decided by the thesis/dissertation committee or by Graduate Program Coordinator.
- The student will first briefly present the purpose and findings of the thesis; the student will then answer the questions of the examiners, including the supervisor and the other members in the examining committee
- Length of the defence: from 20 minutes to an hour, depending on the education level
- The grade given to the bachelor thesis is included in the overall grade, but will be given separately as well. For the graduate thesis, the grading is not applied.

GUIDELINES FOR THESIS/DISSERTATION ASSESSMENT CRITERIA

The process of producing a thesis/dissertation is facilitated by cooperation between the student and supervisor. However, the student is mainly responsible for the thesis/dissertation. All theses/dissertations must be prepared electronically by using an appropriate word processor and drawing software. Despite the fact that there are several advantages of using a word processor, the preparation of a well-organized and written document does not always guarantee an acceptable positive result, so that the candidate must read these guidelines very carefully and understand them properly prior to the preparation of their theses/dissertation. Moreover, the supervisor should also ensure that the candidate is well-aware of and accurately follows these guidelines during the process of the writing-up. After the completion of the thesis/dissertation, (except for the Bachelor’s Thesis), the Office of Graduation Coordinator must check the thesis/dissertation if it covers what is outlined in this manual. The following section is meant to make the goals of the end product more explicit. In doing so, it is supposed to support both the process of writing the thesis/dissertation and its assessment. The assessment of the thesis/dissertation is based on the achievement of objectives set for the thesis/dissertation. It covers the whole working process: the producing the thesis/dissertation and the improvement of the work during the process, the output, the report, tutoring and feedback discussions, the learning process and self assessment. Due to different approaches, subject matters and methods,
thesis and the working processes associated with it will differ from one another. That is why the following points of assessment can be used flexibly, and their importance can be critically evaluated, depending on the form of each thesis/dissertation. The thesis/dissertation will be evaluated in a holistic manner, using the following criteria.

An excellent thesis/dissertation should meet the following criteria:

- The topic and goal of the thesis/dissertation are clearly presented (the clarity is maintained throughout the thesis/dissertation)
- The content is presented in appropriately divided chapters (as planned by the supervisor and student)
- The ideas/information presented in the thesis/dissertation are clearly explained, appropriately ordered, and supported by appropriate source material found in the research
- All points made by the student (i.e. coming from the student’s own analysis, interpretation, conclusions, etc.) are well supported by research documentation
- The points made throughout the thesis/dissertation are logically developed: i.e. in a logical order, with language use that makes both ideas and their order clear.
- The student demonstrates excellent understanding of the topic and clear thinking in the development of ideas
- The student demonstrates the ability to synthesize information from different sources, make good analysis and come at appropriate conclusions.

RECOMMENDATIONS FOR ORGANIZATION AND STRUCTURE

- The entire thesis/dissertation, including supplemental pages, is arranged as required by the supervisor
- The chapters should be orderly arranged: i.e. the development of main ideas and realization of the goal of the thesis/dissertation are clearly reflected/represented by the order of chapters
- The introductory chapter clearly previews the subsequent structure of the thesis/dissertation (as well, of course, as its purpose and content)
- Each chapter is clearly structured to enhance the clarity and logical development of ideas. In other words, each chapter has an introduction, body, and conclusion
- Each chapter introduction previews the coming chapter
- Each chapter conclusion comments on and/or summarizes the chapter. (It might also refer to the coming chapter as a preview)
- The concluding chapter summarizes the main points of the entire thesis and ends with appropriate concluding remarks. (The conclusion should really not have any new information, though it can, of course, draw logical conclusions from the preceding chapters)
PART II
GENERAL REQUIREMENTS

LANGUAGE
The language of a thesis/dissertation is British English. When using foreign terms italicise them and provide an English translation in round brackets following it. The text is characterized by excellent grammar, vocabulary use, and correct spelling. The vocabulary is appropriate to the topic and shows the student has mastered the words necessary to discuss the theme/topic in-depth and at an advanced level. Occasional problems with the above, or with English word order, should never interfere with clarity. The writing is made coherent and “natural-sounding” through the appropriate use of transitions/connectives between ideas within paragraphs and between paragraphs (i.e. the sentences “flow” together naturally, as transitions make relationships between ideas clear). Each candidate must submit his/her thesis/dissertation to an English expert to proofread the text. He/she must obtain written testimony from an expert and append it to the thesis/dissertation.

PAPER
All copies of the thesis/dissertation must be written on high quality acid-free A4 size white paper of at least 80 gram and measuring 21.0 cm by 29.7 cm to assure durability, permanency, and opacity. Only one-side of paper must be written not only in the hard-bonded copies but also in the copy submitted to the library.

PRINTING
Students must use MSWord word processor to write their thesis/dissertation. A laser printer should only be used to print the final version of the thesis/dissertation.

