4.1 INTRODUCTION

The availability and easy accessibility of information and research material online has led to the incorrect assumption that research is mere child’s play. Indeed, copying and pasting of data from the internet cannot be considered as research. So, what exactly do we mean by research? Research has been defined as

“an active, diligent and systematic process of inquiry in order to discover, interpret or revise facts, events, behaviors, or theories, or to make practical applications with the help of such facts, laws or theories” (www.wordiq.com).

Original research involves not only gathering and compiling information, but also interpreting and analysing that information. This unit will help us to understand research from a gender studies perspective, and will guide us how to write and prepare a research paper for publication.

In this unit you will read about how to go about planning a research paper. Thereafter, the unit discusses how to write a research report. In the next section how to incorporate feminist approach in research is dealt with. Following this is a discussion on the requirements of a research publication. The unit ends with a section on research ethics that need to kept in mind while writing the report. Let us read the objectives of reading this unit.
4.2 OBJECTIVES

After reading this unit, you should be able to:

• Structure your thoughts and ideas;
• Write reports;
• Conduct feminist interrogation of seemingly neutral writing styles; and
• Differentiate between the different types of research publications.

4.3 PLANNING A RESEARCH PAPER

Students are generally overwhelmed by the very thought of writing a research paper. However, if planned and executed in a systematic manner, the task is far simpler than what one imagines. The first step in writing a research paper is choosing a topic. Before you choose a topic, ask yourself the following questions:

• Is this topic relevant, and does it meet the requirements of the research publication I wish to write for?
• Is it original in its approach and outlook?
• Is there sufficient research material available to enable me to conduct my research?
• Will my research make a substantial contribution to this field of study?
• Who is my target audience and what would interest them?
• Most importantly, does this topic interest me?

Having decided on the topic, you can start brainstorming - that is, putting down all the random thoughts that come to your mind when you think of the topic. This will help you to broaden your scope and examine the topic from divergent angles.

Then, you can start the actual process of research, the collection of primary and secondary data. The most difficult task is that of sorting out your data, and deciding what material to include, and what to exclude. You may sort your data according to:

• Relevance to the topic: Decide whether the material substantiates what you are trying to say, and if plays a significant role in understanding the topic.
• Independence: Does it constitute an independent, unique point, or is it a repetition of something you have already read or discussed previously?
• Priority: How important is it in comparison with your other material? You may have a word limit, and hence, you will have to restrict yourself on the material you include. Do not try to include everything simply because you have spent time in gathering the material – prioritize according to importance and significance.

• Propriety: Is the material appropriate for the research publication and its audience?

Once you have selected your material, you must prepare an outline which will enable you to have a structure for your report/paper. Your outline may look like a detailed ‘Table of Contents’ of a book, and will include not only the sections of your paper, but the sub-sections as well. Each sub-section will illustrate a distinct and unique aspect of your main topic, and will provide fresh insights into your topic.

Now that you have a concrete structure, you can use it as a guide and start expanding on the outline to write your paper.

### 4.4 REPORT WRITING

The research paper is like writing a report, wherein a problem is examined in detail in order to convey certain information or findings. It may even offer certain recommendations. It is factual, detailed and objective in nature. The language used is clear and accurate, and marked by the use of concrete words. It refrains from being imaginative or fictitious, and avoids the use of flowery or figurative language. A report is logical in its approach, and offers a comprehensive understanding of the problem.

Let us examine the format for a report. It begins with a Title. Most students tend to confuse the ‘title’ with the general ‘topic’. For instance, ‘Modern Poetry’ is a topic, but ‘A Feminist Interrogation of American Poetry from World War II to the 1970s’ is a specific and clear title. It highlights the perspective from which the research is being conducted, and also clearly states the scope and content of the study.

A long report may include a Table of Contents, which will describe the structure and contents of the report. It may be followed by an Acknowledgements section wherein the writer expresses his/her gratitude to those people who have in some way helped in writing the report either by providing data or information, or even moral, intellectual or financial support.

An Abstract is a small but integral part of the report, because it determines whether you have generated enough interest in your research to convince a reader to read the entire paper. It is a brief summary of your paper, and should ideally be written after you have written the rest of your paper. It
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gives an insight into the background of your study, objectives, methodology used for research, main findings and conclusions. The abstract should not be more than 10% of the actual paper.

The **Introduction** of the report will convey the relevance and significance of the study by providing a brief background of the problem. It will further state the objectives of the research, explaining what the researcher hopes to achieve through this work. The Introduction should also mention the scope of the research and its limitations, if any. The introduction must be concise, and must catch the attention of the reader, motivating the reader to read further.

