

Administration of tools and scoring procedure are reported systematically. The data organization and presentation should be given in this section. It may be reported in a separate chapter of the report.

Chapter 4. Analysis and Interpretation of the Data

In this chapter analysis and results are reported so as to draw the inferences of the study. The analysis of data are presented in tabular form and in figures or pictorial presentation. The results are interpreted at length. This chapter provides the original work or contribution by the researcher. The communicative accuracy is required in this chapter. The text must be developed to ensure an effective ordering of the evidences.

Chapter 5. Conclusions and Suggestions

This is most important chapter of the report. It requires the creative and reflective aspect of the researcher. The results are discussed to make them more meaningful comparison of the results with the evidence in the review section should be woven into the text whenever such a discussion can serve to clarify the points being reported. This is the final chapter of a report, thus findings of the study are summarized and suggestions for the further studies are also given. The implications and delimitations of the findings are also mentioned in this section. The main thrust in the section is the answer of the question or solution of the problem. The validity of the findings should be mentioned.

(C) REFERENCE SECTION

This is the third section of a research report. It consists of generally the bibliography and appendice. It is also essential to include glossary and index for the convenience of the readers. The bibliography, appendix, glossary and index all these are written on a separate page - in the centre with capital letters.

1. Bibliography

The bibliography is a list of the printed sources utilized in the research work. The publications used for information-yield but not quoted in the report may also be included in the bibliography. The format of the bibliography depend on the footnote style. If the foot-notes reference in the text are numbered to refer to the source in the bibliography, the entries must be numerically listed in the order of appearance in the text. The various format manuals include information on form for the bibliography. If the list of sources is too large the bibliography should be categorized in the following sections:

Books, monographs, documents and reports, periodicals and journals, essay and articles, unpublished thesis and material and newspapers.

If selected sources are reported the words 'Selected Bibliography' should be written. In writing bibliography the surname is written first than initials, year of publication, title of the book, publishers name, place and total number of pages. The following are the examples of writing bibliography:

- (i) Example for single author:
Best, John. W (1977) 'Research in Education', 3rd ed., New Jersey : Prentice-Hall Inc. Englewood Cliffs, 403 pp.
- (ii) Example for two authors: The only difference is that second author's name is written differently i.e. initial first and surname at the end in a usual manner.
McGrath, J.H. and D. Gene Watts on (1970) 'Research Methods and Designs for Education' Pennsylvania: International Text-Book Company, 222 pp.

- (iii) Example for three or more authors:
Selltiz, Claire et al. (1959) ‘Research Method in Social Relations’, New York: Holt, Rinehart and Winston, 424 pp.
- (iv) Example for editor as author:
Buros, Oscar K. ed. (1965) ‘The Sixth Mental Measurement’, Yearbook: Highland Park, N.J. : Gryphon Press 1163 pp.
- (v) Example for author not given:
Author’s Guide (1955) Englewood Cliffs, N.J. Prentice Hall, 121 pp.
- (vi) Example for publication of an association, Agency or Society:
National Society for the study of Education (1955), ‘Modern Philosophies of Education’ 54th Yearbook, Part-I, The University of Chicago Press, Chicago 37 pp.
Or
‘Modern Philosophies of Education’ (1955), National Society for the Study of Education, 54th Yearbook Part-I, Chicago: The Chicago University Press 374 pp.
- (vii) Example for unpublished thesis:
Sharma, R.A. (1972), ‘Some Predictors of Teacher Effectiveness’ Unpublished” Ph.D. Thesis Submitted to Meerut University, 320 pp.
- (viii) Article in an Encyclopaedia and Hand Book.
Barr, A.S. (1944), ‘Criteria of Teacher-Effectiveness’ Ebel’s Encyclopaedia of Educational Research, 742 p.
Smith, B.O. (1964), ‘Relationship of Teaching and Learning’, Gage, Hand Book of Research in Teaching, 426 p.
- (ix) Example for Journals and Periodicals:
Bar, A.S. (1940), ‘The Measurement and Prediction of Teaching Efficiency,’ Review of Educational Research, Vol. 10, No. 4, pp. 185-190.
Leeds, C.H. (1969), Predictive Validity of MTAII’, The Journal of Teacher Education, Vol. 20 NO.1.
- (x) A chapter written by an author other than the editor:
Maccoby E.E. (1954), ‘The Interview: A Tool of Social Science’, Chapter 12, in the Hand Book of Social Psychology, Addison, Wesley Cambridge Mass.
- (xi) Quotations primary source cannot be located:
Kelley, E.P. (1950), ‘Education for what is Real’, As cited by Edward A. Krug, ‘Curriculum Planning’, New York: Harper and Row Publishers, 55 pp.
The place of publication may be written before the home of publishers e.g. New York: Harper and Row Publishers, 55 pp.

