

Writing a Ph.D. Thesis

**Prof. B.L. Sah
Dr. Reetesh Sah**

This module describes how to organize the written thesis, which is the central element of your postgraduate degree. To know how to organize the thesis document, you first have to understand what post research is all about, so that is covered too. In other words, this note should be helpful when you are just getting started in your research program.

The distinguishing mark of research is an original contribution to knowledge. The thesis is a formal document whose sole purpose is to prove that you have made an original contribution to knowledge. Failure to prove that you have made such a contribution generally leads to failure. To this end, your thesis must show two important things:

- you have identified a worthwhile problem or question which has not been previously answered,
- you have solved the problem or answered the question.

Your contribution to knowledge generally lies in your solution or answer. Always remember that a thesis is a formal document. Every item must be in the appropriate place, and repetition of material in different places should be eliminated.

I. SELECTION OF TOPIC:

The research topic or title should be specific and clear. The topic should indicate the WHO/WHAT, WHEN, WHY, WHERE and HOW clearly. It is the focus of your research.

The following factors should guide the selection of a topic/title:

- the feasibility of the research
- the uniqueness of the research
- the scope of the research
- the topicality of the research
- the polyvalence of the research
- the profitability of the research
- the coverage of the researchers daily job the theoretical value of the research and
- the practical value of the research

II. STATEMENT OF PROBLEM:

The research proposal starts with a problem and ends with a solution to the problem. Problem statement is therefore the axis, which the whole research revolves around, because it explains in short the aim of the research.

There are many problem situations that may give rise to research. Three sources usually contribute to problem identification. Own experience or the experience of others may be a source of problem supply. A second source could be scientific literature. You may read about certain findings and notice that a certain field was not covered. This could lead to a research problem. Theories could be a third source. Shortcomings in theories could be researched.

The prospective researcher should think on what caused the need to do the research (problem identification). The question that he/she should ask is: Are there questions about this problem to which answers have not been found up to the present?

Research originates from a need that arises. A clear distinction between the PROBLEM and the PURPOSE should be made. The problem is the aspect the researcher worries about, thinks about, and wants to find a solution for. The purpose is to solve the problem, i.e. find answers to the question(s). If there is no clear problem formulation, the purpose and methods are meaningless.

Keep the following in mind:

- Outline of the general context of the problem area.
- Highlight key theories, concepts and ideas current in this area.
- What appear to be some of the underlying assumptions of this area? . Why are these issues identified important?
- What needs to be solved?
- Read round the area (subject) to get to know the background and to identify unanswered questions or controversies, and/or to identify the most significant issues

for further exploration.

The following aspects are important when formulating a research problem:

- The research problem should always be formulated grammatically correct and as completely as possible. You should bear in mind the wording (expressions) you use. Avoid meaningless words. There should be no doubt in the mind of the reader what your intentions are.
- Demarcating the research field into manageable parts by dividing the main problem into sub problems is of the utmost importance.

III. REVIEW OF LITERATURE:

Not to be confused with a book review, a literature review surveys scholarly articles, books and other sources (e.g. dissertations, conference proceedings) relevant to a particular issue, area of research, or theory, providing a description, summary, and critical evaluation of each work. The purpose is to offer an overview of significant literature published on a topic.

Generally, the purpose of a review is to analyze critically a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles.

In the introduction, you should:

- Define or identify the general topic, issue, or area of concern, thus providing an appropriate context for reviewing the literature.
- Point out overall trends in what has been published about the topic; or conflicts in theory, methodology, evidence, and conclusions; or gaps in research and scholarship; or a single problem or new perspective of immediate interest.
- Establish the writer's reason (point of view) for reviewing the literature; explain the criteria to be used in analyzing and comparing literature and the organization of the review (sequence); and, when necessary, state why certain literature is or is not included (scope).

In the body, you should:

- Group research studies and other types of literature (reviews, theoretical articles, case studies, etc.) according to common denominators such as qualitative versus quantitative approaches, conclusions of authors, specific purpose or objective, chronology, etc.
- Summarize individual studies or articles with as much or as little detail as each merits according to its comparative importance in the literature, remembering that space (length) denotes significance.
- Provide the reader with strong "umbrella" sentences at beginnings of paragraphs, "signposts" throughout, and brief "so what" summary sentences at intermediate points in the review to aid in understanding comparisons and analyses.

