

WRITING A RESEARCH REPORT — HOW DO I BEGIN

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Dear Reader,

Congratulations! You have gone through the process of designing and implementing a research plan through collection of data and analysis of data. You have now reached the final stage of reporting and applying the results of research.

"Yes, but I am stuck! I can't begin! I seem to have wasted a ream of paper!"

Well! It sounds familiar. Getting down to write is a difficult task. Let's see if we can review some labour-saving devices to minimise the task, and maximize the creativity. The first step towards writing a report is to develop a meticulous habit of maintaining proper notes as you progress. These notes should include: the research problem statement, data or information to support and justify the study, statement of objectives and hypotheses, theoretical considerations, description of setting and sample, notes on pre-testing of tool or pilot study, difficulties faced at each stage of development and, of course, all your data and analysis sheets. Don't throw out any papers, until after you completed the report. Inevitably, you need a reference that just went out with the tasks!

Search for Reference

As you read books and articles, maintain a list for an annotated bibliography.

"What are annotations?"

Usually you write annotations for all the related literature that is of use in your study. The annotations include the main ideas expressed in the book, article, or any other reference material that you read, and that also include the relative value of the reference.

"Can you illustrate this with example?"

Take the following reference and annotation:
Miller, M.S.G. "Custom, Pregnancy and

Special thanks is extended to Mr. Martin Jones, WHO Editor, for his assistance with the preparation of this Chapter.

Child rearing Practices in Tanganyika,"
Journal of Tropical Paediatrics, 7:66-80,
September, 1961.

Rituals, customs, beliefs and taboos among various individual tribes in East Africa are described, as are the activities of the village midwife with respect to child birth. The author emphasizes the importance of this information to health workers as a means of preventing misunderstandings and improving health education activities.¹

"I find this very brief".

Yes brevity is an essential feature of annotations and we find it useful to use active verbs such as "explains", "describes", "lists" or "analyses".^{2*} If you wish to quote any sentence or passage, be very particular in copying them accurately, and note the page numbers. Later in this letter, we will discuss, in details, how to write bibliographies and footnotes.

"First of all, how do we locate sources of information?"

In the present day literature, retrieval systems have become very advanced. In some countries, you can get computer printouts if you put in your request on most areas of study.

MEDLARS is one such computerized list of bibliography on topics related to health studies. ERIC is another computerized programme to retrieve materials on educational research.

"I do not have these sources available in my institution, so how can I have access to them?"

Usually you can get MEDLARS through national libraries and/or national institutions. But if you do not have this option the second best is to learn how to use the "Cumulative Index". Most medical and university libraries have cumulative indices on different subjects, such as "Index Medicus", "Nursing Studies Index", "Cumulative Index to Nursing Literature, etc." The content is arranged by subject in alphabetical order.

Refer to books and texts which describe behavioural objectives.

THE NURSING JOURNAL OF INDIA

"Dissertation Abstracts" is another referral journal where abstracts of research studies are noted. This is a very expensive source—your library may not have the budget to purchase these materials but any central libraries will probably hold subscriptions. When you find a related research report, look at the list of references and bibliography; and you will find references for other studies. Professional journals usually publish a yearly index which gives you clues to related research studies reported in that particular journal.

"I thought we are going to start writing!"
Have patience!

The purpose of this chapter is to discuss the use of reports, organization of reports, the format writing style and the documentation procedure used in writing research.

Purpose of Research Report

"I have seen various research reports, such as, research articles, theses, monographs, etc. How should I write mine?"

There are various factors that guide your writing activities. First of all, it depends upon your purpose. Are you writing the study for partial fulfilment of your degree or are you writing the report for a professional journal? Thesis reports are mostly used by other researchers to study the whole research methodology as well as the relevance of findings of their own research.

Journal articles present up-to-date information on research in different areas of a discipline. You will get a general idea of the research design, analysis, and findings in a research article, but if you are looking for the tool used and the various literature studies or details of

sample distribution, etc., you may have to write to the author of the article.