FONT
The student must use Times New Roman the 12-point font size. However, the 10-point font size should be used for items like captions, figures, tables, charts, footnotes, endnotes and long quotations. The student must not use script or ornamental fonts. The font type and font size must be consistent throughout the thesis/dissertation. In the body of the thesis/dissertation, fonts and/or point sizes different from the rest of the text may be used to separate chapter titles and section headings so that their use is consistent and they are easily readable throughout the thesis/dissertation.

SPACING
The student should use double-spacing or the text must be set at 2.0. The main text and main headings and subheadings must be divided from the main text by single space. The tables, long quotations, footnotes, endnotes, bibliographies, and captions must be single-spaced.
JUSTIFICATION AND ALIGNMENT

The text must be fully justified from both sides. The long quotation, which is in single-space, must be indented from both sides. The subtitles should be left-aligned and the text body justified. All materials must be centred between the text margins rather than between the paper edges. After the manuscript is bound, the centred material will appear to be centred on the page. In paragraphs, two types of formatting can be used. If spacing between paragraphs is used, then there is no need for indentation. If indentation is used, then no spacing must be used between paragraphs.

LENGTH

Minimum 30 pages and a maximum of 50 pages of text for the bachelor’s thesis. In an exceptional cases student supervisor is permitted to determine and approve the length of a bachelor thesis. Graduate students should consider the following universal criterion for the completion of their thesis/dissertations: MA thesis 30,000 words and PhD dissertation 60,000 words. Yet the length of a graduate theses/dissertation will be determined in agreement with the thesis supervisor.

MARGINS

The margins must be set as follows: LEFT 4 cm wide to allow for binding, TOP 2.5 cm, RIGHT 2.5 cm and BOTTOM 3.0 cm. Different margins are not acceptable. Absolutely nothing must appear in the margins. This means that headings, page numbers, text, tables, illustrations, etc., must be contained completely within the area bounded by the margins.

PAGINATION

Insert numerical page numbers that must be centred at the bottom of a page. All page numbers must appear in the same location. In any case, page numbers must be at least two single spaces below the nearest line of text, yet within the margin boundaries as stated above. All page numbers must be in the same font and point size. For the preliminary pages, the candidate must use small Roman numerals (i, ii, iii, iv, etc.). The Title page and the Approval page do not have numbers, even though they are counted as pages i and ii, respectively. Actual page numbering begins with "iii" on the Plagiarism page. The Arabic numerals are used, beginning with "1" on the first page of the text and continue throughout the rest of the thesis, including bibliography, appendices, and vita. All pages must be numbered consecutively, including pages containing illustrations, tables, figures, plates, and photographs.
WORDS AND TEXT DIVISIONS

All prints must be in permanent black ink and must appear on one side of each page only. Indented paragraphs should not be spaced from the main text. Punctuation: Leave one space after each punctuation mark (full-stop, comma, colon etc.). Do not use exclamation marks (!) in academic writing. Do not use contractions (can’t, won’t...). If any hyphenation is used, words must be divided correctly at the end of a line and should not be divided from one page to the next. The British standard dictionary should be used to determine the correct word division. At least two lines of a paragraph must appear together at the top and bottom of every page. All headings and subheadings must be followed by at least two lines of a paragraph.

CORRECTIONS AFTER EXAMINATION

No ink corrections, strikeovers, correction fluid, correction tape, paste-ups, insertions between lines, or letterset are permitted on the final bound copies. If the candidate has to make corrections, she/he must make them on the original manuscript not by ink corrections or strikeovers which are never allowed before it is copied for reproduction. Students should make all the necessary corrections, amendments and revisions before submitting the final version of their thesis/dissertations.

BINDING

Copies of the thesis/dissertation (all signed) are to be submitted to the program coordinator, together with a soft copy. Students must ensure that the format of the thesis/dissertation adheres to the format and style as in this manual. The color of the cover must be as follows: Bachelor White, Master’s Black and Ph.D Dark Blue.
ORGANIZATION OF THESIS/DISSERTATION

Depending on the area of the study and program requirements, usually, but not necessarily, the thesis/dissertation will consist of the sections listed below. In agreement with the supervisor the student will decide whether a particular section should be a part of a thesis/dissertation. The thesis/dissertation should be organized in the following order:

- cover page
- title page (cover)
- approval page
- signed plagiarism page
- dedication and acknowledgments
- abbreviations
- table of contents
- abstract
- body of the text [introduction, methods, results, discussion and conclusion]
- references/bibliography
- appendices [if any]
- glossary [optional]
- index [optional]

TITLE PAGE AND COVER PAGE

The title must be single-spaced of between 18 and 24 point font size, in all capital letters, and should begin at 3.5 cm from the top of the page. If necessary, long titles can be written in multiple lines avoiding unnecessary line breakages. The title should summarize the main idea of the paper in 10-12 words. All information must centered and in the following order: title, name of a student, name of the university and year of submission. Samples of the Cover and Title page are provided in Appendix A and Appendix B respectively.

