**Discussion**

**Method checklist**

The difficult component of method to write is the description about “apparatus” because it is all about the explanation of instruments used. In the present study, self-administered questionnaires for depression, drug use, sleep quality, sexual abuse and nutritional habits of the participants suffering from narcolepsy were defined. We need to write the reliability details of all the items along with their scoring details (Cook et. al., 1976).

The easiest component of method section is to write about the “participants” because we only have to explain their demographics (age, gender, education, qualification and special conditions) and their method of selection (random, purposive sampling and so on).

Understanding of the statistical results and learning the writing conventions appropriately are some steps that I would undertake to improve these sections.

**Result checklist**

The difficult component of result section is to read the tabular data after running statistical analysis and extracting the desired components from it. For example, how to check the p values to analyze either results are significant or not and they should be written on the research paper or not.

The easiest component of result section is to make tables, graphs and figures because this is an interesting job. Tables, figures and graphs break the boredom spell that we aversively acquire during jotting the introduction, literature review and methodology section down after deliberate painstaking efforts.

**Difference between grant proposal and research article**

In the grant proposal everything revolves around an effective persuasive proposal that ensures the attainment of required remittance from corresponding authorities; its method and result sections are named as implementation and evaluation plan respectively (Smith, 2008). On the other hand, the audience of research article is either common people or professionals with the basic objective of awareness and understanding. Both of these sections are less detailed in the grant proposal and highly detailed in the later one.

References

Smith, E. (2008). Using secondary data in educational and social research. New York, NY: McGraw-Hill.

Cook, S. Sellitz, C., Wrightsman, L. et. al. (1976). Research methods in social relations. New York, NY: Holt, Rinehart & Winston.