In the conclusion, you should:

- Summarize major contributions of significant studies and articles to the body of knowledge under review, maintaining the focus established in the introduction.
- Evaluate the current "state of the art" for the body of knowledge reviewed, pointing out major methodological flaws or gaps in research, inconsistencies in theory and findings, and areas or issues pertinent to future study.
- Conclude by providing some insight into the relationship between the central topic of the literature review and a larger area of study such as a discipline, a scientific endeavor, or a profession.

IV. OBJECTIVES OF STUDY:

The objectives of the study has three main parts:

- a concise statement of the question that your thesis tackles
- justification, by direct reference to section 3, that your question is previously unanswered
- discussion of why it is worthwhile to answer this question/questions.

V. HYPOTHESIS:

What is a Hypothesis?

A hypothesis is a preliminary or tentative explanation or postulate by the researcher of what the researcher considers the outcome of an investigation will be. It is an informed/educated guess.

It indicates the expectations of the researcher regarding certain variables. It is the most specific way in which an answer to a problem can be stated.

Formulating an Hypothesis

It should, however, be emphasized that in no way a hypothesis statement can

claim to be the only solution to the problem. It serves only as a point of departure - the chain between the theory and the research that leads to the broadening of knowledge.

Hypothesis is thus a tentative statement that should either be acknowledged or rejected by means of research.

However, hypothesis is not unique to research. Hypothesis is constantly generated in the human mind as we work to understand day-to-day phenomena. By formulating a series of reasonable guesses of cause and effect, we are able to understand and explore the events in our surrounding environment.

Importance of Hypothesis:

A hypothesis is important because it guides the research. An investigator may refer to the hypothesis to direct his or her thought process toward the solution of the research problem or sub problems. The hypothesis helps an investigator to collect the right kind of data needed for the investigation. Hypothesis is also important because it help an investigator to locate information needed to resolve the research problem or sub problems.

The following criteria are of importance in formulating hypothesis.

A hypothesis should:

- stand a test
- be expressed in clear language
- be in accordance with the general theme of other hypothesis statements in the same field of study, and should be regarded as valid; . be co-ordinated with the theory of science
- be a tentative answer to the formulated problem;
- be logical and simplistic
- consider available research techniques (to be able to analyze and interpret the results)
- be specific and
- be relevant to the collection of empirical phenomen'on's and not merely conclude value judgments.

The difference between an hypothesis and a problem is that both an hypothesis and a problem contribute to the body of knowledge which supports or refutes an existing theory. An hypothesis differs from a problem. A problem is formulated in the form of a question; it serves as the basis or origin from which an hypothesis is derived. An hypothesis is a suggested solution to a problem. A problem (question) cannot be directly tested, whereas an hypothesis can be tested and verified.

An hypothesis is formulated after the problem has been stated and the literature study has been concluded. It is formulated when the researcher is totally aware of the theoretical and empirical background to the problem.

The purpose and function of an hypothesis:

- It offers explanations for the relationships between those variables that can be empirically tested.
- It furnishes proof that the researcher has sufficient background knowledge to enable him her to make suggestions in order to extend existing knowledge.
- It gives direction to an investigation.
- It structures the next phase in the investigation and therefore, furnishes continuity to the examination of the problem.

VI . SOME MORE TIPS:

Case Study:

Studying case study, research should aim at understanding a bounded phenomenon by examining in depth, and in a holistic manner, one or more particular instances of the phenomenon. Provide sufficient contextual information about the case, including relevant biographical and social information. Purposeful sampling is generally used in case study research therefore, explain sampling procedures and case selection, and the defining characteristics and typicality or atypicality of the case. Draw data either from one primary source (e.g., oral interviews, journals, or essays) or from multiple sources (e.g., from interviews, observations, field notes, self-reports or think-aloud protocols, tests, transcripts, and other documents). Data analysis may begin informally during interviews or observations and continue during transcription, when recurring themes, patterns, and categories become evident. Once written records are available, analysis involves the coding of data and the identification of salient points or structures. Establishing the significance or importance of themes or findings are crucial the discussion should ideally link these themes explicitly to larger theoretical

and practical issues.