APPROVAL PAGE

The Approval Page lists the names of the members of the thesis/dissertation committee. This page includes the approval signed by the thesis/dissertation Supervisor, Program Coordinator, Dean, and Internal and External Examiners if any. The signatures must be original: a photocopy of the approval page is not acceptable. The name of each committee member should be typed under the appropriate signature. A sample approval page is provided in Appendix C.
COPYRIGHT AND PLAGIARISM PAGE

This page includes the statement signed by the author about copyright and plagiarism. A sample plagiarism page is provided in Appendix D.

Plagiarism includes not only copying the exact words of another author, but also using his/her ideas without properly acknowledging their origin. The process and form of such acknowledgments are referred to as “citation.” Plagiarism is both an ethical issue and a legal one: i.e., plagiarizing is actually illegal as well as unethical. It is considered stealing the ideas of another person and violating their rights as authors. Laws prohibiting this are known as copyright laws. Because violating these rights is considered such a serious offence, it is something that must be taken very seriously by writers and those who supervise them.

Although students should properly understand the concept of plagiarism and its consequences, thesis/dissertation supervisors must be vigilant, discussing this issue with students, carefully monitoring students’ writing and making sure plagiarism is not a problem. The following paragraphs discuss the main aspects of plagiarism and how to avoid it.

In order to avoid plagiarism, researchers (in this case, students) must be very careful when taking notes from any source (oral, written or electronic). They need, first of all, to write down all bibliographical information as soon as they decide to use a source. They should routinely write the page number down when taking notes from a page of text. When taking notes, they should avoid copying, but rather write down only brief notes conveying the main information in the text they are using. Researchers/writers don’t use many direct quotes in their own work (it is considered poor form, perhaps even lazy), but if they find a “perfect” sentence which they think they might want to use word-for-word, they should make sure it is clear that this is a quote.

It is also important to remember that changing one or two words in the text of another author, and presenting it without quotation marks, is not acceptable. In other words, doing this would still be plagiarism, even if a few words are changed or left out.

Taking the ideas (opinions, conclusions, etc.) of others without proper citation is also considered plagiarism. This does not include commonly held ideas or information that is very generally known, but any ideas that “belong” to the author of the original text. Such ideas must be cited in the same manner as quotes, even though they are included in the text in the student’s own words and without any quotation marks. In other words, paraphrases from the original must also have a citation in the text. The supervisor should be familiar with the student’s plan and with the student’s own ideas. If an idea seems to be “borrowed” (i.e., it is not an original idea of the student) without proper citation, this should be rectified on early drafts. Students may paraphrase the idea, which means to rewrite the idea completely in one’s own words, to fit into one’s own plan for the thesis. This can be done much more effectively if the information or idea is taken from brief notes that do not include the original sentence structure.

Very important note: A direct translation from any language into English is considered a direct quote and must be treated as such. Just the same as when using English sources, changing a few words here and there in the translation is not acceptable.

Using long quotes (i.e. more than one or two sentences) is usually unnecessary and should be avoided. However, sometimes a long quote is appropriate.
Another problem arising from writing text directly from the original is that the writer will tend to use not only words, phrases and sentence structure from the original, but also the overall organization and sequencing of the original author. The work of the student/researcher is then being “driven” or at least overly influenced by the source, instead of being directed by the student and by the specific needs of the student’s thesis. Supervisors who regularly monitor the work of student researchers should be able to tell when the student’s writing seems to be copied or even too closely following the text of another writer. Sometimes this is very obvious from such things as vocabulary, phraseology and sentence structure, or from the inclusion of information that is really not necessary for the student’s work. If a supervisor even suspects that a student is not properly using a source (i.e., plagiarizing text), he/she is permitted to request an original copy of a source being used. They can then advise the student appropriately: either to change their text significantly or to use quotation marks properly.

DEDICATION AND ACKNOWLEDGMENTS

Each of these items must appear on a separate page. A heading for the dedication is not required, but it must have a page number. If used, the dedication must be brief and centred on the page. Like the dedication, acknowledgment page is compulsory. It must include headings and should use the same spacing as the main text. The heading appears centred between text margins, without punctuation, 3.5 cm from the top of the page; the text begins at least two spaces below the heading. This page is written to acknowledge the persons who have made a real effort to help the author in the preparation of the manuscript. Any kind of help can be acknowledged too.

LIST OF ABBREVIATIONS

List of abbreviations should be placed under a separate heading and if necessary on a separate page. A sample list of abbreviations is provided in Appendix E.

TABLE OF CONTENTS

The table of contents must list the title of each chapter and its parts and sections, references or bibliography, appendices, and vita (if applicable). The wording used for all entries in the table of contents must match exactly with what is used in the text. Each entry may have leader dots which connect it to its corresponding page number. The heading appears without punctuation, centred between the text margins, 3.5 cm from the top of the page. The listing of actual contents begins at the left margin at least three spaces below the heading. A sample of table of contents is provided in Appendix F.

