Guidelines for Writing a Master's Thesis

Tribhuvan University
Faculty of Education
Kirtipur, Kathmandu
2020

Guidelines for Writing a Master's Thesis

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Preface

The Faculty of Education (FOE), Tribhuvan University (TU) aims to bring consistency in thesis writing among its various specialization subjects of M.Ed. and across its campuses throughout the country. To this goal, FOE, TU constituted a 4-member committee to draft the guideline for writing thesis at M.Ed. level. The specific goal of this guideline is to help both supervisors and students to ensure uniformity in components, structure and style of thesis writing. The Dean's Office, FOE organized a series of workshops in December 2019 and January 2020 for the discussion of the draft among teachers at four major locations of the country (Chitwan, Surkhet, Itahari and Kathmandu). More than 400 teachers participated in those workshops who actively engaged in the discussion and provided constructive feedback on the contents of the draft. The committee revised the draft based on the feedback received from those workshops. The revised draft was again circulated to the heads of various subject committee for their final feedback and comments. The committee incorporated the suggestions and gave this guideline a final form.

While preparing this guideline, the committee reviewed various documents, including the APA Manual 6th ed. and other similar guidelines that have been used at various universities. The examples of citations and references are borrowed from such sources and this committee would acknowledge all the sources used for preparing this guideline.

The committee would like to express sincere gratitude to all teachers and subject committee heads/members for their constructive suggestions. Finally, a special thank goes to the Dean Prof. Dr. Krishna Prasad Gautam for providing the committee with an opportunity to take a lead in preparing this guideline.

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फोन : ४३३१९९६
परीक्षा : ४३३१५२५
फ्याक्स : ४३३२०१३
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त्रि.वि., बल्खु, काठमाडौं ।

त्रिभुवन विश्वविद्यालय
शिक्षाशास्त्र संकाय
डिनको कार्यालय

डिनको मन्तव्य

त्रिभुवन विश्वविद्यालय अन्तर्गत शैक्षिक नेतृत्व गर्ने ५ ओटा अध्ययन संस्थान र ४ ओटा सङ्कायहरू रहेका छन् जसमध्ये शिक्षाशास्त्र सङ्काय शैक्षणिक र प्रायोगिक क्षेत्र हाँक्ने एक निकाय हो । यसले आफ्नो स्थापनाकालदेखि मुलुकका लागि विद्यालय तहदेखि उच्च तहसम्मका शैक्षिक जनशक्ति एवम् शैक्षिक-प्रशासनिक जनशक्ति उत्पादन गर्दै आएको छ । यस सङ्कायसँग जोडिएका व्यक्तिहरूले नै देशको शैक्षिक, प्रशासनिक क्षेत्रको नेतृत्व गर्दै आएका छन् । २६ ओटा आङ्गिक क्याम्पस र ५९० सम्बन्धन प्राप्त क्याम्पसहरू मार्फत शिक्षाशास्त्र सङ्कायले स्नातक र स्नातकोत्तर तहको शिक्षा नेपालका सबै प्रदेशमा प्रदान गर्दै आएको छ । यस सङ्कायमा प्रत्यक्ष एवं खुला तथा दूर सिकाइ प्रणालीमा विभिन्न तहका कार्यक्रमहरू सञ्चालित छन् । त्यसैगरी विषयगत रूपमा एमफिल र पिएचडी तहमा अध्ययन अनुसन्धान भइरहेका छन् । साथै खुला तथा दूर सिकाइ मार्फत एमफिल आंशिक कार्यक्रम पनि प्रारम्भ भएको छ । यसरी समय क्रममा शिक्षाशास्त्र सङ्कायको विकास र बिस्तार भइरहेको छ । ज्ञान, विज्ञान र प्रविधिका दृष्टिले यसलाई अभ समुन्नत तुल्याउनु आजको आवश्यकता हो ।

विगतलाई निरन्तरता दिँदै पछिल्लो समयमा शिक्षाशास्त्र सङ्कायले प्राज्ञिक-शैक्षिक, भौतिक, आर्थिक, प्रशासनिक एवम् व्यवस्थापकीय पक्षमा उल्लेखनीय सुधारहरू गरेको छ । अभ सुधार गर्ने प्रयासहरू भइरहेका छन् । यही प्रयासको परिणामस्वरूप स्नातकोत्तर तहको शोधपत्र लेखन निर्देशिका – २०७६ 'Guidelines for Thesis Writing of M.Ed. Level' शैली पुस्तिका तयार गरी प्रकाशनमा आएको छ ।

