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RESEARCH PROPOSAL

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CHAPTER - 11

RESEARCH PROPOSAL

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11.1 DEFINE RESEARCH PROPOSAL

A research proposal is a document written by a researcher that provides a detailed description of the proposed program. It is like an outline of the entire research process that gives a reader a summary of the information discussed in a project. Preparation of research proposal is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money. In fact the research proposal is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the proposal includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data. More explicitly, the research proposal concentrates on the following issues-

- What is the study about?
- Why is the study being made?
- Where will the study be carried out?
- What type of data is required?
- Where can be the required data found?
- What periods of time will the study include?
- What will be the sample design?
- What techniques of data collection will be used?
- How will the data be analyzed?
- In what style will the report be prepared?

These questions will be answered in different ways and receive different emphases depending on the nature of the proposed project and on the agency to which the proposal is being submitted. Most agencies provide detailed instructions or guidelines concerning the preparation of proposals (and, in some cases, forms on which proposals are to be typed); obviously, such guidelines should be studied carefully before you begin writing the draft. Most proposals are between ten and fifteen pages in length. The proposal should be no longer than 1500 words (not including references).

11.2 NEED FOR WRITE RESEARCH PROPOSALS

The research proposal is a summary of the plan you are contemplating for carrying out in the form of a dissertation - by making you put it down into a standard format and requiring you to discuss it with your supervisor, it is intended that this will -

- Help you to order your thoughts;
- Present your preparatory material in a logical way;
- Highlight the way in which each section interrelates with the others;
- Assist you in defining the boundaries of your study and the concepts to be included.

The more you sort out your ideas at this stage, the more effectively you will use your time.

11.3 TYPES OF RESEARCH PROPOSAL

In all sectors (academe, government, and the private sector), research scientists typically seek and obtain competitive funding for their research projects by writing and submitting research proposals for consideration by the funding source. There are different kinds of research proposals. Each type of proposal, outlined below, may have its own requirements or qualifications -

New Proposal: A proposal submitted to a sponsor for the first time, or a proposal being resubmitted after having been declined by a potential sponsor.

Revised Proposal: This modifies a proposal that is pending or is otherwise unfunded, but not official declined by the sponsor. If a proposal has been declined, a new proposal must be prepared.

Supplemental Proposal: A supplemental asks for an increase in support for a proposal that has already been funded. The requested increase would occur in the current budget period and may involve a broadening of the project's approved scope. Since additional funding is requested, a new budget is required.

Continuation Proposal: A continuation applies to a multi-year award. The continuation proposal requests the already approved funds for the next phase (or next year) of the project. Typically, sponsors require a progress report and budget before releasing additional funds. These proposals only apply to project and budget years that were approved by the sponsor in the original award.

Pre-proposal/Notice of Intent: The purpose of the pre-proposal is to peak the interest of a potential sponsor. It typically does not include a cost estimate and is not expected to result in an award. Interested sponsors will ask for a full proposal. Pre-proposals are usually in the form of a letter of intent or brief abstract. After the preproposal is reviewed, the sponsor notifies the investigator if a full proposal is warranted.

Solicited: Solicited proposals are those that are written and submitted in response to the issuance of a 'Request for Proposals' (RFP), a document that identifies a specific research problem of interest to the funding agency for which they are specifically seeking a solution. Interested investigator then submits a 'concept' or 'white paper' briefly outlining their proposed solution to the problem. If the funding agency or company is interested, they may then request that the investigator submit a full proposal for consideration of funding.

Unsolicited: Unsolicited proposals are those proposals that are submitted by an investigator in response to a 'general call' for proposals that is issued by a funding agency or company in a field or area of study.

Renewal or Competing Proposals: Are requests for continued support for an existing project that is about to terminate, and, from the sponsor's viewpoint, generally have the same status as an unsolicited proposal.

The majority of funding agencies issue calls for proposals which have firmly established deadlines and for which the format of the proposals is fairly well defined. Thus, it is vitally important at the outset after you have identified a funding source that you obtain all of the relevant information on the specific grant program and its requirements. Today most funding agencies have searchable websites where they post detailed information concerning their grant programs.

11.4 TECHNIQUES OF PREPARING RESEARCH PROPOSAL

A good place to begin preparing a research proposal is to ask yourself a series of questions -

- What do I want to study, and why?
- How is it significant within the subject areas covered in my desire?
- What problems will it help solve?
- How does it build upon [and hopefully go beyond] research already conducted on my topic?
- What exactly should I plan to do, and can I get it done in the time available?

In the end, your research proposal should document your knowledge of the topic and highlight enthusiasm for conducting the study. Approach it with the intention of leaving your readers feeling like - 'Wow, that's an exciting idea and I can't wait to see how it turns out'. The following steps may be followed in designing a research proposal.

Title of the Research: After identifying a research problem a suitable title of the research should be given. The research title should be -

- specific, direct, concise, meaningful and easily understandable;
- not more than one or two lines;
- must accurately represent the objective and indicate the purpose of the study.

Statement of the Problem: To conduct a research, the researcher first chooses the general area of his/her interest from among the wide array of general areas that exist in his/her parent discipline. However, with only the general area in hand s/he does not know what specific information s/he needs to collect since he does not have any specific question to answer. This is why s/he needs to formulate a specific problem from within the chosen general area to make the whole exercise a worthwhile scientific inquiry. The specific issues that need to be covered under the statement of the problem are mentioned as follows-

- Background information of the issue with literature review
- Indication of the unexplored character of the issue or knowledge gap or research question
- Reasons for undertaking the study.

Formulation of Hypothesis: Hypothesis is an assumption regarding the value or relationship of variables that needs to be tested. It provides the basis for investigation and ensures the proper direction in which the study should proceed. It helps one to arrive at appropriate conclusions, suggestions and observations. Hypothesis should be clear, precise and specific.

Objectives of Research: Objectives of research should be formulated clearly and simply which can be understood easily. It must be formulated on the basis of problem and hypothesis (if any) indicating what specific problem to be investigated. The number of objective depends on the nature of research. But it should not be too many.

Literature Review: A review of existing literature on the proposed research should be done by the researcher to find out the past research done on the subject. It will help identify what was done in the past and the knowledge gap on a particular subject. *To help frame your proposal's literature review, here are the five C's of writing a literature review -*

- a. Cite: keep the primary focus on the literature pertinent to your research problem.
- b. Compare the various arguments, theories, methodologies, and findings expressed in the literature: what do the authors agree on? Who applies similar approaches to analyzing the research problem?
- c. Contrast the various arguments, themes, methodologies, approaches and controversies expressed in the literature: what are the major areas of disagreement, controversy, or debate?
- d. Critique the literature: Which arguments are more persuasive, and why? Which approaches, findings, methodologies seem most reliable, valid, or appropriate, and why? Pay attention to the verbs you use to describe what an author says/does [e.g., asserts, demonstrates, etc.].
- e. Connect the literature to your own area of research and investigation: how does your own work draw upon, depart from, or synthesize what has been said in the literature?

