Indira Gandhi National Open University　　　　　　**MPYP – 001**
School of Interdisciplinary and
Trans-disciplinary Studies

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Dissertation

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RESEARCH IN PHILOSOPHY: A STUDENT MANUAL

UNIT 1
Systematic Research in Philosophy

UNIT 2
Material Collection and Notes Taking

UNIT 3
Writing a Research Paper

UNIT 4
Presentation of Research Paper

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2

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BLOCK INTRODUCTION

Research is an inquiry carried out scientifically to discover truth, to draw new conclusion and to bring out new facts. It is the way to acquire knowledge. Research is "an investigation undertaken in order to discover new facts, get additional information etc." It is "any organised inquiry designed and carried out to provide information for solving a problem". Research is any activity which helps to gain fresh insight into something. It is a careful search or inquiry into any subject matter, which is an endeavour to discover or find out valuable facts which would be useful for further application or utilisation. Aims of research are discovery of new facts, verification and testing of old facts, analysis of interrelationships and causal explanations and development of new tools, concepts and theories. A research paper is that in which the conclusions and findings of such inquiry appear. It is through a research paper that we communicate our findings of research to others. When we have communicated to others, the ability to write clear is vital. In order to be meaningful and clear in communication we should first have a clear-cut understanding of the research problem. Only then we will be able express our self while communicating it to others. Language used in the paper should always be concrete and it should be specific. Conceiving a research project with concrete problem or issue, looking for proper supportive materials that are authentic and reliable, enabling one with good writing skills and finally presenting the research paper in a well-accepted format required by IGNOU are focussed in this student manual. Dwelling on certain theoretical aspects of research we would concentrate widely on the practical side.

Unit 1 is a recollection or summary of a theoretical discussion on what a systematic research is all about in philosophical subjects. As a systematic study it is truly a scientific and objective enquiry into facts and ideas. The unit also deals with the specific method of research in philosophy for analysing certain positions, ideas, concepts and checking the correctness or validity of certain claims and finding out new forms and proposing new ideas.

Unit 2 speaks of the preparatory or preliminary steps a student is supposed to consider. It lays down a proper foundation and paves a right path in a direction of a research. It deals with material collection and the proper method notes taking.

Unit 3 gives a theoretical basis for developing a good writing skill in English. Along with this several practical hints of improving one's writing by way of thorough grammatical knowledge, language style, paragraph division etc. As a student of philosophy one needs to acknowledge that all the ideas that are presented are from many sources. Hence, the second part of this unit deals with acknowledging the reference materials and the scientific way of making references to these sources by a consistent method of writing the notes and making the list in Bibliography.

Unit 4 is a practical guide for presentation of a research paper. It deals with the structure of the paper along with a model to be considered.

Note of Acknowledgement: The student manual is only a summary of the relevant units from the course on 'Research Methodology,' and so students will find most parts (ideas and even paragraphs) are reproduced *verbatium* (as it is) from those units. We acknowledge the unit writers and request the students to refer to the writers' name from those units. The editor owes

greatly to unit writers like Stanley, Kuruvilla, Nishant and Shymala Devaraj. References to these units are absent for want of space and for avoiding repetition. The editor has no intention of omitting their names and of discrediting their contribution.

UNIT 1 SYSTEMATIC RESEARCH IN PHILOSOPHY

Contents

1.1 INTRODUCTION

Everyone who seeks knowledge through systematic enquiry do not write it down. Reasons may vary about absence of such attempt to spell out what one thought about something and 'discovered' something. Nevertheless, penning down the research would benefit the larger readers and it might help others who are also in the same quest for such knowledge. It might trigger also different opinions, corrections and modifications. It might initiate also fresh study and further research in the same field. Every research follows a certain method. Any systematic study itself is a method. About this we had an elaborate study in the first year MA Philosophy, in the course called 'Research Methodology.' Some of the students might have already taken up that course. What we intend to do in this manual is merely to help the students to get a practical hints. The unit introduces the students to the basics of research in philosophy. We shall deal with the basic understanding of systematic research in philosophy.

Human Language is the medium of communication of ideas, relationships, and feeling. Thoughts are products of human faculty, and expressed through proper language. Reality is conceived, comprehended and expressed in and through language. There exists inseparable unity between language and reality. Reality cannot be thought of without language. Philosophical treatises are methodically thought out human rationality. Any philosophical endeavour involves systematic method of cognition and expression. Study of Philosophy makes one dwell within this realm of logical thinking and methodic presentation of one's own reflection and ideologies. Francis Bacon says, "Reading Makes a Full Man; Conference a Ready Man; and Writing an Exact Man."

Enquiry into fundamental cause and nature of world, human beings and God is the very act of philosophizing. A student of philosophy is hence called to be a searcher for truth, an inquirer into nature of things and as a critical analyzer. IGNOU offers an opportunity for the students of MA Philosophy, not only for acquiring the knowledge of various systems and thinkers, ideologies and doctrines but also for developing their own skills of right thinking and presenting their ideas systematically. A course on Methodology introduces the students in the first year itself, to the vast area of philosophy, the methodic style of studying and writing, and the scientific method of presenting the papers. This manual deals with theoretical and practical hints of presenting scientific papers in philosophy.

1.2 RESEARCH IN PHILOSOPHY

Understanding the meaning of the word 'Research' leads to various conceptions such as; re-searching, searching again and the repetition of a search. In current usage, it would mean 'careful search,' or 'intense investigation.' T.P. Ramachandran defines Research as, "a critical investigation into a chosen area within a familiar field for the purpose of furthering the knowledge about the area selected."(Ramachandran 1984, 2) Any research therefore proceeds from the known and familiar notions through careful analysis and finally arrives at new conclusions, theories and thought patterns. Writing scientific papers or assignments is meant to acquire knowledge of the field, to understand the various concepts and theories, to revise and critically reject or accept already held theories, schools of thought and conceptual patterns.

Research has two aspects; its content and its method. The content refers to what one intends to present to a learned audience. It is the substance and subject matter of a research work. The method is how we set about dealing with the subject. Both are of importance, primarily the content and secondarily the method. Content is of primary importance in the sense that this is our contribution to knowledge. Method is instrumental in its value, for it serves adequately to the nature of the content. Thus, the criterion for the excellence of a method is its adequacy to meet the demands of the content. Hence, a research worker has to pay attention not only to what he deals with but also to how he deals with it.

Systematic research is the combination of experience and critical thinking. It is regarded as the proper approach to the discovery of truth. Systematic Research is a way to methodically approaching an issue of philosophical nature and trying to solve logically adopting different methods. Scientific inquiry into a particular notion or issue would eventually throw light on the nature of the problem itself. Using proper tools for conducting serious and useful research becomes necessary. In the post graduate level a student of philosophy, presumably, might be taking up merely certain theoretical issues for a research. The approach and the method would be definitely different from other methods of enquiry in a research. Details of such methods are in the course on Research Methodology. Here we would focus more on the practical guidelines of bringing out the result of a research in a form of a paper.

Research is not merely information gathering, shifting of facts from one source to another. In research one does a systematic processing of collected facts and information through a carefully analysed method to bring out one's own ideological position of an issue. Research is thus about understanding an issue or asking and answering a complex question or solving a problem. So, to start with, we need to identify an issue, question, or problem. Then we need to discuss with people who want or need your study. Listening to their suggestions and problems will help us. Further, we need to find out what's already known about it. For this talk with experts and/or read their reviews and the other original research on the topic by different scholars. Then we need to plan, budget and proceed with our study accordingly.

Consulting an expert or the supervisor is essential for a research. Equally it is necessary to read journal articles to find out what's already known. Many authors also often point out topics for future research. This prevents doing research on an area already explored and thus prevents wasting valuable time and effort. Any research is supposed to be original investigations. Research originates with a concrete question; requires clear articulation of a goal and a specific plan for proceeding.

Systematic research is useful and beneficial to all including the student who does the research. It advances wealth of human knowledge. It develops a critical and scientific attitude, disciplined thinking or a bent of mind to observe objectively. It provides opportunity to study a subject in depth. Doing research is the best way to learn to read and think critically and creatively.

Research definitely requires the collection and interpretation of data in an attempt to resolve the problem that initiated the research. Research originates with a question: Examples: Are philosophers accepted well in the society? Why do poor people appear happier? What is the relationship between belief in God and good moral life? It requires clear articulation of a goal: What problem do you want to solve? Moral degradation? Deepening of faith in God? Change of behaviour? Building up an adequate world-view?

Good research requires a specific plan, not groping in the dark to find a solution. In fact, it is a planned discovery with outlined steps for tackling the problem. A good research accepts certain critical assumptions. They must be valid for the research to be meaningful.

1.3   PHILOSOPHICAL METHOD

Philosophy is the study of and the attempt to gain knowledge and truth. It is a way of looking at things. It is a collection of ideas and assumptions that are used to interpret reality. Philosophy is a quest for the best arguments. A good argument is a clear, organized, sound statement, the reasons that cure the original doubts in a problem. Philosophy is distinguished by the methods that philosophers follow in tackling philosophical questions. Philosophical method involves a commitment to reason and argument as a source of knowledge.

Methodology process: Methodology means 'the systematic study.' The importance of methodology is that 'it helps us to avoid the wastage involved in the trial and error procedure. The final product of research varies with names like; research paper, scientific essay, special study, thesis, and dissertation. Methodology process is a systematic process of doubting or being skeptical about the truth of one's beliefs. In methodology process methodic doubt which is a systematic process of being doubting the truth of one's beliefs, arguments to support the solutions and dialectic, which is presenting the solution and arguments for criticism by other philosophers, and help them judge their own, are involved.