"What should be length of my report?"

Usually there is no limit to the length of writing theses and monographs, whereas the length of articles for publication in journals depends upon the expected format of the journal to which you are submitting the article. Also, if you are funded by your government or a foundation, they stipulate the requirements and usually some of them require a monograph. Another factor that governs the length and type of publication is to estimate your time and financial budget.

"If the research report is of public interest, say something on smoking, how do you communicate to a larger population?"

You can write for the newspaper or for a popular magazine. But the use here is to communicate to the public the findings of the research. The readers here are not interested in the details of the scientific method that you have used. Just indicate how reliable your findings are, and in detail, the implications of the findings avoiding complex scientific terms.

"This leads to my next question—what exactly goes in the report?"

Organization of Report

In order to facilitate your writing, we have outlined for you the contents of a typical report. How they are to be elaborated upon depends on your purpose in writing the report. But remember, there is no one way of writing a report!

1. INTRODUCTION

1.1 Background of the problem.

1.2 Need and justification for the study: Explain the need for your study—wherever possible use available statistical data like rates, ratio; quote studies recommending for further exploration of the problem of your choice and justify the need for doing this study.

1.3 Problem statement: The problem may be stated in statement form or in a question form. The problem statement should indicate the nature of study, e.g., "to find relationship between", "to compare the performance of", "to explore the", "to answer the question".

1.4 Statement of objectives: The objectives are written in observable and measurable

For A Thesis or Monograph

These areas are usually included in Chapter 1.

Some studies may include a separate

For An Article

These areas of the content are included in the introductory section of the article covering 2-3 paragraphs.

	For a Thesis or Monograph	For An Article
terms. Each objective states one purpose, e.g., to identify the indigenous treatment procedure for diarrhoea. It would be incorrect to say to identify the indigenous treatment of diarrhoea and evaluate its effectiveness. "To evaluate the effectiveness" would be a second objective and you also need to mention the criteria against which you evaluate. 1.5 Rationale for the study: This could be developed into a theoretical framework that supports your investigation, that is in developing hypothesis, in constructing instruments and in analyzing and interpreting results. 1.6 Operational definition of terms. All terms do not require definitions. But terms that present concepts are to be defined, e.g., perception, image, nursing graduates, health educators, etc. 1.7 Scope and delimitation: The scope indicates the areas that are covered and where the results could be applied, whereas the delimitation indicates what you are not investigating and the limitations that you have already taken into consideration. You also justify delimitations. 1.8 Outline of other chapter. A paragraph on what the reader is to expect in later chapters. 2. LITERATURE STUDY 2.1 Overview of the organization: The first paragraph contains the areas of related literature reviewed and the outline of the presentation. 2.2 Usually, in the organization of the report, the review of studies from broader areas are presented first and the specific areas later. 2.3 The description of research reviewed includes the design, analysis and findings in brief. Emphasis is put on what areas are explored and what is yet to be studied. The presentation also discusses the areas that are relevant to the present study—such as problem, design, instrument, theory and analysis. 2.4 Acknowledge all sources of literature using accepted form of presentation (will be discussed later). 2.5 Literature reviews mostly include research materials. The non-research literature, if included, are mostly theories and principles. 2.6 Summary of literature review.	chapter on conceptual framework if various theoretical expositions are explained. 2. This is the second chapter of the report. Theoretical framework may follow the review of literature. It is important to bring out a comprehensive summary in the last paragraph.	The section on outline of Chapter is omitted. 2. Usually a paragraph or two are written on the related research literature. Only salient points in findings, instrument or limitations are brought out.

3. METHODOLOGY

3.1 Overview of the Chapter.

3.2 Research approach: In case of experimental study this area is given more prominence for designing the study. However, it is important to describe the independent and dependent variables and list the extraneous and confounding variables.

3.3 Research techniques: Justification for the choice of technique is given.

3.4 Selection or development of research instrument. Discuss the rationale, norms, conditions for administration, etc. If the tool is developed, include steps in developing the tool including pretesting, reliability, and validity are included.