Abstract:

- A good abstract explains in one line why the paper is important. It then goes on to give a summary of your major results, preferably couched in numbers with error limits. The final sentences explain the major implications of your work. A good abstract is concise, readable, and quantitative.
- Information in title should not be repeated.
- Be explicit.
- Use numbers where appropriate.
- Answers to these questions should be found in the abstract:
 1. What did you do?
 2. Why did you do it? What question were you trying to answer?
 3. How did you do it? State methods.
 4. What did you learn? State major results.
 5. Why does it matter? Point out at least one significant implication.

Table of Contents:

- list all headings and subheadings with page numbers
- indent subheadings
- it will look something like this:
 - List of Figures
 - List of Tables
 - Introduction
 - Subheads
 - Methods
 - Subheads
 - Results
 - Subheads
 - Discussion
 - Subheads
 - Conclusion
 - Recommendations
 - Acknowledgments
 - References
 - Appendices

List page numbers of all figures and tables. Be sure to include a hook at the beginning of the introduction. This is a statement of something sufficiently interesting to motivate your reader to read the rest of the paper, it is an important/interesting scientific problem that your paper either solves or addresses. You should draw the reader in and make them want to read the rest of the thesis.

The results are actual statements of observations, including statistics, tables and graphs. Indicate information on range of variation. Mention negative results as well as positive. Do not interpret results save that for the discussion. Layout the case as for a jury. Present sufficient details so that others can draw their own inferences and construct their own explanations. Use S.I. units (m, s, kg, W, etc.) throughout the thesis. Break up your results into logical segments by using subheads

The discussion section should be a brief essay in itself, answering the following questions and caveats:

What are the major patterns in the observations? What are the relationships, trends and generalizations among the results? What are the exceptions to these patterns or generalizations? What are the likely causes (mechanisms) underlying these patterns resulting predictions? Is there agreement or disagreement with previous work? Interpret results in terms of background laid out in the introduction - what is the relationship of the present results to the original question? What is the implication of the present results for other unanswered questions in earth sciences? Multiple hypothesis: There are usually several possible explanations for results. Be careful to consider all of these rather than simply pushing your favorite one. If you can eliminate all but one, that is great, but often that is not possible with the data in hand. In that case you should give even treatment to the remaining possibilities, and try to indicate ways in which future work may lead to their discrimination. Avoid bandwagons: A special case of the above. Avoid jumping a currently fashionable point of view unless your results really do strongly support them. What are the things we now know or understand that we didn't know or understand before the present work? Include the

evidence or line of reasoning supporting each interpretation. What is the significance of the present results: why should we care?

The conclusion should include what is the strongest and most important statement that you can make from your observations? If you met the reader at a meeting six months from now, what do you want them to remember about your paper? Refer back to problem posed, and describe the conclusions that you reached carrying out this investigation, summarize new observations, 'new interpretations, and new insights that have resulted from the present work. Include the broader implications of your results. Do not repeat word for word in the abstract, introduction or discussion.

Recommendations should include remedial action to solve the problem. Further, research to fill in gaps in your understanding and directions for future investigations on this or related topics.

In acknowledgment section you write about the advisor(s) and anyone who helped you:

1. technically (including materials, supplies)
2. intellectually (assistance, advice)
3. financially (for example, departmental support, travel grants)

Be discriminating about what you reference

Avoid referencing textbooks if possible; instead find the original papers to which the textbook has referred.

Avoid reference to literature or papers that are not fully reviewed (where ever possible). Often an author will present his or her work in several different places if you have a choice, always refer to a journal article over conference proceedings, abstract, or report. There are exceptions to this generalization in particular the International PermalTost Conference Proceedings are fully reviewed and papers are of OK quality.

Be specific when using reference:

Do not write "Researchers say A equals B." or "Scientists have long argued that A equals B ". Instead write, for example: "A is hypothesized to equal B (Abmeasurer 2000)." or "In one hypothesis, A equals B (Abmeasurer 2000)". If many papers say the same thing, or there is a broad argument that many have engaged in, then give more than one reference.

Avoid acronyms whenever possible.

There may be cases where it is impossible to avoid using existing acronyms, and there may even be very few cases where making up your own acronym is tolerable, but it definitely is not cool. Use plain English, not jargon

Dictionaries list at least two definitions for jargon:

1. Specialized technical terminology characteristic of a particular subject.
2. Confused, unintelligible language; gibberish; hence, an artificial idiom or dialect.

