**DISCIPLINE SPECIFIC CORE COURSE - (DSE-) – : DOCUMENTATION IN RESEARCH**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DOCUMENTATION IN RESEARCH DSE 19 | 4 | 3 | 0 | 1 | 12th Pass | NIL |

## Learning Objectives

The learning objectives of this course are as follows:

- To develop essential skills required in documentation and thesis writing.

- To understand the art of writing proposals for research and intervention-based projects.

- To learn essential skills in scientific poster designing and paper publication.


## Learning Outcomes

At the end of the semester, the student will be able to

- Demonstrate the skills required for thesis writing and documentation.

- Describe the documentation required in the intervention-based projects.

- Reflect essential skills in scientific poster designing, presentation and paper publication.


## SYLLABUS of DSE 19

### Unit I : Essential skills in documentation                                    15 Hours

**Unit Description:** This unit will introduce students to research proposal writing, referencing styles, plagiarism and use of related software.

*Subtopics:*

- Research Proposal/ Synopsis writing
- Referencing styles: Intext citation and end text referencing (APA, MLA, Vancouver and/or Harvard and updated), Referencing software: Mendeley, RefWorks.
- Plagiarism, academic integrity, paraphrasing skills, summarizing skills, quotation, introducing plagiarism software (Drilbit, Urkund, Turnitin etc).


### Unit II: Thesis writing                                    15 Hours

**Unit Description:** This unit will aware students with the necessary knowledge of thesis writing as well as quantitative and qualitative reports.

*Subtopics:*

- Thesis Contents and Data Management: Data safety, Data entry, Developing master sheets
- Quantitative reports: statistical analysis reporting, Data representation in thesis through tables, graphs/pictures.
- Qualitative reports: Methods description, perspectives, self-reflexivity, Generating themes and indexes, Intext Narratives, appendix of qualitative analysis sample, case study format.

## Unit III: Project Documentation 15 Hours

**Unit Description:** This unit will introduce students to the art of writing proposals for research and other intervention-based projects. The students will be encouraged to prepare their sample proposals.

*Subtopics:*

- Proposal writing: Action/intervention-based proposal- Theme, objectives, methodology, outcomes, staff, budget, timeline.
- Project monitoring and evaluation: tools designing and implementation.
- Consolidated Project reports preparation.

## Unit IV: Scientific Poster designing and paper publication 30 Hours

**Unit Description:** This unit will introduce students to essential skills in scientific poster designing and paper publication. This unit will also give hands-on experience in poster designing, presentation and paper writing.

*Subtopics:*

- Project work- Design a poster reflecting the following: Poster designing skills using ppt and/or Canva (size, text, pictorial representation), short video in poster for online presentations.
- Project work- Write a scientific paper reflecting following component: Abstract, Introduction, Methods, Ethics Permission Statement, Results, Discussion, Conclusion, Limitations, Acknowledgement, Funding, Conflict of Interest, References.
- Paper Publication: identifying relevant journals, quality grading of journal, formatting paper as per journal requirements, paper assessment checklists, ORCID, manuscript submission portal, addressing reviewers' comments.

**Practical component– Unit IV application based**

**Essential readings**

- Anderson, I. (2009). Avoiding plagiarism in academic writing. Nursing standard, 23(18), 35-38
- Briggs, D. J. (2009). A practical guide to designing a poster for presentation. Nursing standard, 23(34)

- Coley, S. M., & Scheinberg, C. A. (2008). Proposal writing: Effective grantsmanship. Sage.
- Elliott, N., & Higgins, A. (2012). Surviving Grounded Theory Research Method in an Academic World: Proposal Writing and Theoretical Frameworks. Grounded theory review, 11(2)
- Gregar, J. (1994). Research design (qualitative, quantitative and mixed methods approaches). Book published by SAGE Publications, 228
- Guz, A. N., & Rushchitsky, J. J. (2009). Scopus: A system for the evaluation of scientific journals. International Applied Mechanics, 45(4), 351-362
- Neville, C. (2016). EBOOK: The Complete Guide to Referencing and Avoiding Plagiarism. McGraw-Hill Education (UK)

**Suggested readings**

- Pecorari, D. (2013). Teaching To Avoid Plagiarism: How To Promote Good Source Use: How to Promote Good Source Use. McGraw-Hill Education (UK)
- Ridder, H. G. (2014). Book Review: Qualitative data analysis. A methods sourcebook (Vol. 28, No. 4, pp. 485-487). Sage UK: London, England: Sage publications
- Rosmarakis, E. S., Soteriades, E. S., Vergidis, P. I., Kasiakou, S. K., & Falagas, M. E. (2005). From conference abstract to full paper: differences between data presented in conferences and journals. The FASEB Journal, 19(7), 673-680
- Sharma, R. (2010). A step-by-step guide to students: how to avoid plagiarism. Journal of education research, 4(2)
- Vardi, I. (2012). Developing students' referencing skills: a matter of plagiarism, punishment and morality or of learning to write critically?. Higher Education Research & Development, 31(6), 921-930

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**