

Guideline for MPhil Thesis /PhD Dissertation Writing

Faculty of Education, Tribhuvan University - 2074

MPhil/PhD students are required to follow this guideline while preparing their thesis/dissertation. This guideline is developed mainly based on the APA formatting and some changes are made. For Nepali script there are changes made where there are differences due to the nature of script.

Title of the Study: Within 12 words, concise, clear and communicate what is intended to be studied.

General Style

- **Font:** Times New Roman, 12 Points, left align
 - Preeti, 16 point, left align
- **Page layout:** A4, 1.5 point left side and 1 inch space remaining sides
- **Page number:** Top right
- **Spacing:** 2 point line spacing (double line spacing), 0 point paragraph space (before and after 0 point)
- **Indentation:** 0.5 inch

Level of Heading

The heading style recommended by APA consists of five possible formatting arrangements, according to the number of levels of subordination. Each heading level is numbered (see Tables 1 & Table 2).

Regardless of the number of level of subheading within a section, the heading structure for all sections follows the same top-down progression.

Table 1. *Format for Five Levels of Heading (English Script)*

| Level of heading | Format |
|-------------------------|---|
| 1 | Centered, Boldface, Uppercase and Lowercase Heading (a) |
| 2 | Flush Left, Boldface, Uppercase and Lowercase Heading |
| 3 | Indented, boldface, lowercase paragraph heading ending with a period. (b) |
| 4 | <i>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</i> |
| 5 | <i>Indented, italicized, lowercase paragraph heading ending with a period.</i> |

(a) This type of capitalization is also referred to as title case.

(b) In a lowercase paragraph heading, the first letter of the first word is uppercase and the remaining words are lowercase.

Table 2. *Format for Five Levels of Heading for Nepali Script*

| Level of heading | Format |
|-------------------------|--|
| 1 | Centered, Boldface |
| 2 | Flush Left, Boldface |
| 3 | Indented, boldface |
| 4 | <i>Indented, boldface, italicized ending with a period.</i> |
| 5 | <i>Indented, italicized ending with a period.</i> |

Preliminary Part

(It should be in different number and not counted with the main body)

- **Cover Page**
- **Front** with thesis/dissertation title, details of the researcher, the level for which it is written and department/campus. (**Same cover page content in inner page as well plus TU registration number, month and year**) (see annex for example)
- **Spine** with thesis/dissertation title, researcher's name and thesis/dissertation no.
- **Title Page**
- **Abstract**
- (An abstract not more than 350 words including the **topic, theme, main objective, method and procedure, major findings** and **key implication** of the study).
- **Copyright**
- **Declaration**
- **Recommendation Letter** (Supervisor with date)
- **Approval Letter** (Supervisor, External Expert, Member, Dean, with date)
- **Acknowledgements**
- (Few words of gratitude to the contributors of the thesis/dissertation by the researcher)
- **Table of Contents**
- **List of Tables** (If any)
- **List of Figures** (If any)
- **Abbreviations**
- **Main Part**

CHAPTER I

Introduction

- Background of the Study
- Statement of the Problem
- Rationale of the Study
- Objectives of the Study
- Research Question(s)/Hypotheses (if necessary)
- Delimitations/Limitations of the Study
- Operational Definition (if necessary)
- Organization of the thesis/dissertation

CHAPTER II

Review of Literature (lining in thematic, chronological and methodological order)

- Review of Related Literature
 - Theoretical
 - Conceptual
 - Empirical
- Conceptual Framework/Theoretical Framework
- Implications of the Review for the Research

CHAPTER III

Research Methodology

- Research Design
- Population and Sample (Study site/Participants)
- Research Tools
- Data/Information Collection Procedures
- Data/ Information Analysis Procedures
- Ethical Considerations

CHAPTER IV

Analysis and Interpretation

This can be divided into one or more chapters or sections if needed.

(Presentation and discussion of results should be based on the themes derived from the analytical framework, i.e. the analysis and interpretation of data/information should be done according to the research objectives/hypothesis/research questions).

CHAPTER V

Conclusions and Implications

Conclusions

Implications

References

Appendices (List of respondents, tools, tables, transcripts, digital copy, case study, etc.)

Tables and Figures

The purpose of tables and figures in a document is to enhance your readers' understanding of the information in the document. Most word processing software available today will allow you to create your own tables and figures, and even the most basic of word processors permit the embedding of images, thus enabling you to include tables and figures in almost any document.