These definitions are the same. The difference is in perspective of the reader, for whom the same word might be gibberish or specialized technical terminology. Whenever possible avoid using terminology that only an 'expert' in the subject would understand. Jargon is often tempting to use when writing because it gives the superficial appearance of being smart. Resist this urge and aim to use language that an intelligent nonspecialist can understand without a glossary or technical dictionary. Even if papers you read and reference use jargon, when referring to these interpret into your own straightforward language. You will be doing science a service.

Be quantitative wherever possible.

Rather than saying "larger", give values in the text or, less ideal but still OK, give values parenthetically. Example: Replace "Lakes identified on Mars are significantly deeper than lakes of similar origin on Earth (Lakemeasurer, 2000)" with "Sampled lakes on Mars have depths of 11 ± 3 m, significantly greater than 2-4 m depths of measured terrestrial lakes of similar origin (Lakemeasurer, 2000)". This rule of thumb applies to referenced data as well as your original contributions. It is your responsibility to report referenced information clearly and quantitatively, even if it means a little work because the original author was sloppy.

On a related issue, always report the standard deviation of a value if possible. If you don't have a large enough sample size to confidently report a standard deviation, give the range of values. The first time you report a number and its standard deviation in this way in your paper, tell the reader what error measure you are using (Eg. standard deviation of the sample).If you cannot report a result or comparison quantitatively, ask yourself why. It might be worth trying to do so, even if it requires more work.

You, not the data, make suggestions

Do not write "The data suggests that ...", or "Our results suggest that..." , Data does not suggest anything, it is people that make suggestions based on an interpretation of data. Use something like these instead: "Our [or These] measurements are consistent with the hypothesis that ...", or, "Based on measurements of A and B, we suggest/propose/argue that". Refer to Tables and Figures parenthetically

Refer to tables and figures parenthetically. Do not write, "Table I shows that polygon A is larger than polygon B". Do write "Polygon A is larger than polygon B (Table 1)". Still Better to , write, "The diameter of polygon A is 50% larger than that of polygon B (Table 1)". In this case, Table 1 might show that polygon A has diameter 7.5m, and polygon B 5.0 m.

When referring to data in a table or figure in the text, avoid repeating numbers already given in the table or figure. Instead, try to add content. For example, if the table says the diameter of object A is 7.5m and diameter of B is 5 m then, when noting these differences in the text, you might state that A's diameter is 50% larger than B's...

Give the reader a road map. You must tell your reader the organization of your chapter. Do this as soon as you can in the introduction. Then, you must also tell the reader the organization of each large section of your chapter. Do this as soon as you can in the first paragraph of each section. You cannot go wrong in telling them what's coming in advance.

Appendix:

Include all your data in the appendix, which is not easily available. Calculations (where more than 1-2 pages) may also be the part of appendix. You may also include a key article as appendix. List of equipment used for an experiment or details of complicated procedures and figures, tables, including captions, should be embedded in an appendix, if not critical to your argument.

Remember to do a victory lap

This section is for those of you who are writing a research paper for publication or a thesis.

You spent a huge chunk of your life reading the literature on your research topic. You spent another big chunk of your paper or thesis in reviewing that literature.

When your paper/thesis is over, connect your research advances to that literature. Nobody expects you to rewrite a field of study. Your reader expects that you added a sand grain of knowledge to the hour glass of your field of study. Explain how your sand grain adds to your field and connects to the bigger picture.

Use passive voice sparingly

Some scientists and students think that constant use of the passive voice makes them sound scientific and objective. This is a mistake. In practice, passive voice frequently makes sentences longer and less clear. And, when you over-use the passive voice, your writing becomes boring. Example of passive-voice phrases include: it is believed... ; it has been thought that... ; some have found... ; the field site is located.. ; the sample was first ground AVOID such phrases.

The thesis should follow the following format

1. left margin 1.5 inches:
2. top, right and bottom margins, 1 inch
3. chapter headings and subheads: use consistent style and spacing (Based on Chicago Style)
4. typeface used throughout research paper is consistent
5. double space all text (exceptions: quotations of four lines or longer and references)
6. page numbers at least one inch from the edge of the paper.
7. no form of correction fluid is to be used.

Bibliography:

If you have consulted a large number of references but did not cite all of them in your main thesis and, you might want to include a list of additional resource material, etc. than add in the bibliography.

