

RESEARCH AND REPORT WRITING

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Jaunary-2025

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Unit- I

Introduction :- Signification of Report Writing in Academics and research - Requirement of report writing - research goals, Various Kinds of reports and its Presentations, - Characteristics of Academic and Research Reports Presentation

Objectives

- To develop structured documentation of research findings.
- To enhance critical thinking and analytical skills.
- To ensure systematic and evidence-based knowledge sharing.

DEFINITION OF RESEARCH REPORT

Research is the systematic investigations into study of a natural phenomena or materials or sources or existing condition of the society in order to identify facts or to get additional information and derive new conclusions. It is a production process, which needs a number of inputs to produce new knowledge and application of new and existing knowledge to generate technology that ultimately may generate economic prosperity of a nation. Simply, a research paper/report is a systematic write up on the findings of the study including methodologies, discussion, conclusions etc. following a

definite style. The research report writers in making the report good qualitative should remember the saying ‘Try to express, not to impress’. More elaborately and precisely, a report or systematic write up on the findings of a research study including an abstract/executive summary/summary, introduction (Background with literature review, justification, objectives etc.) results and discussion, conclusions and recommendations, references etc. following a definite style or format may be called a **Research Report**.

Significance of Report Writing

In general, reporting writing is very helpful for making the record of documentation. With the help of reports, we can easily recognize our work. For example, reports play a vital role in schools and colleges for knowing how many students have joined in this year. Report writing also helps the director of the industry, business or any organization in order to make quick decisions and planning of anything. The importance of report writing is that it also helps to communicate within the company that is workers, to discuss the problems of the business and to give investor details of everyday running.

A report can be good when it can be written in the manner of proper communication and written communication. There are also verbal reports and informal reports. Many kinds of report provide many types of profits. Report writing consists of the history and facts of a project or any kind of event. It is useful for recording a past history and an overall summary of decisions.

Report writing helps as a path to solve problems. Writing a report guides you in a way to modernize details about improvements and upcoming plans. For example, the progress of technology or any policy of government. There are many types of report writing such as research report writing. While writing the report of a research paper seems hard but don't worry as there are many online academic report writing services who can help you in any way. The significance of report writing can be highlighted below.

Requirement of report writing

What is report writing?

This form of writing is used in the general and social sciences, as well as business, so to be able to compile a good report is a very

transferable academic skill. A report is written with a clear purpose and for a specific audience and, as with all types of academic writing, clarity and conciseness is key. Before you begin your report writing exercise, ensure that you are aware of any specific guidelines contained in your brief and also ensure that you use headings to guide your reader as you move from section to section. As with all types of academic writing, reports should be clear and concise. While the main areas to consider in report writing are described below, do remember that the first draft of any written assignment should not be the one that is submitted, and it is vital that you leave adequate time for editing and proofreading.

MEANING OF REPORT

Report is a summary of information. It is a communication from someone who has information to someone who wants to use that information. A report is a form of narrative or statement which presents facts relating to an event or state of business affairs which are necessary for an evaluation of progress and for decisions. It is a presentation of facts and findings about an activity. It is objective, impartial presentation of facts. It may arise out of available factual

data or through enquiry, investigation, survey, interview, experiment etc. A mere expression of opinion without supporting factual data is not a report. Office reports may be regarded as the vehicles of communicating information to those who need that information and will use it. They also provide valuable records. They serve as usual means of developing public relation and goodwill.

George R.Terry defined report as “A written statement on collection of facts, events, and opinions and usually express as summarized and interpretative value of this information. It may deal with past accomplishments, present conditions, or probable future developments.” According to Johnson “A good report is a communication that contains factual information organized and presented in clear, correct and coherent language.” Reports are used by members of management to plan, organize and control business operations. Each manager in an organization has to report to his senior for which he has accepted the responsibility.

Objectives of Report Writing

Office report has the following objectives: -

Objective of office reports is to communicate the information to those who need it.

To facilitate planning and co-ordination by presenting factual information.

To provide the information to shareholders, creditors, investors, customers and also general public.

To facilitate the management to take appropriate course of action.

To provide valuable records of documents to the office which can be used as future reference?

To provide facts and results of an enquiry. To give the basis of measuring the performance of executives.

Importance of Report Writing

- Report writing is very challenging, interesting and fun loving. It is not something separate from real work. It is necessary and integral part of work. It is quite valuable and useful because:—

- ❖ It helps to keep records. It is the source of information.
- ❖ It tells about future success and failures. It keeps on knowing what we are doing.
- ❖ It encourages the donors as it keeps them informed what happened to their donations.
- ❖ It helps other people know about the development of their project. Other people are encouraged to do their own project. Helps researchers to do their work. Helps to determine further actions.
- ❖ It is also important for evaluation purpose. Helpful to the govt. to know their performance to bring different changes in policies, programs etc

Report Writing (Tips and Guidelines)

Report writing is an art. It is that skill which can be studied and cultivated. It is an essential means of communication in the form of recommendation or information which is placed before the management for taking different decisions. A report which does not stimulate thought has no useful purpose. It does not justify the cost

and efforts incurred on its preparation. It is necessary for maintaining transparency.

The tips and guidelines about report - writing are valuable to employees at all levels. These are as under:—

- ❖ Avoid the use of passive voice.
- ❖ Prepare the report after knowing your audience and need of readers. Write the report concisely (briefly) but comprehensively.
- ❖ Write in simple language.
- ❖ It should be well planned and well organized. It should follow the logical conclusion.
- ❖ It may also give recommendation.

Benefits of Report Writing

It arranges and organizes the available information. It identifies any missing information. It makes the author to get more total and neutral view. It makes analysis and assessment easier. It classifies the relationship between activities and results. (Input and

output). It assists the author to make a less biased self assessment. It provides the information for making recommendation

R Preparation Of Report Writing

Reports are necessary to communicate progress, indicate achievements and make relevant recommendations. They are useful for evaluation purpose and may assist in making the necessary adjustments on an ongoing project. Report writing is actually a challenging and exciting activity. Therefore, a formal report generally has the following essentials:

1) Preparation Preparation of report involves many activities. It includes selecting an attractive report title, determining topics to be covered and listing points of the topics. Under preparation, writer has to acknowledge all those who offered assistance during the process. The acknowledgement should be as sincere as possible. After acknowledgment, writer creates a summary abstract, which communicates the scope of reports. An executive summary closely follows the summary abstract showing the purpose of the report background of the report and source of information.

2) Introduction This stage communicates the main objectives of the reports. It covers a wide area including the background information, literature review, scope of study and research methodology used. The introduction phase should be very short and concise. It should, however, set the stage for a clearer and logical flow of report. A writer should understand the main objectives of the report before embarking on writing it in the first place. This will assist in ensuring that you do not go out of topic or experience writer's block, a situation where a writer suddenly runs out of ideas.

3) Writing the body The body is one of the most important parts of report since it holds all facts and relevant information, as regards of the problem. All information should be made available in a straight forward way without beating the bush. Although it is a report, it is advisable to use active voice as compared to the passive voice, since the former is clearer, more direct and has a natural role.

4) Conclusion This indicates the end of the report. It should be the summary of the whole report covering all aspects of the document and any underlying themes. Before writing the conclusion, it is advisable to make a draft first of the whole document and then note

the main points to sum up. There should not be any inclusion of new information in the conclusion. The conclusion of report also involves listing the recommendations of the research. After studying the whole report and understanding the underlying problem, one is able to make recommendations on the possible solutions. Some reports also include list of references. A list of references shows the main sources of information for the writer. The list facilitates easier verification of the information. Just in case you might need to edit the report, it would be easier to find the information you are looking for if you follow the list of references.

Characteristics of Academic and Research Reports Presentation

1. **Clarity and Precision** - The presentation should be clear, concise, and free from ambiguity to ensure that the audience understands the key findings.
2. **Logical Structure** - The content must be organized systematically, typically following an introduction, literature review, methodology, findings, discussion, and conclusion.

3. **Objective and Evidence-Based** - Academic and research presentations should rely on factual data, evidence, and logical reasoning rather than personal opinions.
4. **Use of Formal Language** - The presentation should maintain a professional tone, avoiding informal language, slang, or personal biases.
5. **Visual Aids and Data Representation** - Graphs, charts, tables, and diagrams should be used to enhance understanding and support arguments effectively.
6. **Citations and References** - Proper citations should be included to acknowledge sources and avoid plagiarism.
7. **Critical Analysis** - The report should not just present data but also analyze, interpret, and discuss the implications of the findings.
8. **Audience Awareness** - The presentation should be tailored to the knowledge level of the audience, ensuring accessibility without oversimplification.
9. **Time Management** - Key points should be highlighted within the allocated time to keep the audience engaged.