A bibliography reference is written in the following manner and arranged alphabetically to facilitate the readers:

- Name of the author with the last name first and initials afterwards.
- The year of publication is given in bracket after the name of the author and authors.
- Title of the book or the work is written, underlined and followed by a full stop (.)
- Place of Publication followed by a colon (:).

- Name of the publishing agency and publishers and followed by comma (,).
- Total pages of the book are given.

The above sequence is employed in preparing bibliographical references. It is also used for giving footnotes reference with a little deviation. In footnote the name of the author with the Initials first followed by surname or last name is given. The specific page number of the work or the book is given not the total pages. Other things remain the same as mentioned in the bibliography. The bibliography pages are also written in Arabic figure in the sequence of main body of the report.

2. Appendix

An appendix is the important reference materials category. It includes the material which can not be logically included in the main body or textual body of the research report or the relevant materials too unwieldy to include in the main body. The appendix usually includes: tools of research, statistical tables and sometime raw-data (when data were processed through computer). Even the material of minor importance e.g. forms, letters, reminders, interview sheets, blank questionnaires, charts, tables, lengthy questions, report of cases (if follow-up or case studies have been conducted). The tools and other material should be placed first and tables at the end and page numbers should be assigned in Roman Numbers (i, ii, xxi). The appendix serves the function of providing greater clarity and authenticity for the readers or consumers of the thesis. The items of the appendix are very essential for a good research report.

3. Index and Glossary

When a research report is published in index, must be given. The index includes authors and subjects and topics or words in alphabetical order.

In the report glossary should be provided. It includes the meanings or definitions of some words and terms 'used in the research report. Some notations symbols or abbreviations should be explained what actually they mean or indicate in the study.

MECHANICS OF REPORT WRITING

A research report writing is a highly technical activity. It includes various mechanics for a smooth flow of the thesis. The mechanical aspect has been standardized which must be followed by researcher in preparing a thesis. Such mechanics involve the following issues:

- (a) Footnotes and references,
- (b) Style of writing,
- (c) Headings,
- (d) Tables,
- (e) Figures,
- (f) Pagination,
- (g) Proof reading, and
- (h) Binding and submission.

(a) Footnotes

Sometimes it is desirable to quote some authoritative views or statements from written works of others in the research report. It may be necessary from various purposes viz. to review the related literature, to support to give the rationale for one's viewpoint.

Each quotation must have a footnote or reference indicating the sources from which it is borrowed. All these sources and authority be acknowledged both for intellectual honesty and for validity of one's research.

Footnotes serve a number of purposes. They enable the researcher to substantiate his presentation by quotations or citations of other authorities, to give credit to sources of material that he has reported and to provide the reader with specific sources that he may use to verify the authenticity and accuracy of material quoted. The citation or quoted statements are written in single-spaced whereas the text is written double-spaced.

The footnotes are placed at the bottom of the page" and are separated from the text by a three cms horizontal line drawn from the left margin. Footnotes are numbered consecutively within a chapter.

The recent approach is that references are given in the place of footnotes. The reference of quoted material is inserted in parentheses at the end of the sentence. For example, (4 : 72) indicates that the statement refers to the bibliography listing number 4, page 72. Another procedure is that all the references are placed on one page at the end of the chapter in the sequence of quoted statements.

Method of Writing Footnotes: Usually the footnotes are given at bottom of the page at the end of the text according to the number of quotations provided on it. The following examples illustrate the style of writing footnotes:

1. Single author

John W. Best. (1977), 'Research in Education' 3rd ed. New Jersey: Prentice-Hall, Inc., Englewood Cliff, 84 p.

2. Two authors:

J.H. MC. Grath and D. Gene Wattson (1970), 'Research Methods and Designs for Education', Pennsylvania International Text-book Company, 124 p.