3.5 Description of the tool: This includes the main feature of the tool, e.g., "the questionnaire consists of three parts—Part I—background of the subject, Part II—the knowledge items and Part III—containing items related to research mindedness." This also includes tool, number of items, types of items (structural or open, forced choice, or multiple response, etc.).

3.6 Description of study setting: This section includes all relevant information related to the background of the subjects to be studied, e.g., in the case of the traditional birth attendant, one would include the description of setting, included geographic background, communications by road, religion of subjects, etc. In a way, this would help the reader understand the background of the respondents.

3.7 Procedure for data collection: The first step is to obtain administrative permission and willingness from the subjects. This also includes conditions maintained while collecting data. For example, if we have to collect the growth data of children under one, we would first take permission from the administrative head of the health centre, then ask the parents. The weight of all children need to be taken on the same standard balance; all children are to be weighed without clothes or with clothes of known weight and so on. Next you describe the strength and weaknesses of data collection procedure. Usually, problems faced while collecting data are listed, such as of work delays due to calamities (e.g., floods), etc.

3.8 Sampling: Includes description of population, sample size and criteria for selection of sample. For example, out of 200 mothers how do you select 50. Sampling technique applied is described.

For A Thesis or Monograph

3. This is the third chapter of the report. You may have questions regarding which one to write first—the sample or the instrument. But it is hard to say. Use your intuition and logic.

Use later if it facilitates describing the sample. Use figures necessary to show experimental research design or relationship of variables.

The instrument is given in the Appendix. Geographical map describing setting may be put in the main part of the report or in the appendix.

If you use a standardized test, you need to take the author's permission.

There are certain tests where confidentiality needs to be maintained. Then the instrument is not included in the appendix.

For An Article

This is a major area of your article. Brief description of research approach, sample, setting instrument and procedure for collection of data are included.

The salient features are brought out, like sampling technique, size of sample, reliability and validity of instrument, etc.

3.9 Plan of data analysis: Expected levels of data and the type of statistics selected are described. For example, in the study of growth pattern data would be continuous, i.e., in grams (weight) and cms (length); the descriptive statistics of mean and standard deviation could be used analyse the height and weight of the sample, other statistics might include significance of difference of mean of sample from population means using t-test.

3.10 Summary of the chapter: This is specially necessary when the chapter has been long.

4. DATA ANALYSIS

4.1 Overview of presentation: This includes review of objectives for organization of data presentation.

4.2 Descriptive Statistics: One of the most common methods of presenting statistical analysis is to answer each objective. Use tables and graphs to present data.

4.3 Test of Significance: Usual method of presenting statistical analyses is by stating the null hypothesis and indicating the result of test of significance by rejection or non-rejection of null hypothesis. Use tables to

4.4 Interpretation: Usually interpretation of statistical analysis is done as you present each table or graph. But a summary of analysis to include major findings are often presented at the end of this chapter.

5. SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS —

5.1 Summary: Contains briefly all the research steps including the list of major findings. Usually tables are not used unless a summary requires a table.

5.2 Conclusion: State conclusions drawn from each finding whether it has been expected or unexpected. Researches also reasons out if the hypothesis tests is found to be not significant. It also explains how far generalization of result can be made.

5.3 Implications: Includes reflective thinking in terms of possible application of the result. For example, if the survey indicates 70% of children are malnourished in a community,

For A Thesis of Monograph

This is one of the major chapters of the thesis and manuscript. Analysis and interpretation are done side by side. Quote findings of other researches indicating similarities.

In order to highlight the findings as well as when there is enough to report about findings, a separate chapter may be written as "discussion of findings." Even if a separate chapter is not written, a few paragraphs are written at the end of analysis chapter.

5. This chapter is also an important part of the thesis. Usually monograph expounds on the conclusions and implications. For example, if a survey is conducted on the present educational system, after the data are presented, the investigators present not only what may happen if the present system continues but also what need be done for future.