10. Conclusive Summary – A strong conclusion summarizing key insights and recommendations enhances the effectiveness of the presentation.

Self Assessment Question

- What is the role of report writing in academic research?
- How does structured report writing contribute to knowledge development?
- What are the different types of research reports and their purposes?

Unit II

Research Writing Types of Research Papers, Structure of research papers -Research Paper Formats -Abstract writing - Methodology -Results and discussions - Uses of plagiarism detection tools.

Objectives

- To understand the different types of research papers and their purposes in academic writing.
- To analyze the essential components and structure of a well-organized research paper.
- To explore the role of plagiarism detection tools in maintaining academic integrity.

INTRODUCTION

Preparing the Text

Avoid plagiarism! It is worth repeating. Care should be taken in preparing the text. One has to faithfully adhere to the scientific methodology. One has to avoid *plagiarism* which means reproducing exact words, sentences and ideas of the

source materials without acknowledging them in the reference. Usually there would be a tendency among anyone who is writing, a tendency of picking up ideas and sentences from any source without due acknowledgement. Recently in a world of internet and electronic sources, students tend to reproduce from the web pages, web articles and electronic sources. It has been also an observation that in the past, few students have just copied from previous assignments and papers of their seniors. All these practices come under plagiarism. A sincere research student should by all means avoid copying or showing as if it is one's own. Scholarly sincerity in this regard tells up on the student's motivation in life and career.

The whole text should be in the student's own style and language. It is a must to make reference in footnote, whenever others' ideas are used in a form of *Paraphrasing* (i.e. ideas of the authors are presented in the words of the student) or in a form of *Direct Quotations* (i.e. exact words and sentences of the authors; either in short three-lined quotations or longer quotations). Originality in the content of the paper presented in

one's own style and language and precision in methodological applications are taken into consideration in evaluating the scientific work. While writing, flow of thought, unity and coherence of thought are very much necessary. Getting feedback, comments and guidance before and after writing would help the student to polish and shape the idea and the writing skill.

DEVELOPINGTHEWRITINGSKILL

FirstDraft

- Followyouroutlineandwritethefulltextcarefully.
- Donotcopylongquotations,butnotetheirplaceinthepaperand markthereference.

- Keep writing without searching for the perfect word or phrase, but pay attention to the logic and the coherence of thought.
- Incorporate good passages from other writers.
- Limit your scope and exclude everything irrelevant.
- Show this draft, prepared in double-space, to your guide or friends for comments and criticism.

Second Draft

- Respond to criticisms and incorporate suggestions and corrections.
- Look for the appropriate words/phrases and accurate expressions, using a thesaurus.
- Add emphasis to important points and avoid irrelevant and unimportant materials.
- Show this copy, typed in double-space, to your guide to get further suggestions and corrections.

Final Draft

- Once again, answer criticisms and incorporate suggestions and corrections.
- Improve accuracy, clarity, forcefulness and readability.
- Change language style by using simpler wording, shorter sentences and paragraphs, active rather than passive voice, substituting positives for negatives, writing sequences in order.

- Prepare a precise introduction and a well thought out conclusion.
- Prepare a list of reference, appendix and index before generating the table of contents.
- Prepare a title page in the prescribed scientific format.
- Proofread your paper. Check spelling grammar, punctuation and the logical development of ideas. Go through carefully the citations, foot-notes and the reference.
- Submit the final draft to your guide and incorporate his/her suggestions for the improvisation of your paper.

Writing to communicate: Say what we mean to say clearly and consciously. Keep primary objective in writing and focus discussion accordingly. Provide overview of what will be discussed. Organize ideas from general to specific using headings and subheadings. Provide transitional phrase, sentences or paragraphs to help readers follow the flow of thought. Use concrete examples to make abstract ideas understandable. Use appropriate punctuation. Use tables and figures to present findings more adequately. Summarize what was said at the conclusion of the paper. Anticipate revision of draft of report.

THE MAIN DIVISIONS OF A PAPER

In general, a research report consists of three parts-

- The preliminary,
- The text or the main body of the report,
- The reference material.

The core forms the middle part or the main body or text of the report. It is preceded by the preliminaries comprising the title page, acknowledgements, table of contents etc. The core is followed by the end part containing the appendices, bibliography etc.

Overview

- Your paper may not have all these divisions, but whatever parts it has, will follow in this order: Title Page, Acknowledgement, Table of Contents, Introduction, Main Body of the Text, Conclusion, Reference, Appendix, Index

Title Page for a Short Paper

- Do not make a title page for a short paper unless specifically requested.
- In the top left corner of the first page list your name, roll number, your

instructor's name,
the course name followed by the code, and the date (only month and year). Do not use any punctuation after any of these entries.

- Begin your paper immediately after these entries with your title and subtitle (if there is one) centered and the title bolded.
- Do not use any punctuation mark after the title. A question mark or an exclamation mark may be used after the title only when necessary and appropriate.
- Begin pagination from the first page though you may choose to make the page number invisible on this page.

Style of presentation: Different disciplines adopt different styles. We propose two styles of presentation (Chicago Style & APA). You are free to choose one of these but be consistent.

Title Page for a Long Dissertation

- Make these separate title page for a long paper (dissertation or thesis having chapter divisions) and arrange the entries centered between margins in the following order.
 - The main title of your paper followed by the subtitle, if any (Only the main title

may be capitalized and bolded).

- Your name followed by your roll number
 - Your Guide's name prefixed by his designation
 - The purpose of the paper
 - The date of submission (only the month and the year)
 - The name of the institution followed by the name of the city (with pin code)
- The line spacing shall be set for 1.5 for the entire title page. Between each entry give 5 space by giving the enter command on the keyboard.
 - Keep the same font type and size as in the body of the paper.
 - As a rule the first letter of all the words in the title page will be in capital except if the word is an article or a preposition.

Acknowledgement

- Acknowledgement normally follows the title page and precedes the table of contents.
- The page number on this page shall follow the page number of the title page in Roman numerals.
- Avoid exaggeration and flowery words.
- Make sure to acknowledge your thesis guide, other professors and the library staff.
- You may also include your family, friends, bishop/superior, community where you live, etc. in the order that seems most appropriate for you.

Table of Contents

- It should include all divisions that precede it and follow it except the title page.
- Roman small numerals are given for the divisions that precede it and Arabic numerals are given to divisions that follow it.
- It can be generated automatically in MS Word. In order to do so, the different levels are headings are to be defined correctly.
- Generate the Table of Contents only just before taking the print of the final copy because any change made after may result in the indication of wrong page numbers.
- Before taking the printout, type in title case “Table of Contents” or merely “Contents,” and center this heading.

Introduction

- Introduction is written after having completed the body of the text.
- It introduces the topic undertaken for the study and spells out the reason for undertaking this study.
- It will also speak of the different methods employed for the study.
- It will seek to justify why the chapters are divided the way they are divided, thus offering a justification for thematic coherence.

- If it is a long dissertation the Introduction will run through a few pages.
- The page number in Arabic numerals begins with the first page of the Introduction, which will continue till the last page of the paper.

Main Body of the Text

- The text should contain everything necessary for a reader to understand the author's views.
- Longer papers (dissertation or thesis) are divided into numbered chapters.
- Begin each chapter on a new page.
- The length of the chapter may vary as each chapter is a thematic unity.
- Short titles are preferable. The title of the chapters should bring out the theme. Center the title of the chapter below the chapter number.
- It is preferable not to have more than three levels of subtitles.

- Do not use full stop, comma or semicolon after titles or subtitles. A colon may be used to separate the subtitle from the title. Use an exclamation mark or question mark if the title requires it.