The next section of the report is its **Methodology**, or the procedure used for collecting data. You need to justify your choice of the sample used for data collection and statistical techniques applied. How many subjects did you study, and why? You need to provide details about the subjects (respondents), and the criteria for inclusion or exclusion of subjects. You also need to state the limitations of your sample, and explain why you chose this particular method for the study. Your methodology could include observation, surveys, questionnaires, personal interviews, or a particular approach (eg. Marxist/ Feminist approach) while examining secondary data. You would also need to explain whether you followed up with the subjects for feedback after conducting your research, and have taken the findings back to the respondents.

You then proceed to discuss your **Results** or **Findings**. Visual illustrations using tables, illustrations, diagrams, figures and graphs are helpful in providing a clear and vivid explanation of the results, especially statistical data. You must remember to label the illustrations correctly and sequentially. Each illustration/ table must be titled and numbered using Arabic numerals (Eg. Table 1.1, 1.2 and so on). The table should be self-explanatory and should be easily understood, even though it may be supplemented by text. The text should read logically and the illustrations should provide the required evidence.

This section will be followed by a **Discussion** or analysis of the findings. The data must be interpreted to give the reader a comprehensive idea of the results of your research. The implications of these findings must also be explained. However, it is important to avoid generalization of results - conclusions must stem from the data and not be influenced by personal opinions. The **Conclusion** may be combined with the Discussion section, or may even be a separate section. It will provide a brief summary of the findings and summarize the research, talk about the strengths and weaknesses of the study, explore how this study fits in with other research conducted in this field, and also offer a direction for future work in this area. Some reports may include a section on **Recommendations**, or specific changes to provide a solution to the problem.
The Appendix section contains all additional information that is important and relevant for the report, but cannot be incorporated directly in the report. Surveys, questionnaires and glossaries may be included in the Appendix. The Appendix is generally labeled using capital letters (e.g. Appendix A, Appendix B etc.)

References, the last section of the report, is extremely crucial and must be written with great care and precision (You have read about referencing in Unit 3 of this block). References should be numbered consecutively in the same order as they appear in the report. One may either use the Vancouver or Harvard system for referencing. In the Vancouver system, superscript numerals are used in the text, and their corresponding numbers appear in the References. The Harvard system lists the references in alphabetical author according to the last name of the author.

Once you finish typing the report, do not forget to proof read it for grammatical, formatting or factual errors. Ensure consistency in the format, and clarity and conciseness in the content. It is also important to make sure that the report meets the editorial requirements of the journal you are writing for. All journals have specific style sheets that guide authors for preparing works for publication - consideration like word limits, referencing styles, etc.

Attempt the following exercise before reading further.

**Check Your Progress:**

i) What needs to be kept in mind when you choose a research topic?

ii) What should be the format of any research report?

Let us now read what is understood by feminist approach in research.
4.5 ADOPTING A FEMINIST APPROACH

Andrea Doucet and Natasha Mauthner, in “Feminist Methodologies and Epistemology”, state that feminist research “has become a well-used term for the work that feminists do when they take on either qualitative or quantitative research that is driven by, and aimed toward, a desire to challenge multiple hierarchies of inequalities within social life. Feminist scholars have made significant contributions to both mainstream and alternative thinking around issues of power, knowing, representation, reflexivity, and legitimation in methodological and epistemological discussions. Feminist sociologists have been particularly prominent in their participation in advancing such knowledge”. (Doucet and Mauthner, 2013, p.42)

It is only natural that when we conduct research, we bring into the collection of data a certain amount of subjectivity, and our own individual identities - be it our race, nationality, gender or economic class. When a man interviews a woman, there is a power hierarchy involved, which affects the attitude of both the interviewer as well as the interviewee, and therefore the content of the interview. On the contrary, if the interviewer and interviewee are both women, the hierarchical order is changed. According to British sociologist Ann Oakley (1981),

“Where both share the same gender socialization and critical life-experiences, social distance can be minimal. Where both interviewer and interviewee share membership of the same minority group, the basis for equality may impress itself even more urgently on the interviewer’s consciousness” (Oakley, 1981, p.55).