हरेक संस्थाले आ-आफ्नो लेखनशैली तयार गरेको हुन्छ । त्यसैका आधारमा व्यक्तिगत र संस्थागत सामग्रीहरू प्रकाशित हुन्छन् । शिक्षाशास्त्र सङ्कायले अहिलेसम्म शोधपत्र लेखन सम्बन्धी कुनै किसिमको शैली पुस्तिका प्रकाशन गरेको देखिँदैन । यसले गर्दा विषयगत रूपमा समेत शोधपत्र लेखनमा एकरूपताको समस्या रहिरह्यो । यस कुरालाई दृष्टिगत गरी शिक्षाशास्त्र

सङ्कायले स्नातकोत्तर तहको चौथो सेमेस्टरमा विद्यार्थीहरूले अनिवार्य रूपमा लेख्नुपर्ने शोधपत्रको निर्देशिका तयार गरेको हो । यो निर्देशिका तयार गर्दा सहायक डिन सहप्राध्यापक डा. कुशिमला आचार्यको समन्वयमा देशैभरका स्नातकोत्तर तह सञ्चालन भएका क्याम्पसका विषयगत शिक्षकहरूसँग व्यापक छलफल र कार्यशाला आयोजना गरी प्राप्त सुभावलाई समेत समेटेर तयार गरिएको हो । उप्रान्त लेखिने स्नातकोत्तर तहको शोधपत्रको ढाँचामा एकरूपता आउने र त्यसको गुणस्तर पनि अभिवृद्धि हुने कुरामा म विश्वस्त छु ।

अन्त्यमा, यो निर्देशिका तयार गर्नुहुने समितिका संयोजक प्रा. डा. बालमुकुन्द भण्डारी, सदस्य त्रय प्रा.डा. भीमसेन देवकोटा, सहप्रा. डा. पेशल खनाल र सहप्रा. डा. बुद्धराज खनियाप्रति आभार व्यक्त गर्दछु र उहाँहरूलाई हृदयतः धन्यवाद दिन्छु । त्यसैगरी यो निर्देशिका तयार गर्ने क्रममा आवश्यक सल्लाह र सुभाव दिने सहायक डिनहरू, विषय समितिका अध्यक्षहरू, विभिन्न क्याम्पसका शिक्षक/प्राध्यापकहरू लगायत प्राविधिक सहयोग गर्ने डिन कार्यालयका कर्मचारीहरूलाई पनि धन्यवाद दिन चाहन्छु ।

प्रा.डा. कृष्णप्रसाद गौतम

डिन

Table of Contents

Introduction

Thesis writing is a mandatory requirement for all students who are pursuing a Master's Degree in Education in the Faculty of Education (FOE), Tribhuvan University (TU). Regardless of their specialization subjects, students should write a thesis in the fourth semester, selecting a research topic or issue from the area of their specialization and undertaking research and writing in a given format and style. In specific, the 6-credit thesis course aims to enable students to acquire in-depth knowledge and skills for developing research proposal, conducting research and writing a thesis in a standard format. Accordingly, the course is divided into three parts: academic writing (AW) – 1 credit, proposal writing (PW) – 2 credit, and thesis writing (TW) – 3 credit (See Appendix for Course of study).

Academic writing introduces students to the basic concepts of writing for preparing proposal and thesis, which will be delivered by the course teacher; proposal writing presents the basic components of a research proposal and prepares the students to develop a proposal in the area of interest in their major subject. Thesis writing engages the students in conducting and writing research in the area of their interest and choice, generally on the issues laready selected for the proposal. Necessary knowledge and skills required for PW and TW will also be delivered by the course teacher. Each student is required to prepare a proposal and thesis under the guidance of the thesis supervisor and present both in the departmental research committee for evaluation and approval.

FOE, TU follows APA style for writing thesis and other academic papers. While this guideline is prepared following the APA Manual (6th ed.), some changes are made for practical reasons (e.g. 1.5 space in paragraph and, no running heads). In addition, for the Nepali script, changes are made due to the nature of Devanagiri script. It should be noted that this guideline aims to bring consistencies in basic styles, formats and structures among the theses written under FOE, TU. Nevertheless, this guideline allows flexibility to students in order to organize their research work in some unique and innovative ways within the broader guidelines specified in this document.