Use of Numerals

- Spell out numbers written in one or two words and represent other numbers by numerals (one, thirty-two, fifteen hundred, two million, but $2\frac{1}{2}$; 102, 275).
- Spell out the number if the sentence begins with a number.
- Fractions and compound numbers below one hundred should be hyphenated (one-third, thirty-six).
- For large numbers you may use a combination of numerals and words (4.5 million, 2 trillion).
- Express related numbers in the same style (5 of the 250 delegates; from 1 billion to 1.2 billion; 115 feet by 90 feet (or 115'x 90') but not five out of 250 delegates; one billion to 1.2 billion).
- If your project calls for frequent use of numbers (a paper on scientific matters or a paper involving statistics), use numerals for all numbers connected with statistics or scientific data.
- Always use numerals for the following:

- With abbreviations or symbols (6 lbs., 4:29 p.m. (or P.M.), \$9, 3%, 4")
- In address (201 Latticebridge Road)
- In dates (1 April 1993)
- In decimal fractions (3.5, 7.8)
- In page or volume references (page 16, volume 6).
- Numbers and letters occurring in enumeration in the text are enclosed in parentheses. For example, (1), (a). When each item in an enumeration begins a new line or paragraph, numerals or letters may be followed by a right parenthesis. For example, 11)
- For an enumeration without subdivisions, Arabic numerals followed by full stops are preferred; the full stops are always aligned.
- Use capitals of Roman numerals for individuals in a series (Henry VI, Pope Benedict XVI).
- Large round numbers may be written as follows: Four billion dollars (or \$4 billion); 16,500, 000 (or 16.5 million.)
- Regardless of the original source, numbers referring to the following are given in Arabic Numerals:
 - Pages
 - Divisions of a book (Volume, Parts, Chapters, Act, Scene)
 - Illustrations, tables, or figures

- In documentation you may use appropriate abbreviations for the divisions of the book (p. 30, vol. 2, Ch. 5, Fig. 3).
- In footnotes, indexes, etc., where page range is to be shown, follow the convention given below:
 - Full number to be given for numbers through 99 (p. 78-83).
 - For larger numbers, give only the last two figures if it is in the same hundred (pp. 102-10; 1997-98).
 - If it is in another hundred, add more figures as needed (1497-506; 1996-2003).
- Use a combination of figures and words for numbers when such a combination will keep you writing clear:
 - Unclear: The club celebrated the birthdays of 6 90yrs- olds who were born in the city. (This may cause the reader to read 690 as one number.)
 - Clear: The club celebrated the birthdays of six 90-year- olds who were born in the city.
- Regarding the use of date, there are differences between British and American English.
- The following tables show some typical formats. Whichever format you choose, be consistent.
- The common way of referring to years is as follows: 1066 CE, 1900 BCE, 1971-72 or 1971-1972, the eighties or the 1980's or the 1980s.

- Spell out centuries in lower case letters (twentieth century). Hyphenate if it is used as an adjective (twentieth-century thought nineteenth and twentieth-century writings).
- Time may be written as follows: 8:00 AM (or a.m.); eight o'clock in the morning; 4:30 PM (or p.m.); half-past four in the afternoon; 12:00 noon; 12:00 midnight.
- Residence numbers in addresses are written thus: 16 Tenth Street; 350 West Street.
- In abbreviating, always use accepted forms. In appropriate contexts, you may abbreviate, keeping in mind clarity. Spell out the term if the abbreviation may puzzle the readers.

Punctuation

The comma and the full stop are always placed inside the quotation marks, whether they are part of the quotation or not. The colon and semicolon are always placed outside the quotation marks.

The exclamation mark or the question mark is placed inside the quotation marks when it is part of the quoted matter; otherwise, outside. Example: Does he precisely show “evil leading somehow to good”? The question asked was: “Can evil ever lead to good?”

Indicating Errors in the Original

Do not make corrections to the original text you are quoting even if the mistakes are evident.

An evident error (in spelling, grammar, logic) in the original is pointed out by enclosing *sic* (thus used) in brackets immediately after the error (*sic*). This is to assure the reader that the faulty spelling or logic was in the original.

Use of Capitals and Italics

The first word of a quotation is not capitalized if it is related grammatically to what precedes, even though in the original it begins a sentence (The Psalmist's call to "taste and see that the Lord is good"). This rule should be followed for both kinds of quotations, i.e., continuous with text or set off. If the quotation starts after introductory text, do not capitalize the first word. This is applicable even to block quotations. Words not italicized in the original may be italicized for emphasis. This change may be indicated to the reader by a notation enclosed in brackets placed immediately after the italicized words or in the foot note. Example: "I am not (*italics added*) one of the desk-pounding types that like to stick out his jaws."

Conclusion

- In a long dissertation, the conclusion will run through a few pages.
- It highlights the findings of your study, relating to the questions you have raised in your

introduction.

- It also specifies other issues resulted from your study, which open up the possibility for further research.
- Though it brings together the loose ends of the paper, it is not meant to be a summary of the preceding chapters.
- Finally, the conclusion is not conclusive. This means that you do not seek to offer dogmatic proofs to the question(s) under investigation. Nor do you pretend that you have resolved the issue finally. Protect yourself from intellectual dogmatism.

ACKNOWLEDGING THE SOURCE MATERIALS

Reference

- Reference should contain all the cited either directly quoting a passage or giving a summary idea of the work. It does not include works related to the subject matter, which you have not made use of.
- It is usually arranged in alphabetical order according to the surname (last name) of the author.
- If your study is author-based, then you may divide your reference into Primary Sources (referring to the works of the author) and Secondary Sources.

- No other classifications such as books, articles, etc., is allowed.
- Encyclopaedia and dictionaries do not feature in the reference.
- Religious books like Bible, Koran and Bhagavad-gita are not included in the reference unless the study is made on a section of these religious works and you want to mention the different versions and translations you have made use of in your study.

Generally it is said, a citation is a reference to a published or unpublished source. More precisely, a citation is an abbreviated alphanumeric expression, e.g. (Pandikattu 1998), which is embedded in the body of the text that denotes an entry in the bibliographic references section of the work, in order to acknowledge the works of other authors. Generally the combination of both the in-body citation and the bibliographic entry constitutes what is commonly thought of as a citation. It may be noted that bibliographic entries given at the end of the text do not constitute citation and acknowledgement of the sources the author is indebted to. A prime purpose of a citation is intellectual honesty; to attribute to other authors the ideas they have previously expressed, rather than give the appearance to the work's readers that the work's authors are the original and he or she alone is responsible for the ideas in the book.

The forms of citations generally subscribe to one of the generally accepted citation systems

s, such as the Harvard, MLA, American Sociological Association (ASA), American Psychological Association (APA), and other citations systems, as their syntactic conventions are widely known and easily interpreted by readers. Each of these citation systems has its respective advantages and disadvantages relative to the trade-offs of being informative (but not too disruptive) and thus should be chosen relative to the needs of the type of publication being crafted. Editors will often specify the citation system to use (Wikipedia 2010). Bibliographies, and other list-like compilations of references, are generally not considered citations because they do not fulfill the true spirit of the term: deliberate acknowledgment by other authors of the priority of one's ideas. Footnotes and Endnotes are more detailed forms of citations. They are used to give credit to sources of any material borrowed, summarized or paraphrased. They are intended to refer readers to the exact pages of the works listed in the Works Cited, References, or Bibliography section.

The main difference between Footnotes and Endnotes is that Footnotes are placed numerically at the foot (end) of the very same page where direct references are made, while Endnotes are placed numerically at the end of the essay on a separate page entitled Endnotes or Notes. It is much easier to refer to footnotes, but endnotes does not disturb the smooth flow of the text in an article. If you are still using a typewriter, a superscript number is typed half a space above the line after the last word of the citation, e.g., "The Information Superhighway is giving way to a Commercial Superhighway."¹ If you are using a word processor, you can access the superscript function. To type a Footnote citation, the same superscript number is put at the beginning of the Footnote at the bottom of the same page where the citation occurs. In word process this step is easy, since it takes place automatically.

When mentioning a work for the first time, a full and complete Footnote or Endnote entry must be made. When the same work is mentioned later, the full details need not be repeated.

CITATION

The writer must acknowledge indebtedness to an author or source, not only for material quoted

verbatim, but for every fact, judgment, theory, or principle taken from other sources. This applies, therefore, to paraphrase of summary as well. Common facts known to every intelligent reader need no acknowledgement. Failure to acknowledge the source is called plagiarism. It invites severe penalties since it amounts to cheating or robbing. All quotation should correspond exactly with the originals in wording, spelling and punctuation. Hence there is need for care. No matter how brief the quotation, the description of the context should usually be given in order to avoid misleading or unwarranted interpretation of the author quoted. While quoting, a quotation should never be given as sense different from that which it had in its original context. For example, it is wrong to say the following: The Bible says, "There is no God" (Ps 14:1). Quote authors who have something special to say about the topic under consideration (authors who give a new theory, express it in a striking way, or raise serious objections). Quote only the pertinent passages of an author who is an authority in the field. Second-hand quotations are permissible only if it is impossible to verify them in the original source.