Justification: In this section the researcher needs to justify the importance of the study. This section covers the following issues-

- Relevance and importance of the study.
- Practical application of the study output.
- How the new knowledge gained through the study will contribute to the solution of practical problems?
- How the study findings will be useful in policy formulation?

Scope of the Study: Under this section the researcher needs to identify the indicators, variables and key questions based on research objectives. For clear understanding these issues can be presented in a matrix form. Moreover, study locations and limitations with reasons need to be mentioned in this section.

Research Methods: Methods of a research depend on the hypothesis/hypotheses and objectives of the research project. Generally the following issues are covered under research methods.

- Where the study will be conducted and how the study location has been selected?
- What population will be covered?
- Will it be a complete enumeration or sample survey or a case study?
- If it is a sample survey, what will be the sample size and how it has been determined?
- What sampling technique will be followed to select sample units or sample respondents?
- What will be the sources of information?
- What methods and tools will be used in collecting information?
- How the quality of data will be ensured?
- How data will be processed?
- How data will be analyzed and what statistical tools will be used?

Implementation of the Study: This section will cover information on the following issues-

- Name of institution or the person owning the study;
- Name of researcher(s);
- Technical assistance and guidance needed.

Financial Budget: Financial budget will include money that will be needed to conduct and complete the study. Total amount of money should be broken up into different heads and sub-heads.

Work Plan: This section needs to include the time needed to complete the study and breakup of the entire time period. Break-up of the time period for different steps are mentioned as follows-

- Preparation of the proposal;
- Preparation of the questionnaire/checklist;
- Data collection;
- Tabulation;
- Preparation of draft report;
- Review of draft report;
- Finalization of the report based on reviewers' comments.

The work Plan can be prepared through a Gantt chart.

Conclusion: The conclusion reiterates the importance or significance of your proposal and provides a brief recap of the entire study. This section should be only one or two paragraphs long, emphasizing why your research study is unique, why it advances knowledge, and why the research problem is worth investigating. Someone reading this section should come away with an understanding of-

- Why the study was done;
- The specific purpose of the study and the research questions it attempted to answer;
- The research design and methods used;
- The potential implications emerging from your proposed study of the research problem; and
- A sense of how your study fits within the broader scholarship about the research problem.

Citations: As with any scholarly research paper, you must cite the sources you used in composing your proposal. In a standard research proposal, this section can take two forms, so consult with your professor about which one is preferred.

- A. References - lists only the literature that you actually used or cited in your proposal.
- B. Bibliography - lists everything you used or cited in your proposal with additional citations of any key sources relevant to understanding the research problem.

In either case, this section should testify to the fact that you did enough preparatory work to make sure the project will complement and not duplicate the efforts of other researchers. Start a new page and use the heading 'References' or 'Bibliography' at the top of the page. Cited works should always use a standard format that follows the writing style advised by the discipline of your course [i.e., education=APA; history=Chicago, etc]. This section normally does not count towards the total length of your proposal.

11.5 CONSIDERATIONS FOR GOOD RESEARCH PROPOSAL

All research is different but the following factors are common to all good pieces of research -

- ❖ There is a clear statement of research aims, which defines the research question.
- ❖ There is an information sheet for participants, which sets out clearly what the research is about, what it will involve and consent is obtained in writing on a consent form prior to research beginning.
- ❖ The methodology is appropriate to the research question. So, if the research is into people's perceptions, a more qualitative, unstructured interview may be appropriate. If the research aims to identify the scale of a problem or need, a more quantitative, randomised, statistical sample survey may be more appropriate. Good research can often use a combination of methodologies, which complement one another.
- ❖ The research should be carried out in an unbiased fashion. As far as possible the researcher should not influence the results of the research in any way. If this is likely, it needs to be addressed explicitly and systematically.
- ❖ From the beginning, the research should have appropriate and sufficient resources in terms of people, time, transport, money etc. allocated to it.
- ❖ The people conducting the research should be trained in research and research methods and this training should provide -
 - Knowledge around appropriate information gathering techniques;
 - An understanding of research issues;
 - An understanding of the research area;
 - An understanding of the issues around dealing with vulnerable social care clients and housing clients, especially regarding risk, privacy and sensitivity and the possible need for support.
- ❖ Those involved in designing, conducting, analysing and supervising the research should have a full understanding of the subject area.
- ❖ In some instances, it helps if the researcher has experience of working in the area. However, this can also be a negative factor, as sometimes research benefits from the fresh eyes and ears of an outsider, which may lead to less bias.
- ❖ If applicable, the information generated from the research will inform the policy-making process.
- ❖ All research should be ethical and not harmful in any way to the participants.

Some others considerations for good research proposals are -

Read the Guidelines: Make sure that your proposed project meets the criteria of the grant program. Would it be better suited for another grant program? In your narrative, address explicitly how you meet the review criteria-don't make the reviewers guess.

Make an argument for funding your proposal: Don't just say what you will do, but why it's important to do it. What impact will your project have on the field, institution, or community? How? How is your proposal innovative? Strong, relevant letters of support can help you make your argument about the proposal's significance; it's impressive when leading scholars testify to a project's importance, but a stack of weak, generic letters can make a proposal seem, well, desperate.

Talk to the Program Officers: They're there to help. Often they will review a draft proposal prior to submission, provided that you get it to them at least 6 weeks in advance of the grant deadline. I'm quite impressed by the staff of the 'Digital Humanities Office' - they're smart, knowledgeable, energetic, all-around good folks, the kind you would trust to lead one of the most visible funding programs in digital humanities. In the review panels, they focus not on how weak a proposal is, but how they can help the applicant to make it better.

Show that you have technical knowledge: Digital humanities projects demand both sophisticated technical and subject knowledge. Cite the appropriate standards and best practices and explain how you will apply them.

Focus: If you attempt to do too much, reviewers will wonder if you can pull it all off, and question what exactly it is you're trying to do, anyway.

Be realistic: It's always hard to figure out how long a project will take and how much everything will cost. Talk to others who have done similar work to get a sense of what it will take to pull off your project. In the work plan, offer a detailed description of what will be accomplished by what deadline and by whom. Don't over-promise; remember, if you win the grant, you'll actually have to do what you said you would do.