ABSTRACT

Align the word Abstract left on this page, and then begin typing on the very next line (i.e., do not insert any extra blank lines here). Type this section as a single paragraph in block format (i.e., do not use indentation). The purpose of this section is to provide a brief and comprehensive summary of the study. It is very important because it is all that many people will read. It should include a brief description of the problem being investigated, the methods used, the results, and
their implications. It should be accurate (do not include information here that is not in the body of the manuscript), self-contained (spell out abbreviations), concise (maximum 250 words), and specific (begin this section with the most important information and limit it to the four or five most important concepts, findings, or implications of the study). As part of the theme of being concise, use digits for all numbers except when they begin a sentence. Avoid citing references in the abstract. Don’t cite directly, paraphrase or summarize information in your abstract let it be your own. Use active rather than passive voice (but without personal pronouns), for example, use 'Researchers instructed participants to...,' rather than, 'Participants were given instructions to...'

Use past tense for procedures and present tense for results. It is a good idea to write this section last (after all of the other sections are written). Maximum five keywords must be written at the end of the abstract. A sample of an abstract is provided in Appendix G.

INTRODUCTION

The main purpose of this section is to tell the reader why the student performed the study. In other words, he/she has to inform the reader of the research questions and indicate why it is important, and how it is unique when compared to previous studies. It starts out broad and becomes more and more specific. For example, the student might begin by defining any relevant terms. Then go on to review the relevant literature. Avoid an exhaustive and historical review. Then go on to make clear the connection between previous research and the present work. The student might include hypotheses and the rationale for them. The final paragraph usually contains a statement which clearly and explicitly states why the study was performed, such as 'The purpose of this study was to...' or 'The present study was designed to investigate the...' Be especially careful not to use a sentence of this type earlier in your introduction. It is important to mention that for programs other than Psychology and Social and Political Science, which use historical, ethnographic, analytical and comparative methods, an introduction as separate chapter might include the following: statement of a problem, research objectives and justification, research questions and hypothesis, research methodology, research framework, research outline and literature review.

BODY OF THE TEXT

Apart from the introduction, body of the thesis/dissertation usually begin with the methodology or separate chapter under literature review. The purpose of methods section or chapter is to describe in detail how a student performed the study. Someone should be able to replicate your study based on the information you provide in this section. For an experiment, this section is typically divided into four subsections: subjects, apparatus, and procedure.

Another important part of the body deals with subjects/participants of the study. This part is separate chapter and it begins on a new page. This section, which is mostly applicable to the fields of psychology, anthropology, sociology and education, is labelled as subjects or participants depending on subjects/participants used in the study. If animals are used, use the term subjects. If humans are used, use the term participants. Indicate who participated in the study, how many, and how were they selected. With human subjects, be sure to address the issue of informed consent. Include any details which are relevant to the study. For animals, include the gender, age, strain, weight. For humans, include the gender, age, race/ethnicity, and, when
appropriate, the socioeconomic status, disability status, sexual orientation, etc. If the subjects were human, what type of reward or motivation was used to encourage them to participate?

Another separate chapter deals with the apparatus, which also starts on a new page. Describe what materials were used and how they functioned in the study. If you use a piece of equipment, you must give the model number, company, and state where the company resides (as a two-letter abbreviation). You must give the dimensions (and perhaps other descriptive details) of any important items used in the study. Standard equipment such as furniture, stopwatches, pencils and paper, can usually be mentioned without providing a lot of details. In fact, you may often simply mention these items in passing as part of the procedure. Be careful not to describe procedures in this section. You should make clear what purpose the apparatus served, but do not give a lot of details on the use of the apparatus at this point.

Another part of the thesis/dissertation deals with the procedures. This part starts on a new page too. Carefully summarize each step in the execution of the study. Indicate what a typical test, trial, or session involved. Describe any phases that the study had or any instructions that the subjects received. When referring to groups, try to use descriptive labels. For example, instead of saying Group 1 or the experimental group, you might say the drugged group. Another technique in this regard is to use abbreviations that emphasize meaning. For example, there were three groups, including, the control group which received 0 mg/kg of morphine (M0), a low dose group receiving 1 mg/kg of morphine (M1), and a high dose group receiving 4 mg/kg of morphine (M4).