Format

A quotation can be placed in the text or in the foot note or in the appendix. It is placed in the text if it is very important for the paper. It is placed in the footnote if it is merely a confirmation of an idea in the text. If the author has many passages,

only the most appropriate quote is placed in the text; other passages are cited in the footnote. Footnote is the appropriate place for the original text whose translation is inserted into the body of the paper.

General Tips

Quotations, direct or indirect, should be kept to a minimum lest the paper may give the impression of being a mere compilation of quotations. A direct quotation must be as brief as possible contain only the really pertinent matter. A careful paraphrase or an exact summary is better than a long quotation. Such a paraphrase or summary must not be enclosed in quotation marks. The number of the footnote is placed at the end of the paraphrase or summary. Do not simply drop quotations into your paper and leave it to the reader to make connections.

You must integrate the quotation into the paper with the help of signals, assertions and connections.

Example: Ross, in her study of working-class women (signal), makes it clear that economic status determined the meaning of motherhood (assertion). Among this population (connection), “to mother was to work for and organize household subsistence.”

Short Quotations

If the quotation is short (fewer than one hundred words or approximately five typed lines of prose), enclose it within double quotation marks and incorporate it into your text. When a brief incorporated quotation ends a sentence in the text, it is always followed by a full stop. If a brief quotation is used within a sentence, the original punctuation is replaced by the punctuation proper to the sentence.

Long Quotations

Use long quotations only when it is necessary to do so. The long quotations are not enclosed in double quotation marks, but indented. If there is double quotation in the original source, convert it into single quotation mark if it is a brief quotation, but maintain the double quotation mark if it is a long quotation. If you are using the author-date format instead of foot-

note, provide the surname of the author, followed by a colon, a space and the specific page. If you are giving footnotes to the citations, instead of the parenthetical citation, provide the superscript number in the text and complete reference in the footnotes. In quotations from works in foreign languages, it is helpful and advisable to give a translation, at least in the footnotes.

Ellipsis

The omission of words or sentences within a quotation is always indicated by ellipsis. For an ellipsis within a sentence, use three dots placed in square brackets [...]. If there are ellipsis marks in the quoted author's work, do not put brackets around them; brackets around ellipsis marks are meant to distinguish the ellipsis you added from the ellipsis marks in the quoted author's work. Do not use ellipsis (...) to begin an indented quotation. However, while quoting many paragraphs, if words are omitted at the beginning of paragraphs other than the first, indicate the omission using ellipsis after the paragraph indentation. The omission of one complete paragraph or more in a prose quotation or of a line or more in a verse quotation should be indicated by a single line of spaced full stops. Enclose any foreign matter (change, addition, correction or personal comment) inserted into a direct quotation with brackets, i.e. [], not parentheses, i.e. () to indicate that it is not part of the original text. If some words required for easy reading are missing, insert

them in brackets at the appropriate place.

WRITING FOOTNOTES

The following points are discussed in this section: **FOOTNOTES IN CHICAGO STYLE**

Introductory Remarks, The research paper will have to be well documented. Proper documentations save the researcher from the accusation of plagiarism, and the consequent penalties.

Frequently Used Abbreviations in
Documentation

Acknowledging the Sources

To acknowledge a source in a paper, place a superscript number immediately after the end of a sentence containing the quotation, paraphrase, or summary. If a single paragraph of your paper contains several references to the same author, it is permissible to use one number after the last quotation, paraphrase, or summary to indicate the source for all of the material used in that paragraph. Place notes at the bottom of each page, separated from the text with a typed line, 1.5 inches long. Indent the first line of each entry one-half inch (or five spaces) from the left

margin; do not indent additional lines an entry. Begin the note with the Arabic numeral. Footnotes should be numbered consecutively, beginning with 1, either throughout the chapter or the work.

Format

Author's first name and then last name. Full title of the work with subtitles, if any.

Location of publication, publisher, and the year of publication in parentheses.

Page(s) from which information is taken, avoiding the abbreviations "p." and "pp." before page numbers.

Use commas to separate items.

The first time to cite a source, the note should include publication information for that work as well as the page number on which the passage being cited may be found. After the first citation, for subsequent references to a source to have already cited, give only the author's last name, a short form of the title, and the page or pages cited. The short form of the title of a book is italicized; the short form of the title of an article is put in quotation marks. Use commas to separate items. For example:

If the subsequent references follow immediately after reference, use the abbreviation “Ibid.” Ibid means “same as above.” It is used only when the note is from the same source as the one directly above. A page number is included if the second reference is from the same source as the one directly above, but the page from which it is taken is different from the first. For example:

In the author-date system, sources are cited in the text, usually in parenthesis. It includes the author’s last (family) name, the year of publication of the work, and a page number (Cox 1997, 166). Full details appear in the bibliography usually titled “References” or “Works Cited.”

EXAMPLES OF FOOTNOTE OR END NOTE

2. G. Wayne Miller, *King of Hearts: The True Story of the Maverick Who Pioneered Open Heart Surgery* (New York: Times, 2000) 245.

Bibliography example:

Miller, G. Wayne. *King of Hearts: The True Story of the Maverick Who*

Pioneered Open Heart Surgery. New York: Times, 2000.

Use of *ibid.* and *op. cit.*:

Gibaldi does NOT recommend the use of these old-

fashioned abbreviations: *ibid.* (from the Latin *ibidem* meaning "in the same place")

and *op. cit.* (from the Latin *opere citato* meaning "in the work cited.")

For Footnote or Endnote citations, if you should see the term *ibid.* being used, it just means that the citation is for the second mention of the same work with no intervening entries:

3 *Ibid.* 12-15.

More commonly, author and page number or numbers are now used instead of *ibid.*, e.g.: 4 Miller 12-15.

For second or later mention of the same work with intervening entries, where previously *op. cit.* was used, now only the author and page number or numbers are used:

5 Miller 198.

Use of Superscript

[Tab] or indent Footnote and Endnote entries 5 spaces from the left margin.

Leave one space between the superscript number and the entry. Do not indent

second and subsequent lines. Double-space between entries. Number Footnotes and Endnotes consecutively using a superscript, e.g., 7.

For Endnotes, you must use the same super script number (as in your text) at the beginning of each Endnote in your Endnotes list. Start your list of Endnotes on a new page at the end of your essay. Remember to put the Endnotes page before the Bibliography, or Works Cited, or References page.

Do not confuse Footnote and Endnote citations with explanatory Notes that some authors refer to as "Endnotes." These Notes are not considered to be citations but are used to add comments, explanations, or additional information relating to specific passages in the text.

WRITING BIBLIOGRAPHY IN TURABIAN AND APA STYLES

Here we deal with two main styles for taking bibliography which is a must for any academic articles or books. "Turabian style" is named after the book's original author, Kate L. Turabian, who developed it for the University of Chicago. Except for a few minor differences, Turabian style is the same as *The Chicago Manual of Style*. However, while *The Chicago Manual of Style* focuses on providing guidelines for publishing in general, Turabian's *Manual for Writers of Research Papers, Theses, and Dissertations* focuses on providing guidelines for student papers, theses and dissertations.

American Psychological Association (APA) Style is a set of rules developed to assist reading comprehension in the social and behavioral sciences. Designed to ensure clarity of communication, the rules are designed to "move the idea forward with a minimum of distraction and a maximum of precision." It is the most often used style in science.

Introductory Remarks

- Typically Chicago papers include a bibliography, an alphabetically arranged list of cited or consulted works. This list should not include books that have not been seen or consulted, just to make an impression.
- Start the bibliography on a new page, and center the title "Bibliography" about one inch from the top of the page. Number the bibliography pages consecutively with the rest of the paper.
- Invert the name of the authors (last name followed by

first), and alphabetize the bibliography by the last names of the authors (or editors, compilers, or translators). When a work has no author or editor, alphabetize by the first word of the title other than the articles a, an, or the.

Book: Single Author

- A single-author entry precedes a multi-author entry beginning with the same name.

HOW TO WRITE AN ABSTRACT

Humanities scholars and students aren't usually taught to write abstracts like our friends in the natural and social sciences are. That's because in the humanities, full pieces of discourse are preferred to short, condensed summaries. But in many cases you will **NEED** to write an abstract for your

work—and a lot of what your colleagues in other disciplines know can help you. Let's start with the basic questions.