Thesis in Electronic Format:

Thesis and dissertations are known to be a rich and unique source of information, often the only source for research work that does not find its way into various publication channels. Doctoral dissertations are manifestation of the result of four to five years of intense work involving huge investment of resources, mental, physical and infrastructural and other support from the universities. A thesis reflects

quality of research work conducted by a student and the ability of an institution to lead and support original work of research in a given discipline. Research is characterized by originality, improvements and innovations.

Research in India faces major handicap due to 'poor' visibility and the 'unseen' factor. This initiative would therefore improve the quality of Indian research. A need for a comprehensive theses and dissertation database in India has been felt for a very long time.

For this purpose, a regulatory policy and an implementation mechanism for maintaining standards, archiving, accessing doctoral research output of Indian universities has been put in place. This is in line with international trends to preserve and centrally maintain repositories of electronic thesis and make them generally accessible. UGC (Submission of Thesis and Dissertations in Electronic Format) Regulations, 2005 would ensure systematic creation, collection and compilation of cataloguing information, herein after called "metadata", on theses and dissertations submitted to various universities in a standardized format and to commerce the process of their submission in electronic format.

There are a number of agencies that are involved in collection, compilation and presentation of meta data of thesis in India. Some of the major initiatives are as follows:

Association of Indian Universities (AIU) publishes a list of thesis awarded in various universities in its weekly publication called "University News".

The information and Library Network (INFLIBNET) hosts databases of bibliographic records of Ph.D. thesis submitted to various universities in India consisting of 1,75,929 bibliographic records submitted to 228 Universities in India starting from the year 1905.

The UNESCO has launched a project for development of an international framework for creation of electronic theses and dissertations (ETD).

The UNESCO has developed a "Guide to Electronic Thesis and Dissertations (ETD)", a resource targeted at the research students who are writing thesis or dissertations, at faculty who want to mentor ETD authors, at research administrators who want to initiate ETD programmes, and at IT administrators at universities.

The risk of plagiarism is one of the important concerns that most students and faculty have. Although plagiarism cannot be ruled out even in print environment, it, however, cannot be denied that availability of documents in electronic format makes it easier for authors to copy.

Several software packages have now been developed that detect plagiarism. The software examines document files submitted for detection of plagiarism. Since ETD are read more often than printed ones, there is a strong psychological pressure to discourage plagiarism.

Intellectual Property Rights (IPR) and Copyright the ownership of copyright of a book or any other written document belongs to its creator or author, irrespective of the media used for its presentation, i.e. paper or electronic. The author of an electronic thesis or dissertation is its copyright holder and thus owns the intellectual property contained in it. It is for the authors to decide how their works will be reproduced, modified, distributed, performed in public or displayed in public. However, an author may use another author's work with certain restrictions known as "fair use". The owner of ETD, i.e. a research student, must agree in writing to host his/ her thesis on the web with or without restrictions. Such declaration/ undertaking is taken from the student at the time of submission of thesis on Student Approval Form.

Metadata:

Metadata is the term used to describe data about data. The primary function of meta data is to facilitate information access, search and retrieval. To achieve this goal, the metadata provides information known about the document, such as its title, creator (author) publisher and date of publication, etc. It usually includes information about the intellectual content of the document (i.e. subject keywords or descriptors), digital representation data, and security or rights management information.

Metadata Schemes:

Institutions dealing with electronic thesis and dissertations have either developed their own standards or adapted existing metadata standards. These metadata standards attempt to describe the author, the work, and the context in which the work was produced in a way that will be useful to the researcher as well as the librarians and/or technical staff maintaining the work in its electronic form.

Standards for Data Format for Thesis

The preparation of an ETD involves making of the electronic copy of the thesis/dissertation. There are many file formats available for text, image, sound and video. Basically, file formats can be proprietary or non-proprietary i.e. open file formats. MS- Word is an example of proprietary file format and Open Office.org is an example of non-proprietary file format.

Open Text File Formats

(Hypertext Mark-up Language (HTML):

HTML is the language with which Web pages are designed. This standard has been defined by the World Wide Web Consortium (W3C). HTML allows web documents to be created with ease. The primary objective of using HTML is to build a web page that communicates readily and effectively to make the document on the web most compelling to access and read. HTML is a plain text file and any text editor as simple as Notepad can be used to create HTML documents.