Sweat the small stuff: Although reviewers focus on the substance of the proposal, a sloppy application can detract from the overall quality. Proofread carefully to catch grammatical errors. Think about the design of the document. If I see huge margins and jumbo fonts, I wonder if the applicant is just trying to fill up space.

Ask to see the reviewers' comments: Whether you're successful or not, read the reviewers' comments, which will likely be full of helpful suggestions about how to improve the project and application. You're getting free consulting from 5 or more experts in the field - take advantage of it.

11.6 ASSESSMENT OF RESEARCH PROPOSAL

The following criteria are used by researchers for assessing research proposals.

Criteria Used for Assessing Short Research Proposals

1. *Relevance*: Is the research within designated priority areas? Does the research address an important problem? What new information will the research produce which is not already known? How can the results be operationalized into clinical or public health practice? What are the probable health and/or economic benefits of the research?
2. *Quality of Protocol*: Introduction; Aims; Methods; Analysis; Reporting.
3. *Feasibility*: Practicability; Experience of Researchers.
4. *Ethics*: Is the study lawful? Stage of Ethics.
5. *Budget and Cost*: Cost and Cost-effectiveness; Cost-benefit.

Criteria Used for Assessing Long Research Proposals

1. Introduction

- ❖ Is the context of the study adequately described?
- ❖ Is local and international information on the research topic adequately reviewed?
- ❖ Is the scientific and health services rationale for the study adequately explained?
- ❖ Is an explanation given concerning how the results of the study can be used?
- ❖ Is there sufficient multi-disciplinary involvement in the study?

2. Aims

- ❖ Are the aims clearly stated in a way which is amenable to scientific investigation?
- ❖ Are research questions and hypotheses explicitly stated - if this is appropriate?
- ❖ Are the variables clearly described - if this is appropriate?

3. Methods

3.1 Study Design

- ❖ Is the type(s) of study and scientific approach(s) clearly described?
- ❖ Are the methods capable of answering the research questions?
- ❖ Are combinations of methods applied if this is required by the research questions?
- ❖ Are standard methods being used (and described) or are new methods being developed (and explained)?
- ❖ Are the methods described in sufficient detail?
- ❖ Are the outcome factor(s), study factors and confounders adequately characterised and their measurement described?
- ❖ What is the validity of the measurement methods?
- ❖ Will assessment of the validity of some measurements be undertaken? How will this be performed?
- ❖ Have all confounding factors been clearly defined and will data be collected on these? What of unmeasured confounders?
- ❖ Are some measured variables being used as proxies for other unmeasured variables and what is the legitimacy of this?

3.2 Sampling

- ❖ Is the source of specimens or study populations clearly identified?
- ❖ Is the method of selecting and sampling specimens, people, households or communities appropriate for the study?

- ❖ Are the numbers of cases adequate for the study? Have sample size calculations been performed where this is relevant?

3.3 *Materials*

- ❖ Are adequate laboratory and/or computer facilities available to perform the research?
- ❖ Are adequate scientific instruments and/or reagents available to perform the research?
- ❖ Is an adequate survey instrument (questionnaire or data form) available, or will it be developed (and how)?
- ❖ Are skilled personnel available to collect the information or will they be trained?

3.4 *Implementation*

- ❖ Can the research study be implemented? Is it practical?
- ❖ Can specimens be obtained? Will people and communities agree to participate?
- ❖ Will hospitals and health services agree to co-operate as required?
- ❖ Will collaborative arrangements between researchers work?
- ❖ Are there previous or pilot studies which indicate that this study can be done?
- ❖ Does the previous record of the researchers indicate that they have the required skills and experience?
- ❖ What arrangements are there to ensure data quality and minimise information bias during data collection?
- ❖ What arrangements are there to ensure maximum participation and avoid selection bias?
- ❖ Is there a description or a diagram to indicate the time lines for implementation of the study?

3.5 *Analysis of information*

- ❖ What is the basic strategy for the analysis?
- ❖ Are the proposed methods of analysis described in sufficient detail?
- ❖ Are the proposed methods of analysis appropriate for the type of study and kind of information collected?
- ❖ Do the researchers understand the approach to analysis, have the tools (e.g. computers and programs), and are they capable of analysing the information?
- ❖ Are the researchers aware of problems of bias and confounding and how do they propose to deal with these at the analysis stage?

3.6 *Reporting*

- ❖ Do the researchers explain how the results of the research will be reported, and to who?
- ❖ Will the researchers present information at meetings and conferences?
- ❖ Will the results be published as reports, conference papers, and/or in scientific journals?
- ❖ Will the research reports be scientifically reviewed?
- ❖ Will information be transmitted to the public or patient groups?

4. **Ethics**

- ❖ Is the study ethical and lawful?
- ❖ Has the study been approved by, or will it be submitted to, an ethics committee or assessor?
- ❖ Is the use of routinely or specially collected data or specimens for this research covered by an appropriate law?
- ❖ Are subjects invited to participate and is consent obtained?
- ❖ Are consent and patient information forms acceptable?
- ❖ In cases of sensitive information, are questions relating to these topics in the questionnaire acceptable?
- ❖ Are subjects allowed to decline or discontinue without sanction?

- ❖ Is confidentiality of individual information maintained? What security arrangements are there for protection of identified physical and electronic records?
- ❖ Is treatment and/or counselling offered for cases of disease which are detected?
- ❖ Could there be adverse effects of the questionnaire or invasive procedures, or from new information uncovered on individuals, and how would these situations be handled?
- ❖ Is there evidence of safety for new medications or procedures before clinical trials begin?
- ❖ Are subjects in clinical trials being offered new treatments which can reasonably be expected to be equivalent or better than standard treatments available according to existing evidence?
- ❖ Is there provision to stop clinical trials if some groups show markedly better or worse results than others?
- ❖ Are extra medical costs for patients resulting from research studies covered?
- ❖ Do the potential benefits of the research to the community outweigh the risks, inconvenience and/or invasion of privacy for the individual?

5. Budget and Cost

5.1 *Cost and cost-effectiveness*

- ❖ Is the budget total within specified limits?
- ❖ Is the budget sufficiently detailed?
- ❖ Is each item in the budget adequately justified?
- ❖ Are some budget items excessive in relation to their justification?
- ❖ Are personnel too senior or junior for specified tasks?
- ❖ Is the equipment really necessary?
- ❖ Should some of the equipment and consumables applied for be covered by the institution applying for the grant?
- ❖ Are there less expensive options for achieving a similar result?
- ❖ Could some less important parts of the study be deleted to reduce the budget?