Doubt and the sense of wonder: Philosophy begins at wonder. Philosophy time and again begins with some simple doubts about accepted beliefs. We get the initial impulse to philosophize from the suspicion that we do not fully understand, and have not fully justified, even our most basic beliefs about the world.

Formulate questions and problems: The next step in the philosophical method is to formulate our doubts in questions to be answered or problems to be solved. Questioning is the first weapon of a philosopher with which one works. The more clearly the question or problem is stated, the easier it will be to identify critical issues, the assessment of which undergirds any genuine progress in coming to some sort of resolution. Here it is not enough to wonder at doubt but to state as clearly as possible what exactly the source of doubt is.

Enunciate a solution: To enunciate a theory, or to give a definition or analysis, which constitutes an attempt to solve a philosophical problem is another essential part of philosophical method. In just a sentence or two a philosophical theory by itself can be stated quite briefly very often all the surrounding philosophical text is offered by way of hedging, explanation, and argument. Here as an example let us take a philosophical theory which has to answer the question what actions are right? For this the answer is given by John Stuart Mill, an English philosopher, as the creed which accepts as the foundation of morals utility, or the greatest happiness principle, holds that actions are right in proportion as they tend to promote happiness, wrong as they tend to produce the reverse of happiness. Consequently, according to Stuart Mill, the rightness or wrongness of actions depends on their consequences; if they tend to cause happiness they are morally right, and if they tend to cause unhappiness they are morally wrong. Whether we accept the answer or not is a different question but it does answer the question, what actions are right.

Justify the solution: Another important part of philosophical method is philosophical justifications, or arguments. An argument is a set of statements, one of which, the conclusion, it is said or implied, follows from the others which is called the premises. We might think of arguments as bundles of reasons which are logically interconnected statements. The reasons are the premises, the claim they support is the conclusion; together they make an argument. Normally philosophers are very good in giving arguments. They are constantly demanding and offering arguments for different claims they make. The reason for this is that it is only a good argument, a clear, organized, and sound statement of reasons to believe something that will ultimately cure us of the original doubts that motivated us to take up philosophy. Let us illustrate this point with an example of an argument. Say Susan has some doubts about religious matters, and she asks the question: Does God really exist? Susan's answer is, we will say, yes. How might Susan argue for her answer? Here is a very common, popular argument, called the argument from design.

The universe is made up of a huge variety of things, inanimate and living, natural and artificial from the hills and the oceans, to the houses and ships on them, from the stars and planets, to the cities and highways. All of this huge variety of things is, as scientists well know, operating in a splendid order or harmony, much like a very complicated machine, only much more complicated and well-planned than anything that we humans have ever invented. Like a machine, this order or harmony could not have just sprung into existence all on its own; like a machine, it must have had a designer. Moreover, since the universe is so complicated and well-planned, this designer must be incredibly intelligent; and since everything is so well-made for the habitation of humans, this designer must be very benevolent. And of course, as the creator and planner of the entire universe, this designer must be extremely powerful. So the universe must have had a designer which is incredibly intelligent, very benevolent, and extremely powerful; and this designer is what we call God. Therefore, God exists.

This argument is called the teleological argument which is studied the philosophy of religion. It offers a series of interconnected reasons to believe that there does exist the sort of entity that in various religions is called God. This sort of argument is just exactly what philosophers want from each other. To deserve our consideration, the argument does not have to be perfect. It might

have some problems. In fact, it might be a very bad argument. But on the face of it, there should be something rather persuasive about it. That gives us something to analyse and learn.

Philosophical criticism: Philosophical criticism is common in the work of philosophers. It is this philosophical criticism that makes much philosophizing a social endeavour and so on. We offer definitions and explanations in solution to problems; we argue for those solutions; and then other people come along and, often, demolish those solutions, throw us into doubt again, and force us to come up with better solutions. This exchange and resulting revision of views is called dialectic. Dialectic is simply philosophical conversation amongst people who do not always agree with each other about everything. These are the five steps that a philosophical method involves in its journey towards finding the truth. Having studied the philosophical method let us move on to know about scientific method.

1.4   TOOLS OF RESEARCH

A tool is a specific mechanism or strategy that researchers use to collect data. For systematic research in Philosophy, the possible tools of research are: Library and its resources (most useful for philosophy students), Computer and software, and the human mind (this is the strength of philosophy students), Language.

The library: For a philosophical research the library is always the starting point. Here the following will be very beneficial: Referring to the Card catalogue, Browsing through Indexes and abstracts, Consulting the Reference librarian, if s/he is accessible. Browsing the shelves gives a first hand knowledge of the books and journals available on the topic of research.

Computer and Software: In today's context, good research cannot be done without adequate computer facilities. Computer facilitates not just writing, but collecting data (internet, online journals, libraries, etc.) and processing them. For any research today adequate and appropriate use of internet and computer is a necessary.

Language for adequate expression: Proper use of language enables us not only to communicate but also to think more effectively. Clear and concise use of language in writing is important in research. Writing down ideas helps the investigator to get clarity of mind. This, in turn, is useful to organizes thoughts systematically to give the proposed answer to the readers. Writing down the answer is helpful in detecting gaps and logical flaws in thinking in formulating the final answer.

1.5   CHOOSING A TOPIC

Kinds of Topics

Research topics fall into two (though not mutually exclusive) broad categories; the first type having its focal attention on a thinker or text, proceeds to discuss the philosophical / theological insights specially occurring in that thinker or text. The other has for its focus a concept and examines the nature and significance of this concept / doctrine taking into consideration the views offered by a variety of thinkers and texts. Besides this, comparative studies of two or

more thinkers on certain issue and comparative studies of two schools of thought, are also considered for scientific papers.

Choosing a topic

Choosing the right topic for research is itself a part of research. The right topic is one which suits, the taste and training of the student, the purpose of research, and the product intended. From the vast area of concern, topics are to be narrowed down to a certain issue or a concept. The range and scope of the paper are also taken into consideration along with the ability of the student to plunge into the area of research. One has to clearly define what one wants to search for. First step to choose a topic is to divide the vast discipline into limited areas. Identifying an area of research should meet the student's interest and the object of research. One must focus on the area of interest and reduce it into definite topic. E.g. from Indian Philosophy to Concept of God in Sri Aurobindo. Preferably the papers should be based on original text or author or a specified area of study. Too generic themes are not recommended for research. The title of the paper should be as short and precise as possible with clarity. The purpose of a research paper is to explore an idea or probe an issue with the help of available resources in the library. Make a statement of thesis which states clearly the area of your research and defines the scope of your paper. The findings of the research have to be clearly and coherently presented in an accepted scientific format. A research paper pays attention both to the content as well as to the style of presentation.

Choose a definite, specific subject. The subject must be of interest to your readers. It should neither be too broad nor too specific. It must be within the limits of time and the length of paper. It must have necessary sources available. The sources available should neither be too vast nor too little. It can be author-based or theme-based. Make sure you have a competent supervisor available to you to deal with that specific subject.

Synopsis

Synopsis is a preparation of an abstract of the topic. A synopsis consists of provisional title to the topic, the aim and objective of research, the outline of the contents of the topic, the method of procedure and the source materials available. It would give clarity and confidence to the student and initiate action on the subject.

Schema

The outline of the topic is schema. The topic is divided into chapters and sub titles. This provisional title and the outline is the preliminary preparation. With the basic sources available, a working Bibliography of all the books and articles is prepared. All these - schema, synopsis and bibliography - form the preliminary activity of a research works. They are to be done with due consultation of the Supervisor chosen. In the choice of a supervisor, one has to look into various factors like interest of the person on the subject, specialization in the subject, ability to guide and capacity of the student to fulfil the demands. Supervisors are mentors, moderators, guides and directors of the papers. They inspire the student, point out appropriate literatures, show the right direction and challenge the positions and ideas brought out. They also take into consideration the

ability of the student and the demands of the theme. Regular consultation and the work done by students are emphasized greatly. Submission of the writings in parts, chapter by chapter, is very much encouraged. There should be ample time for the supervisor to correct and guide. Students are not to submit everything in bulk to the moderator without any prior consultation and proper correction. The corrections suggested by the supervisor should be meticulously carried out.

UNIT 2   MATERIAL COLLECTION AND NOTES TAKING

Contents

2.1   Introduction
2.2   Practical Hints for Material Collection
2.3   Methods of Note-Taking
2.4   Making an Outline

2.1   INTRODUCTION

Research methodology is a system of methods used for collecting data, information etc. for the solution of problems identified for research. In order to begin a research work we have to consult relevant sources of information. The sources provide data gathered from observation, interviewing, mailing etc., particularly for philosophical research mostly the data is collected from journal articles, research reports, conference papers, thesis, project reports etc. The researcher should be capable of sorting out the reliable material useful for his research work advanced by these sources. After determining the reliability and usefulness of the sources, we will have to take notes on it. In this unit, we are making a detail study of the method of notes taking in the process of research.

2.2   PRACTICAL HINTS FOR MATERIAL COLLECTION

Material Collection

Collection of data is the major task of a student. It comprises the finding of sources and gathering materials for the topic. "Collection of data is like collecting pearls from deep sea." (Ganapathy 2003, 123). Identifying the best sources is the first step in collecting the data. Standard, authentic, reliable and published sources are to be preferred. One has to avoid very popular, unscientific, biased and unpublished materials. In choosing the publications too, care should be taken to identify standard publications. Bibliography Cards and Notes Cards are prepared for gathering views and ideologies of different authors. With one's own ideas, the summary of ideas or the word by word quotations are noted down in the Note Cards. With these cards, one is ready to write and present the paper.