For An Article

Data analysis and discussion makes the main body of the article. Essential tables and figures are included.

5. Two or three paragraphs are written to discuss the implications. A short summary is made which is usually put as synopsis at the beginning of the article.

the implications may be written as probable reasons for malnutrition and what nutritional strategies are to be adopted to improve the status. Implications suggest the values of these findings. Limitations of the present study are noted here. How your findings can apply to the larger population is discussed here.*

5.4 Recommendation: Gives direction to future research and suggestion for improving the present study.

6. OTHER

6.1 Acknowledgements, Preface.

6.2 Table of Content.

6.3 List of Tables and Figures.

6.4 Bibliography.

6.5 Appendices.

* Sometimes referred to as generalizability of findings.

"That is a lot to write!"

True. Every researcher first makes an outline of the written presentation as this organizes his/her thinking process. The general tendency is to postpone writing as the task seems colossal. We suggest that you make a very rough and sketchy draft from the beginning of the planning stage.

"Is there a particular way of writing the reports?"

There is no particular way of writing the reports. We have given you a guideline. Consult your professor, agency of appropriate authority, e.g. the journal for article writing, publisher for books, university for the thesis, guidelines, etc.

The Format of Research Pages

"What is the format of the report?"

Research papers usually have the following structure:

A Beginning:

- Title page
- Sponsor's Approval
- Table of Contents
- List of Tables and Figures
- Acknowledgement
- Abstract.

For A Thesis or Monograph

Besides a summary an abstract is prepared which is usually 500-1000 words.

6. Acknowledgement, table of content, list of figures and tables are included in the first part of the study.

For An Article

6. Not needed except a list of references. Bibliography and appendices are included after the last chapter.

A Midder

- Five to six chapters as discussed in the organization of report.

An End

- Bibliography

Appendix

- Letters
- Instrument
- Master sheet data
- Curriculum vita of researcher.

"I seem to have difficulty in writing the bibliography and footnotes. There are so many ways of writing them."

Yes, there are technical ways of writing these. You can refer to any standard book for more details. However, we have outlined some principles below.

Bibliography

Let us examine the following format for bibliography:

For example

Kerlinger, Fred N. **Foundation of Behavioural Research**. New York: Holt, Rinehart and Winston, Inc., 1973.

- It begins with name of the author—last name comes first followed by a comma (,)

the first name comes next, which is written in full with all initials and is followed by a period (.). (However, some text suggest the use of the first initial of the first name only).

- Leave two typing spaces
- Title of the book is written exactly as given on the title page of the book with first letter of each main word in capital letter form. The title is underlined and followed by a period.
- Leave two typing spaces.
- The place of publishing followed by a colon (:)
- Leave two typing spaces
- The name of the publisher as given on the title page followed by a comma
- Leave typing space
- Year of Publication

Note: If there is a notation of the editor—this comes between title and place of publication. For example:

A book with one author:

Kerlinger, Fred N. **Foundation of Behavioural Research**. 2nd ed. New York: Holt, Rinehart and Winston, Inc., 1973.

We have given you the example of one author, let us look at other examples where there are more than one author or it is an article from a journal or a government publication.

A book with authors

Stahl, Sidney M. and James D. Hennes. **Reading and Understanding Applied Statistics**, St. Louis: The C. V. Mosby Company, 1975.

(Note: The second name is written with the first name first). The same principle is applied to these authors.

Books of more than three authors

First the author's name is written as a single author book, then "and others" is added. The rest remains the same.

Journal articles:

Marshall, Jon C. and Sally Feeney. "The Structural Versus Intuitive Interview." **Nursing Research**, 21: 269-272 May-June 1972.

Published documents:

Government of India, the Research and Reference Division of Ministry of Information and Broadcasting, **India: A Reference Annual**, 1973, New Delhi: Publication Division, 1974.

Unpublished Sources: Dissertation

Griffin, Gary A, "Curricular Decision Making in Selected School Systems" Unpublished Ed. D. dissertation, University of California, Los Angeles, 1970.