XML provides a structured representation of data that can be implemented broadly and is easy to deploy. XML is a subset of SGML (Standard Generalized Markup Language), modified and optimized for delivery over the Web.

Portable Document Format (PDF)

Invented by Adobe Systems, Adobe Portable Document Format (PDF) is a publicly available specification used by various standards bodies around the world for electronic document distribution and exchange. As an open file format specification, PDF is available to anyone who wants to develop tools to create, view, or manage PDF documents.

Adobe Acrobat's Portable Document Format (pdf) can retain all format codes and graphic images, appearing as the original paper document and is easily portable. In addition, pdf. files can be indexed and searched by keywords. Apart from being an open standard, it maintains the integrity of the document. It can be converted to PostScript format, which can be used for electronic delivery and printed directly. Both Microsoft Word and Word Perfect files can be easily converted to pdf. files. Training and assistance in the conversion process to pdf. should be provided to the students.

Submission of Ph.D. thesis in Electronic Format:

Doctoral dissertations submitted to a university/institution are originally created in digital format using one of the word processing software packages like MSWord, LaTeX, Word Perfect, Word Pro, etc. or one of the desktop publishing packages like Page Maker, Ventura, etc. These documents are undisputedly highly valuable collection especially in digital format that qualify to be an important component of a digital library.

The documents composed in word processing/desktop publishing packages can be easily converted into PDF Script or marked up in XML using appropriate software tools so as to host them on the web.

Develop File Naming Convention: Universities may define a formal convention for file name so as to have unique name for each file that are meaningful and convey the contents of files being uploaded. Besides, a formal convention should also avoid chances of having the same file names for submissions made by different students. Students may be instructed to store and upload each chapter in separate file using an agree file naming convention. All files should have a distinct name with an appropriate standard suffix according to the convention for its type (e.g. ".doc" for MS Word files, ".gif" for GIFs, ".jpg" for JPEGs, ".txt" for text files. Initial pages of thesis (i.e. acknowledgement, contents, certificate, etc. may be clubbed into one single file which can be named as "intro.pdf". For example, each chapter in a theses may be named as follows:

Initial Last name of author_chapter 1

jarorajntro.pd. : Introductory chapters submitted by Jagdish Arora

jarora_chapter1pdf: Chapter one of thesis submitted by Jagdish Arora

jarora_chapter2pdf: Chapter two of thesis submitted by Jagdish Arora

Suited procedures may be followed to avoid anomalies, for example duplicate file names.

The standard mentioned above will facilitate users to easily identify the relevant parts of a thesis via a file structure that is common across all theses. It will also allow users to quickly look at the table of contents and other introductory information without having to wait for the entire thesis to download.

Students' /Research Scholars' Responsibility:

A student Research scholar would be responsible for creation of a bibliographic

record of his/her thesis and subsequent submission. Instructions to research scholars would vary from university to university depending upon the software used for e-submission. Steps generic in nature are given below:

1. Log-on to ETD Server: A researcher logs-on to the Web Site of his/her university that accepts electronic submission of theses. She/he creates a new account in the ETD database so as to submit his/her thesis.
2. User ID: The researcher is assigned a unique session ID and password to register in the database that can be used for submission as well as for corrections of submitted records and files.
3. Enter metadata or bibliographic information: The researcher is prompted to create a record for his/her ETD based on basic bibliographic information. Follow the online instructions and complete the form. Also enter an abstract for his/her thesis.
4. Processing and Changing Bibliographic Information: Once a researcher has filled-in all bibliographic information, She/he can process it by clicking the submission button. The system displays a bibliographic record of his/her thesis created by him/her and prompts him/her to edit the record, if required.
5. Uploading ETD Files: Once bibliographic information for his/her thesis has been created successfully, the system prompts him/her to upload files containing full-text of his/her thesis. She/he will generally receive confirmation that files have been successfully uploaded, but if there are problems with the filenames him/her has used, this system will also inform him/her and instruct him/her to make necessary changes and upload files with corrected names.
6. File Names: A formal convention for file name is desirable so as to have unique name for each file that are meaningful and convey the content of files being uploaded. For further details, please refer to 2.9-viii: File Naming convention.
7. Use Corrected Version: The electronic version of thesis should incorporate all corrections/medications in it.