Credibility of Materials
In the process of research work good material collection from reliable sources is only one among the different methods. Nevertheless while doing research it has enough significance since the accuracy in taking notes will help us to save a lot of time while preparing the final report, bibliography etc. There are different methods of note taking. The various types of note taking like summary, paraphrasing, précis, and quotation are equally important. By adhering to proper method of notes taking would save lots of time in the course of research.

It is important for us to know the reliability of the materials that we base the data or information used in our research. Not every material we get should be used, since they may be prejudiced or motivated. Some significant questions to find out the reliability of the already existing research material are: In what source did you find the article? Was it reviewed by experts in the field before publication? Does the article have a stated research question or problem? Or, can you determine the focus of the work? Is the article logically

organized and easy to follow? In what way is this relevant to the research problem? Are the procedures clear enough that you could repeat the work and get similar results?

Identify books and articles related to the research. This can be done through browsing the latest edition of encyclopaedias on the subject matter or using search engine on the internet. Make sure that these books and articles are available to you either in the your library or in any institutions near-by where you can access them. Author-based research calls for a distinction between primary and secondary sources. You can also include online sources provided they are of academic standard.

Keeping Record of the Sources

Use separate card (6" x 4") for entering then bibliographic information of each work whether book or article. Choose the most recent edition and the best translation if choices are available in the library. Note down the complete and precise references of books and articles from the start in the card including the shelf where they can be located. Arrange the cards in alphabetical order according to the surname of the author. If the study is author-based, then maintain two sets of cards – one for primary sources and the other for secondary sources. Arrange the secondary sources in alphabetical order according to the surname of the author. Eventually, you will transform this into your bibliography.

Necessary Data for a Book

```
Name of the Library
Call number
Author – Surname followed by given name(s)
Title of the Book in italics
Details of Publication
Personal Remarks
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Specimen Bibliography Card for a Book