What is a descriptive abstract?

A descriptive abstract is the summary of work you have already completed or work you are proposing. It is not the same thing as the introduction to your work. The abstract should give readers a short, concise snapshot of the work as a whole—not just how it starts. Remember that the readers of your abstract will sometimes not read the paper as a whole, so in this short document you need to give them an overall picture of your work. If you are writing an abstract as a proposal for your research—in other words, as a request for permission to write a paper—the abstract serves to predict the kind of paper you hope to write.

What's different about a conference paper (or informative) abstract?

A conference abstract is one you submit to have your paper considered for presentation at a professional

conference. Its length will be specified by the conference organizer but will rarely be more than 500 words (just short of two double-spaced pages). In an ideal world, it is written after the actual paper is completed, but in some cases you'll write an abstract for a paper you haven't yet written—especially if the conference is some time away. Because the conference review committee will usually read the abstract and not your actual paper, you need to think of it as an independent document, aimed at that specific committee and connecting solidly with the theme of the conference (you may want to pick up phrasing from the conference title or call for papers in the abstract to reinforce this connection). Examine the call for papers carefully; it will specify the length of the abstract, special formatting requirements, whether the abstract will be published in the conference bulletin or proceedings, etc. Abstracts that do not meet the specified format are usually rejected early in the proceedings, so pay attention to each conference's rules!

What's different about a thesis proposal or prospectus?

A prospectus, which is a formal plan for your research, usually is the first part of a thesis/dissertation or a major research project that you will write. This persuasive document must convince your director, committee, or graduate advisor that your topic and approach are sound, so that they will give you the green light to begin the actual research (and sometimes so you can gain funding for that research). The prospectus situates your work, showing what theories you will use, how your work connects to previous research on the subject, and where you think the research will take you. **How wedded are you to the abstract you submit?**

An abstract is a promissory note. That is, you are promising that you can and will produce the goods in the paper. Particularly in the case of a conference abstract, the organizers will make up a session based on the contents of the abstract. If you propose a paper that says you will use

Foucault to comment on post-colonialism in *Heat and Dust*” and then show up with a paper on “Metaphors for Spring in A Bend in the River,” your paper may not fit the session where it was slotted, and you’ll look silly—and those organizers may not ask you back. While some divergence from the promised topic is acceptable (and probably inevitable if you haven’t written the paper when you submit the abstract), you need to produce a paper that’s within shouting distance of your original topic for the sake of keeping your promise.

Uses of Plagiarism Detection Tools

1. **Ensuring Originality** - These tools help students, researchers, and writers check the uniqueness of their content and avoid unintentional plagiarism.
2. **Academic Integrity** - Educational institutions use plagiarism detectors to uphold academic honesty and prevent unethical practices in assignments, research papers, and dissertations.

3. **Quality Check for Publications** – Journals and publishers use these tools to verify that submitted research papers maintain originality before publication.
4. **Legal Protection** – Identifying plagiarized content helps avoid copyright infringement issues and legal consequences.
5. **Improving Writing Skills** – Writers can learn proper citation methods and improve their paraphrasing techniques by reviewing flagged content.
6. **Detecting Self-Plagiarism** – Helps researchers ensure they do not reuse their own previously published work without proper citation.
7. **Enhancing Credibility** – Ensuring content is plagiarism-free builds trust and credibility among readers, reviewers, and academic institutions.

Self Assessment question

- What are the different types of research papers, and how do they differ in approach and structure?
- What are the key elements of a research paper, and how do they contribute to effective academic writing?

Unit III

Report Writing Writings project proposals - Lecture notes -
Progress reports- Utilization reports - Scientific Reports -
Analyse One Government report from the Library .

Objectives

- To understand the various types of reports, including project proposals, progress reports, utilization reports, and scientific reports.
- To develop skills in analyzing and interpreting government reports for academic and research purposes.

Report Writing Writings project proposals

WHAT IS A REPORT

“A business report is any factual, objective document that serves a business purpose” Written records are a part of all official work. Actions need to be documented. A report is a formal written document on a particular function or operation carried out at the workplace. A report is a presentation and summation of facts and figures either collated or derived. It is a logical and coherent structuring of

information, ideas and concepts. The report is segregated into various sections for better comprehension. Understanding the import of these sections, coupled with logical conjoining of the various parts, results in a well written and presented report. A report becomes the basis for any future action. It also serves as a source of reference for whatever is done in the future related to a particular event or operation. Companies receive a number of reports daily, weekly or monthly (depending on need) such as sales reports, production reports and finance reports for making various organisational decisions. Reports can also be delivered orally, such as Annual Reports at Company Meetings or Project Reports in a presentation format to colleagues or superiors.

FEATURES OF A REPORT A report is characterized by the following features: 1) A report is a detailed explanation of desired information

2) It is written in a defined order so that the reader can understand it fully. 3) It is based on objective facts. It ignores personal bias of the report writer as report forms the basis of decision - making.

4) It is written for a specific purpose

5) It contains conclusions, recommendations and suggestions that facilitate decision- making.

IMPORTANCE/PURPOSE OF REPORTS

Reports are an important component of the business world. An effective report can enhance the future prospects of any company and a poorly written report can mar the future prospects of a company. Problem - solving and decision- making in a company are largely dependent on reports prepared by different departments and people of the organization.

Reports help and serve the following important purposes:

1) Monitor and control operations

- 2) Implement policies and procedures
- 3) Comply with government regulations
- 4) Documenting progress

WHAT IS A THESIS?

The word "thesis" is derived from the Greek word "tithenai" meaning "to place or to put forth" something. In modern times, 'theses' plural for 'thesis' is referred to as “a long piece of writing on a particular subject that is done to earn a degree at a university(Merriam-Webster, n.d.).Graduatestudents in many colleges, have to, write a thesis on a topic of their specialization or major during their final year at the college. Since it involves a sound knowledge of the subject and research skills, it can be a formidable task to complete the research thesis if not done systematically.

NEED FOR REPORTS/THESES

Reports are essential for the success of organizations or institutions. There are various reasons for business organizations, educational institutions and national/international organizations to prepare or seek reports. According to Forsyth (2013), some of the important reasons for the preparation of reports are to:

inform; recommend;• motivate;• prompt or play a part in debate;• persuade;• impress;• record;• reinforce or build on existing situations or beliefs; and• instruct•

Looking into the wider scope of the report writing, one should also understand that majority of the reports have more than one reason and are thus effectively used for decision-making in organizations. For example, at the individual level, a progress report can be used to inform the progress of a student, recommend a promotion to the next grade, motivate the student and at the same time help in giving directions for a future corrective course of action, if any. In a broader sense, the student's progress and their employability and job skills would help the government to frame educational policies

that enhance their knowledge and skills necessary for socioeconomic development. Writing reports is thus a crucial part of the research. All the efforts made by the student/researcher can be highlighted and communicated to the concerned authorities only through writing effective reports or theses.

TYPES OF REPORTS

There are several types of reports that are used in formal and informal contexts. Reports can be both oral and written. Oral reports can save a lot of time as the information is conveyed directly to the concerned person. An example of an oral report could be a student reporting to the teacher or the entire class regarding his/her project progress. In most cases, it requires a lot of concentration on the part of the listener and cannot be listened to again (unless it is recorded), if we need more clarity on the content. Oral reports are good as long as it is short and simple and are directed at the audience who is ready to receive them.

Informational reports

include facts and figures in an organized manner without any investigation and recommendations. For example, annual reports of a business enterprise include the overall performance of the enterprise in the previous year, its financial condition in the present and also the prospects of the enterprise in a clear, visually appealing format and much other necessary information for the stakeholders. Other reports like activity reports, progress, and conference reports come under this category. The information given should be specific, complete and useful for the reader to make desired choices.

Interpretive reports along with the information report data contain details of evaluation, analysis, interpretation, and recommendations. Reports like market analysis, feasibility reports and investigation reports give detailed information about the problem, interpret the problem and recommend corrective actions that need to be taken

by the management. This will help the management/reader to make informed decisions.

TYPES OF THESES

The thesis can be of different types depending on the content and purpose of the research. Based on the content, research theses can be divided into two major types (the University of Nebraska at Kearney, 2008). They are: (i) Qualitative theses and (ii) Quantitative theses. Some theses (mostly doctoral) can include the essence of both qualitative and quantitative theses but the post-graduate / master's theses may generally focus on any one of the above types.