Mimeographed reports:

Government of India, Director General of Health Services. "Report of Workshop on Ways and Means of Bringing Nursing Education within the General System of Education of the Country," New Delhi, College of Nursing, 1972. p. 9 (mimeographed).

"How is footnote form different from the Bibliography form?"

Footnotes

Campbell and Ballou⁸ state four purposes of writing footnotes: Firstly, they are written to acknowledge indebtedness, secondly to establish validity of evidence as one can verify the authenticity of the source of evidence. They also provide for cross-referencing. Sometimes footnotes are also used to explain or elaborate on certain ideas that are presented in the text.

"Where do you write footnotes?"

Footnotes are written at the bottom of the page on which reference material appears. Usually the footnotes are numbered consecutively in each chapter. Small alphabets or standard symbols (*, +, x) also used to explain or elaborate ideas in footnotes.

"How are footnotes written?"

They are similar to bibliography in some ways. Let us see the same example of single author as footnote:

Book

Fred N. Kerlinger, **Foundations of Behavioural Research** (New York: Holt, Rinehart and Winston, Inc., 1973), p. 32.

If there are more than 1 page to which you have referred then the notation is put as "pp. 100-102".

The journal articles also have a way of writing. For example:

Articles

John C. Harshall and Sally Feeney, "Structural versus Intuitive Interview," **Nursing Research**, 21: 269-272, May-June, 1972.

If the reference material is on one page, then only that page is noted.

Government Publication

Government of India, the Research and Reference Division of the Ministry of Information and Broadcasting, India: **A Reference Annual, 1973** (New Delhi: Publication Division, 1974), P. 13.

Unpublished documents - Dissertation

Gary A. Griffin, "Curricular Decision Making in Selected School Systems" (unpublished doctoral dissertation, University of California, Los Angeles, 1970), p. 1.

Documents

Government of India, Director-General of Health Services, "Report of Workshop on Ways and Means of Bringing Nursing Education within the General System of Education of the Country.", New Delhi), College of Nursing, 1972. p. 9 (mimeographed).

"Why do you make it so complicated with punctuation, parenthesis and underlines? Why can't we write any way we want?"

To answer your first question we can say that we need to write in one particular way, first of all to make sure that all relevant information regarding the source is noted; secondly to make sure that everybody has a common understanding. There are several accepted forms. Whichever form you choose make sure that you maintain that form throughout in writing a report.

"How are footnotes different from references?"

Usually references are written at the end of article or chapter. The purpose is same as the footnote. There are two formats of writing references author - and - year format and author - and number format. In the author-and-year format, the author's name followed by year of publication are written after the citation in the text. For example it could be written as 'Campbell (1978) "or" (Campbell, 1978). The list of references are then noted at the end of the article or chapter in alphabetical form. In author-and-number format, all the references are listed in alphabetical form at the end of the text and the numbers are then written in the text at the place of citation. Sometimes it is also written in the order of appearance in the text in which case one reference may have to be listed more than once. Example of writing reference (numbered in order of text):

1. Wilcox J. "Observer Factors in the Measurement of Blood Pressure, **"Nursing Research**, 10 (1961), 16.

"Can we know anything from other writing and put it in the text provided we acknowledge the source?"

Yes. If the quotation is short. Provided the quotation is no more than four lines long, we put it in the body of the text with quotation marks.⁶ Quotation should flow smoothly with the text of your presentation. If the quotation is longer than four lines then it is put in a paragraph form single spaced and indented; Quotation marks are not included.

Let us see the following example:

"When introducing short reference material (four lines or less)" states James Lester, "you should avoid repetition of a stereotyped phrase for example 'Professor Jones says'..... Other words that will give variety to your introductions are accepted, add, admit, affirm, believe, (italics in the original)."

The quoted matter is written verbatim and accurately with exact punctuation. The footnote normally is written at the end of the quotation (after the parenthesis). In the above example, you have noted three spaced periods (...), these are called 'ellipsis' points and are used to indicate omission of a word or words.⁷

"Why do I need to quote? Is it a must?"