General Guidelines

Necessity. Visual materials such as tables and figures can be used to present a large amount of information to an audience quickly and efficiently, but visuals must be used to assist communication, not to use up space, or disguise marginally significant results behind a screen of complicated statistics. Ask yourself this question first: is the table or figure necessary? For example, it is better to present simple descriptive statistics in the text, not in a table.

Relation of tables or figures and text. Because tables and figures supplement the text, refer in the text to all tables and figures used and explain what the reader should look for when using the table or figure. Focus only on the important point the reader should draw from them, and leave the details for the readers to examine on their own.

Documentation. If you are using figures, tables and/or data from other sources, be sure to gather all the information you will need to document your sources properly.

Integrity and independence. Each table and figure must be intelligible without reference to the text, so be sure to include an explanation of every abbreviation (except the standard statistical symbols and abbreviations).

Organization, consistency and coherence. Number all tables sequentially as you refer to them in the text (Table 1, Table 2, etc.), likewise for figures (Figure 1, Figure 2, etc.) and exceptional case for geography for map (Map1, Map 2).

Abbreviations, terminology, probability level values must be consistent across tables and figures in the same article. Likewise, formats, titles, and headings must be consistent. Do not repeat the same data in different tables.

Table Checklist

- Is the table necessary?
- Is the entire table double spaced (including the title, headings, and notes)?
- Are all comparable tables presented consistently?
- Is the title brief but self-explanatory?
- Does every column have a column heading?
- Are all abbreviations; special use of italics, parentheses, and dashes; and special symbols explained?
- Are all probability level values correctly identified, and are asterisks attached to the appropriate table entries? Is a probability level assigned the same number of asterisks in all the tables in the same document?
- Are the notes organized according to the convention of general, specific, probability?
- Are all vertical rules eliminated?
- If the table or its data are from another source, is the source properly cited?
- Is the table referred to in the text?

Table 3. *Item Total Statistics of the Items of Rehearsal*

| Item Description | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|-------------------------------------|---|--|---|
| 1. When I study the readings for this course, I outline the material to help me organize my thoughts. | 15.22 | 10.545 | 0.061 | 0.332 |
| 2. When studying for this course, I often try to explain the material to a classmate or friend. | 15.9 | 9.122 | 0.154 | 0.243 |
| 3. I usually study in a place where I can concentrate on my course work. | 15.84 | 8.595 | 0.16 | 0.236 |
| 4. When reading for this course, I make up questions to help focus my reading. | 17.23 | 6.621 | 0.239 | 0.111 |

Numbers. Do not use suffix letters (e.g. Table 3a, 3b, 3c); instead, combine the related tables. If the manuscript includes appendixes with tables, identify them with capital letters and Arabic numerals (e.g. Table A1, Table B2).

Titles. Like the title of the paper itself, each table must have a clear and concise title. When appropriate, you may use the title to explain an abbreviation parenthetically.

Example: *Comparison of Median Income of Adopted Children (AC) v. Foster Children (FC)*

Headings. Keep headings clear and brief. The heading should not be much wider than the widest entry in the column. Use of standard abbreviations can aid in achieving that goal. All columns must have headings, even the stub column (see example structure), which customarily lists the major independent variables.

Body. In reporting the data, consistency is key: Numerals should be expressed to a consistent number of decimal places that is determined by the precision of measurement. Never change the unit of measurement or the number of decimal places in the same column.

Figures

Types of Figures

Graphs are good at quickly conveying relationships like comparison and distribution. The most common forms of graphs are scatter plots, line graphs, bar graphs, pictorial graphs, and pie graphs. For more details and specifics on what kind of information, relations, and meaning can be expressed with the different types of graphs, consult your textbook on quantitative analysis.

Scatter plots are composed of individual dots that represent the value of a specific event on the scale established by the two variables plotted on the x - and y -axes. When the dots cluster together, a correlation is implied. On the other hand, when the dots are scattered randomly, no correlation is seen.

Line graphs depict the relationship between quantitative variables. Customarily, the independent variable is plotted along the x -axis (horizontally) and the dependent variable is plotted along the y -axis (vertically)

Bar graphs come in three main types: 1) solid vertical or horizontal bars, 2) multiple bar graphs, and 3) sliding bars. In solid bar graphs, the independent variable is categorical, and each bar represents one kind of datum, e. g. a bar graph of monthly expenditures. A multiple bar graph can show more complex information than a simple bar graph, e. g. monthly expenditures divided into categories (housing, food, transportation, etc.).