```
JDV Library
DO-254-W3
Welsch, David
Nazi Propaganda: The Power and the Limitations
London: Croom Helm, 1983
(This books seems to have 2 particularly useful
chapters)
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Necessary Data for an Essay from an Edited Work

```
Name of the Library
Call Number
Name of the Edited Work in italics
Editor – First name followed by the surname
Author – Surname followed by given name(s)
Title of the Article in double quotes with exact page
numbers
Details of Publication
Personal Remarks
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Specimen Card for an Article from a Journal

Name of the Library
Name of the Journal in italics
Author – Surname followed by given name(s)
Title of the Article in double quotes with exact page numbers
Details of Publication including volume and number if any
Personal Remarks

2.3 METHODS OF NOTE-TAKING

The clarity in reporting a research work is influenced by the reader in view, how technical the problem is, the research's hold over his facts and techniques, his command over language and the form and fullness of notes, i.e., of the data and documentation. For keeping accurate records we need high quality notes and this shows the importance of note-taking in research. Thus notes taking is an important part while writing a research paper. This records the information of the sources that we will use while reporting our research work. Therefore, it is necessary that we should critically evaluate the texts or articles before we select them and then make necessary choices before taking notes on them. Otherwise, there is a chance to overload with information which will be time consuming.

To take effective notes, first, we should understand thoroughly the information contained in the sources. Then notes should be taken from it so as to develop knowledge and comprehension of the subject. Thus going through a source, making a decision about what is useful for a paper and writing notes on it should encourage the researcher to think more deeply and understand the relevance of the notes taken by him to the research topic. Again, he should also sort out the material he needs from other information surrounding it in the text, while taking notes on it. To make use of this information effectively in the research work, care should be taken to record it in such a way that it can be easily sorted, reorganised and incorporated in the paper.

We should take notes in such a way that it briefly summarizes the most important points of each source. Main points has to be stressed in the notes and it should be clear and concise as possible. The details that are unnecessary to the research area should be avoided. It is not always necessary to write complete sentences or even complete words. We can use abbreviations which saves a lot of time. But it should be used in such a way that we can understand them in the notes when we consult it later. One important thing to be remembered during note taking is that we should always remember to be record the page number in the text or articles from which our note is taken. As far as possible, all bibliographical details has to be added for each source. If possible, we should also try to the review the chapter or article after note taking so as to make it sure that we have not missed any important points and also to see that our notes are accurate and complete. The notes has to be recorded in such a way that we can easily locate all the points related to a particular subject easily and readily identify the source from which a piece of information is taken. Thus the requirements of a good not taking system are as follows: It should facilitate ready location of the recorded information when required. It should allow flexible handling and organising of information and All notes related to a particular concept of a topic should be available together.

There are different methods in taking notes. Some researchers take notes by hand on index cards or in sheets of paper of a note book. Some others prefer using a computer to take notes as it will save their time as well as improve the accuracy in transcribing the material from the

sources. While collecting data by taking notes we should set down first the authors full name and complete title of the source. By doing this we will be able to locate the same source easily while working for bibliography.

Card style

If we are taking notes on cards we should record each piece of information from a source in a separate card. For each source the completer bibliographical information has to be recorded in one card, which will be our bibliographical card. Thus this is not only helpful for accuracy and organisation but also, technically while compiling the bibliography. If we are taking notes on cards, we should mention the name of the author as usual and the name of the book is to be underlined. While taking down the matter, we should leave some margin on the left side of the card. The card possessing the material from an article from a book should first mention the name of the author and then the title of the article in inverted commas with the work cited in underline and the page no:. If there are two authors, we should mention the name of the first author and write the other or 'et al'. For e.g.: Kootz , Harold, et al, ' Management ' Mc Graw-Hill International Book Company, New Delhi, 1980. p. 120. If the publication is an edited one, we should use 'ed ' after the name.

For multiple notes from the same source, we should record a short form of the title and author's last name in the upper right hand corner of each card. We should always record the page umber from which our summaries, ideas, paraphrases or direct quotes have been taken in the lower right hand corner. Materials taken from journal should indicate the name of the author, title of the article within inverted commas and also the volume and details of journal along with the page number. For e.g.:-Ananthu, T .S. "Hind Swaraj- Its Relevance Today." Gandhi Marg. New Delhi: Gandhi Peace Foundation, Vol. 31. NO. 2, July- September 2009. Pg no. 192.

In order to facilitate organising and reorganising information subject or topic headings on the cards can be written in pencil. To make note taking on cards more convenient and easy sometimes two sets of cards are used. One is source cards and the second is known as note cards. Source cards are used for noting bibliographical information and the note cards are used for actual note taking. In the source cards bibliographic information should be recorded in the proper bibliographic format. 'Author's name, the title of the book, the publisher's name, place and year. On the note cards information from a printed source is recorded. To make it more flexible , it is better to note a single fact or an idea on each card and to use only one side of the card. In the body of the card, first, the name of the author and the title of the book or article may be noted in order to avoid making any mistake in identifying the concerned source card. The page number of the source from which the idea or fact has been taken also is to be noted. Thus, the two sets of cards together will facilitate in arranging the notes appropriately for drafting the report.

Note Book Style

In this method, we should record all information on a single page or a series of pages in the note book. We should write all the bibliographical details including the author, title, place of publication, publisher and year of publication at the top of the page of each source. Notes should be recorded in the middle of the page leaving wide margins. In the right hand margin page numbers of the source from which we have made the notes has to be recorded. The specific topic to which each piece of information is related can be noted in the left hand margin . For each source we are consulting , a new page can be allotted. Notes can be listed

according to topic also. But here care should be taken to list the page numbers because otherwise it will be very confusing.

Note taking in a computer

Notes can be entered in a computer and these notes will be handy. We can enter the notes into a word processor as separate files in one directory. Otherwise, we can enter all notes in a single file rendering new name or phrase for each new note. In the first method the needed notes can be moved to appreciate place in our draft by copying and pasting method. For a short paper, it is better to opt the computer method and if it is a longer, which makes use of many sources, it is better to opt the cards system because card system is the most suitable method of note taking. It meets all the requirements of a good recording system. Cards are tougher and so can withstand handling. As they are compact, they can be handled easily and can be stored conveniently in boxes. In addition, the cards are most flexible while arranging, rearranging, grouping, and classifying information.

Types of note-taking

Different types of note-taking include –summary, paraphrase, quotation and précis.

Summary

If we want only the general idea of a large amounts of material, it is better to summarise it. This type of note taking describes and rewrites the source material without specific concern for style and expression. But it should be done with great care and in this type of note taking we should try to keep the material as short as possible. Quotation marks may be provided for key phrase that cannot be paraphrased. Name of the author and page number also has be mentioned in the note.

Paraphrase

It is restating the material in our own words. As we have to restate the thought, meaning and attitude of another person in our own words, paraphrase may be considered as the most difficult type of note taking. In order to be sound and perfect, in paraphrasing we should try to rewrite the original in about the same number of words as possible. In text, citation may be provided to the source by mentioning the author and page number in the paraphrase. Care should be taken while paraphrasing exceptional words and phrases in the original. It is better to retain by enclosing them within quotation marks. We should always try to avoid word by word copying as far as possible in this type of note taking. Paraphrasing will help the researcher to understand the author's ideas rather than just mechanically copying them.

Quotation

Direct quotation may be used for documentation of a major argument where a foot note would not be sufficient and where paraphrasing the passage might cause misinterpretation. The exact words of an author or the exact words from an official publication must be quoted. Quotation notes are necessary because it will enable us to capture opinion of the experts on the subject. It will also help us to show that we have carried out research in that area carefully and also to show that there is an authoritative opinion on the topic we have discussed in the research area. Where a few paragraphs or sentences are required to be quoted from a quotation which is very long, it is permissible to omit sections of an original passage by a procedure called ellipsis. To indicate ellipsis three spaced full stops(…) are inserted. An ellipsis can occur at the beginning or the end of a quotation. Use double quotation marks at the beginning and the end of quotation. We should never forget to acknowledge the quotations by way of a footnote or otherwise.

Other rules to be followed while taking quotation notes include –
We should always try to quote from primary and secondary sources. The quoted material selected should be important and well phrased.We should always use exact words of the source. If at all possible, we should quote key sentences and short passages instead of entire paragraphs. Quotation marks should be used in the notes so as to distinguish it from summary and paraphrase. If we are downloading a text and taking quotation from it into our paper, we should always remember to place quotation marks around the words taken from the source.

Précis

This is quick summary notes. It can be used to review an article or a book or create an abstract. The original source has to condensed here with precision and directness so that the tone of it is preserved. It is better to write the précis note in our own language but exceptional phrases from the original can be retained here by enclosing it in quotation marks. Documentation also should be provided.

Avoiding Plagiarism

Good note taking will help us a lot in avoiding plagiarism which is the act of taking ideas , passages etc. from an author and presenting them as one's own. Writers plagiarise when they present the words or ideas of others without making it clear that these are not their own words or ideas. In order to make sure that we have not plagiarised, we should see that each of the phrase or ideas borrowed from other sources are credited to that source. Acknowledgement of the source is that which distinguishes a scholar from a plagiarist. In the MLA Hand book For Writers of Research Papers, Joseph Gibaldi has mentioned of different forms of plagiarism. According to him, "the most blatant form of plagiarism is to obtain and submit as your own a paper written by someone else. Other, less conspicuous form of plagiarism includes the failure to give appropriate acknowledgement when repeating or paraphrasing another's wording, when taking a particular apt phrase, and when paraphrasing another's argument or presenting another's line of thinking". Thus plagiarism is a failure to acknowledge borrowed material.

In order to avoid plagiarism we should always make a list of all the writers and sources from which the viewpoints we have used in our research work and should acknowledge the same. Acknowledgement may be made in several ways-(1) in the bibliography (2) within the text, either by specific reference or parenthetical reference or (3) in a foot note which is the commonest form of acknowledgement.