Yes, if you are borrowing some other person's words it is ethical to quote and a quotation is not valid if you do not cite the source.

Quotations also give authoritative views and findings of theorists and other researchers; it also strengthens the writers views and ideas. Often quotations are also used to clarify ideas.

"With all these instructions, surely my typist is going to make lot of mistakes!"

Typing of Research Paper

Probably you are correct if your typist is not familiar with theses preparation. The typists who take up the job of typing research articles or papers, have usually learned the technique of typing the papers. The common instructions are that the draft is typed in double space to allow corrections. It is advisable to prepare a guide sheet giving the margin spaces on all four sides, and place for putting the page number. Any approved pattern is also followed for writing chapter heads and subtitles. Campbell and Ballou suggests—

"If a chapter is divided into sections, the recommended order of successive levels of headings is (1) centered, (2) side, and (3) paragraph All these are underlined."

"Do I have to follow Campbell's way of doing the chapter heads?"

No. Consult several books and develop one way of doing it. Usually the main heading is in the Centre and other subheadings are on the side

of the left hand margin. But be consistent throughout the text.

"Do I have to remember anything else?"

Yes, there are many points to consider in typing the manuscript. Editing and proofreading are often done by professional people if you can afford them.

"Can you tell us something about tables and figures? Will the editors do this for us?"

Tables

Preparing tables are the writer's job as their use is to make data more meaningful and make a report easier to understand. They should not be used to impress the reader with the amount of data collected. Imagine the data being spelled out in words and numbers in the text; how boring and difficult it would be to read: The raw data is put on a table called a **master data sheet*** and is usually put in the Appendix of a thesis. You do not put this in monographs.

Tables and figures are mostly used in the data analysis chapter. They help in presenting descriptive findings, relationships and statistical analysis.

"Should every table be explained in the text?"

Every table should be mentioned in the text but tables should be readable without reference to the text. The text should be written so that the reader can follow the main argument without having to refer to the tables and figures.

Placement of Tables.

A table should be placed as soon as possible after the text which analyses the details contained in it.

Guidelines to follow for placing tables, in order of priority are:

- (1) Put the whole table on one page;
- (2) If the table takes up more than half a page; do not put text on that page;
- (3) Leave three lines between text and table, above and below;
- (4) A page with text and table should begin with the text;
- (5) A table should come between paragraphs and avoid breaking a paragraph.

Constructing a Table

Tables arrange data which may read in horizontal lines, that run across, and in columns that run down.

* See Ch.——for a discussion of the master data sheet.

The stub, (shown in the left of table 00) will have **line captions** for each line and a **stub head**, describing the group of line captions, such as Sex, Males and Females.

A **column head** will appear at the top of each column (e.g. years of age).

A **title**, placed above each table, will describe its contents concisely by referring to the numbers in the table, the column heads, the stub head and the spanning head (if any). There is no full stop at the end of titles, captions and headings. See table 00. All tables are numbered. Keep the title short. If necessary it may be elaborated upon in a sub-title or footnote as shown in the example:

Table 00 Numbers of Patients by

(Sub titles)	Age, Group and Sex Sex	Years of Age			(Title) (Spanning head Column head)
		0-19	20-49	50+	
	Males	6 ^a	7	8	
	Females	3	4	5 ^c	

a As shown on birth certificate

b Including only one above ten years

c Including only one above 60 years

Use capitals only for initial letters. Words are easier to read if written in lower Case with Initial Capitals than if they are ALL WRITTEN IN CAPITALS.

"Should all the tables be written in the same way?"

Yes. All references to subject categories (line captions, stub heads, etc.) should be consistent in all tables.

Use only easily understood abbreviations. If necessary, explain them in a footnote or key. Use them consistently.