Pictorial graphs can be used to show quantitative differences between groups. Pictorial graphs can be very deceptive: if the height of an image is doubled, its area is quadrupled. Therefore, great care should be taken that images representing the same values must be the same size.

Circle (pie) graphs are used to represent percentages and proportions. For the sake of readability, no more than five variables should be compared in a single pie graph. The segments should be ordered very strictly: beginning at twelve o'clock, order them from the largest to the smallest, and shade the segments from light to dark (i. e. the smallest segment should be the darkest).

Charts are used to represent the components of larger objects or groups (e. g. a tribal hierarchy), the steps in a process (as in a flow-chart), or the schematics of an object (the components of a cell phone).

Drawings and photographs can be used to communicate very specific information about a subject. For the sake of readability and simplicity, line drawings should be used, and photographs should have the highest possible contrast between the background and focal point. Cropping, cutting out extraneous detail, can be very beneficial for a photograph.

Preparing Figures

In preparing figures, communication and readability must be the ultimate criteria. The APA has determined specifications for the size of figures and the fonts used in them. Figures of one column must be between 2 and 3.25 inches wide (5 to 8.45 cm). Two-column figures must be between 4.25 and 6.875 inches wide (10.6 to 17.5 cm). The height of figures should not exceed the top and bottom margins.

Captions and Legends

For figures, make sure to include the figure number and a title with a legend and caption. These elements appear **below** the visual display. For the figure number, type *Figure X*. Then type the title of the figure in upper and lowercase letters. Follow the title with a legend that explains the symbols in the figure and a caption that explains the figure:

Figure Checklist

The following checklist may be helpful in ensuring that your figure communicates most effectively and conforms to APA style and formatting conventions.

- Is the figure necessary?
- Is the figure simple, clear, and free of extraneous detail?

- Is the figure title descriptive of the content of the figure?
- Are all elements of the figure clearly labeled?
- Are the magnitude, scale, and direction of grid elements clearly labeled?
- Are figure of equally important concepts prepared according to the same scale?
- Are all figure numbered consecutively with Arabic numerals?
- Are all figures mentioned in the text?
- Has written permission for print and electronic reuse been obtained? Is proper credit given in the figure caption?
- Have all substantive modifications to photographic images been disclosed?
- Are the figures being submitted in a file format acceptable to the publisher?
- Have the files been produced at a sufficiently high resolution to allow for accurate reproduction?



Figure 1. Data Collection Process

References in Text

The basic citation styles exceptions and citation style that do not work in the tabular format are discussed in text or included as part of the example reference.

Groups as Authors: The name of Groups that as authors (e.g., corporations, associations, government agencies, & study groups) are usually spelled out each time they appear in a text citation. The names of some group authors are spelled out in the first citation and abbreviated thereafter. In deciding whether to abbreviate the name of a group author, use the general rule that you need to give enough information in the text citation for the reader to locate the reference list

without difficulty if the name is long and cumbersome and if the abbreviation is familiar or readily understandable, you may abbreviate the name in the second and subsequent citations. If the name is short or if the name is short or if the abbreviation would not be readily understandable, writ out the name each time it occurs.

Authors with the Same Surname: If a reference list includes publications by two or more primary authors with the same surname include first author's initials in all text citations, even if the years of publication differs. Initials help the reader to avoid confusion within the text and to locate the entry in the list of references.

References

Book

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

Edited Book, No Author

Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing up poor*. New York: Russell Sage Foundation.

Edited Book with an Author or Authors

Plath, S. (2000). *The unabridged journals* (K.V. Kukil, Ed.). New York: Anchor.

A Translation

Laplace, P. S. (1951). *A philosophical essay on probabilities*. (F. W. Truscott & F. L. Emory, Trans.). New York: Dover. (Original work published 1814).

Edition Other Than the First

Helfer, M. E., Keme, R. S., & Drugman, R. D. (1997). *The battered child* (5th ed.). Chicago: University of Chicago Press.