However, it is important to remember that women do not constitute a homogeneous group either, and that the differences in race and class may again affect interviews. The same is true for data collection or questionnaires. Respondents of a questionnaire may hesitate to provide authentic and true information for fear of revealing personal information, or even on account of their apprehension about the person collecting the data. This would adversely affect the content of research material and render it inaccurate. Moreover, when analyzing the data, the researcher may intentionally or unintentionally misinterpret the data to suit his/her hypothesis. This will be discussed in detail in the section on ‘Ethics in Research’ of this unit.

The element of subjectivity is not limited to primary research alone but rather, extends to secondary research as well, which may include literature, television, cinema or advertisements. In order to understand how feminist
research is conducted in literature or media, it is important to go back to certain basic theories of literature and the concept of ‘representation.’ (You have about it in Unit 1 of Block4)

Classical theory of criticism focused on the mimetic quality of art and literature, stating that art was but an imitation of reality. The author constructed an imaginary world of fiction that had its foundations in the real world that we could see around us. However, over a period of time, such conceptions were challenged. The postmodern age no longer views literature as a reflection of reality and the author as the determiner of meaning within a text. On the contrary, there seem to be a multiplicity of meanings that a text offers - and it is up to the reader to create or find meaning in a given text. These multiple meanings may differ from reader to reader. Roland Barthes, one of the proponents of structuralist theory, in fact, heralded the ‘death of the author’, claiming that the focus needs to shift from intention to interpretation. The very notions of ‘reality’ and ‘consciousness’ are questioned because they are perceived as being subjective in nature.

Literature, according to the structuralists, had become metalinguistic and reflexive. Jose Agnel Garcia Landa in ‘Theory of Reflexive Fiction’ (1992) defines reflexive theory as a theory which favours metafictional works over realistic ones, self-consciousness over conventional verisimilitude. He adds that fiction is now perceived as a structural game with the codes of literature. It becomes a way of finding new meanings that can only be produced by new linguistic and perceptual structures. The work allows a multiplicity of meanings which may even conflict with one another. The theory of reflexivity allows the reader to understand the processes by which he/she reads the world as a text.

Each reader interprets or decodes the text differently, based on his or her own perception, ideology and background. Critic John Fiske claims that there is no such thing as monolithic audiences or monolithic readings, and points out:

“The structure of the text typically tries to limit its meanings to ones that promote the dominant ideology, but polysemy sets up forces that oppose this control. The hegemony of a text is never total, but always has to struggle to impose itself against the diversity of meanings that the diversity of readers will produce” (Cited in Testa, 1994, p. 69).

From a gender studies perspective, Fiske’s argument suggests that while a patriarchal text may attempt to advocate its own philosophy, all women may not necessarily be passive consumers of patriarchal ideology. It further suggests the possibility that even a text which reinforces patriarchal ideology may lend itself to feminist interpretations, however unintentionally.
While reading a text from a gender studies perspective, it is important to focus on the way that women have been portrayed. Often in literary texts as well as media representations, one finds contrasting depictions of women - the ideal and selfless ‘perfect’ woman is contrasted with the evil, dominating and materialistic ‘wicked’ woman. Such extreme one-dimensional portrayals are referred to as ‘stereotypes’. Myra Macdonald in *Representing Women: Myths of Femininity in the Popular Media* (1995) discusses the importance of the stereotype:

“The concept of the stereotype is used to criticize the reduction of the three-dimensional quality of the real to a one-dimensional distorted form. Particularly when the group being stereotyped is already in a disadvantaged position, the stereotype intensifies the offence” (Macdonald, 1995, p.13).

Let us take a well known example from the great Hindu epic, the *Ramayana*. Sita, the epitome of self-sacrifice and goodness becomes a role model for all women who are expected to emulate her virtues. Surpanakha, on the other hand, embodies all that is evil - lust, desire and selfishness. While Sita is revered even to this day, Surpanakha is regarded with contempt and distrust. Similarly, most television serials portray stereotyped images of women characters - the ‘sati-savitri’ silent suffering homemaker is contrasted with the materialistic ‘vamp’ figure, the home breaker. The differentiation in their characters is evident in their outlook towards life and even in the way they dress and speak.

Feminist film critic Shoma Chatterjee suggests in *Subject: Cinema, Object: Woman - A Study of the Portrayal of Women in Indian Cinema* (1998) the need for feminist theory to examine ‘presences’ or the ways in which women are portrayed in films, the kind of images they are invested with and the kind of characters constructed in the film, as well as the ‘absences’ or the ways in which women characters do not appear at all in films. The same theory could apply to any form of art. One needs to observe how and why art chooses to portray only certain images of women that are in synch with the ideology of the artiste, while certain portrayals are deliberately avoided so as to conform to the dictates of society. When Deepa Mehta’s film *Fire* (1996) was released, it became hugely controversial on account of its portrayal of a lesbian relationship between two unhappily married women. Some people found this portrayal objectionable and destructive to Indian values and culture. Lesbianism still remains a taboo subject in India, and lesbians are hence conspicuous by the absence of their portrayal in books, television or cinema.