Self Assessment questions

- What are the key differences between project proposals, progress reports, and utilization reports?
- How do scientific reports contribute to research and development in various fields?

Unit IV

Ethics and research- fabrication- plagiarism- misrepresentation

Objectives

- To understand the importance of ethics in research and the consequences of unethical practices such as fabrication, plagiarism, and misrepresentation.
- To analyze different forms of research misconduct and their impact on academic and scientific integrity.

Ethics and research

INTRODUCTION

Ethics are the standards or the norms of behaviour which guide the moral choices about relationships and behaviour concerning others. Ethics in research aims to ensure that nobody is suffering or harmed from the research activity and its consequences. Nevertheless, unethical activities are everywhere, including nondisclosure agreement agreements violations,

participating member confidentiality misconduct, misinterpreting results, misleading people, invoicing irregularities to prevent legal liability, etc. Surveys continually reveal that financial organizations recognize ethics as a problem. Responsible research anticipates ethical difficulties and attempts to modify the configuration, procedures, and guidelines during the planning process rather than after the fact. Integrity from the researcher, project manager, and research sponsor is needed for ethics in research.

Research ethics controls the codes of behaviour for research scientists. It acts as a reference for conducting research responsibly. Human subjects or contributors are involved in the study, raising unique and multidimensional ethical, legal, communal, and managerial concerns. Ethical considerations are unambiguously involved in investigating ethical issues arising when individuals participate in a study. The research ethics committee or the Institutional Review Board (IRB) determines whether the researcher one by researcher is unique and free from plagiarism.

PRINCIPLES OF RESEARCH ETHICS

The principles of research ethics are as follows:

- a) Honesty is termed to be being truthful with recipients and participants and honest about the study results and research methods. Being truthful with the other stakeholders, both directly and indirectly.
- b) Integrity: This means assuring sincerity and truthfulness and keeping promises and agreements. Make no broken promises or raise unrealistic hopes.
- c) Objectivity: Attempting to avoid bias in experimental design, data analysis, interpretation of data, critical analysis, and other data analysis aspects.
- d) Informed consent: Informed consent happens when a person is permitted to participate in a study intentionally, voluntarily, and sensibly. Informed consent is linked to the individual's personal, independent right to participate in research. Trying to inform the

participant about the study objectives, their involvement, potential advantages, etc.

e) **Beneficence** refers to maximizing the respondents' benefits—a morally acceptable obligation to maximise potential benefits and minimize possible harm to participants.

f) **Protecting the subjects:** This means minimizing the research's risk or harm. Privacy and autonomy need to be maintained.

g) **Responsible publication:** The publications need to be the responsible ones, where there will be no duplications or plagiarism. The submitted research should not be presented or published earlier anywhere..

h) **Confidentiality:** Keeping confidential information and personnel records protected. It contains information such as:

The research's initiation and goal

- The discussion's goal
- The research procedure

- The research's expected benefits and drawbacks (if any)
 - Utilization of studies
 - Their function in investigation
 - The ability to refuse or withdraw
 - Methods that will be used to protect the user's anonymity and privacy.
- i) Non-discrimination: Avoid discrimination based on age, caste, sex, religion, race, or ethnicity. Everyone should be treated as equal, and there should not be human rights violations.
- j) Openness: The researchers should be open to getting feedback, comments, or suggestions.
- k) Carefulness and respect for intellectual property: Be cautious of potential errors and biases. Give credit to others' intellectual property. When referring to someone else's article or writing, always paraphrase. Don't ever, ever plagiarise.

ADVANTAGES OF RESEARCH ETHICS

The goals of the research are encouraged by research ethics.

- It builds trust between both the researcher and the respondent.
- To safeguard study participants' dignity, rights, and well-being, it is
- critical to follow ethical principles. For their behaviour, scientists can be made responsible and answerable.
- Ethics encourages the development of social and moral values.
- Promotes study objectives such as the ability to comprehend, integrity,
- and error avoidance. Ethical benchmarks uphold values essential to collaborative work, such as belief, accountability, mutually respectful, and objectivity.

LIMITATIONS OF THE RESEARCH ETHICS

a. Psychological risks: The questionnaire given to the respondents should create a change in the behaviour of the participants.

b. Social, legal, and economic risks: for example, respondents may face decision and stigma if personal information gathered during research is accidentally released.

c. Certain ethnic or indigenous groups may experience discrimination or stigma due to research, especially if members of those groups are identified as having a higher-than-usual risk of catching a specific disease.

RESEARCH ETHICS

Introduction

Research, however novel its discoveries, is only of any value if it is carried out honestly. We cannot trust the results of a research project if we suspect that the researchers have not acted with integrity. Although it might be easy enough to take short cuts or even to cheat, it really is not worth it. Not only will your research be

discredited when you are found out, but you will suffer severe penalties and humiliation. It is a simple matter to follow the clear guidelines in citation that will prevent you being accused of passing off other people's work as your own – called plagiarism. In fact, to refer to or quote other people's work is seen as a virtue, and demonstrates that you have read widely about your subject and are knowledgeable about the most important people and their ideas. Working with human participants in your research always raises ethical issues about how you treat them. People should be treated with respect, which has many implications for how exactly how you deal with them before, during and after the research. Educational and professional organizations who oversee research projects have strict ethical guidelines that must be followed. However, the issues can become quite complicated, with no clear-cut solutions. It is therefore important that you consult with others, especially advisers appointed for that purpose. Even if you are not using human participants in your research, there is still the question of honesty in the way you collect, analyse and interpret data. By explaining

exactly how you arrived at your conclusions you can avoid accusations of cover-ups or false reasoning. There are two aspects of ethical issues in research:

1. The individual values of the researcher relating to honesty and frankness and personal integrity. 2. The researcher's treatment of other people involved in the research, relating to informed consent, confidentiality, anonymity and courtesy.

2 Although the principles underpinning ethical practice are fairly straightforward and easy to understand, their application can be quite difficult in certain situations. Not all decisions can be clear-cut in the realm of human relations.

ORGANIZATIONS AND ETHICS COMMITTEES

All organizations that are involved in research involving human participants have set up a code of practice for their researchers. To see typical examples of these types of guidelines, you can refer to the web page produced by the British Educational Research Association (www.bera.ac.uk/guidelines.htm) or the

British Sociological Association statement of ethical practice (www.britisoc.co.uk/index). Universities will have their own codes of practice. The role of ethics committees is to oversee the research carried out in their organizations in relation to ethical issues. It is they who formulate the research ethics code of conduct and monitor its application in the research carried out by members of their organizations. Applying for ethics approval inevitably involves filling in forms.

Honesty in your work

Honesty is essential, not only to enable straightforward, above-board communication, but to engender a level of trust and credibility in the outcomes of the research. This applies to all researchers, no matter what subject they are investigating. Although honesty must be maintained in all aspects of the research work, it is worth focusing here on several of the most important issues.

Intellectual ownership and plagiarism

dr Unless otherwise stated, what you write will be regarded as your own work; the ideas will be considered your own unless you say to the contrary. The worst offence against honesty in this respect is called plagiarism: directly copying someone else's work into your report, thesis etc. and letting it be assumed that it is your own. Using the thoughts, ideas and works of others without acknowledging their source, ³ even if you paraphrased into your own words, is unethical. Equally serious is claiming sole authorship of work which is in fact the result of collaboration or amanuensis .

Acknowledgement and Citation

Obviously, in no field of research can you rely entirely on your own ideas, concepts and theories. You can avoid accusations of plagiarism by acknowledging the sources of these features and their originators within your own text. This is called citation. Although there are several well established citation methods, they all consist of brief annotations or numbers placed within the text that identify the cited material, and a list of references at the end of

the text that give the full publication details of the source material. These methods of reference cater for direct quotations or ideas etc. from the work of others gathered from a wide variety of sources (such as books, journals, conferences, talks, interviews, TV programmes etc.), and should be meticulously used. You should also indicate the assistance of others and any collaboration with others, usually in the form of a written acknowledgement at the beginning or end of the report.

SITUATIONS THAT RAISE ETHICAL ISSUES

Social research, and other forms of research which study people and their relationships to each other and to the world, need to be particularly sensitive about issues of ethical behaviour. As this kind of research often impinges on the sensibilities and rights of other people, researchers must be aware of necessary ethical standards which should be observed to avoid any harm which might be caused by carrying out or publishing the results of the research project.