Online Periodical with DOI Assigned, not DOI

Brownlie, D. (1998). Toward effective poster presentations: An annotated bibliography. *European Journal of Marketing*, 41(11/12), 1245-1283. doi:10.1108/03090560710821161

Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, 8. Retrieved from <http://www.cac.psu.edu/jbe/twocont.html>

Press Release

American Psychological Association. (2010, August 15). *Today's superheroes send wrong image to boys, say researchers* [Press release]. Retrieved from <http://www.apa.org/news/press/releases/2010/08/macho-stereotype-unhealthy.aspx>

Painting

Wyeth, A. (1948). *Christina's world* [Painting]. Retrieved from <http://www.moma.org/explore/collection/index>

Speech Recording

King, M. L., Jr. (1963, August 28). *I have a dream* [Audio file]. Retrieved from <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>

Photograph

Westinghouse Electric Corporation. (2009). *Lightning model* [Photograph]. Retrieved from <http://photography.nationalgeographic.com/photography/photo-of-the-day/lightning-model-pod-best09/>

Interview Recording

Barnes, E. (1969, September 4). *Interview with Eva Barnes—Part 1* (S. Terkel, Interviewer) [Real Media file]. Retrieved from <http://www.studsterkel.org/dstreet.php>

Blog Post

Laden, G. (2011, May 8). *A history of childbirth and misconceptions about life expectancy* [Blog post]. Retrieved from http://scienceblogs.com/gregladen/2011/05/a_history_of_childbirth_and_mi.php

Blog Comment

MiddleKid. (2007, January 22). *Re: The unfortunate prerequisites and consequences of partitioning your mind* [Blog comment]. Retrieved from http://scienceblogs.com/pharyngula/2007/01/the_unfortunate_prerequisites.php

Doctoral Dissertation, from an institutional database

Adams, R. J. (1973). *Building a foundation for evaluation of instruction in higher education and continuing education* (Doctoral dissertation). Retrieved from <http://www.ohiolink.edu/etd/>

Doctoral dissertation, from the web

Bruckman, A. (1997). *MOOSE Crossing: Construction, community, and learning in a networked virtual world for kids* (Doctoral dissertation, Massachusetts Institute of Technology). Retrieved from <http://www.cc.gatech.edu/~asb/thesis/>

Article in a Newspaper

Schultz, S. (2005, December 28). Calls made to strengthen state energy policies. *The Country Today*, pp. 1A, 2A.

Entry in Wikipedia

Psychology. (n.d.). In Wikipedia. Retrieved May 17, 2011, from <http://en.wikipedia.org/wiki/Psychology>

Psychology. (2011, February 15). In Wikipedia. Retrieved from <http://en.wikipedia.org/w/index.php?title=Psychology&oldid=413979409>

नेपाली भाषामा

एक लेखक

खनाल, पेशल (२०७४), *शैक्षिक अनुसन्धान पद्धति*, काठमाण्डौ : सनलाईट पब्लिकेसन ।

भण्डारी, पारसमणि (२०७४), *प्राज्ञिक लेखन तथा सम्पादन*, काठमाण्डौ : विद्यार्थी पुस्तक भण्डार ।

दुई वा तिन लेखक

शर्मा, कोदारप्रसाद र पौडेल, माधवप्रसाद (२०६०), *नेपाली भाषा र साहित्य शिक्षण*, काठमाण्डौ: न्यु हिरा इन्टरप्राइजेज ।

भण्डारी, पारसमणि, पोखरेल, केशवराज र काफ्ले, उमेश (२०७५), *अनुसन्धान विधि*, काठमाण्डौ: विद्यार्थी पुस्तक भण्डार ।

शोधप्रतिवेदन/ शोधपत्र/ शोधप्रबन्ध

लामा, सिर्जना (२०७५), *काभ्रे जिल्लाका कक्षा दशमा अध्ययनरत विद्यार्थीको घटनावर्णन क्षमता*,

अप्रकाशित स्नातकोत्तर शोधपत्र, त्रिभुवन विश्वविद्यालय, शिक्षाशास्त्र सङ्काय, नेपाली भाषा शिक्षा विभाग, किर्तिपुर ।

गौतम, महनप्रसाद (२०६८), *नेपाली र तामा भाषाका पदसङ्गतिको व्यतिरेकी अध्ययन*, स्नातकोत्तर शोधपत्र, त्रिभुवन विश्वविद्यालय, शिक्षाशास्त्र सङ्काय, महेन्द्ररत्न क्याम्पस, नेपाली शिक्षा विभाग, काठमाडौं।