It may be noted from the examples of footnotes and bibliography that the author's last name or surname is written first in bibliography while last name or surname is given in usual way or in the last. Second difference between these two can be gathered regarding page-total number pages of the book are written in bibliography and specific page number of the book is recorded on the foot-notes where the quotation has been given in the book. In this way eleven types of bibliography have been illustrated in this chapter, with this difference eleven types of footnotes can also be written.

To avoid repetition and making economy of time and space some abbreviations are used in writing the footnotes references. Usually following three types of abbreviations are employed.

Ibid—In consecutive reference to the same work the Latin abbreviation *Ibid* (Indicates same page as earlier footnote), *Ibid* p. 36 (same work, but a different page 36) is used.

Op. Ci.—When a reference to the same work is not used in consecutive but after some other references, the Latin abbreviation *op. cit.* (indicates the work already cited in the report). The surname of the author and *op. cit.* is used. If the page number of the book is different, in this situation *op. cit.* and page number along the surname is used. The examples are as follows:

Chaube, *op. cit.* (the work cited).

Chaube, op. cit. page 48 (the work cited on page 48).

Loc. Ci. – When a second but non-consecutive reference follows, referring to the same work and same page, the Latin abbreviation Loc-cit (previously cited) may be used. The authors surname along Loc. cit must be included. An example is given below:

Chaturvedi, Loc. cit (previously cited on page 48).

(b) Style of Preparing Thesis

The research report should be written in a style that it is creative, clear and concise. Therefore the following considerations should be kept in view in writing a research report.

1. The research must be reported in full and its results are subjected to criticism and verification.
2. A research report is always written in third person i.e. he, she or the investigator. I, we, you, my, our and us should not be used.
3. It is prepared and written in past tense and present-perfect tense because it is reported usually after completion of the work.
4. The scientific language is used rather than literary language. The British-English pattern is followed in writing a research report. The spellings of the words are employed of the British English.
5. It is typed printed/cyclostyled on 11" 9" size (thesis size) sunlit bond papers. There should be left a margin of 1-1/2" right margin one inch top and bottom margin should be 1-1/4" in each. The same machine of typing must be used for typing research report.
6. The presentation of matter should be in floating sequence. There should be consistency in the form and content organization.
7. An appropriate and proper format of research report should be used.
8. The footnotes, references, tables, figures, heading, subheading and bibliography should be provided in its standard form.
9. It should be typed in double space, quotations or citation should be given in single space. A word should not be split in two aspects due to the shortage of space in a line. A table, figure and diagram should always be given on a single page. If table size is large, a large size paper should be used. It should not continue on the next page.
10. A typist with great experience and proficiency should be employed for preparing thesis or dissertation, because it is the responsibility of the researcher that a thesis should be typed in proper form. The correction of major errors is not the responsibility of the typist.
11. Good research reports are not written hurriedly. Even an expert and experienced researcher revises many times before he submits a manuscript for typing. Typographical standards for the thesis or dissertation are more exacting. Therefore, every typist cannot prepare a thesis, there are the experts for typing thesis, who should be employed for typing thesis.

(c) Headings

Generally a research report is divided into chapters, each chapter begins from a new page. The title of a chapter is called the chapter heading. The word 'CHAPTER' is written in capital letters, in the centre of the page and title is placed three spaces of the chapter. The following is the example:

CHAPTER IV. IDENTIFICATION OF TEACHING SKILLS

(Chapter Heading)

Major Heading: A chapter of the report is divided into major heads. The major heading is written in capital letters at the centre of the page. An example is as follows:

STIMULUS VARIATION SKILL

(Major Heading)

Major Heading: A major heading is sometimes divided into sub headings which are known as minor heading. It starts with left margin of a page in lower-upper letters. A paragraph starts two spaces below. An example is given below:

Components of Stimulus Variation Skill: (Minor Heading)

Paragraph Heading: If the minor heading is further divided, the paragraph is used. It must be indented five spaces and underlined. A full stop and dash is marked after such a heading. The written matter starts on the same line. The following is an example:

Change in Voice: There is a modulation in the voice of effective teachers. (Paragraph heading).

These headings are also specified by using the numbers. For the Main headings 1, 2, 3, 4...so on are assigned in a chapter. The minor headings or sub-heading are shown in decimal numbers e.g. 2.1, 2.2, 2.3, it indicates that 1, 2, 3 are the minor headings of second main heading. Similarly paragraph headings are indicated in further decimal numbers e.g. 2.1.1, 2.1.2, 2.1.3 last numbers, 1, 2, 3 are paragraph headings of first minor heading of second major heading.