Units or symbols (% , Kg., etc.) should be included in the column head (or spanning head) if possible. If in the column, they should be placed with the first entry in a column only. Do not use vertical lines unless absolutely necessary. They are difficult to print. The stub heading should be arranged to the left. All other headings should be centered in the space allotted to them.

Each column head or spanning head should have a line beneath it, spanning the entry(ies) to which it refers.

Some other considerations:

At least one letter space should be left on each side of the widest entry (or heading) in each column. All columns of figures should be aligned on the decimal point.

A line space should be left above and below and horizontal lines should be double-spaced.

If there is no entry the space should be filled with a symbol (such a dash—not a 0 which has a specific meaning) and the symbol should be explained in a footnote. Footnote in tables should be lettered **a, b, c**, etc. in order, from left to right and top to bottom. The footnotes should appear immediately below the table. See table 00.

Close the table with a line across its full width. If the table is long and must be carried over to a following page, do not draw a line at the bottom of the first page. Begin the next page with:

Table 00 (continued)

and omit the title but include all other headings again.

Referring to Table in the Text

Number each table consecutively throughout the text. Sometimes tables are numbered with chapter number. For example Chapter Two will have all tables 2.1, 2.2 and Chapter 4 will have all table 4.1, 4.2 and so on. The advantage of chapter-wise numbering is that if any tables are added or removed, one does not have to go through correcting the numbers of tables throughout the text.

Refer to tables by the table number and the page number (except if the table is on the same page) while discussing them in the text.

Figures

"Sometimes maps and photographs are also included besides the tables. How do I do this?"

Strictly speaking, figures are like illustrations and exhibits. These could be graphs, such as, bar, line, and pie graphs. Or the figures could be like the chart or diagram as given in the example of a theoretical models (as discussed in an earlier letter).

"Are these illustrations always hand drawn?"

No. They can be photographs or other mounted work. Figures should be self explanatory and as in tables, they should be centrally placed. The text should be placed immediately before the figures. Any symbol or abbreviations used should have a key and when figures contain numbers, as in graphs, the scales should be noted. Remember, lay out is an important consideration that are to be made in case of figure presentation.

"How do we label a figure?"

Usually we write below the figure number and the title. Figures are usually numbered continu-

ously throughout the text or these could be numbered for each chapter.

"Now I know all the technique involved in writing a research paper, I am still hesitant as I am not a writer!"

Use Correct Language

Since we are writing this book in English, we would restrict our examples from this language. One of the difficult tasks is to keep to the correct tense. Most frequently past tense is used as we report what has already happened. We also report others findings in past tense as that refers to the generalizations related to their sample studied. If we report in present tense it may mean wrongly speaking of the generalization of the result.

"How do I write the sentence? Do I use first, second or third person?"

Most commonly third person is written. Occasionally, you may come across reports written in first person (i.e. as 'I') but you will have to be consistent throughout.

Editing the grammatical mistakes by a professional person is a must for any written document for publication, even if it is written in your national language.

If we write short sentences there are less chances of making grammatical mistakes.

"Sometimes I write such abbreviations that I cannot read later!"

True. This happens to many people. Use only formally acceptable forms and resort to abbreviations only for measurement units and statistical symbols.

The most important activity in all writing is proof-reading. You will be amazed to see that you never cease to detect an error either in typing or in grammar. So read again and again—and good luck!

References

1. World Health Organization, **Traditional Birth Attendants** —An Annotated Bibliography on Their Training, Utilization, and Evaluation, Division of Health Manpower Development, HMD/NUP/79.1), 1979.
2. Bloom, B. S., et. al. **Taxonomy of Educational Objectives Handbook: Cognitive Domain** by: David mcKey Co., Inc., 1976.
3. Campbell, W. A., and Steven V. Ballou **Form and Style** Boston: Houghton and Mifflin Co., 1978.
4. *Ibid*, p. 84.
5. Lester, J. D., **Writing Research Papers**: Illinois & Co.
6. *Op. cit.*, p. 61.
7. *Ibid.*, p. 61.
8. *Ibid.*, p. 20.