The most common and serious error in taking notes is to copy the wording of the source directly, either word-for word or with minor changes. This not only prevents the researcher in processing the information fully into their mind, but also encourages plagiarism since the notes find their way directly into the paper. The best way to avoid this is not to look at your sources as you write your notes. In that way we will be sure to use our own words. Including too many details in notes will slow down our research work. If we are doing this, we are not distinguishing between significant and insignificant information. Notes are meant to be concise. Direct quotation should be used only when we have a special purpose. If we use a direct quotation we should copy it accurately. We should remember to include page number on notes. Otherwise, we will have to spend valuable time, returning to the sources to find page numbers. Note taking is thus an important phase in the process of research and it helps a lot in saving our time during the presentation of Research paper.

PRACTICAL TIPS FOR NOTES TAKING

- Prepare a separate dossier for each of the work
- Prepare a set of cards to note down citations which you think you would quote in your paper
- You need to practice the art of omission though you may be tempted to take down everything
- Equip yourself with techniques like précis writing and paraphrasing.
- Avoid reproducing the words of the author instead try to employ your own words.
- Remember to note down only those citations which you think cannot be said otherwise.

General Tips
- Read primary sources carefully and secondary sources rapidly, if it is an author-based research.
- Begin reading from the book/article recently published on the theme or of the author if it is an author-based study.
- Look for striking ideas pertaining to the subject.
- Summarize the ideas accurately.
- Take notes accurately by giving reference to the exact page, work, and edition.
- For passages taken verbatim to be quoted in the text, use standard cards and give exact reference and organize them thematically.
- For the summary, use the A4 size paper divided into three unequal parts: the left side for the summary idea of the author, right side for your comments and observations, and the bottom for technical words and cross-reference to the card.

Tips for Personal Critical Comments
- Identifying arguments and conclusions
- Identifying implications of arguments
- Identifying Assumptions
- Evaluating the truth of reasons and assumptions
- Evaluating support for conclusions

Identifying Arguments and Conclusions
- To identify reasoning, we need to look for indicator words in the conclusion. Some indicator words to be sought in the concluding statement are "should," "must," "it is evident," "obviously," "so," "thus," "hence" and "therefore." Example: "He must be older than 42; he has a daughter who is 39 years old."
- When indicator words are absent, look for relationship between statements in a passage. Example: Knowing the dangers of smoking is not sufficient to stop people from smoking. Everybody knows that smoking causes lung cancer and heart disease. One third of the population still smokes.
- When there is no conclusion in the passage, then it does not contain an argument.

Identifying Implications of Arguments
- This involves either of the two skills: parallel arguments and applying principles. Parallel arguments from a known domain help us to find the flaw in the argument. Applying principles calls for consistency in reasoning and its consequence in all similar situations.
- The argument is faulty if an example from a known domain with parallel structures of argument can be shown to be faulty. Example:

- o Original argument: We have all had the experience of being deceived by our senses – the stick which looks bent when it is straight – and all the information we get through our senses is potentially illusory, therefore sense experience is always unreliable.
  - o Parallel argument: We have all had the experience of being lied to – that even lovers lie – and that everyone is potentially a liar, therefore no one is trustworthy.
- Application of principles to other cases may show us that the principle needs to be modified or rejected. Example: "Killing is wrong." this principle implies that the killing in self-defense is wrong. If we are convinced that killing in self-defense is not wrong then the original principle has to undergo modification.

Identifying Assumptions
- There are two types of assumptions: Assumptions underlying basic reasons and Assumptions as unstated conclusion.
- Assumptions underlying basic reasons: The reason provided for an argument is based on an assumption, that is, no empirical study or any study beyond disproof as has established this as a fact. Example: The number of accidents will reduce when strict measures of penalties and punishments are deployed by the government. The underlying assumption is better enforcement of law is directly related to the decrease in the number of accidents. Without any proof, this claim that the reason for the high number of accidents is lack of proper enforcement of law.
- Assumptions as unstated conclusions: A conclusion based on potentially disputable premises can be called assumptions as unstated consequences. Example: the burglar must have left by the fire escape. This person is not in the building now, but has not been seen leaving the building, and there are guards posted at each entrance. The conclusion is that the burglar must have left the fireplace, but the premises are still disputable. It is likely that the guards were not sufficiently watchful.

Evaluating the Truth of Reasons and Assumptions
- The authority of the person in the subject in question
- Factors that can possibly distort the accuracy of the person's judgments
- Other sources either corroborating or contradicting the person's position.

Evaluating Support for Conclusions
- Every conclusion is supported by reason or reasons. Conclusion may state a supposed fact (it is dangerous to drive a car after drinking alcohol) or make a recommendation (you ought not to drive your car). Some arguments introduce their conclusion with "so" or "therefore." A conclusion need not be the last statement in the argument. Example: "You have to take a Happitum travel sickness pill when you go on the ferry. They are very effective against sea-sickness, and you have always been sick in the past when you have travelled by sea."
- One way of identifying faulty reasoning is through the use of the principle "some does not imply all." Example: Some people say that the depiction of violence on television has no effect on viewers' behaviour. However, if what was shown on television did not affect behaviour, television advertising would never influence viewers to buy certain products. But we know that it does. So it cannot be true that television violence does not affect behaviour. Faulty reasoning: The fact that advertising shown on television affects viewers' behaviour is not a good reason for accepting that everything on television affects viewers' behaviour.

- Another way of identifying faulty reasoning is the lack of sufficient evidence. If people became healthier as the affluence of the country increased, we would expect the population to be healthier now than it was thirty years ago. But over the last thirty years new illnesses, such as chronic fatigue syndrome, have appeared, and we have become more vulnerable to old diseases such as heart disease and cancer. So the increased wealth of the country has not produced improvement in the health of the population. Faulty reasoning: Even if some new diseases have appeared and old diseases have become more common during the last thirty years, it does not follow that the population is less healthy than it was thirty years ago, because people may have long periods of good health before suffering from these diseases.

- A third way of identifying faulty reasoning is by verifying if correlation is equated with cause. In the above stated example, claiming that increased affluence had produced an improvement in the health of the population, the argument has flawed because it assured that because two things have occurred together, one has caused the other, and because it failed to consider other possible causes of the improvements in the health of the population.

2.4 MAKING AN OUTLINE

After the notes are taken carefully, read them to get a bird's-eye view of the material. Then, as a first step towards writing the paper, prepare an outline. Include the important questions you want to address and the main divisions you want to make. This helps avoiding materials that, though interesting, are irrelevant to your paper, but also focus on materials that are relevant. The outline divides the points into various groups, co-ordinates the main points, subordinates the sub-points, and discards trivia. Look for a general structure. Arrange your ideas and notes according to this structure, looking for order, progress, and forcefulness.

Subdivision

Avoid single subdivision. To divide you always need at least two parts. This means, there can never be an "A" without a "B," a "1" without "2," an "a" without a "b." For an enumeration having several subdivisions, one of the following schemes or notation and indentation could be used.

Model of a Scheme - 1

I. Main heading
  A. Subheading (level 1)
    1. Subheading (level 2)
      a. Subheading (level 3)
        i. Subheading (level 4)
        ii. Subheading (level 4)
      b. Subheading (level 3)
    1. Subheading (level 2)
  B. Subheading (level 1)
II. Main heading

Model of a Scheme - 2
1. Title
  1.1 Subtitle
    1.1.1 Subtitle
    1.1.2 Subtitle
  1.2 Subtitle
    1.1.1 Subtitle
    1.1. 2 Subtitle
1. Title
  1.1 Subtitle
    1.1.1 Subtitle
    1.1.2 Subtitle
  1.2 Subtitle

UNIT 3 WRITING A RESEARCH PAPER

Contents

3.1 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 coping or showing as if it is one's own. Scholarly sincerity in this regard tells upon 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.

3.2 DEVELOPING THE WRITING SKILL

First Draft
- Follow your outline and write the full text carefully.
- Do not copy long quotations, but note their place in the paper and mark the reference.

- 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.

3.3 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.

2

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.

<div style="border:1px solid black; padding:10px;">

Sample First Page for a Short paper
Rahul Gupta
09021
Dr. Nishant A. Irudayadason
PH 14 Hermeneutics
December 2010

Understanding as a Mode of Being
The Significance of Heidegger's Ontological Hermeneutics

With the publication of Heidegger's Being and Time, the scope of hermeneutics has gone beyond Schleiermacher and Dilthey. While for Schleiermacher, hermeneutics is primarily an art of divining the mind of the author…

</div>

Style of presentation: Different disciplines adopt different styles. We proposes 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 the separate title page for a long paper (dissertation or thesis having chapter divisions) and arrange the entries centered between margins in the following order.
    o The main title of your paper followed by the subtitle, if any (Only the main title may be capitalized and bolded).
    o Your name followed by your roll number
    o Your Guide's name prefixed by his designation
    o The purpose of the paper
    o The date of submission (only the month and the year)
    o 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 the paper.
- As a rule the first letter of all the words in the title page will be in capitals 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 print out, 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 thematically 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 form 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 1/2; 102, 275).
- Spell out the number if the sentences begin 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 you 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 lattice bridge 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 16.5million.)
- 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 numbers 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 table shows 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, 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 finding 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.

3.4   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 classification 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 citations systems, 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.

3.5 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 a 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 test; 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 marks 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 form 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 form 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.

3.6   WRITING FOOT NOTES

The following points are discussed in this section: FOOTNOTES IN CHICAGO STYLE
Introductory Remarks, The research paper will have to be well documented. Proper documentation saves the researcher from the accusation of plagiarism, and the consequent penalties.

Frequently Used Abbreviations in Documentation

cf. = confer, compare
vol. = volume
Ibid. = ibidem, in the same place (it is better to avoid it)

Trans. = translated by, translator.
n.d. = no date.
n.p. = no publisher, no place
ms. = manuscripts.
ed. = edition, edited by, editor
ch. Or chap. = chapter

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.

_____

     1. Roger Fisher, Getting to Yes: Negotiating Agreement without Giving in (New York: Penguin Books, 1965), 85.

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 makes. Use commas to separate items. For example:

_____

     3. Fisher, Getting to Yes, 31.

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 form the same source as the one directly above. A page number is included if the second reference is form the same source as the one directly above, but the page form which it is taken is different from the first. For example:

3. Fisher, Getting to Yes, 31.
4. Ibid.
10. Ibid., 62.

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."

3.7 EXAMPLES OF FOOTNOTE OR ENDNOTE

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 superscript 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.

Internet Sources:

In internet citations, there may be two dates found. First date = Web page creation or modification date, if it is available. Second date = the date you accessed the Web page. If the Web page does not have a modification or creation date, leave it out, but always indicate our access date of the URL (Lee 2010).