(d) Tables

A table is used for presenting statistical data. It enables the readers to comprehend and interpret data quickly and to understand significant aspects at a glance.

The work 'TABLE' is followed by the serial Roman number which is placed at the centre two spaces above the title of the table. The title of the table is written in capital letters at the centre of the page. The statistical data are presented in vertical columns and horizontal row, according to some classification of subject matter. An example has been given below:

TABLE - XII
STRUCTURE OF SAMPLE SUBJECTS
With Regard To Sex and Age

<i>Years</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
25	10	6	16
22	12	8	20
—	—	—	—
—	—	—	—
—	—	—	—

(e) Figures

A figure is a device that presents statistical data in pictorial or visual form. The figure is used to a variety of graphs, charts, maps, sketches, diagrams and drawings. It helps to understand the aspects of data clearly and easily. One idea or fact should be presented in each figure. The description of the figure must be given in the textual body. 'FIGURE' should be written in the centre of the page at the top of the figure. The title of the figure should be written in capital letters two spaces below the figure. The scale of the figure must be given. An example has been provided here.

FIGURE-12
GROWTH OF LITERACY IN INDIA
In Millions (During 1950-80)

The bar diagram and graphical presentations (Polygons and Histogram) are commonly used in educational research reports.

(f) Pagination

Assigning page numbers of the report is very essential. The title page or initial page of any section does not have a page number typed on it, but a number is allotted to it in the series of pages. Page numbers are typed in the upper right hand corner, one inch below the top edge of the page.

The small or lower Roman numerals (i, ii, iii, iv,) are assigned for the pages of preliminary section. The serial Arabic nos. 1, 2, 3, 4.....so on are assigned for the pages of textual body or main body of the report i.e. Chapter I to last and Bibliography. The lower Roman numerals are assigned for the pages of appendices and index. The correct pagination depends upon the final edited copy or typed copy.

(g) Proof Reading

A research report should not have errors. It requires that final typed copies must be checked carefully. All types of errors should be deleted before submission. Thus, proof reading of final typed copies should be done two or three times. The following are the some practical suggestions with regard to the technique of corrections:

- Generally four or five copies are prepared for the final report. The last typed copy should be taken for correction purpose.
- The last typed copy should be read thoroughly, the errors should be recorded on a separate page indicating page number, para number, line number and kind of error. It should be corrected with help of black refill.
- The addition or deletion or more than one word or sentence or line is required for the correction, it should be made by the typist on the same machine.
- With the help of the proper on which errors have been noted down, correction of minor errors can be made quickly and easily in the remaining three or four typed copies of the report.

(h) Binding and Submission

It is the last activity for preparing research report. Before giving to the binder it should be arranged properly and systematically and the serial number of pages are checked carefully. It should be given to

an expert binder who has the experience of binding research thesis. Some universities require three copies of the thesis five copies of the abstract or summary and three copies of synopsis. These should also be prepared. A great precaution must be taken in printing the topic or title of the thesis that it must be the photo-state form of the topic which was approved by research degree committee. The covering page must be the same as inner cover given in preliminary section.

After binding the thesis it should be submitted to the university for evaluation purpose. Researcher should ascertain the date of submission and other requirement e.g. certificate of the supervisor, evaluation fees etc. For the post-graduate dissertation, student should plan that he would be able to submit to college or university in time. He must obtain the receipt of the submission of his thesis.

EVALUATION OF A RESEARCH REPORT

The evaluation of a research report is a valuable exercise for the student of educational research. Using a pattern such as the one suggested, the critical analysis of the many aspects of another researcher's report helps the student to develop competency in his own research and reporting skills. The evaluation aspect is much more useful even to a guide or supervisor for instructing his research scholars in preparing a research report.

The following questions are suggested relating to the various aspects of research report as a possible structure for the analysis:

1. The Title

- (a) Is it clear and concise?
- (b) Does it promise no more than the study can provide?

2. The Problem

- (a) Is it clearly stated?
- (b) Is it properly delimited?
- (c) Is its significance recognized?
- (d) Are specific questions raised and hypotheses are clearly stated?
- (e) Are the assumptions and limitations stated?
- (f) Are important terms defined?