General Style

While writing the thesis and structuring the paragraph, the general style and format of writing are as follows:

Font

The recommended font is Times New Roman with 12 points size.

Alignment

All text should have flush left justification so the text has a ragged, unjustified right edge.

Page Layout

The recommended page includes A4 size, with 1.5-inch left side and 1-inch space on the remaining sides.

Page Number

The page number should be kept on the top right of each page. The preliminary pages use lower case Roman numerals

(i, ii, iii ….) with the exception of title page which has no page number. Beginning from the introduction chapter, use Arabic numbers (1, 2, 3 ….).

Spacing

The thesis should be 1.5 spaced throughout, even in block quotes, footnotes and references.

Indentation

The first line of all paragraphs should be indented by 0.5 inch. The only exception is the first paragraph of the abstract.

Widows, Orphans and Dangling Headings

No single line of text should appear alone at the top or bottom of a page. Do not have text headers end a page followed by no text.

Spine

Include the following in the thesis's spine – Title of the thesis, thesis number and name of the student.

Levels of Heading

The Faculty of Education uses APA heading sections to separate thesis sections. Heading are used to guide the reader through a thesis. The levels are organized by levels of subordination, and each section of the thesis should start with the highest level of heading. As APA suggests, there are 5 levels of heading. The format of each level is illustrated below:

Level	Format
1	Centered, Boldface, Uppercase and Lowercase Headings
2	Flush left, Boldface, Uppercase and Lowercase Heading
3	Indented, boldface, lowercase paragraph heading ending with a period.
4	*Indented, boldface, italicized, lowercase paragraph heading ending with a period.*
5	*Indented, italicized, lowercase paragraph heading ending with a period.*

In the level 1 and 2 headings, the paragraphs begin below the heading, indented like a regular paragraph. In contrast, the headings from level 3 to 5 end with a period (.) and paragraphs begin right after the period, in line with the heading. An example of five levels of heading is shown below:

Levels of heading	Examples
1	**Pollution in Kathmandu** Pollution in Kathmandu is a serious environmental problem that affects every aspect of human life. ……………………………………
2	**Types of Pollution** There are four major kinds of pollution that grossly affect the human health in Kathmandu. They are ……………………………
3	**Air pollution**. Air pollution includes the accumulation of huge amount of carbon dioxide and carbon mono oxide in the air of the ……………………………………
4	***Causes of air pollution***. The causes of air pollution in Kathmandu valley are numerous ……………………………………
5	*Emission of carbon dioxide*. One of the main causes of air pollution is the emission of excessive carbon dioxide by vehicles.

Seriation

This guideline allows for seriation in the body text of your thesis to help you organize and present key ideas. Please follow the following suggestions for seriation:

- For lists where a specific order or numbered procedure is necessary, use an Arabic numeral directly followed by a period.
- For lists that do not communicate hierarchical order or chronology, use bullets.
- If you use seriation within a paragraph, use letters (a); (b); (c)… followed by semicolon.

Tables

Tables are visual displays composed of columns and rows in which numbers, text, or a combination of numbers and text are presented. The following points describe the basics of table setup, including table components, principles of table construction.

- Number all tables with Arabic numerals sequentially.
- Do not use suffix letters (e.g. Table 3a, 3b, 3c); instead, combine the related tables. If the manuscript includes in appendix with tables, identify them with capital letters and Arabic numerals (e.g. Table A1, Table B2).
- Place table and table number on the top of the table. Flush left, capitalize the first letter of the title (except conjunctions, short prepositions, and all articles), and do italics. Write table title on the top of the table.

- Use horizontal lines only. In general, use a border at the top and bottom of the table, beneath column headings (including decked heads), and above column spanners. You may also use a border to separate a row containing totals or other summary information from other rows in the table. Do not use vertical borders to separate data, and do not use borders around every cell in a table.

- Left align all column headings and capitalize only the first letter of the heading (except proper noun). Center numbers in all cells of the table.

Example

Table 1

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

Figures

All types of visual displays other than tables are considered figures in APA Style. Common types of figures include line graphs, bar graphs, charts (e.g., flowcharts, pie charts), drawings, maps, plots (e.g., scatterplots), photographs, infographics, and other illustrations.