1. Research aims 2. Use of Language 3. Presentation pattern 4.

Dealing with participants

CARRYING OUT THE RESEARCH

Potential Harm and Gain The principle behind ethical research is to cause no harm and, if possible, to produce some gain for the participants in the project and the wider field. Therefore the researcher should assess the potential of the chosen research methods and their outcomes for causing harm or gain. This involves recognizing what the risks might be and choosing methods that minimize these risks, and avoiding making any revelations that could in any way be harmful to the reputation, dignity or privacy of the subjects.

PLAGIARISM

Introduction

The issue of plagiarism is not new; however increased ease of access to electronic material via the web is always a concern among

the academic community. Although there is no direct evidence that student electronically cut and paste material into assignments, or purchase essays from „cheat sites“, the potential for these kinds of problems exists. It is perhaps worth noting that good practice in dealing with plagiarism is also good practice in terms of learning, teaching and assessment more generally. Setting the same assessment questions year after year, allowing for little individual input and resorting to unseen examinations are not conducive to real deep learning but, unfortunately, characterise many students' experiences. Further, it isn't good enough to say that students "shouldn't do it", whatever 'it' is, and institutions have a legal and moral responsibility to ensure that it doesn't happen or is dealt with appropriately if it does. For a comprehensive approach to plagiarism Carroll and Appleton's "Plagiarism: A Good Practice Guide" is an excellent start.

What is plagiarism?

It is difficult to give a simple, widely applicable definition as different disciplines and institutions may have varying traditions and conventions and what might be considered 'common knowledge' and thus not need referencing by an expert in a subject is different from the novice first-year student. However, a widely shared understanding is that plagiarism occurs when someone tries to pass off someone else's work, thoughts or ideas as their own, whether deliberately or unintentionally, without appropriate acknowledgement. It is important to recognise that plagiarism does not just apply to written work - whether essays, reports, dissertations or laboratory results - but can also apply to plans, projects, designs, music, presentations or other work presented for assessment.

Why is it a problem?

It's cheating! Or, to put it more formally, it is a form of academic misconduct or dishonesty - along with cheating, collusion and fabrication. However, it is seen as being particularly pernicious because it undermines the whole basis of scholarly academic values,

and undermines academic standards and the credibility of awards. Plagiarism also de-motivates students who see their efforts as being undermined by the unfair advantage gained by others. Tutors who fail to deal with it make this situation even worse but some institutions' procedures and regulations may be so onerous and draconian that no action is taken or local arrangements are developed - leading to possible inconsistent and unfair treatment. Whilst plagiarism is not new, the ready availability of material on the internet and the explosion of information in some areas have raised perceptions that students are making extensive use of 'copy and paste'. Large classes and teams of markers also make it harder to detect plagiarism and collusion. A final issue is that, with the growing diversity of students in higher education - whether by age, educational background, disability or national origin (including international students on exchange programmes) they may have different understandings of what plagiarism is and not understand what conventions apply and why.

How do we avoid plagiarism?

Many students claim to understand plagiarism but then do not know how to avoid it. They need proper, timely training and information. Information skills, referencing and time management are amongst the areas which need to be addressed, ideally by the use of examples, case studies and exercises and within the context of their own subject. Students should be provided with clear guidelines on what is acceptable and the institution's procedures and regulations for dealing with cheating. Telling them about it during induction is probably the worst time as they are already suffering from information overload. It needs to be built into assessment briefs, course (not university) handbooks, on the student intranet, and linked to study skills materials and support. In the wider context, information literacy needs to be inculcated at an early age or coping strategies (e.g. overreliance on Google) become deeply ingrained.

Self Assessment Questions

- What are the key ethical principles in research, and why are they important?
- How do fabrication, plagiarism, and misrepresentation affect the credibility of research?

Unit -V-

Best practices- formulating the focus of the research- possess and develop cultural knowledge- importance of socially beneficial research.

Objectives

- To understand the best practices in formulating a clear and focused research topic for effective study.
- To explore the role of cultural knowledge in research and its impact on academic and social understanding.

RESEARCH FORMULATION

There are several sources of inspiration for good research ideas. Still, as a beginning exercise, it is perhaps most helpful to select a topic, problem, issue, group, individual, or a set of behaviours and attitudes in which you have some personal interest. Whatever topic a researcher chooses, personal interest plays a vital role. As a postgraduate student, the topic you have chosen to

study/research on may lead to further exploration or provide you with the scope for professional development and employment. So, several factors play a crucial role in selecting the research topic. There are scientific research methods to convert the topic into a researchable form. In this unit, we will discuss a viable topic, formulate relevant research questions, develop objectives, develop a hypothesis, identify essential variables and conceptualize the different stages of research.

DEFINING THE RESEARCH PROBLEM

Conceptualization is necessary once your topic has been chosen and a more specific research problem formulated. The researcher will need to discover:

1. Which concepts are most appropriate to the chosen topic?
2. Which variables follow these concepts, and how are they defined?
3. How do the variables relate to one another?

4. What are the specific sources of data? Ideally, in inductive scientific inquiry, each task is accomplished gradually after research is initiated. The answers emerge as the investigator proceeds. By contrast, the more deductive the strategy for inquiry, the more likely it is that all four issues will be tackled together at an early stage in research design before the investigator goes into the field.

There are two significant types of reasoning deduction and induction. The difference between the two depends on the researcher's strength and claim on a particular research problem and how they conclude based on his idea. According to Singleton and Straits (1999, p.) "When a person uses deductive reasoning, they are deductive argument; they claim that the conclusion absolutely must be true if all the premises are true (all the syllogisms that we have considered henceforth are deductive arguments). When a person argues inductively, they claim that the conclusion is probably true but not necessarily true if all the premises are true".

FACTORS AFFECTING THE SELECTION OF THE TOPIC

The selection of a topic is the first step in doing research. As we have learnt, any problem which affects society could be the topic of research in environmental sciences. It could be an issue about which we desire more knowledge, like the situations in which people adopt risky behaviours due to adverse climate change, or it could be a practical issue like reducing climate change vulnerabilities by sensitizing masses in society. The following factors play a crucial role in selecting topics in environmental science research.

The researcher chooses a topic to advance the scientific knowledge in the existing discipline. The organization of disciplines helps the researcher choose the field of interest and select a specific topic. For example, in environmental studies, learners can choose the topic which can trace the history of food production and the impact of climate change on food production due to climate change. The topics like food security and insecurity due to climate

change, the significance of crop diversity, changes in lifestyles among young people and their impact on sustainability can be chosen. They can study the facets of the environmental movement in the present context, examine society's environmental problems, dispose of biodegradable and degradable wastes, innovate new material alternatives to plastics, disposable plastic, electronic waste, etc.

The focus and development of environmental science research are closely connected to societal problems and human beings' problems in general. Inequality of society due to lack of resources, the significance of using existing resources sustainably, the contribution of women and forest dwellers for the sustainable use of forest resources, and exploring alternative resources are some areas of environmental science research in different disciplines.

Personal interest and motivations also play a crucial part in selecting research areas/topics. Research involves a lot of time,

money and hard work. Research fellowships or assistance are hard to come by. The amounts may not be sufficient for sustenance. Formulating a research problem requires a lot of reading and thinking, especially when identifying gaps in the existing scholarship, which can become the starting point of new research. Personal interest and motivation play a crucial part in topic selection. Social premiums will influence the selection of the topic. This includes the availability of funds, the popularity of the topic and prestige. For example, the international agencies, national and transnational institutions, and United Nations play an essential role in integrating environmental issues as a national significance issue. It became part of the development of member states. The 1972 United Nations Conference on the Environment in Stockholm was the first world conference to make the environment a significant issue. After the Stockholm conference, the United Nations Environmental Programme (UNEP) was established as a catalyst and coordinator for environmental issues within the United Nations (UN). UNEP established the Senior Women's Advisory Group on

Sustainable Development to enhance women's environmental management participation. In the Nairobi International Women's Conference, 1985, ELCI organized a parallel conference, Women and Environmental crisis.

During this period, most of the research concentrated on the issues related to the environment. At present, climate change is the topic that is attracting social and natural scientists' attention. Gender issues are also integrated into climate change: individuals and institutions researching the topic examine the impact of climate change on women and their livelihoods. They consider climate change as the biggest threat in the 21st century. The international scientific community has urged the world community to stabilize carbon emissions in the atmosphere to avoid future ecological disasters. Several international summits like the Intergovernmental Panel on Climate Change (IPCC) have been organized to find solutions to the problem of climate change primarily due to global warming. Researchers tend to research climate change by looking at the gravity of the problem and the

temporary, relatively easy availability of funds. Existing disciplines like Economics, Women's and Gender studies and Development studies integrate climate change into research agendas. Researchers are encouraged to explore the different dimensions of the phenomenon and propose concrete strategies to address the problem to avert a global disaster.