In any given age, if an attempt has been made by the dominant group (in this case, patriarchy) to impose itself on the subordinate group (in this case, women), attempts have also been made by the subordinate group to
challenge the dominant ideology. As Denise Thompson states in *Radical Feminism Today* (2001),

“No system of domination, even the most totalitarian, functions without contradictions, ambiguities and resistances” (Thompson, 2001, p.12).

As a student of gender studies, it is also important to explore the manner in which certain texts attempt to subvert patriarchal ideology. Several writers have tried to incorporate the ideals of the feminist movement into their writings. While some have overtly challenged patriarchal ideology, others have done so in a subtle manner. Postcolonial critic Chandra Talpade Mohanty states in her essay *Cartographies of Struggle: Third World Women and the Politics of Feminism* (1991), resistance is not necessarily identifiable through organized movements as resistance inheres in the very gaps, fissures and silences of hegemonic narratives.

Geetanjali Shree’s novel *Mai* (2000) is a good example of resistance. On the surface, the novel appears to depict a self-sacrificing mother who appears to be a passive victim of patriarchal oppression. However, a close reading of the novel reveals the strength of the main character, Mai (Rajjo), around whom the story revolves, and who eventually emerges not only as a resisting force but also an agent of social change. Mai does not raise her voice or protest against the injustices being meted out to her children. She remains silent, but that silence becomes a powerful weapon to challenge her oppressors. For instance, her son Subodh is trying to persuade the family to allow his sister Sunaina to leave their hometown for further studies. The family depends upon Mai to dissuade Sunaina for she has a strong influence on her daughter - but Mai does not say a word. By refusing to speak, she exhibits resistance and an unwillingness to accept something that she does not believe in. Eventually Sunaina leaves for further studies, without realizing the role that her mother had played in allowing her to go.

Feminist interrogation therefore entails not only an analysis of the manner in which a writer portrays gender, but also the ways in which some writers have tried to resist and subvert stereotypical gender portrayals. It is also important to understand the role that gender plays when conducting primary research since the identities of both the researcher and the subject are necessarily bound to have an impact on the final research.

You have earlier read about feminist approach in social science research in Unit 2, Block 2 of this Block.
4.6 RESEARCH PUBLICATIONS

There are a variety of research publication options that one can consider for publishing one’s paper. The content, style and approach of one’s writing will naturally vary, depending upon the publication. Sometimes, students are unable to distinguish between various terms, and use them interchangeably. Let us examine some of these publications and terms in detail:

**Monograph:** A monograph is said to be a work of writing upon a single subject, usually by a single author. It is often a scholarly essay or learned treatise, and may be released in the manner of a book or journal article. To put it simply, a monograph is an in-depth, detailed and comprehensive study of a particular subject. It could be a biographical study of an individual, a study of the works of a particular writer or artist, or even a study of a specific species.

**Research Paper/Article:** A research paper is an original, scholarly piece of research work, generally written by a researcher who may be affiliated to a college or university. It may be published in a specialized journal, and may be read by experts in the field, or even academicians and scholars from various fields. Research papers are usually reviewed and scrutinized by a peer evaluation panel before they are published. This panel comprises other researchers from the field who review the paper for content accuracy and to ensure that it meets the standards and requirements of the journal where it has been submitted for publication.

**Conference Paper:** A conference paper is a research paper that has been presented at a conference or seminar, and is subsequently published by the organizers of the conference. The publication of a conference paper is usually quicker than that of a research paper.

**Review Article:** A review article contextualizes the research in a specific field by providing an overview and summary of the research that has so far been conducted in the field. It paves the foundation for further research, and is an excellent introduction to the subject.

**Article:** An article is a non-fictional piece of writing that is published in a newspaper, magazine or journal. It may include research, an analysis of a current issue, interviews with relevant persons, as well as opinions of the writer.

**Anthology:** An anthology is a collection of selected literary writings or essays, either by the same author or by various authors writing during the same period, on a particular theme, or in the same genre. For instance, it could include a selection of poems or short stories written by one poet/
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It could also include a set of plays written during a literary period – for instance, *An Anthology of Elizabethan Drama*.