- Figures must be clear scaled to fit appropriately on the page

- Below the figure, type the word *Figure* (italicized) on the left followed by the number.

- One space after the figure label, type the title (only first letter capitalized, NOT italicized).

- Place all detailed captions, notes, references and legend information in the notes section below the figure title.

Example
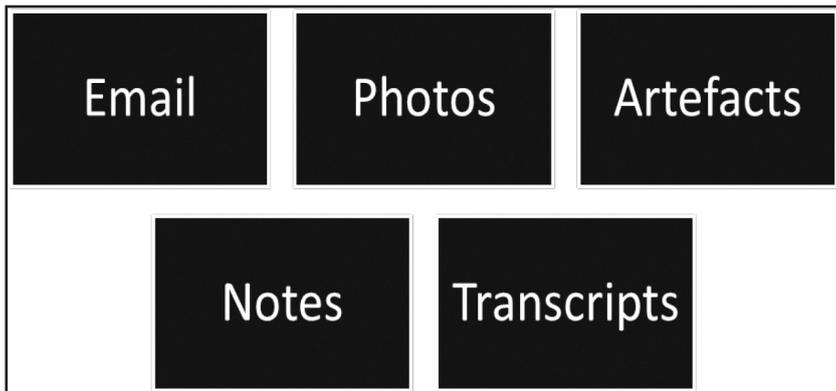
Figure 1
Types of data used in the research

Referring Table and Figure in the Main Text

When citing a table or a figure in text, refer to it by its number, such as "Table 3" or "Figure 2". Do not refer to it by its position relative to the text (e.g., "the figure below") or its page number (e.g., "the table on page 12"); these will change when your paper is typeset, assuming you are writing a draft manuscript that will eventually be published.

Structure of a Thesis

There should be three major sections of your thesis – preliminary part, main part and reference part.

Preliminary Part

The preliminary section includes information that appears before the chapter one of the thesis. The preliminary section of your thesis should include the following components:

Cover Page

The cover page of your thesis should include the following: thesis title, the level for which it is written, name of students, and department/campus, year. (Not bold, all 12 points, Times New Roman font).

Title of the Study
A thesis submitted to the Department of .... in partial fulfillment for Master of Education in.....
Submitted by Name of student
Name of Campus/Central Department, Place Faculty of Education Tribhuvan University
Year

Inner Page (right after the cover page)

Same as the cover page content plus TU Registration Number, Exam Symbol Number, submission date and viva date. The date should be in AD.

Title of the Study
A thesis submitted to the Department of .... in partial fulfillment for Master of Education in.....
Submitted by Name of student Exam Symbol No/Year TU Registration No:
Name of Campus/Central Department, Place Faculty of Education Tribhuvan University
Thesis Viva Date   Submitted Date:

Copyright Page

The copyright of the thesis is reserved with the student himself/herself and this should be mentioned in a separate page of the preliminary part of the thesis in the following style.

Year of degree

Lower case c

Full legal name

© 2001
Carol S. Lin

All Rights Reserved

Centered, lower 1/3 of the page
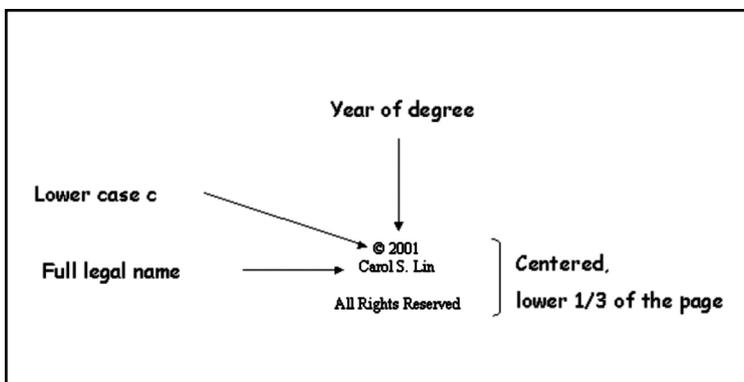
Declaration

This is your **s**tatement that certifies that the thesis is your original work (not copied from elsewhere without citation),

has been completed during the course of your degree, and does not breach any ethical rules with regard to the conduct of the research. You are required to sign this declaration.

