

## Institut Pengajian Siswazah BORANG PENILAIAN PENILAI CADANGAN PENYELIDIKAN

Institute of Graduate Studies
DEFENCE OF RESEARCH
PROPOSAL ASSESSMENT
FORM

#### BAHAGIAN I (Diisi oleh pelajar dengan menggunakan HURUF BESAR)

SECTION I (To be filled by student in CAPITAL LETTERS)

| Nama:<br>Name                             |                           |
|---|---------------------------|
| No. Kad Pelajar:<br>Student ID No         | Kod Fakulti: Faculty Code |
| Kod Program: Programme Code               |                           |
| Peringkat<br>Pengajian:<br>Level of Study | Sarjana Kedoktoran PhD    |
| Tajuk<br>Penyelidikan:<br>Research Title: |                           |
|   |                           |

### BAHAGIAN II (Diisi oleh penilai)

| NO | ASPECT OF ASSESSMENT                                  | MARKS (M) (please circle the appropriate mark for each section) |                                    |                                      | WEIGHTED<br>MARKS<br>OBTAINED (%) |  |          |
|----|---|---|------------------------------------|--------------------------------------|-----------------------------------|--|----------|
| 1. | Title of<br>Research (5%)                             | 1   | 2                                  | 3                                    | 4                                 | 5                                      | (=M x 1) |
|    |   | No reflection of research                                       | Minimal reflection of research     | Moderate reflection of research      | Clear reflection of research      | Very clear reflection of research      |          |
|    |   | Comments :  |                                    |                                      |                                   |  |          |
| 2. | Problem<br>Statement<br>(20%)                         |   |                                    |                                      |                                   | T -                                    | (=M x 2) |
|    | a. Analysis of the                                    | No analysis of  | <b>2</b> Minimal analysis of       | Moderate analysis of                 | 4 Clear analysis of               | 5 Very clear analysis of               |          |
|    |   | Comments :  |                                    |                                      |                                   |  |          |
|    |   | 1   | 2                                  | 3                                    | 4                                 | 5                                      | (=M x 2) |
|    | b. Rationale and<br>justification for<br>research gap | No rationale and justification                                  | Little rationale and justification | Moderate rationale and justification | Clear rationale and justification | Very clear rationale and justification |          |
|    | (10%)   | Comments :  |                                    |                                      |                                   |  |          |

| 3. | Research   | 1   | 2  | 3   | 4  | 5   | (=M x 4) |
|----|--|---|--|---|--|---|----------|
|    | Objectives /<br>Research<br>Questions<br>(20%)   | Research objectives and questions are not described   | Research objectives<br>and questions are<br>described but not<br>clear   | Research objectives<br>and questions are<br>described but<br>moderately clear   | Research objectives and questions are described clearly  | Research objectives<br>and questions are<br>described very<br>clearly   |          |
|    | (2070)   | Comments :  |  |   |  |   |          |
|    |  |   |  |   |  |   |          |
|    |  |   |  |   |  |   |          |
| 4. | Literature   |   |  |   |  |   |          |
| +  | Review / Hypothesis Development / Conceptual Framework (20%)   |   |  |   |  |   |          |
|    |  | 1   | 2  | 3   | 4  | 5   | (=M x 2) |
|    | a. Able to organise different bodies of knowledge  | Unable to logically organise bodies of knowledge  | Some evidence of well organised / logical bodies of knowledge  | Moderate evidence<br>of well organised /<br>logical bodies of<br>knowledge  | Good evidence of<br>well organised /<br>logical bodies of<br>knowledge   | Very good evidence<br>of well organised /<br>logical bodies of<br>knowledge   |          |
|    | logically (10%)  | Comments :  |  |   |  |   |          |
|    |  |   |  |   |  |   |          |
|    | b. Proposed  | 1   | 2  | 3   | 4  | 5   | (=M x 2) |
|    | research<br>framework /<br>Academic<br>construct   | Absent of research framework / academic construct   | Vague / Unclear<br>research framework /<br>academic construct  | Moderately clear<br>research framework /<br>academic construct  | Clear research<br>framework /<br>academic construct  | Very clear research framework / academic construct  |          |
|    | (10%)  | Comments :  |  |   |  |   |          |
| 5. | Research   | 1   | 2  | 3   | 4  | 5   | (=M x 4) |
|    | Methodology / Research Design (20%)  • Method of data collection and analysis  • Sampling design  • Procedure / technique / experimental setup | Absence of data collection method / Highly inaccurate choice of sampling design / No procedures or techniques or experimental setup | Unclear data<br>collection method /<br>Inaccurate choice of<br>sampling design /<br>Unclear procedures<br>or techniques or<br>experimental setup | Moderately clear data collection method / Moderately inaccurate choice of sampling design / Moderately clear procedures or techniques or experimental setup | Clear data collection<br>method / Accurate<br>choice of sampling<br>design / Clear<br>procedures or<br>techniques or<br>experimental setup | Very clear data collection method / Highly accurate choice of sampling design / Very clear procedures or techniques or experimental setup |          |
|    |  | Comments :  |  |   |  |   |          |
|    |  | 4   | 2  | 2   | 4  | E   |          |
| 6. | Significance /<br>Applied Value<br>of the<br>Research (15%)  | No significance of study  | Vague significance of study  | Moderately clear significance of study  | Clear significance of study  | Very clear significance of study  | (=M x 3) |
|    |  | Comments :  |  |   |  |   |          |
|    |  |   |  |   |  |   |          |
|    |  |   |  |   | •  | TOTAL MARK (%)  |          |

#### **OUTCOME OF THE DEFENCE RESEARCH PROPOSAL**

# Sila tandakan ( / ) satu daripada di bawah: Please tick (/) one of the following:

| TOTAL MARK | RANKIN | G Interpretation   |
|------------|--------|--|
| 80 – 100   | 1      | Proposal accepted without amendments. Student can proceed.   |
| 60 – 79    | 2      | Proposal accepted with minimal amendments. Proposal with amendments as recommended by the panel of assessors must be submitted to and verified by the Faculty within one month of the date of DRP. Student can then proceed. |
| 40 – 59    | 3      | Major amendments. Student is required to resubmit the amended proposal and present again at the Faculty.   |
| < 40       | 4      | Proposal rejected. Student is required to prepare a new proposal and present again at the Faculty.   |

| Name of Assessor : |  |
|--------------------|--|
| Faculty :          |  |
|                    |  |
| Signature :        |  |
| Date :             |  |

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