19 Canada, Indian and Northern Affairs, "Aboriginal Peoples Survey: From APS I to APS II." Facts from Stats, Corporate Information Management Directorate, Issue No. 15, Mar. 2000, http://www.inac.gc.ca/nr/nwltr/sts/2000-03_e.html, accessed on 15 Dec. 2004.

19 James Henretta, et al., "Richard Allen and African-American Identity," America's History, Spring 1997, http://www.earlyamerica.com/review/spring97/allen.html, accessed on 11 Feb. 2006.

19 "Edsitement," http://edsitement.neh.gov, accessed on 12 Feb. 2006.

19 Abdullah al-Shiri, "Danish Cartoon Prompts Protest," Sunday Herald 29 Jan. 2006, http://ww1.sundayherald.com/53793 accessed on 12 Feb. 2006.

3.8   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 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 same name.

Turabian

Borradori, Giovanna. *Philosophy in a Time of Terror*. Chicago: The University of Chicago Press, 2003.

American Psychological Association

Borradori, G. (2003). *Philosophy in a Time of Terror*. Chicago: The University of Chicago Press.

Book: Many Authors

• In a double-author entry, only the first author's name is inverted (Coleman, A.E.; Coleman, A.E. and Richard Northwood).

Turabian

Kofman, Amy Ziering and Kirby Dick. *Derrida*. New York: Zeitgeist Video, 2003.

American Psychological Association

Kofman, A. Z., & Dick, K. (2003). *Derrida*. New York: Zeitgeist Video.

One Author and One Translator

Turabian

Bataille, Georges. *Inner Experience*. Translated by Leslie-Anne Boldt. New York: SUNY Books, 1988.

American Psychological Association

Bataille, G. (1988). *Inner Experience*. (Leslie-Anne Boldt. Trans.). New York: SUNY Books. (Original work published 1943).

Editor or Compiler as Author

Turabian

Harvey, Irene, ed. *The Purloined Poe: Lacan, Derrida, and Psychoanalytic Reading*. Baltimore: John Hopkins University Press, 1988.

American Psychological Association

Harvey, I. (Ed.). (1988). *The Purloined Poe: Lacan, Derrida, and Psychoanalytic Reading*.Baltimore: John Hopkins University Press.

Single Author: Essay/Article in an Edited Work

Turabian
Bennington, Geoffrey. "Mosaic Fragment, if Derrida were an Egyptian," in *Derrida: A Critical Reader*. Edited by David Wood, 97-139. Massachusetts: Blackwell, 1991.
American Psychological Association
Bennington, G. (1992). Mosaic Fragment, if Derrida were an Egyptian. In David Wood (Ed.), *Derrida: A Critical Reader* (97-139). Massachusetts: Blackwell.

Article in a Journal

Turabian
Abrams, Meyer H. "The Deconstructive Angel," *Critical Inquiry* 3 (December 1977): 425-438.
American Psychological Association
Abrams, M. H. (1977). The Deconstructive Angel. *Critical Inquiry*, 3, 425-438.

3.9   SAMPLE BIBLIOGRAPHY

Attridge, Derek. (ed.). *Derrida: Acts of Literature*, New York: Routledge, 1991.

Caputo, John D. *Deconstruction in a Nutshell*, New York: Fordham University Press, 1997.

Caputo, John D. *The Prayers and Tears of Jacques Derrida*, Bloomington: Indiana University Press, 1997.

Critchley, Simon. *The Ethics of Deconstruction: Derrida and Levinas*, Oxford: Blackwell, 1991.

Culler, Jonathan. *On Deconstruction: Theory and Criticism after Structuralism*, New York: Cornell University Press, 1983.

Derrida, Jacques. *Adieu à Emmanuel Lévinas*, Paris: Galilée, 1997.

_____. *Donner la mort*, Paris: Galilée, 1999.

_____. "Différance," trans. Alan Bass, in *Critical Theory since 1965*, ed. Hazard Adams & Leroy Searle Tallahassee: Florida State University Press, 1986.

_____. "Plato's Pharmacy," in *Dissemination*, trans. Barbara Johnson, Chicago: University of Chicago Press, 1981.

_____. *Margins of Philosophy*, trans. Alan Bass, Chigago: University of Chicago Press, 1981.

_____. *Of Grammatology*, trans. GayatriChakravortySpivak, Baltimore: John Hopkins University press, 1976.

_____. *Positions*, trans. Alan Bass, Chicago: University of Chicago Press, 1981.

_____. *Specters of Marx*, trans. PaggyKamuf, New York: Routledge, 1994.

_____. *Speech and Phenomena*, trans. David B. Allison, Evanston: North-western University Press, 1973.

_____. "Hospitality, Justice, and Responsibility: A Dialogue with Jacques Derrida," in *Questioning Ethics: Contemporary Debates in Philosophy*, ed. Richard Kearney and Mark Dooley, New York: Routledge, 1999.

Eagleton, Terry. *Literary Theory: An Introduction*, Minneapolis: University of Minnesota Press, 1983.

Greisch, Jean. *Herméneutique et Grammatologie*, Paris: CNRS, 1977.

Heidegger, Martin. *Einführung in die Metaphysik*, Tübingen: Niemeyer, 1966.

Kearney, Richard. "Deconstruction and the Other: Dialogue with Derrida," in *Dialogue with Contemporary Continental Thinkers: The Phenomenological Heritage*, Manchester: Manchester University press, 1984.

Levinas, Emmanuel. *Totalité et infini: Essai sur l'extériorité*, Paris: Kluwer Academic, 1971.

_____. *Ethics and Infinity*, trans. Richard A. Cohen, Pittsburgh: Duquesne University Press, 1985.

Sarup, Madan. *An Introductory Guide to Post-structuralism and Postmodernism*, Athens: University of Georgia Press, 1993.

Wood, David. *The Deconstruction of Time*, Atlantic Highlands: Humanities Press International, 1989.

UNIT 4   PRESENTATION OF RESEARCH PAPER

Contents

4.1   Basic Components of a Paper
4.2   Practical Hints: Structure of a Research Paper
4.3   Model of a Research Paper
4.4   Further Readings and References

4.1   BASIC COMPONENTS OF A PAPER

The title page
The first page of the report is the title page. It should carry a concise and adequately descriptive title of the research study. It should be precise and reflect the core of the problem under study. Even though the format of title page differ from one to another , they usually include- (1) the title of the study (2) the name of the degree for which it is submitted (3) name of the author (4) the name of the institution where the report is to be submitted and (5) the date of presentation of the report. The entire title should be typed in all capital letters, single spaced and centred between the right and left margins of the page. Where more than one line is required, it should be broken and arranged to make a pleasing appearance on the page. The statement with respect to the University, Course and the Academic degree for which the thesis is submitted should be typed in lower case with capitalised initial letters below the title line. The name of the researcher should be typed in capital letters leaving 6-2 cm from the previous statement. The name of the institution where the report is to be submitted and the date of presentation of the report are typed in double space leaving 7-5 cm distance from the name of the researcher and 2.5 cm from the bottom of the title page.

Researcher's declaration
In case the research is undertaken by a student in fulfilment of the requirement of a degree, he may be required to make a declaration.

Researcher's supervisor's certificate
Again, in case of a student's research work , his research supervisor has to certify that it was a record of independent research work done by the student.

Preface including acknowledgements
A preface may include reasons, why, in the first place, the topic was selected by the researcher. The relevance of a study may also be mentioned here. If the researcher has opted to discuss the significance and nature of his research in 'introductory chapter' then he may not write preface. But he can use the page to make acknowledgements. Here the researcher acknowledges the assistance and support received from individuals and organisations in conducting the research. Here thank all those who have helped him for a variety of reasons including guidance, during the period of study. It is thus intended to show his gratitude. The comments, given in acknowledgements should be brief, simple , temperate and modest and given only for substantial assistance and cooperation of a non- routine character which warrants public recognition.

Table of contents

The table of contents appear after the preface and it gives an outline of the contents of the thesis. It contains a list of the chapters and their sub-titles with page numbers. Subtitles, however, should be indented under each chapter title and be followed by the specific page or section references. If reference to specific pages for subtitles is not desired, the subtitles may run together and separated by semi- colons or dashes. When so many subheadings exist it may give an overcrowded look if all these are included in the table of contents. Hence, these may be placed at the beginning of that particular chapter below the title. It thus facilitates ready location of topics in the report.

The table of content also include the preface/ acknowledgement, list of tables and figures etc. The heading "Table of Contents" should be the centre at the top of the page and in capital letters. The chapter headings may be typed in capital letters and subtitles in small letters. Small letters should be used for the subheadings except for the initial letter and of all nouns, pronouns, verbs etc. On the right hand side should be typed the heading "Page" at the right margin below which page numbers will appear. On the left hand side will appear the headings in the sequence in which they actually appear in the thesis.

List of Tables and figures
If table and figures are included in the report, separate pages for them should follow the table of contents. Figures refer to map, drawings, graphs, charts, diagrams etc. The full titles of tables and figures, worded exactly as they appear in text, arte presented with corresponding /consecutive numbers and page locations. Arabic numerals are usually used for identifying tables, figures etc. In the list of table and figures, the titles should be typed with initial capitals, rather than all capital letters.

Abstract or synopsis
An abstract is a summary of the findings of the research work. It should be as brief as possible and run about only one or two pages. It is placed at the prefatory part of the report so that a reader can get a quick overview of the report. Along with the summary of the findings or result of the investigation, it states in brief the purpose and scope of the study and also the method used for the research work. Here care should be taken that there is no over emphasis of the minor points and also that important points has to be treated adequately.

Abbreviations
Only such names are to be abbreviated which are likely to appear too often in the report. Name of persons are never abbreviated. Most of the forms of abbreviations are universally accepted because of the international readership of the scholarly dissertations and thesis. The list of abbreviations should appear before the beginning of the main text.

Introduction
After the prefatory items, the body of the report is presented. It is the major part of the report. In a comprehensive report, the body of the report will consist of several chapters. The division of the report into chapter or sections should reflect the organisation of the parts with one another and with the whole; i.e.; the division should be logical to make the contents meaningful. This is the first chapter in the body of a research report. It is devoted for introducing the theoretical background of the portion, its definition and formulation. It should be presented in such a way that it interests the reader in the subject matter of research. It must not be dull and lack in precession. It may consist of the following sections. **Theoretical background of the topic:** Here the researcher introduces the background and the nature of the problem so as to place it into a larger context to enable the reader to know its significance

in a proper perspective. This section summarises the theory or a conceptual frame work within which the problem has been investigated. **Statement of the problem:** In this section the researcher has to point out why and how the problem under research was selected. There is a need of clear statement of the nature of the problem with specific questions to be answered or hypothesis to be tested. A consideration of significance of the problem and its historical background is also a need. Hence in this section the problem is clearly defined and its facets and significance are pointed out. For this the problem may be broken down into constituent elements or major subdivisions. **Review literature:** This is an important part of the introductory chapter. Here a brief review of previous studies on the problem and significant writings on the topic under study is stated. Thus it is summarising the current status of research work already done in the research area sought. Previous research studies are abstracted and significant writings of authorities in the area under study are review. Such a review provides a background for the development of the present study and makes the reader up to date. Brief summary indicating areas of agreement or disagreement in findings or gaps in existing knowledge should be included. How the research work is an attempt to fill that gap is highlighted in this part of the introduction. **Significance of the study:** The significance of the problem, the contribution that the study is expected to make, its practical importance and the national relevance is specifically indicated in this section. **The scope of the study:** The dimensions of the study in terms of the geographical area covered, the designation of the population being studied or the exact coverage of the study is mentioned here. **The objectives of the study:** The objectives of the study and investigative questions relating to each of the objectives are presented. **Hypotheses:** The specific hypotheses to be tested are stated. The sources of their formulation may be indicated. **Definition of concepts:** The operational definitions of the key concepts of the study are presented here. i.e., various concepts or domains proposed to be used in a research requires to be stated. Definitions or special meanings of all important terms so as to enable the reader to understand the concepts underlying the investigation is to be indicated. How those concepts are defined by early writers and how the definition of the researcher were an improvement over earlier definition may be explained.