5.2 *Cost-benefit*

- ❖ What is the prospect for success of this research project?
- ❖ What are the likely benefits of this research?
- ❖ How does the ratio of cost to likely benefit for this research compare to the ratio of cost to likely benefit for other competing health and medical research?

Criteria for Assessment of Dissertation Proposals

1. Introduction and Statement of the Problem
 - Does the introduction provide a general overview of the issues surrounding the study?
 - Is the problem under investigation clearly stated?
 - Is evidence used to demonstrate the significance of the problem?
 - Are important terms defined?
 - Are assumptions clearly stated?
 - Are major assertions that lay ground work for the study articulated?
2. Background and Review of the Literature
 - Is the study grounded in a larger body of research?
 - Is the review current and representative of work in the area?
 - Are related studies examined critically and gaps identified?
 - Does the review provide a clear rationale of the study?
 - Is the review well organized, using sub-sections where appropriate?

3. Research Questions/Hypotheses
 - Do the research questions/hypotheses develop a specific focus for the study?
 - Do the research questions/hypotheses support the problem statement and background sections?
 - Are the research questions worded so as to imply responses more complex than 'Yes/No'?
4. Methodology and Limitations
 - Is the research design described clearly and appropriate for the study?
 - Are the sample and participants fully described?
 - Is the sampling plan appropriate for the study?
 - Are data gathering procedures fully explicated and appropriate for the study?
 - Are analytical procedures fully explicated and appropriate for the study?
 - Is the technical merit of instruments described clearly?
 - Are issues related to limitations and/or trustworthiness satisfactorily identified and addressed?
 - Do the sampling, data collection, and analytical procedures appropriately match the problem statement and research questions?
 - Are the instruments or interview guides acceptable and appropriate for the study?
5. Other Concerns
 - Does the proposal demonstrate a high quality of written expression?
 - Is the potential cohesive and coherent?
 - Does a consistent conceptual framework and/or paradigm unite the problem statement, research questions, and methods section?
 - Is the tone of the proposal impartial, unbiased, and scientific?
 - Are applicable support documents (appendices) included and satisfactory?
 - Is an appropriate style (e.g. APA style) used correctly and consistently?
 - Does the proposed study adhere to conventional wisdom related to ethics?
 - Does the abstract summarize the contents of the proposal clearly and accurately?

11.7 TECHNIQUES FOR PROPOSAL DEFENSE

The followings are some techniques for proposal defenses -

- ❖ Proposal defenses consist of four parts: first, the candidate introduces themselves, then presents a summary of their work, interrupted and followed by questions from the committee. Finally, the committee meets in private to discuss the presentation and the plan.
- ❖ While most of the committee will have read most of your proposal, you cannot assume that everyone has read every page in detail.
- ❖ Avoid high-level talks - they usually fail to convey the intellectual substance, creativity, ingenuity of the speakers' accomplishments - what takes the work out of the routine. Naturally, these comments apply to all of our speakers who want to impress people with their ability as opposed to the breadth of their knowledge or the size of their project.
- ❖ When presenting experimental work, be prepared to defend your methodology. What was your sample size? Confidence intervals?
- ❖ Standard presentation guidelines apply -
 - Talk to your audience, not to your slides.
 - Project; speaking softly conveys the impression that you are unsure of what you are saying.

- Make sure that all your graphs are readable. Check this in the actual presentation environment (using a video projector), not just on your laptop screen. A common problem is that the lines are too thin.
- Avoid flashy or cheesy animations, such as animated GIFs, or PowerPoint word art. This is not a sales talk and these gimmicks distract from the message and make you look unprofessional.
- Keep to the allotted time of no more than 45 minutes.
- ❖ Presentation needs to address the following -
 - What is the *problem* you are studying?
 - Why is it *important*?
 - What *results* have you achieved so far and why to they matter?
 - How is this *substantially* different from prior work?
 - What do you need to do to complete your work?
- ❖ Your workplan should be sufficiently detailed so that the committee can judge whether it is realistic or not. You don't have to account for every day between the proposal and your thesis defense, but a roughly monthly or quarterly granularity is to be expected, depending on how far away your anticipated graduation date is. Specify the experiments you need to run, the software you need to write and the algorithms you want to try out.
- ❖ The committee should be handed a copy of your slides.
- ❖ No more than 25 slides, plus 'back up' slides with additional material in case of questions. The committee will get anxious once the presentation lasts longer than 35-40 minutes.
- ❖ List your contributions early and explicitly. You don't want to create the impression that related work is yours, and vice versa.
- ❖ One of the most important concerns during the proposal is to convince the audience that you are aware of all related work. Since some of your work may date back a few years, it is not sufficient to just copy the reference list from your first paper. Check common recent conferences to see whether any recent work applies to your thesis. If applicable, point out your work predates work presented by somebody else done more recently. (Given the duration of most theses, it is not uncommon that others pursue a direction after you have stopped working on it.)
- ❖ When presenting your contributions, be sure to use 'I' and not 'We' so that the committee will know what aspects of the work where yours, and which were group projects.
- ❖ Must convey a clear plan how you are going to evaluate your work systematically - by measurement, simulation, user experiments.

Be prepared to back up any comparative statement with facts, in particular statements like 'works better', 'faster', 'scalable' or 'optimal'.

11.8 CRITERIA FOR A GOOD GRANT PROPOSAL

Most funding agencies apply similar criteria to the evaluation of proposals. It is important to address these criteria directly in your case for support. A proposal which fails to meet them will be rejected regardless of the quality of its source. Otherwise, there is a danger of discriminating unfairly in favour of well-known applicants.

A. Major criteria: Here are the major criteria against which your proposal will be judged. Read through your case for support repeatedly, and ask whether the answers to the questions below are clear, even to a non-expert.

- *Does the proposal address a well-formulated problem?*
- *Is it a research problem, or is it just a routine application of known techniques?*
- *Is it an important problem, whose solution will have useful effects?*
- *Is special funding necessary to solve the problem, or to solve it quickly enough, or could it be solved using the normal resources of a well-found laboratory?*
- *Do the proposers have a good idea on which to base their work?* The proposal must explain the idea in sufficient detail to convince the reader that the idea has some substance, and should explain why there is reason to believe that it is indeed a good idea. It is absolutely not enough merely to identify a wish-list of desirable goals (a very common fault). There must be significant technical substance to the proposal.
- *Does the proposal explain clearly what work will be done?* Does it explain what results are expected and how they will be evaluated? How would it be possible to judge whether the work was successful?
- *Is there evidence that the proposers know about the work that others have done on the problem?* This evidence may take the form of a short review as well as representative references.
- *Do the proposers have a good track record, both of doing good research and of publishing it?* A representative selection of relevant publications by the proposers should be cited. Absence of a track record is clearly not a disqualifying characteristic, especially in the case of young researchers, but a consistent failure to publish raises question marks.