Then, the thesis/dissertation includes chapter of results, which also begin on a new page. Look carefully at the results. That is, take a good hard look at all those numbers you collect. Think of different ways to summarize them (describe), as well as to make sense of them (analyze). This section will be easier to write if you make any tables and/or figures you intend to use first. Briefly state the main findings in words. That is, first give a general description, and then go into the details. When presenting the results of statistical tests, give descriptive statistics before the corresponding inferential statistics. In other words, give means and/or percentages (perhaps referring to a table or figure), before talking about the results of any statistical tests you performed. When presenting means, it is reasonable to use one additional digit of accuracy than what is contained in the raw data. In other words, if the raw data consisted of whole numbers, then the means should contain one decimal place. When presenting nominal or ordinal data, give the percents rather than frequencies (since percents are independent of the sample size). The general format for presenting an inferential statistic is: Statistic (df) = value, probability = value. Note that exact p values are preferred. Also, if the computer output says the probability is .0000, then report it as .001. When possible, include some statistical estimate of effect size. When actually presenting the results, try to emphasize the meaning of the statistics. That is, clearly describe what it is you are testing and what significance means for the variables involved. Do not discuss the implications of the results in this section. Do not talk about the meaning of the alpha level or the null hypothesis, and what chance factors have to do with it. Since you are writing for the scientific community, you can assume the reader will have a working knowledge of statistics. If you are presenting a lot of material here, you may wish to employ subheadings (as is done in the methods section). These subheadings should have meaning and relevance to the data and should help to organize your presentation of it. In other words, they should not be organized by the type of analysis employed. Since this is not expected by the reader, it is a good idea to precede the subheadings with a paragraph informing the reader of the logical organization of this
section. In cases where the reader would expect something to be significant and it is not, you should address the issue. Do not provide raw data unless, for some reason, you require a single subject approach. Be careful with the word "prove". Since statistical tests are based on probability and can be in error, they do not really prove anything. You can only use wording that implies causality if you actually manipulated the independent variable (i.e., performed an experiment). For example, suppose you manipulated whether subjects received a drug (while employing appropriate controls procedures, etc.) and found a significant difference in memory performance (with the drug users performing more poorly than nonusers). In this case, you would be able to conclude that the drug caused the difference in memory ability; it impaired it.

Then, another part of the thesis/dissertation is discussion. Do not purposely start a new page for this section. Simply align the word Discussion left and continue typing on the very next line (i.e., do not insert any extra blank lines here). The purpose of this section is to evaluate and interpret the results, especially with respect to the original research question. Start off with a brief, non-technical summary of the results. In other words, tell the reader about the main findings without using statistical terminology. Then go on to discuss the implications of the results. In other words, whatever was found needs to be discussed? It is also important to discuss how the results relate to the literature you cited in the introduction. In other words, emphasize any theoretical consequences of the results. You might (or might not) also mention any limitations of the study and any suggestions for future research in this section. Finally, you need an ending paragraph in which you make a final summary statement of the conclusions you have drawn. You are also encouraged, when appropriate, to comment on the importance and relevance of your findings. How are your findings related to the big picture?

**TABLES**

Number tables consecutively as they appear in your text. Use only whole numbers, no 5a, 5b, etc. Place tables close to where they are first mentioned in your text, but do not split a table across pages. (Tables in papers submitted for review or publication are placed on separate pages at the end of the paper.) Label each table beginning with the table number followed by a description of the contents. Each row and column must have a heading. Abbreviations and symbols (e.g., "%" or "nos.") may be used. Do not change the number of decimal places within a column. Do not change the units of measurement within a column. Use a zero before the decimal point when numbers are less than one. Write "0.23" not ".23" unless the number is a statistic that cannot be larger than one, for example a correlation $r = .55$, or a probability $p < .01$. Add notes to explain the table contents. These may be general notes or footnotes. The latter are labelled "a, b, c, etc." Use asterisks to indicate statistical significance explained in the probability level note at the bottom of the table. Assign a given alpha level the same number of asterisks from table to table within your paper, such as $^*p < .05$ and $^{**}p < .01$; the largest probability receives the fewest asterisks (the smaller probability get more asterisks). You may both single space and double space within a table to achieve clarity. A sample of tables is provided in Appendix H.

**FIGURES (GRAPHS, CHARTS, DRAWINGS AND PICTURES)**

Figures (other than pictures) may be drawn (using a ruler and preferably on graph paper) or they may be generated with a computer graphics program (keeping it in two dimensions). Centre each
figure on the page vertically as well as horizontally and arrange for the figure to use the bulk of the page. These may be inserted wherever the author feels appropriate, but as a general rule, should appear as near as possible to the part of the text which refers to them. Illustrations of one-half page or less in length may appear on the same page with the text, separated from the text above and below by three spaces. Illustrations that are too large to be placed sideways between the left- and right-hand margins should be rotated counter clockwise 90 degrees so that the top of the illustration runs parallel to the left-hand margin of the page. In such a case, the whole page must be reserved only for that illustration. The caption or legend for such an illustration must also be rotated. When illustrations are presented in this manner, the usual margin requirements remain in effect, and page numbers should appear in their normal place. Illustrations of any kind must be numbered consecutively, including appendices. You may follow a straight sequence (1, 2, 3, etc.) or use a decimal approach (1.1, 1.2, 1.3,..., A.1, A.2), where the first digit is the chapter or appendix number, and the digit after the decimal point is the illustration number within that chapter or appendix. If the figure is a chart or graph, verbally label the axes (do not use "X" and "Y") and provide a key if necessary (e.g., explaining what open vs. filled circles are). Do not put the figure caption on the figure. Figure caption contains italicized word 'figure' and the number, for example, Figure 1. Effects of... A sample of tables is provided in Appendix I.