3. Review of Related Literature

- (a) Is it adequately covered?
- (b) Are important findings-noted?
- (c) Is it well organized?
- (d) Is an effective summary provided?
- (e) Is the researcher commented adequately? Has he justified that his study is related to the studies and has the deviations from earlier studies.

4. Methodology used for conducting the study:

- (a) Is the research design described in detail ?
- (b) Is the method adequate?
- (c) Is the population defined properly?
- (d) Is the sample described?
- (c) Are the relevant variables recognized?

- (f) Are appropriate controls provided?
- (g) Are data collecting tools appropriate?
- (h) Are validity and reliability established?
- (i) Is the statistical treatment appropriate?

5. Data Analysis

- (a) Is appropriate use made of tables and figures?
- (b) Is the textual discussion clear and concise?
- (c) Is the analysis of data relationships logical and perceptive?
- (d) Is the statistical analysis accurately interpreted?

6. Conclusions and Suggestions

- (a) Are the results discussed at length adequately?
- (b) Are the inferences stated appropriately?
- (c) Are the limitations of the findings enumerated clearly?
- (d) Are the applications of the findings suggested adequately?
- (e) Are some suggestions for further studies proposed appropriately?

Apart from these aspects of research report, its literary presentation should be worth for publications. There should be minimum or no typing errors. The researcher should have the confidence aware of the limitations of his study.

WRITING RESEARCH ABSTRACT

A well written abstract is a great service to every one who is going through the research process. Abstracts are main method which is used to communicate research findings and contributions to the works of the field studied. Generally a researcher has to prepare an abstract after completing his research thesis or report. There are two procedures in this regard:

- The abstract is provided in the main body of the research report in the form of last chapter of the thesis.
- The abstract or summary of the report is prepared separately in a booklet form.

Most of the universities require some copies of the abstract at the time of a submission of a thesis for evaluation purpose. It facilitates the examiners or experts to evaluate a research thesis properly.

Need of an Abstract

The following are the main advantages of a research abstract:

1. Generally research reports are voluminous and hence these require time and energy to go through them. An abstract provides the awareness of the research work at a glance. It facilitates the readers and other research works to comprehend it easily and quickly. It means to communicate a research contribution in the field.
2. The experts or examiners make use of the abstract in evaluating research thesis. 'It communicates the work done by researcher and review same of the aspects wherever they require further clarifications.

The abstracts are used by other researchers of the field to review the studies conducted in this area. It is an economical device far reviewing the related studies.

The research papers are prepared with the help of the abstract. These papers are published in research journals and papers to disseminate the knowledge in the area.

The research organizations universities and institutes can register the research abstracts for financial assistance. The research thesis is approved for publication and the basis of reviewing abstract and financial assistance is granted for its publication.

In a particular field of research 'Research Abstract' is prepared. The Survey of Educational Research in India by such is prepared by collecting these abstracts from Indian Universities and faculty of education.

Format of Abstract

A summary of a research report or thesis is prepared in the form of abstract. It provides the brief description of main points of research report. The main theme is given in the abstract of a research work. Its size varies from 4 to 12 pages, but there is no hard and fast rule in this regard. It should be able to communicate the whole work comprehensively. There are two formats for preparing abstract:

First Type Format: Includes main points and theme of research work in brief. It includes the following points: Introduction, main body of the text and conclusions. The introduction part covers the problem, adjectives, hypothesis and theoretical aspect. The main body of the text includes method sample techniques, tools used results. The last part of abstract provides the conclusions of the study in the statement form along with their implications in the field. This type of format is used in scientific studies in the discipline of education.

Second Type Format: Includes the summary of the chapters of the research report. The main theme of each chapter is given in this type of format of abstract. This format is used in philosophical, historical and descriptive type of research in the area of education.

Usually a research abstract consists of three main parts:

- Introduction,
- Main Body of the report, and
- Conclusions.

The introductory part emphasizes the significance of the problem, objectives and hypotheses (if any) of the study. The main body includes methods, sampling, techniques, tools and results of the study. The last part provides contributions or conclusions of the study. The implication of the findings are also highlighted at the end. The structure of the report is also given and most important references are also written in the form of bibliography. The abstract is written in past tense and in the third person.

Characteristics of a Good Abstract

A good abstract has the following characteristics:

1. It is economical device to communicate the contributions of a research work.
2. A good abstract is written in simple and clear language. The words and terms used should have single meaning.
3. An abstract disseminates the new knowledge in field studied.
4. It avoids the repetition of research studies.
5. It helps the researcher to review the related study in an economical way from time, money and energy point of view. A good abstract brings the name of researcher in the field through a significant contributions.