संस्थागत सामाग्री/आयोगको प्रतिवेदन

राष्ट्रिय भाषानीति सुझाव आयोग (२०५०), राष्ट्रिय भाषानीति सुझाव आयोगको प्रतिवेदन २०५०, काठमाण्डौ : ।

दैनिक पत्रिकामा छापिएको लेख

सिंह, मोहनविक्रम (२०६९), खस आर्यसम्बन्धी विवाद, *कान्तिपुर*, जेठ १२, पृ. ६ ।

पत्रिकामा छापिएको लेख

पोखरेल, गोविन्दराज (सन् २०१६), रुपबजार कथाको साँस्कृतिक पक्ष, *नेप्लिज जर्नल एजुकेशन स्टडिज*,
भोलुम ३, पृ. ९८-१०७ ।

सम्पादिन/अनूदित ग्रन्थ

बराल, ईश्वर, सम्पा. (२०४५), *भ्यालबाट*, तृ. सं., काठमाण्डौ: साभा प्रकाशन ।

लुइस, क्यारोल (२०४९), *अनौठो देशमा एलिस*, अनु. चूडामणि बन्धु, काठमाडौँ : एकता प्रकाशन ।

Text Cites Examples**A Work by Three to Five Authors:**

(Kernis, Cornell, Sun, Berry, & Harlow, 1993)

(Kernis et al., 1993)

Unknown Author:

(Anonymous, 2001)

Unknown Date:

(Acharya, n.d.)

Organization as an Author:

First citation: (National Planning Commission [NPC], 2000)

Second citation: (NPC, 2000)

Two or More Works in the Same Parentheses:

(Berndt, 2002; Harlow, 1983)

Authors with the Same Last Name:

(E. Johnson, 2001; L. Johnson, 1998)

Two or More Works by the Same Author in the Same Year:

Research by Berndt (1981a) illustrated that...

Personal Communication:

(E. Robbins, personal communication, January 4, 2001).

A. P. Smith also claimed that many of her students had difficulties with APA style (personal communication, November 3, 2002).

Entry in Wikipedia

("Psychology," n.d.)

("Psychology," 2011)

नेपाली भाषमा सन्दर्भिकन

बन्धु (२०६५, पृ. १)

(लम्साल, २०५७, पृ. ४९)

(खनाल, २०७४)

पोखरेल (सन् २०१६)

APA Abbreviations

In APA, abbreviations should be limited to instances when a) the abbreviation is standard and will not interfere with the reader's understanding and b) if space and repetition can be greatly avoided through abbreviation.

Exceptions: Standard abbreviations like units of measurement and states do not need to be written out. APA also allows abbreviations that appear as words in *Meriam-Webster's Collegiate Dictionary* to be used without explanation (IQ, REM, AIDS, HIV).

Important Points to be Considered

Plagiarism and Self-Plagiarism

Plagiarism. Researches do not claim the words and ideas of another as their own; they give credit where credit is due. (APA Ethics Code Standard 8.11, Plagiarism). Quotations marks should be used to indicate the extra words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.

Self-plagiarism. Just as researchers do not present the work of other as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism). There are, however, limited circumstances (e.g., describing the details of an instrument or an analytic approach) under which authors may wish to duplicate without attribution (citation) their previously used words, feeling that extensive self-referencing is undesirable or awkward.

Reducing Bias in Language

- Removing Bias in Language: Disabilities
- Removing Bias in Language: Race & Ethnicity
- Removing Bias in Language: Sexuality

Avoid Gendered Pronouns

To avoid the bias of using gendered pronouns:

- Rephrase the sentence
- Use plural nouns or plural pronouns - this way you can use "they" or "their"
- Replace the pronoun with an article - instead of "his," use "the"
- Drop the pronoun - many sentences sound fine if you just omit the troublesome "his" from the sentence
- Replace the pronoun with a noun such as "person," "individual," "child," "researcher," etc.

References

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). USA: Author.

American Psychological Association. (2012). *APA style to electronic references*. USA: Author.