FOOTNOTES AND ENDNOTES

Notes may be in the form of footnotes, placed at the bottom of each page, or endnotes, placed at the end of each chapter or at the end of the thesis before the bibliography. Footnoting practices differ widely among publications in the sciences, humanities, and social sciences. Therefore, supervisor must endorse the format and therefore using or footnotes, endnotes or in-text notes. The most common mode of presentation for both footnotes and endnotes is to single-space within, and double-space between, each listing. If placed at the bottom of each page, footnotes must be separated from the text by a complete horizontal line one space above the first line of the footnote. Arabic numerals, asterisks or small letters should be used for footnotes and endnotes. In either case, the label used may appear either above the line or in parentheses even with the line.

REFERENCE LISTS

Use prefixes in alphabetizing names if you use common surname (De Vries). Do not use von in alphabetizing (Helmholtz, H. L. F. von), or Jr., III, or Sr. Treat Mc and Mac literally; Mac comes before Mc. Disregard apostrophes, spaces, and capitals in alphabetizing; D'Arcy comes after Daagwood, Decker comes after de Chardin. Single-author citations precede multiple-author citations of the same year (Zev, 1990 then Zev et al., 1990). Alphabetize corporate authors by first significant word. Do not use abbreviations in corporate names.

APPENDICES

Appendices (singular: appendix) can include texts, lists, maps, charts, graphs and other materials which are either too long to be inserted into the main text (chapters) of the thesis, or which are interesting, but not centrally important, to the discussion in the main text. Appendices are placed
at the very end of the work (after the Bibliography) in a logical order (usually the order in which they are referred to in the main text). They are numbered consecutively and the number is placed like a title at the top of the first page of the appendix: Appendix 1, Appendix 2, etc.

Lengthy materials are usually put in the Appendices, because they take up too much space in the thesis itself and interrupt the flow of the main text. The decision about where to put shorter materials (like a short text or excerpt of a text, graph, map, etc.) must be made by the student and supervisor. If the material is to be discussed in the main text, helpfully illustrates this discussion, or needs to be referred to by the reader in order to follow the discussion, it should be included in the main text. If it is only some additional interesting or relevant information, but not really discussed in the text, it would probably be better as an appendix. The reader should be referred to an appendix through the use of a parenthetical note placed in an appropriate place in the text: (See Appendix X.)

When deciding where to put some illustrative material, perhaps the following can be used as a guide: If the material takes up less than one page, it can easily be put in the main text. If the material requires about one complete page, a decision must be made based on how useful or important it is to the discussion in the main text. If the material comprises more than one page, it would probably be best as an appendix. Finally, if a long text is being used for an analysis, it might be best to put the whole text together as an appendix, and to put short extracts of the text in the main body of the work as they are being discussed or analyzed.

VITA

The vita is required only for doctoral theses. It is a professional biography of the candidate which includes date and place of birth, educational institutions attended (after high school), degrees and honours won, titles of publications, and teaching and professional experience. It should be short, concise, and written in the third person, although in some departments a resume or curriculum vitae may be substituted. Note that the correct spelling is either "Vita" or "Curriculum Vitae." Do not give the vita a chapter number, but it must have page numbers and be included as the last item in the table of contents. The vita must be in the same font and point size as the rest of the thesis.
PART IV
STYLE AND DOCUMENTATION OF THESIS/DISSERTATION

STYLE

A thesis/dissertation is a formal research presentation. Hence it should be written in a formal style appropriate to the discipline (e.g., passive voice, impersonal style). Adopt the past tense throughout (“Results of the experiment demonstrated...”) and avoid slang and colloquialisms. Do not use contractions (e.g., can’t, shouldn’t, won’t, etc.) but write each word separately (e.g., can not, should not, will not, etc.) Avoid using the first person singular “I”, in order to sustain objectivity throughout the thesis. Technical terms should be used where appropriate, but avoid using words and phrases that are difficult to understand when a simpler vocabulary will do just as well.

DOCUMENTATION

Because stylistic conventions vary greatly from one discipline to another, you should consult with your supervisor and/or graduate coordinator regarding recommended style manuals. The recommended style manuals are given below:


THE CHICAGO MANUEL OF STYLE (CMS)

Books with one author, first edition

Note number, author, book title, place of publishing, publisher, year of publishing and page number.


Book with one author, second or later edition

Note number, author, title, edition number, place of publishing, name of publisher, year of publishing and page number.


*Book with two or three authors*

Note number, authors, title, edition number unless first, place of publishing, publisher, year of publishing and page number.


*Book with four or more authors*

Note number, author and et al., title, edition number unless first, place of publishing, publisher, year of publishing and page number.


*Book with no author or editor*

Note number, title of book, place of publishing, publisher, year of publishing and page numbers.


*Edited work or compilation*

Note number, editor, title, edition number unless first, place of publishing, publisher, year of publishing and page number.


*Chapter in an edited book*

Note number, author, title, original work, editor, edition number unless first, place of publishing, publisher, year of publishing and page number.

Article in journal paginated by volume

Note number, author, title of article, title of the journal, volume number, year and page numbers.


Article in journal paginated by issue

Note number, author, title of article, title of the journal, volume number, issue number, month or season of issue, year and page numbers.