This part of the thesis is devoted for the presentation of all the aspects of the methodology and their implementation, i.e., methods of data collection instruments, methods of data processing and plan of analysis. Most of this material is taken from the research proposal plan. The revisions, if any made therefore should be clearly stated. The details of the study's design should be fully stated so as to enable another researcher to reproduce the study and test its conclusions.

Methodology: In this section, the overall typology of research used and the data collection methods employed are described. It also describes how the field work was carried out, the reliability of instruments selected and the statistical tools and procedures used in the analysis.
1. Sources of data:- The sources from which the primary and secondary data were gathered are stated. The limitations of secondary data also should be indicated.
2. Sampling plan:- The size of the universe from which the sample was drawn, the sampling methods adopted and the sample size and process of sampling are described in this section. The estimate of sampling error and what were originally planned and what were achieved are also to be given. These details are essential for determining the limitations of the funding.
3. Data collection instruments:- The types of instruments used for data collection and their contents, scales and other devices used for measuring variables and the procedure of establishing their validity and reliability are described in this section.

Chapterisation: Chapterisation or the scheme of chapters in the main body of the thesis and their interrelationship is briefly described in this section in order to give an overview of the presentation of the results of the study. **Limits of the study**: All research designs have limitations and so do all research implementations .Such limitations may vitiate the conclusions and their generalisations. The sincere investigator faces these problems and he reports them carefully and honestly in the introduction itself. This will help the reader to judge the validity of the conclusions and the general worth of the study in the proper perspective.

Main Chapters

This is the heart of the research report and probably the largest section of the report. It should be an organised presentation of the results and each major division of the problem should be presented in a separate chapter. The chapters should be well- balanced, mutually related and arranged in logical sequence. Each chapter should be given an appropriate heading. The chapter should include a discussion of the issue or part of the problem investigated and evidence used in its solution. If this becomes lengthy a summary of the evidence may be made at the end of the chapter. Through textual situation and tabular and graphic devices, the data are critically analysed and interpreted. Every table or chart should be self-contained and self-explanatory unit within the body of the report, and the presentation should be so clear that the reader be able to grasp the finding either by reading the text or looking at the table or chart.

The results should be reported as accurately and completely as possible. The data themselves should be described fully, they should be analysed in detail and all the evidence resulting from the analysis should be presented. These chapters are primarily for the use of the reader who wishes to make a detailed study of the problem. So every bit of relevant evidence should be supported by logical reasoning and empirical facts. Materials should be organised systematically and presented under appropriate headings and subheadings. Each chapter should end with a summary and lead into the next section or chapter with a smooth transition sentence.

Conclusion

This is the last part of the text of the thesis. This chapter is more extensive than the abstract given in the beginning of the report. This chapter should be a self-contained summary of the whole report, containing a summary of essential background, information, findings and conclusions and recommendations. It consists of the summary, conclusions or generalisation, suggestions and recommendations. The summary may be more or less a restatement of the topical sentences of the various findings. Summaries of findings may be subordinated under the conclusion statements. All these statements may be numbered or coded in some way so that they refer to pages or tables in the findings sections, upon which they are based. After a brief statement of the problem, the purpose of the study and the methodology used in the investigation, the findings and conclusions are presented. Findings are statements of factual information based upon the data analysis. Conclusions are inferences or generalisations drawn from the findings and relate to hypotheses. They are answers to the questions of the hypothesis proposed. The formulation of conclusion is the most difficult aspect of report writings. A research may sometimes be tempted to over generalise . Hence it is necessary to be modest.

Besides summary and conclusion, recommendations are also required from the investigator . Recommendations are typically brief statements of a limited number of suggestions for

further consideration. These should flow from the findings and conclusions. They should be specific and should not be mere vague statements. Suggestions must be practicable and based on logical reasoning and are to be given at the end of the report. The research report should aim to give leads to future research scholars. The researcher should be able to give directions to the future researchers from the insights he has gained during the investigations. Hence, it may be appropriate in concluding this part of the report to indicate topics which need further research, i.e., the reporter should explain in the beginning the relationship of his research to previous work on the subject (review literature) and at last suggest what part of the field would more benefit, perhaps on a bigger scale or from a different angle.

Bibliography

The core part of the thesis is followed by the end part containing the appendices and the bibliography. Thus the end part of the report is made up of : Bibliography (2) Appendices (3) Index. A bibliography means a list of written sources consulted in preparation of the report during the course of research. It lists all published and unpublished references used by the writer in preparing the report. It may refer to all documents like books, periodicals , articles, government documents, pamphlets, lectures, interviews etc, which have bearing on the thesis irrespective of their being actually referred to or not, in the text. The aim is to permit the reader to find the exact items the writer consulted. There are different kinds of bibliography like, References or literature cited comprises a list of documents which is confined only to those works actually cited in text or the footnotes of the report. Sources consulted consist of a comprehensive listing of books and papers consulted including those which are not strictly relevant to the subject of the thesis. Selected bibliography contains those sources cited, together with the more relevant of the works which have been consulted. Bibliographical notes is a brief annoted bibliography where the references are combined with the bibliography list.

Bibliography may be arranged according to the alphabetical order, chronological order, divisions of the subject etc. Generally the simplest and best arrangement for a short bibliography is the alphabetical order. Here the last name of the author (surname) is listed first, separated from the full name and arrange it alphabetically by surname. Some list of books is most convenient if arranged in the chronological order of the publication. This is suited for works in history. Writers sometimes desire to make separate divisions for primary and secondary sources. But usual practice favours one comprehensive listing of both the sources together. Alternatively, the bibliography may be classified into three or four sections- (1) Books (2) Articles (3) Reports and (4) Other documents and in each section relevant references may be arranged in alphabetical order. The purpose of bibliography is different from that of footnotes. While bibliography is a list of all materials related to the topic of research, the footnotes specifically paraphrased materials are found. Care should be taken by the researcher while bibliography listing and it should be done in the proper format.

Appendix

An appendix is used for additional materials which has not found place in the main text. It includes (a) copies if data collection instruments like questionnaire used for the study or interview schedules,(b) technical details on sampling plan (c) complex and long primary tables (d) statistical computation (e) supporting documents or any other material evidence of considerable reference value. By relegating such supporting evidence to an appendix, the text of the report remains uncluttered yet the argument is not weakened because the interested reader can be directed to consult particular pages of an appendix for further detail. Thus those materials given in appendices are not directly essential for a understanding of the text, but

useful as a supporting evidence. Appendices may be placed between the final chapter and the bibliography or immediately after the bibliography. All appendices should be separated and listed accordingly in the Table of contents together with page numbers. Here pages are numbered usually having Arabic numerals. Each appendix should be referred to in the body of the thesis.

Index

The index, if prepared should give an alphabetically arranged references to all important matters discussed in the report. It may be either subject index or another index. To conclude, we can say that a thesis or a research report is an authoritative document based on research work. It presents highly specific information. The written reports will be useful only when they are well prepared and while preparing the report due attention has to be paid to represent the above mentioned components. Then only the report will be properly organised and can be communicated to others.

4.2 PRACTICAL HINTS: STRUCTURE OF A RESEARCH PAPER

A major goal of research is to prepare research papers based upon the studies undertaken. These general guidelines are to be kept in mind while preparing the paper.

To make a paper readable

- Print or type using a 12 point standard font, such as Times, Geneva, Bookman, Helvetica, etc.
- Text should be double spaced on 8 1/2" x 11" paper with 1 inch margins, single sided
- Number pages consecutively
- Start each new section on a new page
- Adhere to recommended page limits (**50 pages**)
- Stay focused on the research topic of the paper
- Use paragraphs to separate each important point (except for the abstract)
- Indent the first line of each paragraph
- Present your points in logical order
- Use present tense to report well accepted facts - for example, 'the sky is blue.'
- Use past tense to describe specific results - for example, "In 1783 Kant wrote the Prolegomena to any Future Metaphysics to summarise his main views."

In any written report or paper the following divisions are to be made scrupulously.

Title Page: Select an informative title as illustrated in the examples in your writing portfolio example package. Include the Full name(s) and address(es) of all authors, the name(s) of guide(s) and date submitted.

Researcher's declaration

In case the research is undertaken by a student in fulfilment of the requirement of a degree, he may be required to make a declaration.

Researcher's supervisor's certificate

Again, in case of a student's research work , his research supervisor has to certify that it was a record of independent research work done by the student.

Preface: The summary should be two hundred words or less. And normally it should be limited to one paragraph. The purpose of abstract is to introduce the main findings of the report very briefly to an interested reader.

Acknowledgement: State briefly the necessity of the research in the topic chosen and the due acknowledgement of those who helped the student in completing this dissertation.

Table of Contents: Follow either the model of a scheme -1 or scheme -2.

Introduction: The purpose of an introduction is to acquaint the reader with the rationale behind the work, with the intention of defending it. It places the work in a theoretical context, and enables the reader to understand and appreciate your objectives.

Main Chapters: These contain the main body of the research paper.

Conclusion: Taking the main line of thought or argument throughout the chapters and summarizing them into concluding statements as a result of the research. It might be a place also for proposing few avenues of research and further studies.

End Notes (if Footnotes are not used)

Appendix (if any)

Index (if any)

Bibliography: List all literature cited in the paper, in alphabetical order, by first author. In a proper research paper, only primary literature is used (original research articles authored by the original investigators). Be cautious about using web sites as references - anyone can put just about anything on a web site, and we have no sure way of knowing if it is truth or fiction. If we are citing an on line journal, use the journal citation (name, volume, year, page numbers). Sometimes some of the papers may not require references, and if that is the case simply state that "no references were consulted."

STRUCTURE OF THE PAPER: A Quick Look

- COVER PAGE
- PLAIN PAPER
- INNER TITLE PAGE
- PREFACE, ACKNOLWEDGEMENT
- CERTIFICATE OF SUPERVISOR
- TABLE OF CONTENTS
- INTRODUCTION
- CHAPTERS 1, 2, 3, ETC.
- CONCLUSION
- END NOTES, APPENDIX, INDEX (IF THERE IS)
- BIBLIOGRAPHY
- PLAIN PAPER
- BACK COVER

4.3 MODEL OF A RESEARCH PAPER

PHYSICAL IMMORTALITY:
Human Longing, Scientific Basis and Religious Response

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"The ancient seers were not egoistic. They called the whole humanity – past, present future – Amrutya putra. You are all sons of immortality. Equal and eternal." Bhagawan Rajneesh[1] (Osho 1998: ch3)

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[1] Bhagavan Osho, *Beyond Enlightenment*, ch 3, "No other path but life." (From CD rom)

    1998. For a general introduction to physical eschatology from scientific and religious