APA Guide. (n.d.). *APA guide 6th edition*. Retrieved from
nursing.ufl.edu/files/2011/05/APA6thEditionGuide.doc

भण्डारी, पारसमणि, पोखरेल, केशवराज र काफ्ले, उमेश (२०७५), *अनुसन्धान विधि*, काठमाण्डौ: विद्यार्थी पुस्तक भण्डार ।

Sample

Annex: Cover page for MPhil

[Put your Thesis/Dissertation title]

[Put the Name]

A Thesis for the Degree of Master of Philosophy in Education

Submitted to

Graduate School of Education

Faculty of Education

Tribhuvan University

Kathmandu

Month, Year

Annex: Cover page for PhD

[Put your Thesis/Dissertation title]

[Put the Name]

A Dissertation for the Degree of Doctor of Philosophy in Education

Submitted to

Graduate School of Education

Faculty of Education

Tribhuvan University

Kathmandu

Month, Year

Abstract

(Start the write up without indentation. After paragraph change, there is no indentation)

Abstract

In the present context of the world, people as well as environmentalists/scientists are agitating with environmental degradation. Global and local environmental institutions are carrying their best efforts to resolve the crisis of environmental degradation. Despite these efforts global warming, climate change, deforestations are accelerating day by day. According to scientists, if the world environment is polluted in this acceleration ,no difficult to imagine of extinction of the living beings from the world in near future. In this burning issue of global environmental crisis, the study aims for exploration of local/indigenous knowledge and practice of Gurung community with regarding to plant conservation.

To dig out Gurungs indigenous knowledge regarding ecology conservation, the research questions adopted in the study were: How does people's indigenous knowledge helps to conserve plants? What practices are being carried out in plant management? How are they using their knowledge and practice for plant management? And what is the status of indigenous knowledge of plant management in school education?

Copyright

© Rupa Devi Thapa

2018

All Rights Reserved

Declaration

iv

Declaration

I hereby declare that this thesis is my own original work and it has not been submitted for candidature for any other degree.

I understand that my thesis will become a part of permanent collection of Tribhuvan University Library. My signature below authorizes release of my thesis to any readers upon request.

.....

Rupa Devi Thapa

June 26, 2018

Recommendation Letter (Supervisor with date)

vi

Recommendation Letter

The undersigned certify that I have read and recommend to the Faculty of Education, Tribhuvan University for acceptance, a thesis entitled **Parental Roles for Their Children's Education** submitted by Rupa Devi Thapa in partial fulfillment of requirements for the degree of MASTER OF PHILOSOPHY IN EDUCATION WITH SPECIALIZATION IN LEADERSHIP STUDIES.

.....
Prof. Bharat Bilas Pant, PhD.

Thesis Supervisor

Date: April 26, 2018

Approval Letter

The undersigned certify that we have read, approved and recommended to the Faculty of Education, Tribhuvan University for acceptance, a thesis entitled “-----“ by -----(Researcher Name) in partial fulfillment of the requirement for the degree of Master of Philosophy in Education with specialization in Leadership Studies.

.....

Prof. Bharat Bilas Pant, PhD
Thesis Supervisor

.....

Prof.Tirtha Raj Parajuli, PhD
External Examiner

.....

Prof. Ganesh Bahadur Singh, PhD.
Director, Graduate School of Education

.....

Prof. Krishna Prasad Gautam, PhD
Member of Research Committee
(Dean, Faculty of Education, TU)

June 26, 2018

Heading Level

CHAPTER I

Introduction [Heading 1]

This chapter is divided into eight sections namely background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, delimitations of the study, definitions of the key terminologies and conceptual framework.

Background of the Study [Heading 2]

Parents are the ones who reproduce the human kind in a given society; and contribute to the development of the human world. Parents or family as a whole, are one of the direct role player and effect or in educational works (Ceka & Murati, 2016) and other aspects of children's life.

Environmental science education. [Heading 3] As the study revealed, education should not be only materialistic, but it should also be subjective i.e., the value based education. On the context of ignoring traditional norms and values by modern educators, the indigenous knowledge is fallen in shadow. Gurung cultural skills knowledge and practice of plant conservation is related with spiritual and aesthetic linkage too. They respect plant/environment.

Contribution in local curriculum. [Heading 4] Gurung indigenous knowledge is an important for plant conservation but it is marginalized in education. The knowledge should be taught in formal education then the knowledge will preserve their culture as well as protect the local environment.

Highlighting the indigenous knowledge on plant management. [Heading5] Indigenous knowledge system not only promotes governance of livelihood strategy but also cover the sustainable plant management. For this view, Slikkerveer (1999) observed that today different developmental programmes and projects are introduced by outsiders and they tend to ignore local knowledge and experiences.