B. Secondary criteria: Some secondary criteria may be applied to separate closely-matched proposals. It is often essentially impossible to distinguish in a truly objective manner among such proposals and it is sad that it is necessary to do so. The criteria are ambiguous and conflict with each other, so the committee simply has to use its best judgement in making its recommendations.

- An applicant with little existing funding may deserve to be placed ahead of a well-funded one. On the other hand, existing funding provides evidence of a good track record.
- There is merit in funding a proposal to keep a strong research team together; but it is also important to give priority to new researchers in the field.
- An attempt is made to maintain a reasonable balance between different research areas, where this is possible.
- Evidence of industrial interest in a proposal, and of its potential for future exploitation will usually count in its favour.
- A proposal will benefit if it is seen to address recommendations of Technology Foresight. It is worth looking at the relevant Foresight Panel reports and including quotes in your case for support that relate to your proposal.

C. Cost-effectiveness: Finally, the programme manager tries to ensure that his or her budget is to be used in a cost-effective manner. Each proposal which has some chance of being funded is examined, and the programme manager may lop costs off an apparently over-expensive project. Such cost reduction is likely to happen if the major costs of staff and equipment are not given clear, individual justification.

Here are some of the ways in which proposals often fail to meet these criteria -

It is not clear what question is being addressed by the proposal. In particular, it is not clear what the outcome of the research might be, or what would constitute success or failure. It is vital to discuss what contribution to human knowledge would be made by the research.

The question being addressed is woolly or ill-formed. The committee are looking for evidence of clear thinking both in the formulation of the problem and in the planned attack on it.

It is not clear why the question is worth addressing. The proposal must be well motivated.

The proposal is just a routine application of known techniques. Research funding agencies are interested in funding research rather than development. Industry are expected to fund development work. If the development would benefit another research field, rather than industry, then look to the funding agencies of that field.

Industry ought to be doing it instead. If the work is 'near market' then it should be done by industry or industry or venture capital should be funding you to do it. If no industry is interested then the prima facie assumption is that the product has no commercial value.

There is no evidence that the proposers will succeed where others have failed. It is easy enough to write a proposal with an exciting-sounding wish-list of hoped-for achievements, but you must substantiate your goals with solid evidence of why you have a good chance of achieving them. This evidence generally takes two main forms -

- a) 'We have an idea'. In this case, you should sketch the idea, and describe preliminary work you have done which shows that it is indeed a good idea. You are unlikely to get funding without such evidence. It is not good saying 'give us the money and we will start thinking about this problem'.
- b) 'We have a good track record'. Include a selective list of publications, and perhaps include a short paper (preferably a published one) which gives more background, as an appendix. If you make it clear that it is an appendix, you won't usually fall foul of any length limits.

A new idea is claimed but insufficient technical details of the idea are given for the committee to be able to judge whether it looks promising. Since the committee cannot be expert in all areas there is a danger of overwhelming them with technical details, but it is better to err by overwhelming them than by underwhelming them. They will usually get an expert referee to evaluate your idea.

The proposers seem unaware of related research. Related work must be mentioned, if only to be dismissed. Otherwise, the committee will think that the proposers are ignorant and, therefore, not the best group to fund. The case for support should have a list of references like any paper, and you should look at it to check it has a balanced feel - your referee will do so. Do not make the mistake of giving references only to your own work.

The proposed research has already been done - or appears to have been done. Rival solutions must be discussed and their inadequacies revealed.

The proposal is badly presented, or incomprehensible to all but an expert in the field. Remember that your proposal will be read by non-experts as well as (hopefully) experts. A good proposal is simultaneously comprehensible to non-experts, while also convincing experts that you know your subject. Keep highly-technical material in well-signposted section(s); avoid it in the introduction.

The proposers seem to be attempting too much for the funding requested and time-scale envisaged. Such lack of realism may reflect a poor understanding of the problem or poor research methodology.

The proposal is too expensive for the probable gain. If it is easy to see how to cut the request for people/equipment/travel, etc. to something more reasonable then it might be awarded in reduced form. More likely, it will be rejected.

The proposers institution should be funding it. Research agencies will usually only fund research that requires resources beyond that which might be expected in a 'well-found laboratory' indeed, this is part of the charter of the research councils. If it looks like your proposal might be done by a PhD student on the departmental computer then that is what should happen. If the proposer's laboratory is not 'well-found' then this is taken to be a vote of no-confidence in the proposer by his/her institution.

Often, one can tell from independent knowledge of the proposers or by reading between the lines of the proposal, that the criteria could have been met if a little bit more thought had gone into the proposal. There is a clear question being addressed by the research, but the proposers failed to clarify what it was. The proposers are aware of related research, but they failed to discuss it in the proposal. The proposers do have some clear technical ideas, but they thought it inappropriate to go into such detail in the proposal. Unfortunately, there is a limit to which a funding agency can give such cases the benefit of the doubt. It is not fair for referees to overlook shortcomings in proposals of which they have personal knowledge if similar shortcomings are not overlooked in proposals which they have not encountered before. In any case, proposals which do meet the criteria deserve precedence.

11.9 SAMPLES OF RESEARCH PROPOSAL

11.9.1 Sample Proposal One

PARTICIPATION OF RURAL WOMEN AT HOUSEHOLD DECISION MAKING PROCESS

Syed Muhammad Sajjad Kabir

Department of Psychology, University of Chittagong; Chittagong-4331; Bangladesh

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INTRODUCTION

1. Statement of the Issue

In Bangladesh, women constitute about 49% of the total population. But various indicators reveal that the status of women is much lower than that of men. The involvement of women are mainly confined to the household works like child bearing, cooking, dish washing, post harvesting activities of crops etc. and they are not involved in household decision making process as effective as require. Disparities between men and women in education, health, employment and income opportunities, control over assets, personal security and participation in household decision making process as well as political process reveal that women are deprived and less empowered, which limits the country's ability to achieve its full potential (Biswas, 2004) Education is one of the most influencing factors increasing for women in household decision making process but the national literacy rate of women is 48.82% while the rate is 58.48% for men in the year 2006 (BBS, 2007).