**Edited Scholarly Book:** An edited scholarly book is a collection of the works of several authors on a specific subject. The essays in the book are compiled and edited by one or more editors. A research scholar may publish an essay or a chapter in an edited scholarly book.

**Manuscript:** Manuscript is the original formatted text that a writer submits to a publisher or editor for the purpose of publication. The publisher may prescribe a particular guideline which the writer is expected to follow while writing. This guideline will include font size, spacing, margins, format for indentation, page numbering, name of the author, number of words etc.

**Advocacy Material for Policy Makers:** Advocacy refers to a strategy which is employed to influence policy makers to either create new policies, reform the existing policies that seem ineffective or detrimental, or to ensure that existing policies are indeed being implemented. In order to bring about the desired changes in society, one may have to deal with and write to policy makers directly. This entails a process of negotiation and mediation with decision makers (government bodies or opinion leaders).

Alternately, one may work with the media in order to address issues that are affecting the public. One may also tie up with local non-governmental organizations which will support the policy changes being advocated. Needless to say, such writing requires tremendous persuasion power and skill as it must be able to convince the policy makers to bring about the required changes. Several NGOs as well as government departments, for example, the Ministry of Women and Child Development, prepare Advocacy Material in an effort to alleviate the problems that women are facing, and to bring about positive changes for women in society.

### 4.7 ETHICS IN RESEARCH

You have read about Ethics in research on Unit 4, Block 1 of this course. Here, we are again discussing the same with regards to writing of research report.

Research is an activity that is likely to foster changes and developments in the field of study, and pave the way for further investigations. Conducting research, therefore, is a moral and social responsibility, and it is important to remain ethical while conducting research.

Let us examine two major forms of violation of research ethics that frequently take place in the field of research.
**Misrepresentation:**

Although research should ideally be objective and unbiased, it has been seen that invariably, the prejudices, perspectives, opinions, ideology, background and values of the researcher are influential in determining his/her research methodology, the choice of data, and consequently the results.

For instance, a great deal of research has been conducted to justify the traditional sexual division of labor in society, with the male being accorded the role of bread-earner, and the woman being the nurturer of the family, whose prime responsibility is to bear and rear children.

Let us take the example of the theory of bio-determinism, which states that women have an innate maternal instinct that propels them towards motherhood, and this instinct is absent in the male species. Experiments conducted on chimpanzees seem to prove this premise. It was found that when male chimpanzees were placed alone with infants, they did not display maternal protectiveness towards them. Researchers thus concluded that in the case of human beings also, females are necessary for the growth of human infants. However, such research has been critiqued by Naomi Weisstein (1971, p. 226), who states emphatically that “humans are not non-humans”, and claims that such research clearly reflects an ideological bias.

According to Weisstein,

“Invariably, only those primates have been cited which exhibit exactly the kind of behavior that the proponents of the biological basis of human female behavior wish were true for humans” (1971, p.227).

She points out that generally baboons and rhesus monkeys are cited because

“males in these groups exhibit some of the most irritable and aggressive behavior found in primates, and if one wishes to argue that females are naturally passive and submissive, these groups provide vivid examples” (1971, p. 227).

She further quotes a study conducted on marmosets (a species of monkeys) by G.D. Mitchell where it is the male who carries the infant at all times, except when it is time for feeding (Cited in Wiesstein, 1971, p. 227).

In fact, even in the case of baboons and rhesus monkeys, such theories have been proved inaccurate. Lab experiments conducted by Liebowitz (1978) show that female rhesus monkeys reared in isolation and deprived of observing maternal behavior, do not instinctively display maternal behavior towards their young ones. On the other hand, normally reared male rhesus monkeys tend to display maternal behavior with infants in the absence of
mature females. Such studies suggest that maternal behavior is not instinctive in females, but rather, is learned through exposure and experience (Cited in Women’s Studies Collective, year 1983, p. 283).

Hence, it is obvious that research may often be subjective. The researcher may deliberately choose a sample that supports his/her hypothesis, and may intentionally omit or misrepresent data that does not agree with his research premise. Such actions are morally unethical, and are clearly a sign of misrepresentation which defies the code of ethics that a researcher is expected to follow.

**Plagiarism:**

Plagiarism, which essentially refers to the act of borrowing someone else’s ideas and passing them off as one’s own, is more serious an offence than what it seems to be. In fact, it is today becoming a serious threat to original research. While it may not be a crime, it is a moral offence, and can even lead to legal complications wherein the researcher may be penalized for copyright infringement.