7. The specialist or experts give their comments and suggestions for further investigation.
8. A good abstract provides the basis for preparing research papers.

It is the media and method to popularize a research contributions and to provide its implications for improving in a particular area of education.

WRITING RESEARCH PAPERS

Research is a critical, disciplined, inquiry into a problem. A research paper is a presentation of the result of such a critical inquiry. Writing a research paper involves certain procedures which, is followed in proper sequence, might avoid waste of time, energy and resources.

The writer of a research article has to rely on two kinds of source of information called as primary and secondary on the basis of the evaluation of their trust worthiness. Similarly, he has to be extremely cautious in the discrimination between facts and opinions though both are important elements in his arguments and chain of reasoning. A 'fact' is anything which is known to exist or which is accepted as true. There is no need to substantiate well known facts like the birth dates of contemporary leaders or events. A research paper has to present a number of opinions as expressed by others or researcher himself. It is necessary to document those opinions of others by pin- pointing their sources so that anyone if in doubt can "verify any of them. It is a sound policy and good convention to keep facts separated from opinions, especially the author's own, in a research paper. Any mixture of them there will lower the credibility of the paper as a scholarly piece of writing.

Format of A Research Paper

There is no fixed format 1 for writing a research paper. Each individual has to develop his own approach. But a broad guideline can be evolved on the basis of experiences of many researchers. An outline of the research paper should be prepared before details are written down. A good outline will help in the proper structuring or designing of a research paper. It will involve all the relevant points in an effective sequence which will provide direction to the flow of writing research paper. Before an outline is prepared, it will be necessary to make a list of all the points and to determine their status either as major, or supplementary materials. A working outline can be prepared by combining these points in a paper sequence.

The format of research paper usually includes three main points: An introduction, the main body of text and conclusions. It is possible to make a good beginning with a relevant quotation which is not too familiar. It should attract attention and arouse curiosity. A paper may begin by a good summary of the research paper or research work done on the topic in the past. It should be objective survey in very brief. The important references to the sources used for this survey will enable the writer to demonstrate familiarity with the key concepts, theories, latest developments in research and prevailing controversies.

The introduction is also a place where the central problem is clearly stated. The central theme should be brought into focus along with its significance.

The main body of the paper should be developed to the report of the research work to the presentation of arguments based on the work of exploration, discoveries experiments, analysis, synthesis or all those activities which constituted the research and led to the conclusions. A research paper will have constructive and critical sides. The constructive paper should follow in order to prove how the research reported in the paper fills the void.

But another approach is equally welcome in which the contribution of the research is presented first. Its significance is highlighted by critical refutation of the claims of the rival theories. In any case, what the researcher has done should be brought into focus. The views of the researcher should be supported by references statistics and other form of evidences.

The paper should have a conclusion in which the quintessence of the work is reiterated preceded by a recapitulation of the main arguments or statements of the research work. The first draft of a paper may not be the most satisfactory though it may look so at the time of writing. Most experienced writers set aside the first draft for a few days, at least for a few hours. This process helps in a more impersonal critical and objective reappraisal. Any paper improves with revision or rewriting and the research paper is no exception. It will help the writer if he imagines himself addressing the most renowned scholars in the field while writing the paper in the first place and later in its finalization.

Advantages of a Research Paper

A research paper has the following main advantages:

1. The new contribution in the specific area is disseminated among other research scholars.
2. The repetition can be avoided others will not take up the same problem.
3. It saves the time energy and money in the research area.
4. A research worker is also known through the research papers that he is working in a particular field.
5. The experts of the area may comment or suggest for the researcher to design further study.
6. The research-worker learns and gains experience for writing good research paper.

EXERCISES

1. Explain the following terms used in a research.
 - (a) Research proposal or synopsis or outline of a research project,
 - (b) Research report, or thesis or dissertation,
 - (c) Research summary, and
 - (d) Research abstracts.
2. What do you understand by research report or thesis? Indicate its need and importance in the research work.
3. Indicate the general format of research report and mention its specific category of each major section of report.
4. Differentiate between bibliography and footnotes or references. Illustrate your answer with examples.
5. Point out the mechanics of report writing and illustrate your answer with examples.