When the women involve in the household decision making processes, one thing is quite obvious that one of the biggest obstacles to progress, to rapid change, to adoption of new methods whether it be in the fields of agriculture, health, or education, is the segregation of the muslim women. If you look at their percentage of literacy, it is distressingly low. If you look at their idea about the outside world of what is going on, what has already happened in other countries, well it is pathetic. We realize that unless some movements of ideas take place among the women, it would be very difficult to get the men moving (Ahmed, 1966). Rural women are better savers and their credit repayment behavior is better. But lack of appropriate management capability, low literacy rate and poor health and nutritional status of women and their children are obstacles on the way of rapid socio-economic progress of women. Simultaneously attention, therefore, should be given to their income earning, education, low birth rate and nutritional improvement and these may be considered as an appropriate package for involving women in development (WID). There should be women extension workers for the community to implement this package program. Training should be a continuous process for bringing about any tangible positive change among the change agents as well as among the rural women (Khan, 2000).

Health care for rural women in Bangladesh often is very poor. Rural women are disadvantaged group to access health care. The life expectancy of women is slightly lower than men in Bangladesh. Still they believe to receive traditional treatment rather than modern medical treatment. Only 12 per cent of births are attended by the trained personnel (doctors or nurse/midwives). The maternal mortality rate is still very high at 4.4 per 1000 live births. The nutritional status, early marriage and frequent pregnancies are the major health problems for rural women. In spite of that women have to take care of all household members, there are hardly anyone to take care of their health (Biswas, 2004). As a result their participation in household decision-making process is minimal. Bulks of the rural women in Bangladesh are termed as the 'hard working poor', yet their contribution to agriculture and related activities does not find place. Employment, self or wage and others opportunity for rural women is very much limited, whether they are literate or illiterate, skilled or unskilled, young or old, poor or middle class. They bear hard life at home and also in the area of self-employment. Actually they are deprived, exploited, discriminated in agricultural and non agricultural employments (Ara and Khan, 2005). Women are at the bottom of the pay and power scale in agriculture: they are employees not employers, unpaid sowers, reapers and bread makers, not bread earners on the family farm (Seager and Olson, 1986).

Few studies (Banu, 1996; Khan, 2000; Kabir, 1996) were conducted on some components like health, education, training etc. But the present study has been undertaken to make an in-depth analysis to know the status of participation of decision-making at household level. Rural women properly addressed through this study, it could be easy to find out some strategies for women in decision-making process. In fact the extent of participation is determined by various factors like boldness of the women to express opinion, awareness of their rights and share of contribution to the family income. In the social structure of Bangladesh generally women are allowed to participate to take decision jointly with their husbands and other family members on their children's education and marriage related matters (The Journal of Geo-Environment, 2004:54).

In fact, this remarkable change in women access to such crucial aspects of decision making is greatly appreciated and a salient indication towards the progress of women empowerment. Participation in household decision-making (PHDM) refers to the extent of women's ability to participate in formulating and executing decisions regarding domestic, financial, child-welfare, reproductive health, farming and socio-political matters in coordination with other family members. Empowerment of women in the society and in the state as a whole will not be ensure until and unless they can take part effective role in decision making process at household level.

2. Objectives of the Study

2.1 General Objectives of the Project

The general objective of the study is to assess women's participation in household decision-making processes of rural areas in Bangladesh.

2.2 Specific Objectives of the Project

Specific objectives are to-

- i. identify the area of household decision making of rural women;
- ii. identify the significant factors influencing the participation of rural women in decision making processes;

- iii. measure the degree of women participation in different areas of household decisions.

3. Justifications/ Importance of the Study

The justification of the study will help to identify the problems and prospects of the rural women in decision-making process at household level. It is very pertinent to observe the role and decision making power at the household level. It is expected that the study would investigate the problem rural women faced in their family to take part in the decision-making process. It is also hoped that the study would be able to identify the factors influencing in the decision-making process at household level. Finally the outcomes of the study would be helpful to the policy planners for designing project to address the problem.

4. Scope of the Study

The major focus of the study is to identify the field level situation in the light of the objectives of the study. The study will analyze the participation of the household decision making process of women in the village. The scope of the study is illustrated in details in the following matrix-

Study Objectives	Indicators	Measurement Technique	Important Variables
1. Identify the area of household decision making of rural women.	1.1 Enrollment of children to school; 1.2 Making appointment to doctor for treatment; 1.3 Adoption of family planning; 1.4 Involvement with any cooperative societies; 1.5 Purchase household assets; 1.6 Marriage of her sons/daughter; 1.7 Mobility.	Number and percentage	Number of school going children; access to physician; family planning method and reproductive health rights; membership of societies; household purchasing power, Decision about marriage and mobility.
2. Identify the significant factors influencing the participation of rural women in decision making processes.	2.1 Education level 2.2 Involvement in IGA outside home; 2.3 Spending her/husband money; 2.4 Borrowing or lending money.	Number and percentage	Literate women aged 15 years and above household income and expenditure, micro credit.
3. Recommend some measures for women participation in household decisions making process.	--	---	---

RESEARCH METHODS

5.1 Sources of Data

Information for the study will be collected from both primary and secondary sources. Primary data will be collected from rural women of the Raichow village of Comilla Sadar Upazila. Secondary information will be collected from books, journals, newspapers, office records of CVDP and other published documents. Both quantitative and qualitative data will be used to address the objectives of the study. Researchers' observations will also be incorporated in the study.

5.2 Sample Design

Raichow of Comilla Sadar Upazila will be selected for the study. Selected respondents from one village will be interviewed with semi-structured questionnaire.

In this study, the probability sampling technique will be followed as this technique permits the researchers to specify the probability of each sampling unit being included in the sample. To determine the sample size from the universe/population, standard statistical formula in case of known population as mentioned by Kothari (2004) will be used. Sample size will be calculated at 90% confidence level and 10% margin of error.

The formula for calculating the sample size is as follows:

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 \cdot (N - 1) + z^2 \cdot p \cdot q}$$

Where,

n = Sample size; z = The value of the standard variate at a given confidence level and to be worked out from table showing area under Normal Curve. In the present study it would be considered standard normal deviate at 95% confidence level =1.96; p = Sample proportion, which may either be based on personal judgment, experience or may be result of a pilot study. In absence of such estimation one method may be to take the value of p=0.50 in which case 'n' will be the maximum and the sample will yield at least the desired precision. In the present study value of p will be estimated as 0.50; q = 1-p (In the

present study $q=1 - 0.50 =0.50$); e = Acceptable margin of error (the precision), usually considered 0.05; and N = Size of population.

The estimated sample size-

$$n = \frac{(1.96)^2 (0.50 \times 0.50) 267}{(0.05)^2 \times (267 - 1) + (1.96)^2 (0.50 \times 0.50)} = \frac{256 \cdot .4268}{1.6254} = 158$$

5.3 Method of Data Collection

The primary data (both quantitative and qualitative) will be accumulated mostly to fulfill the objectives set forth in the study. For collecting the data a structured interview schedule will be developed with balanced combination of both closed and open-ended questions. The researchers will mainly collect the information.