Magazine article

Note number, authors, title of article, title of magazine, day, month, year of publication, and page numbers.


Article from printed and online newspaper

Note number, authors, title of article, title of newspaper, day, month, and year of publication.


Entry in an Encyclopaedia without author
Note number, title encyclopaedia, and title of article.


**Review of a Book**

Note number, reviewer, a title of reviewed book, author, journal title, volume, issue number, year, and page numbers.


**Thesis and Dissertations**

Note number, author, title, degree, university, year of completion, and page number.


**Individual work from the World Wide Web**

Note number, author [if not start with the title], title, year, URL address, and last update of the site.


**THE AMERICAN PSYCHOLOGICAL ASSOCIATION STYLE (APA)**

**Author named in your text**

- Banks (2001) declares that "multicultural education incorporates the idea that all students…should have an equal opportunity to learn in school." (p. 3)

**Author not named in your text**
• The twenty-first century witnesses dynamic historical changes and challenges caused partly by migrations and globalization process, which created diversities of mixed cultures. (Schuman & Olufs, 1995, p. 230).

**Author and date cited in the text.**

• In a 1993 article, Huntington explicitly asserts that "there will be no universal civilization, but instead a world of different civilizations, each of which have to learn to coexist with the other" (p. 49).

**Direct quotation with the name of author.**

• Gould (1989) explains that Darwin used the metaphor of the tree of life "to express the other form of interconnectedness…." (p. 14).

**A work with two authors cited in the text**

• Schuman and Olfus (1995) hold that the twenty-first century witnesses dynamic historical changes and challenges caused partly by migrations and globalization process which created diversities of mixed cultures.

**Preparing the list of APA references**


Book with one author, second or later edition: Note number, author, year of publishing, book title, edition number, place, and publisher.


Book with more than two authors: Note number, authors, year of publishing, book title, edition number (unless first), place, and publisher.


Edited book: Note number, editor(s), year of publishing, book title, edition number (unless first), place, and publisher.


Chapter in edited book: Note number, author(s), chapter title, editor(s), book title (page numbers), place, and publisher.


Entry in an encyclopedia: Note number, author (if there is no author begin with entry title and follow the rest), year of publishing, entry title, encyclopedia title, volume, page numbers, place, and publisher.


Article by a single author in journal paginated by volume: Note number, author, year of publishing, article title, journal title, journal volume, page numbers.


Article by a single author in journal paginated by issue: Note number, author, year of publishing, article title, journal title, journal volume, issue number and month of publishing, and page numbers.


Newspaper article: Note number, author (if there is no author begin with article title and follow the rest), year, month, day of publishing, article title, newspaper title, and page numbers.


Magazine article: Note number, author (if there is no author begin with article title and follow the rest), year, month, day of publishing, article title, magazine title, volume number, issue number, and page numbers.


Information retrieved from the World Wide Web: Note number, author (if there is no author begin with article title and follow the rest), year, article title, site address and date you accessed the site.

MODERN LANGUAGE ASSOCIATION STYLE (MLA)

Book with one author or editor:


Book with two or three authors or editors:


Book with more than three authors or editors:


Book with no author or editor stated:


Article in an encyclopedia with no author stated:


Article in an encyclopedia with an author:


Article in a magazine, journal, periodical, newsletter, or newspaper with no author stated:


Article in a magazine, journal, periodical, newsletter, or newspaper with one or more authors:

- Mertus, Julie, "False Dawn: Bosnia Ten Years after Dayton" Washington, DC: *Foreign Policy In Focus*, November 23, 2005
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Internet citation for an article from an online magazine, journal, periodical, newsletter, or newspaper with no author stated:

- "Childcare Industry 'Should Welcome Men'," BBC News Online: Education.7 June 2003.

Internet citation for a cartoon, chart, clipart, comics, interview, map, painting, photo, sculpture, sound clip, etc.:


Map or Chart:


Painting, photograph, sculpture, architecture, or other art form


Unpublished dissertations, theses:

APPENDIX A (i): Cover Page

TITLE OF THE THESIS

BY

NAME OF THE AUTHOR

INTERNATIONAL UNIVERSITY OF SARAJEVO

YEAR
APPENDIX A (iii): Example of cover page

THE PLACE AND IMPORTANCE OF RELIGION IN ADOLESCENT’S LIVES:
A PHENOMENOLOGICAL STUDY

BY

HALİT REVAHA ZİNİ

INTERNATIONAL UNIVERSITY OF SARAJEVO

2009
APPENDIX B (i): Title Page

---

TITLE OF THE THESIS

BY

NAME OF THE AUTHOR

A dissertation submitted in partial fulfillment of the requirements for the degree of (name of the program)
i.e., Doctor of Philosophy
Master of...
or Bachelor of...