"Mankind will postpone human ageing substantially in the future, doubling the human lifespan at least, when we have accomplished this we will be ashamed that we did not work on it much sooner." Michael Rose, Evolutionary Biogerontologist[2]

0. Introduction

According to the creation myth of Konos tribes of Guinea, Sa or death existed before anything. Death is regarded as the primary creator in this tradition. Once, long time ago, there was only darkness and Sa lived there with his wife and daughter. Since he wanted something more durable he created a slushy kind of mud sea as a place to live. From nowhere appeared the god Alatangana and he decided to improve on the work of Sa. Alatangana made the slush solid and added animals and plants to it. Sa was pleased and they became friends. But when the god asked for Sa's daughter the friendship fell apart. However, Alatangana met the girl secretly and eloped to a distant place and they produced 14 children: four white boys, four white girls, three black boys and three black girls. The children spoke different languages and the parents could not understand them.

This made them so upset that they decided to return to Sa and ask for his advice. Sa was ready to reconcile and demanded that the black and white children do not intermarry. So the different race originated. Sa demanded further: "You have stolen my only child. Now you must give me one of yours whenever I wish it. When I wish to call one of your children I must never be denied. You will know I am called by the sound of the calabash rattle in your dream."[3] (Lemming & Lemming 1994: 164) So it was that death for us humans is the bride-price for Alatangana's marriage with Sa's daughter. So death is intrinsically linked to human's origin.

This simple myth explains aetiologically both darkness and life, death and birth, sex and procreation and gives justification to the races. The main focus of my article is that this intimate link between death and life may be soon broken – at least in our collective consciousness. It will have shattering consequences for our human – philosophical and religious – longing and hope.

In this article I first study the quest for human physical immortality as a religious search. I see the emerging religious and collective movements which try to overcome death. In the next section we see the scientific basis for physical immortality. Though there is no hard "scientific" evidence for physical immortality, there are so many scientific disciplines at their cutting-edge or frontier research which indicate at least the theoretical possibility for physical

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perspectives see the award winning Kuruvilla Pandikattu, "Eschatology: Arena for Creative Encounter between Science and Religion." *Jeevadhara* 29 (April 1999) 154-164.

[2] From the *Future Fantastic* episode titled Immortals. For a succinct account of the different technologies for achieving physical immortality see the award winning article, Kuruvilla Pandikattu "Significance of God if humans were to become immortal," *The Month* 33 (July 2000): 264-268.

[3] David Leeming and Margareth Leeming, *A Dictionary of Creation Myths*, OUP, New York/Oxford: 1994. 164. The story is summarised from the same book, pp. 163-164.

immortality. In the final part we see the social or religious response to such a scenario. We shall show that such a possibility does not negate but radically alters our very understanding and scope for longing and fulfilment. We conclude by affirming that such a guiding of our total destiny requires a healthy dialogue between science and society or technology and religion.

1. Physical Immortality: A Primordial Human Longing

Though the longing for an everlasting life has been a perennial quest, we are somehow used to our physical death. Since we all take our mortality for granted, the geronotlogist author Herb Bowie holds that we tend to ignore the most potent anti-ageing organ in your body – the mind! If so, then the subconscious messages we are constantly sending ourselves may be sabotaging human longevity. "Can you imagine yourself living for 100 years, 120, or even longer? If not, then you may be undermining your nutritional program by feeding yourself 'mental junk food' -- negative programming predicting your own deterioration and demise."[4] (Bowie 1999)

The author exhorts that we should start feeding your mind a new food. His book, Why Die? speaks clearly and intelligently about the possibility of living virtually forever. By stretching the mind to accept this exciting new human possibility, we shall be conditioning ourselves to live a longer, healthier and happier life.[5]

Most of us make the unconscious decision that we have to die. They assume that their fate is ordained by the laws of nature, or by destiny. This choice is made so early in life, and at such an unconscious level, that few people ever even challenge it. So ask the question on human immortality will shake people up. Because even to ask this question is to imply something unthinkable for many people -- that death is a choice, and not a foregone conclusion. Further, most of us feel disoriented and threatened by the consideration of physical immortality as a real possibility. It is within these chilling prospects that the author introduces the concept of physical immortality.

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[4] Herb Bowie http: www.powersurgepub.com/books\immort\Bowie why die.htm, 1999.

[5] It is interesting to note the reasons given by the author as to why we should read his book and occupy ourselves with thoughts on human immortality. "If you've always believed that physical immortality is possible, but have been confused because there seemed to be no one else who felt that way – then this book is for you."

If you've already discovered others who feel that they too were born to live, and you now wish to deepen your feelings of living forever – then this book is also for you.

If you can't think of a good reason to go on living another year, or even another day -- much less for all of eternity -- then this book is for you as well. Living forever is all about transforming the quality of your life today, and these pages can help inspire that transformation. And yes, even if you think that physical immortality is the craziest thing you've ever heard of – then this book is for you too. Because by the time we're done, you may just see why living forever is the most sensible thing you've ever started." From URL: http:// www.sff.net. people.benbova.

To understand the idea of living forever, according to Bowie, we must look at two very different aspects of physical immortality. On the one hand, it is about eternity, about surviving to some unthinkably distant point in the future. On the other hand, though, it is all about choosing how to live our lives today. It is only when we connect these two extremes, and find a way to live our lives as an unbroken continuum between these two points, that we fully achieve physical immortality. There is an element of paradox here.[6]

This paradox is also expressed in these haunting lines from William Blake.
To see a world in a grain of sand And a heaven in a wild flower, Hold infinity in the palm of your hand, And eternity in an hour.[7] (Capra 1977: 288)

I believe that Blake was not speaking metaphorically though. In the book the author wants to talk about transforming the quality of our lives today, by focusing our attention on our own eternity. At the same time, I will be talking about actually living for hundreds and thousands of years, by focusing our attention on the quality of our lives today. The author asserts that if such a view seems like a paradox, then this is only because we view our today's and our tomorrow's as separate and unconnected.

Physical immortality is difficult, in a way, to talk about at length because it can be approached from so many different angles. Since all of these perspectives are equally valid, it is impossible to do the subject justice by discussing it in a strictly linear fashion. We can start with forever and work backwards. We can start with today and go forwards. We can talk about the fate of humanity, or we can discuss the personal feelings of one individual. No matter how we approach the subject, though, we always seem to arrive at the same conclusion: that living forever is a practical and meaningful goal.

Reaching the same conclusion from so many different starting points is reassuring in the long run, but can be a bit disconcerting at first, as we repeatedly shift perspectives. We may feel more comfortable with some approaches than with others, and so may be tempted to skip around.

Following similar lines of thought, another scholar claims that the first immortal human beings are living among us today.[8] (Bova 2000) It is asserted by its proponents that there are men and women alive today who may well be able to live for centuries, perhaps even extend their life-spans indefinitely. For them, death will not be inevitable. Death will have to die for them!

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[6] This may seem like a paradox -- to ask you to focus on forever and your life today at the same time. This is the way it first sounds when people show you what are called "Magic Eye" pictures, and tell you to focus beyond the page, on infinity. But if one relaxes and follows along, then after a while something new and different really does appear. (Now a days it has become out of date and is not available on the market. There are even now computer programs to produce such Magic pictures or three-dimensional pictures.)

[7] Quoted in F. Capra, *The Tao of Physics*, A Bantam Book, 1977, p. 288.

[8] Ben Bova, Immortality, Avon Books, 2000 (forthcoming)

Such immortal humans will not age. They will not become feeble and sickly. Ageing will be stopped, even reversed. One may be young and vigorous forever. Accidents and violence will not disappear, of course. People will still be vulnerable to poor judgement, bad luck and evildoers. But death from old age, death as the inescapable end of life, will become a thing of the past, a dark memory of primitive days. As the American immunologist William R. Clark put it, "Death is not inextricably intertwined with the definition of life." Just because human beings have always died does not mean that they always will die.

This same idea is reflected in the leading article of the German weekly: Der Spiegel.[9] (Hanshalter 2000) It asserts that immorality belongs to the originary human desire (Ursehrsucht). It will not just redeem humanity from death but raise it almost to the level of gods. Michael Fossel, professor of Clinical Medicine in the State University of Michigan asserts: "the most significant turn in the human history has begun. In twenty years we can stop the process of ageing and reverse biological clock." He certainly is a super-optimist. Philipp Lee Miller of the Longevity Institute in Los Gatos, prophesies: "in a few years time 80 year olds will feel like 20 year olds and will play like teens." This sentiment is accentuated by the New Yorker Professor Michio Kaku, who expects a tripling of life expectancy and a cessation of ageing process in a few years time.

The above longings and claims make it abundantly clear that immortality is slowly distilling into the collective unconsciousness of humanity. We shall study further the claims of immortality and see if there is any psychological and scientific basis for it.
[Pages omitted]

5. Conclusion
Such a possibility of human immortality has deep rooted religious consequence. Religions can ignore the challenges posed by immortality only at the danger of instant self mortality. The obvious danger of such a possibility is that each one becomes so preoccupied with his own individual immortality and forgets the human community and life in general. There is a danger that the larger issues of providing justice for the impoverished, fostering of life in general and love as the most significant human value may be forgotten.

At the same time it must be reiterated that physical immortality does not render God superfluous, religion redundant and human longing unnecessary. Even in the situation of immortal humans there is scope for meaningful hope, for relevant religion and for a liberating God. At the same time Immortality necessitates a human hope that may be detached from physical death. In our ordinary understanding of human longing, death is seen as the starting point of eschatology or human hope. That view has to be given up and we need to delve deep into the "inaugurated eschatology" which theologians have taken seriously since few decades.

We still need to take death seriously. But death may not be given the supreme importance and inevitability that was it due once. So the human hope and fulfilment has to begin with this present world, with the here and now. There are of course social and existential problems like poverty and injustice which are to be tackled seriously.

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[9] Hanshalter, "Der (fast) unsterbliche Mensch - lässt sich das Altern hinausschieben?" *Der Spiegel* 17/2000. The quotations in this paragraph are translated from this article.

It must be noted that overcoming physical death and attaining physical immortality does not solve the problem of human contingency. The issue of human finitude has to be addressed in a much wider sense. The tendency of those seeking physical immortality – passive acceptance - is to reduce human life to a physicalistic or mechanistic view point. They would stress that attainment of physical immortality – temporal unlimitedness – necessarily leads to human fulfillment. We need to focus also on the existential and ontological contingency of human condition, not merely that of the temporal conditioning.

So even in a world of immortal human beings, human longing and hope is imperative. Hope still remains intrinsic to humans. But it is a hope based on the day-to-day experience of humans and rooted in the present day, not one aimed primarily at a later world "a pie-in-the-sky-when-you-die" type. So life, today's precious, fragile life, has to be taken seriously. It has to be affirmed, respected and fostered in its entirety. We can hope to pay back the bride-price for Alatangana's marriage with Sa's daughter and life lives "full and abundant" and not necessarily temporally limited.

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