5.4 Data Processing

SPSS (version..) program will be used for analyzing the data. Collected data will be presented in tables, graphs and charts. Simple statistical tools, such as, percent, correlation, regression will be used to interpret findings of the study. Emphasis will also be given on qualitative analysis with quantitative data.

6. IMPLEMENTATION

Four trainees of Research Methodology for Social Science Researchers Course will conduct the study. The data will be collected and tabulated by the researcher.

The name and address of chief researcher is- Syed Muhammad Sajjad Kabir; Assistant Professor, Department of Psychology; University of Chittagong, Chittagong-4331.

7. BUDGET

The total cost of the impact study would be Taka 3,000.00 which will be borne from the revenue budget of BARD. The detailed break-up of the budget is as follows-

Sl.No.	Items	Amount (Tk.)
a.	Stationeries	5,000.00
b.	TA/DA for the researchers (Tk. 500 x 30 days x 2 person)	30,000.00
c.	TA/DA for the Investigators	20,000.00
d.	Transport cost	5,000.00
e.	Honorarium for the researchers	20,000.00
f.	Honorarium for the technical supports and reviewers	
	i. For reviewing research proposal and report	5,000.00
	ii. Data collectors	4,000.00
	iii. Data tabulators	20,00.00
g.	Administrative Support for relevant officers and staff of the Academy	1,000.00
h.	Miscellaneous (Computer Compose, Printing Cost, etc.)	8,000.00
Total		(Taka One Lakh only) 100,000.00

Note: The budget will be adjusted according to the actual cost.

8. WORK PLAN THROUGH GANTT CHART

The study would be completed by September 2, 2009. The details is shown below-

Items	October 2010-September 2011					
	October-November	December-January	February-March	April-May	June-July	August-September
a. Preparation and approval of proposal	██████████					
b. Preparation of Questionnaire		██████████				
c. Field Test and Finalization of Questionnaire		██████████				
c. Data Collection			██████████			
d. Data Processing				██████████		
e. Draft Report Writing					██████████	
f. Review of Draft Report						██████████
g. Final Report Submission						██████████

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- Seager, J and Olson, A (1986). *Women in the World: On International Atlas*, New York.

11.9.2 Sample Proposal Two

- | | |
|--|---|
| 1. Name and designation of the Project Director: | Syed Muhammad Sajjad Kabir
Assistant Professor |
| 2. Name and designation of Associate Director(s) if applicable | Not Applicable |
| 3. Name of the Department/Institute: | PSYCHOLOGY |
| 4. Name of the University: | University of Chittagong |
| 5. Title of the Project: | Inferiority Complex and Self-esteem of Madrasa Students in Chittagong Hill Tracts |
| 6. Section in which the project is to be considered: | Social Sciences |

8. Brief description of the project

(a) Objectives of the project (within 100 words)

General Objectives: The general objective of the study is to investigate the inferiority complex and self-esteem of Madrasa students in Chittagong Hill Tracts.

Specific Objectives: Specific objectives are to-

- i) identify the inferiority complexity of Madrasa Students in Chittagong Hill Tracts;
- ii) identify the Self-esteem of Madrasa Students in Chittagong Hill Tracts;
- iii) identify the significant factors affecting the Madrasa Students in Chittagong Hill Tracts;
- iv) investigate the relations between inferiority complex and self-esteem of Madrasa Students in Chittagong Hill Tracts.

(b) Review of Literature and Rationale behind the present initiative (within 500 words)

Madrasas are religious schools that offer religious education along with secular subjects. In Bangladesh there are two types of madrasahs - Aliya and Qoumi. The Aliya madrasahs receive financial support from the government and Qoumi madrasahs do not receive any financial support from the government. While the curriculum of the Aliya madrasahs has a mix of general education and religious subjects there is no uniform curriculum in the latter type of madrasahs although the weight is heavily on religious subjects. Until 2010 madrasah education was considered outside of the mainstream education system. The new National Education Policy 2010 announced a 'unified' system of education under which Aliya Madrasa, though not Qoumi, students will study the same curriculum and sit the examinations as general education students plus they will have their unique religious subjects and separate examinations for religious subject.

An inferiority complex occurs when feelings of inferiority are intensified in the individual through discouragement or failure (White, Harold, and Franciso, 2000). Those who are at risk for developing a complex include people who show signs of low self-esteem or self-worth, are of different ethnicity, have low socioeconomic status, or have a history of depressive symptoms (Grove, Little, Wanner, & Wearing, 1996). Many times there are warning signs of someone who may be prone to developing an inferiority complex. When an inferiority complex is in full effect, it may impact the performance of the individual as well as the individual's self-esteem. According to Braden (1969) self-esteem is an essential human need that is vital for survival and normal, healthy development; it arises automatically from within based upon a person's beliefs and consciousness and it occurs in conjunction with a person's thoughts, behaviors, feelings and actions. Those who have low self-esteem feel different inferiority complexity in their life (Grob, et. al., 1996). Inferiority feeling had negative correlation with self-esteem (Kim, 1997; and Neto,

1995). Alfred Adler (1927) identified an inferiority complex as one of the contributing factors to problem child behaviors. Runsetam (1958) states that the inferiority complex is a problem of deep-seated, emotionally toned ideas about one's self, psychology considers that it can be eliminated or minimized only by understanding how it originated, why it persists, and then compensating for the inferiority by developing other abilities.

In general, students attending Madrasas compared to those students attending general secondary schools experience a lower quality of education in terms of the inputs provided by the government and the communities which manage those madrasas. Moreover, with rare exceptions, the perception of the public is also that madrasas offer an inferior quality education. Madrasa students cannot at present compete with their peers from mainstream secondary schools in the labor market nor can they readily advance into higher education. The study will help to identify the problems and prospects of the Madrasa students in their daily activities. It will also help government in long term planning for the future of madrasa education.

(c) Expected Results

Madrasas' students most are male and about half of all students are boarding. In general, students attending Madrasas compared to those students attending general secondary schools experience a lower self-esteem and feel inferiority complex in terms of the inputs provided by the government and the communities which manage those madrasas. Moreover, with rare exceptions, the perception of the public is also that madrasas offer an inferior quality education. Madrasa students cannot at present compete with their peers from mainstream secondary schools in the labor market nor can they readily advance into higher education. When an inferiority complex is in full effect, it may impact the performance of the individual as well as the individual's self-esteem. Unconscious psychological and emotional processes can disrupt students' cognitive learning, and negatively charged feeling-toned memory associations can derail the learning process. Among the mental health treatment population, this characteristic is shown in patients with many disorders such as certain types of schizophrenia, mood disorders, and personality disorders.