Name of the Faculty
International University of Sarajevo

MONTH YEAR
APPENDIX B (ii): Example of Title Page

THE PLACE AND IMPORTANCE OF RELIGION IN ADOLESCENT’S LIVES:
A PHENOMENOLOGICAL STUDY

BY

HALİT REVAHA ZİİNİ

A thesis submitted in partial fulfillment of the requirements for
the degree of Bachelor of Arts in Psychology

Faculty of Arts and Social Sciences
International University of Sarajevo

December 2009
APPENDIX C (i): Approval page for Bachelor's degree

APPROVAL PAGE

I certify that I have supervised and read this study and that in my opinion, it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Bachelor of Arts in ...........

..............................................
Supervisor

..............................................
Co-Supervisor

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Bachelor of Arts in ...........

..............................................
Examiner

This dissertation was submitted to the Department of ............. and is accepted as a partial fulfillment of the requirements for the degree of Bachelor of Arts in ...............

..............................................
Program Coordinator

This dissertation was submitted to the Faculty of Arts and Social Sciences and is accepted as a partial fulfillment of the requirements for the degree of Bachelor of Arts in ...............

..............................................
Dean, Faculty of Arts and Social Sciences
APPENDIX C (II): Approval page for Master's degree

APPROVAL PAGE

I certify that I have supervised and read this study, and that in my opinion, it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Master in.............

................................................
Supervisor

................................................
Co-Supervisor

I certify that I have read this study and that in my opinion, it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Master in.............

................................................
Examiner

I certify that I have read this study and that in my opinion, it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Master in.............

................................................
Graduate Coordinator

This dissertation was submitted to the Department of ............... and is accepted as a partial fulfillment of the requirements for the degree of Master in .............

................................................
Program Coordinator

This dissertation was submitted to the Faculty of ............... and is accepted as a partial fulfillment of the requirements for the degree of Master in .............

................................................
Dean, Faculty of.............
APPENDIX C (II): Approval page for Doctor of Philosophy's degree

APPROVAL PAGE

14 points, bold, upper case, centered

I certify that I have supervised and read this study and that in my opinion, it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Doctor of Philosophy in.......

Supervisor

Co-Supervisor

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Doctor of Philosophy in.......

Examiner

12 points, normal, justified

Graduate Coordinator

This dissertation was submitted to the Department of ............... and is accepted as a partial fulfillment of the requirements for the degree of Doctor of Philosophy in.......

Program Coordinator

This dissertation was submitted to the Faculty of ................. and is accepted as a partial fulfillment of the requirements for the degree of Doctor of Philosophy in.......

Dean, Faculty of..................
APPENDIX D (i): Declaration Page

DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Signature ........................................ Date .........................
INTERNATIONAL UNIVERSITY OF SARAJEVO

DECLARATION OF COPYRIGHT AND AFFIRMATION OF FAIR USE OF UNPUBLISHED RESEARCH

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THE PLACE AND IMPORTANCE OF RELIGION IN ADOLESCENT'S LIVES: A PHENOMENOLOGICAL STUDY

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Affirmed by Halit Revaha Zini.

Signature       Date
APPENDIX E: List of Abbreviations

app. appendix
art./arts. article/articles
b. born
bk./bks. book/books
c. copyright
c. (circa): about,
approximately
cf. compare
ch. chapter (in legal firms)
chap./chaps. chapter/chapters
col./cols. column/columns
comp./comp. compiler/compilers;
compiled by
d. died
d. (circa): about,
approximately
div./divs. division/divisions
e. g. (exempligratia); for
e. g. example
ed./eds. edition/editions; editor,
edited by
et al. (et alia): and others
et seq. (et sequers): and the
following
etc. (et cetera): and so forth
fig./figs. figure/figures
ibid. (ibidem); in the same
place
id. (idem): the same below
ms./mss. manuscript/manuscripts
n. d. no date
n. p. no place: no publisher
no./nos number/numbers
n. s. new series
o. s. old series
p./pars. paragraph/paragraphs
passim here and there
pt./pts. part/parts
sec./secs. section/sections
sic. so, thus
s. l. (sinoloco): no place of
publication
trans. translator/translated by
v. vv. verse/verses
# APPENDIX F: Table of contents

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APPENDIX G: Abstract

ABSTRACT

FUZZY CLUSTERING MODELS AND ALGORITHMS FOR PATTERN RECOGNITION

Pattern recognition has become a very important field over the last decade since automation and computerization in many systems has led to large amount of data being stored in the databases. The primary intention of pattern recognition is to automatically assist humans in analyzing the vast amount of available data and extracting useful knowledge from it. Many algorithms have been developed for many applications, especially for static pattern recognition. Since the information of these processes can be nondeterministic over the time period, fuzzy approach can be applied to deal with this data stochastics in nature. In this work, fuzzy approach for optimization techniques in the pattern recognition will be implemented. More specifically it will deal with fuzzy models and algorithms for unsupervised learning, which is data clustering that best suits for the process of pattern recognition when we deal with non-crisp data.

Keywords: Fuzzy, Clustering, Pattern, Recognition, Assist, Humans, Computerization.
## APPENDIX H: List of Tables

### LIST OF TABLES

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