Apart from individual skills and interests and social necessities, availability and accessibility of reliable data, availability of laboratory for experimental research, expertise in identifying and developing the research plan, and the state of development of a particular discipline also exert their influence. The choice of a research topic may be affected by any factors mentioned above. Initially, personal interest may play a role in selecting the topic. Still, it has to be further justified on how it will contribute to the existing theoretical ³³ knowledge in the discipline and how the study's findings will help Research Formulation address social issues and problems.

Whenever a researcher chooses a topic, the chosen topic has to be reformulated in researchable terms in a research proposal. This involves translating the chosen topic into more clearly defined, specific questions or problems amenable to being researched. Both choose a research problem and finalize a research proposal that requires a literature review. By analysing existing material related to the research topic, the researcher may find research gaps and new questions. In the literature review process, the researcher may decide how the research will take, the concretization of a researchable problem and specific questions, the units to be studied, etc.

SELECTION OF TOPICS AND FORMULATING RESEARCH QUESTIONS

To initiate exploratory research, you will just need to identify the subject for investigation. To move beyond exploration to description and explanation, you will need to begin specifying the research problem – the question or questions concerning your

topic that you believe are most important to answer. Let us assume that you want to understand the reasons for climate change and its impact on the existing ecosystem, and this problem has to be converted into research questions. To begin to convert this general interest into a design for research, the researcher might formulate questions like the reasons for climate change today? What will happen if we continuously destroy the existing forest in the name of development? Subsequently, the researcher would need to refer to some literature on climate change. Afterwards, the researchable problem has to be converted into a set of research questions: What are the drivers of environmental degradation? If there is a reduction in forest area over time, what are its consequences on society? What happens to the relationships between the environment and human beings?

The formulation of a research problem narrows the topic to manageable proportions. It suggests strategies for the research design, particularly possible variables to be used and the settings for data collection. Sometimes the purpose of a study is as essential as

the topic in determining research design. We may discover the purpose of a piece of research by asking why and to whom it is helpful to answer the questions being asked. Sometimes, there is no particular motive for research other than exploring some phenomenon or adding to human knowledge in a particular area. In this situation, the investigator enjoys a great deal of attitude in defining concepts and operationalizing variables. However, in other cases like deductive inquiry or applied social science research, the purpose of the investigation is much more focused. A specific hypothesis is being tested, or human behaviour is being evaluated according to criteria. In these instances, the purpose of the study has a profound effect on research design. Indeed, we often cannot begin to choose the most appropriate measuring tools for the variables we are manipulating until we know why the data are being collected in the first phase. Formulating pertinent research questions from a research problem is a significant step in qualitative and quantitative research. As you learned in the previous units, qualitative research is more open-ended than quantitative research.

Research questions help collect the right kind and amount of data to address the research problem. According to Alan Bryman (2008), research questions are essential because they guide:

CRITERIA FOR EVALUATING RESEARCH QUESTIONS

The following points will give you an idea of how could research questions be formulated? Research questions should be clearly stated, uncomplicated in form

- with the capacity to be researchable; The researcher should ensure that the research questions are original• and the ideas are there; Research questions should neither be too narrow nor too broad.• It should be possible to convert research questions to objectives, and,• from the objectives, one should be able to draw hypotheses and develop methodologies to respond to them. Research questions should have some connections with already• established theory and research. This means that there should be literature from which one can draw. This will facilitate the researcher in formulating research questions. Even if you choose a

topic that has been scarcely addressed, it is unlikely that there will be no relevant literature. All research questions should be interrelated to develop the overall argument in the final report. Unrelated research questions create confusion.

Professional scientists have long performed scientific research in laboratory Research Formulation settings in different institutions. The trend has been changing, and scientists are trying to cross the institutional settings by involving the general public (the crowd) to carry out the research. The crowd involvement in the scientific research became empirical research. The crowd may or may not be contributing to formulating the research questions. In the earlier centuries, people believed that knowledge believed in drawing on problem-solving and knowledge production theories. The researcher first develops a framework that ties dimensions of research question quality to different experiential and scientific knowledge types. In this Unit, we discuss the potential benefits and challenges of involving the people in Research Question (RQ) formulation and theorize how knowledge interventions affect RQ

quality. We then use data and case examples from a field experiment in the environmental sciences to explore features of research questions generated by the crowd and to test the effectiveness of knowledge interventions. Let's look at the recent research related to environmental studies. Our results show crowd members can generate high-quality research questions that differ from those typically produced in scientific research, although most RQ is plain problem restatements. More importantly, recent research shows that the quality of crowd-generated RQ can be improved through simple interventions that provide crowd members with different types of scientific knowledge they otherwise lack. We discuss contributions to the literature on the organization of science and distributed knowledge production and implications for practitioners and policymakers.

Types of Literature Review

We can find six types of literature reviews.

Context Review- It is a common type of literature review in which the researcher tries to link a specific study to the larger body of knowledge. For example, someone has studied the mangrove forest and its usefulness to address disaster management and mitigation. The same mangrove forest or some other shrubs can be grown close to the sea to reduce any kinds of eventualities during heavy rain or sea rising.

Historical Review – The researcher traces an issue over time in this review. A historical review can be conducted to know existing research and build methodology. **Integrative Review-** This is a common type of review in which the researcher highlights the present state of research on the chosen topic and highlights agreement and disagreements with it. This can be considered a context review or the researcher may publish this review as an independent research article to benefit other researchers.

Methodological Review – It is a specialized review in which the researcher conducts a review to trace various methodologies used in

various studies and tries to conclude how different methodologies bring different results in terms of researcher design measures and sampling techniques. 37 Self-study Review - In this review, the researcher tries to apply their Research Formulation familiarity with the chosen topic Theoretical Review- In this review, the researcher tried to find out various theories and concepts related to the chosen topic and chose relevant theories and concepts based on his data to bring assumptions, logical conclusions, consistency and scope of explanation. Apart from the types mentioned above of literature review, there is metaanalysis. A large number of existing literature related to the topic was collected, synthesized, and the results were brought. The researcher can find the existing literature through books, scholarly journal articles, dissertations, government documents, and policy reports. The following sub-section broadly explains the various available literature.

Developing Cultural Knowledge & Importance of Socially Beneficial Research

Developing Cultural Knowledge

Cultural knowledge refers to understanding and appreciating different traditions, customs, beliefs, and social behaviors of various communities. It plays a crucial role in promoting diversity, inclusivity, and mutual respect.

Ways to Develop Cultural Knowledge:

1. **Education & Reading** – Studying history, literature, and cultural anthropology.
2. **Travel & Exploration** – Visiting different regions to experience their traditions firsthand.
3. **Intercultural Communication** – Engaging with people from diverse backgrounds.
4. **Participation in Cultural Events** – Attending festivals, art exhibitions, and traditional ceremonies.

5. **Media & Technology** – Watching documentaries, films, and using digital platforms to learn about cultures.
6. **Learning Languages** – Understanding a culture through its language enhances deeper connections.

Benefits of Cultural Knowledge:

- Promotes tolerance and reduces stereotypes.
- Enhances social harmony and peaceful coexistence.
- Helps in global business and international relations.
- Encourages appreciation of heritage and traditions.

Importance of Socially Beneficial Research

Socially beneficial research aims to address societal challenges and improve human well-being. It provides insights, solutions, and innovations that contribute to the development of society.

Key Areas of Socially Beneficial Research:

1. **Healthcare & Medicine** – Advancements in disease prevention, treatment, and public health policies.
2. **Environmental Studies** – Research on climate change, sustainability, and conservation.
3. **Education & Social Welfare** – Studies on literacy, poverty alleviation, and social justice.
4. **Technology & Innovation** – Ethical advancements in AI, renewable energy, and digital inclusion.
5. **Public Policy & Governance** – Research that informs better laws and governance strategies.

Why It Matters:

- Improves the quality of life.
- Helps policymakers make informed decisions.
- Addresses social inequalities and injustice.
- Fosters economic and technological development.

Self Assessment Question

- What are the key strategies for formulating a well-defined research focus?
- How does cultural knowledge enhance the depth and relevance

References Books

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