(d) Relevance of the Project to National Development

After completion the project it can be identified the obstacles that Madrasas face in improving quality and becoming 'unified' with the general national education stream. It can help Bangladesh Madrasa Education Board to plan, manage, monitor and evaluate Madrasa education. Overall measuring the inferiority complex and self-esteem of Madrasa students are noticed on government demands. Firstly, identify the inferiority complexity and self-esteem can help the madrasa student's problem to provide for proper guideline. Secondly a measure of inferiority complex would help to differentiate between distress due to inferiority and others. Thirdly a student's inferiority problem can be related to other aspect of personality problem which is influenced their self-esteem. When a student feels in inferiority complexity his/her self-esteem decrease day by day, for these students do not develop their own career in desire fields, which is one of the most important issues in our country.

(e) Methodology

Sources of Data: Primary data will be collected from both Madrasa (Aliya and Qoumi) and Secondary level students in Chittagong Hill Tracts. Adapted Bangla version (Akram, Azizul, and Ariful, 2011) of Pati's (1974) Inferiority Questionnaire (IQ) and adapted Bangla version (Ilyas, 2003) of Rosenberg's (1965) Self-esteem scale will be used for primary data collection. Secondary information will be collected from books, journals, newspapers, and other published documents. Both quantitative and qualitative data will be used to address the objectives of the study. Researchers' observations will also be incorporated in the study.

Sample Design: Chittagong Hill Tracts will be selected for the study. Selected respondents from four districts (Chittagong, Rangamati, Bandarban, and Khagrachhari) will be administered the structured inferiority and self-esteem questionnaires. Total sample size will be 1000.

Method of Data Collection: The primary data (both quantitative and qualitative) will be accumulated mostly to fulfill the objectives set forth in the study. For collecting the data a structured interview schedule will be developed with balanced combination of both closed and open-ended questions. The researcher and his assistant will mainly collect the information.

Data Processing: SPSS (20) program will be used for analyzing the data. Collected data will be presented in tables, graphs and charts. Simple statistical tools, such as, percent, correlation, regression, analysis of variance (ANOVA), etc. will be used to interpret findings of the study. Emphasis will also be given on qualitative analysis with quantitative data.

9. Description of the Annual Work Plan: WORK PLAN THROUGH GANTT CHART

The study would be completed by September 30, 2014. The details is shown below-

Items	October 2013-September 2014					
	October- November	December- January	February- March	April-May	June-July	August- September
a. Preparation and approval of proposal	██████████					
b. Preparation of Questionnaire		██████████				
c. Field Test and Finalization of Questionnaire		██████████	██████████			
c. Data Collection			██████████	██████████		
d. Data Processing				██████████	██████████	
e. Draft Report Writing					██████████	██████████
f. Review of Draft Report						██████████
g. Final Report Submission						██████████

10. Basic facilities available in your department/institute for the proposed investigation

Department has well-decorated computer laboratory.

11. Facilities of other universities/institutions proposed to be used in the investigation

(letter of concurrence of the universities/institutes to be attached.): Not Applicable

12. Duration of appointment of Research Assistant/Lab attendant / labor ; (days/months): 12 months

13. Provide a list of key performance indicators for your project

The major focus of the study is to identify the field level situation in the light of the objectives of the study. The study will analyze the madrasa students' inferiority complex and self-esteem in Chittagong Hill Tracts. The key performance indicators are illustrated in details in the following matrix -

Study Objectives	Indicators	Measurement Technique	Important Variables
1. identify the inferiority complexity of Madrasa Students in Chittagong Hill Tracts;	1.8 Inferiority Complex 1.9 Madrasa Students 1.10 Chittagong, Rangamati, Bandarban, and Khagrachhari.	Number, Percentage, Variance, SD	Attitude to Siblings, Playmates, Friendship, Respect Elder, Self-responsibility, Self-disclosure, Self-respect, Cooperation, Auto-instruction, Anger.
2. identify the Self-esteem of Madrasa Students in Chittagong Hill Tracts;	2.5 Self-esteem 2.6 Madrasa Students 2.7 Chittagong, Rangamati, Bandarban, and Khagrachhari.	Number, Percentage, Variance, SD	Self-respect, Self-confidence, Positive/Negative Attitude, Self-satisfaction.
3. identify the significant factors affecting the Madrasa Students in Chittagong Hill Tracts;	3.1 Significant Factors 3.2 Madrasa Students 3.3 Chittagong Hill Tracts.	ANOVA	-----
4. relations between inferiority complex and self-esteem of Madrasa Students in Chittagong Hill Tracts.	4.1 Correlation between Inferiority Complex and Self-esteem 4.2 Madrasa Students.	Correlation	Inferiority Complex and Self-esteem.

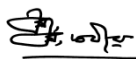
14. Suggest 3-5 reviewer for your project proposal:

- | | |
|---|--|
| 1. Professor Dr. Shamsuddin Elias
Department of Psychology
National University, Gazipur, Bangladesh | 3. Professor Dr. Kazi Saifuddin
Department of Psychology
Jagannath University, Dhaka, Bangladesh |
| 2. Professor Dr. Kamal Uddin
Department of Psychology
University of Dhaka, Bangladesh | 4. Professor Dr. Anwarul Hasan Sufi
Department of Psychology
University of Rajshahi, Bangladesh |

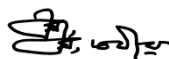
15. Financial support sought from UGC (item wise)

SN	Items	Cost (Taka)
(a)	Honorarium of the Project Director (basic salary of one month)	21,700/-
(b)	Research Assistant	5,000X12=60,000/-
(c)	Data collection/survey/sample collection/field work/	35,000/-
(d)	Travel and local transport expenses	25,000/-
(e)	Stationery	2,000/-
(f)	Preparation and binding of report	5,000/-
	Total expenses:	1,48,700/-

16. Particulars of any earlier project funded by the University Grants Commission: Not Applicable
 17. If a similar project is under implementation with financial help from some other agencies: Not Applicable
 18. Name of the degree, for which the results from the project will be used: Not Applicable.



Counter signature of
 Head/Chairperson of the Department



Signature of the Project Director
 Name: Syed Muhammad Sajjad Kabir
 Date: 28/09/2013
 Address for correspondence: Chairman, Department of
 Psychology
 University of Chittagong, Chittagong-4331
 Email: smskabirpsy@cu.ac.bd

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