Plagiarism is a fairly complicated phenomenon which includes:

- Submitting someone else’s work with your name and details;
- Copying the ideas, thoughts and language of another writer without quoting the source and without giving them due credit;
- Providing incorrect details about the source of a quotation;
- Retaining the sentence structure while making a few changes in the words so that it does not seem copied word for word;
- Taking so many ideas from a source that there is no originality in your work, even if you give credit to the source for the ideas mentioned;
- Copying ideas from multiple sources and joining them using a couple of sentences;
- Copying directly from one’s own previous work and using it for a new research paper for another publication;
- Mentioning the name of the writer but not mentioning the details of the work from where material has been taken;
- Providing incomplete information about the source so that it is difficult to trace the source.

Plagiarism may be intentional or unintentional. Some students, in order to save time, effort and energy, simply take material from other sources and pass it off as their own. Often they hold pressing or multiple deadlines responsible for their decision to plagiarize. They believe they do not have the time to work on so many research assignments simultaneously, and
rather than spending hours trying to find the right material, analyzing it themselves and constructing their thoughts (all of which is extremely time consuming), they find it quicker and easier to download, copy and paste material from the internet. The material available is ready to use, and often free of cost - and especially if the students have left all the research to the last minute, they can only meet the deadlines if they copy.

Some students are apprehensive about their writing and grammatical skills, which they feel do not meet the standards of the course. The language of professional writers seems far better in comparison with theirs. Hence, in order to score better marks and impress their faculty members, they choose to copy the matter from the internet or books rather than writing it themselves.

Another justification for plagiarism is the fact that all their peers also do it, and that therefore it is acceptable. Moreover, they feel that they cannot afford to be so idealistic as to attempt everything on their own for it will mean a loss of marks and prestige for them, if the papers of others who have found the material on the internet are adjudged superior.

In some cases, however, plagiarism happens unintentionally. Some students do not know how to cite sources, and are ignorant of how to quote from a text. They may paraphrase what a writer has said, and thus, while the words may not be copied directly, the ideas certainly are! They do not realize that they need to give credit to the writer for his ideas as well as his words. Sometimes, they do not write down their sources while they are conducting research - and at the last moment, find it extremely difficult to go back and trace the source of the data. Sometimes students fail to distinguish between common knowledge which is public property, and original ideas which are the intellectual property of other writers.

However, it is important to remember that all forms of plagiarism are morally unacceptable. Today, the availability of plagiarism software enables publishers and educational institutions to scan and screen research papers before publication. If the paper is found to have been copied from another source, it will instantly be rejected. This will also affect the reputation of the research scholar.

One must also keep in mind that most works are bound by Copyright Laws. The Oxford English Dictionary defines Copyright as,

"the exclusive and assignable legal right, given to the originator for a fixed number of years, to print, publish, perform, film, or record literary, artistic, or musical material." http://oxforddictionaries.com/definition/english/copyright. (last accessed on ?/?)
While one can copy from the source, one must give credit to the copyright holder for his work. Copyright exists in all fields - be it publishing, films, music, business, and violation of the copyright law by copying without giving credit to the source can lead to legal action being taken against the violator.

Attempt the following exercise to assess your understanding of the previous sections.

**Check Your Progress:**

1) Write a line or two about the following:
   - Monograph
   - Research Paper
   - Conference Paper
   - Review Article
   - Anthology (or) Manuscript

2) Write a small note on the following:
   a) Misrepresentation
   b) Plagiarism
4.8 LET US SUM UP

The unit began with describing steps to be kept in mind while choosing a topic for research which is dealt with in the section on planning a research paper. Following this a discussion on the contents on a good research report which should include the title of report, table of contents, acknowledgement, introduction, methodology, result/findings, discussion/analysis, conclusion and recommendation, if any. There should also be appendix and reference section in a research report. After typing the report, it is important to proof read it for grammatical, formatting or factual errors. The next section is on adopting feminist approach in research followed by the requirements of a research publications. The unit ends with a section on ethical practices to be adopted while writing a research paper.

4.9 UNIT END QUESTIONS

1) What do we mean by a ‘feminist’ reading? Apply your understanding of the concept to a book, poem or film of your choice.

2) How does misrepresentation entail violation of the code of ethics?

3) What is plagiarism? Why are students inclined towards plagiarizing material instead of conducting original research? Discuss.

4.10 REFERENCES