Recommendation Letter

This is a recommendation letter of your supervisor(s) to the department or examination committee suggesting that your work is completed and submitted for the final examination or viva. This letter should be printed in a letterhead with date and signature.

Certification Page

This page states that the thesis has been approved for the degree and must be signed with date by each member of the thesis evaluation committee – Head of the Department (HOD), Supervisor, External examiner (in the same order). If HOD has supervised the student, s/he should invite another faculty as a member of thesis evaluation committee. The invitee will read the thesis, provide feedback, and sign the thesis as a member of the committee. It is noted that there should be at least one-week gap between the submission and viva dates.

Acknowledgements

This is the section where you thank those who have helped and supported you during the research and writing process. This includes both professional and personal acknowledgements. The acknowledgements should be no longer than one page.

Abstract

This is a short summary of your thesis which should not exceed 400 words in length. Your abstract should include major objectives, methods and procedures, main findings and implications of the study. Abstracts should generally be a single paragraph with no subheadings. However, the abstract can be organized in more than one paragraph, in which the first paragraph should not be indented.

Abbreviations/Acronyms

Starting from a separate page, keep a list of abbreviations or acronyms used in the thesis with their full forms. While using of an abbreviation first time in the main text of the thesis, write its full form followed by abbreviation in parenthesis. Thereafter, you can use this abbreviation throughout the thesis.

Table of Contents

Create a table of contents with the list of chapters and major sections of your thesis, along with their page numbers. Before creating a table of contents in Word, make sure that you create the levels of heading according to the format shown Headings section above. Do not create table of contents manually.

List of Tables

If you have tables in the main text of the thesis, generate a list of tables with the number of titles of tables along with their page numbers. If you do not have tables in your work, you should not include 'list of tables' in the preliminary section of your thesis.

List of Figures

If you have figures in your thesis, generate a list of figures with the number of figures, along with their page numbers. If you do not have figures in your work, you should not include 'List of figures' in the preliminary section of your thesis.

Main Part of the Thesis

Main part of the thesis includes the thesis chapters. There will be five major thesis chapters. However, students are allowed to break down the Results and Discussions chapter into more than one if they wish to make chapters based on their objectives of the study or major themes of the findings. Students can also enjoy flexibility to break down major headings of each chapter shown below.

The major sections of the thesis chapters are as follows (the following chapters and sub-chapters are mandatory, you can extend some sub-sections as mentioned in the Course of study, see Appendix)

Chapter 1. Introduction

> Background of the study
> Statement of the problem
> Rationale of the study
> Research objectives and/or research questions
> Hypotheses (if necessary)
> Delimitations of the study (Limitations, if necessary)
> Definition of the key terms

Chapter 2. Review of literature

(In thematic, chronological and methodological order)

> Review of theoretical literature (including policy related review)
>
> Review of empirical literature
>
> Theoretical framework (if necessary)
>
> Conceptual framework
>
> Implications of the review for the research

Chapter 3. Research methodology

> Research design (students can write philosophical paradigm that informs their research design)
>
> Sampling procedure (Sample Size, Study site & Participants)
>
> Data collection methods
>
> Data collection tools
>
> Data collection procedures
>
> Data analysis
>
> Ethical considerations

(Some flexibility of structure is accepted. In addition, students can break down each of the following sections into smaller sub-topics)

Chapter 4. Results and discussion

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.

Students may also use thematic chapter heading(s) in place of 'Results and discussion'

The 'Results and Discussion' section can be organized into more than one chapter if necessary.

Chapter 5. Conclusions and implications
> Conclusions
> Implications

Reference Part

Reference part of the thesis includes list of the resources cited in the thesis (Reference) in the given format and lists of the materials that provides additional materials or proof about the information, arguments and results mentioned in the main body of the thesis (appendix).

References

The detailed information about how the list of different sources are presented in this section is provided in the separate heading 'Referencing' below.

Appendices

An appendix includes supplemental information that may be useful to the reader. The information may include, but is not limited to, the following materials:

- Instructions to participants
- Original questionnaires
- Raw data
- Interview transcriptions
- Sign-up sheets

- Consent forms
- Statistical calculations

An Appendix must include two pieces of information: a name and a title, both centered. The name is "Appendix," unless the paper contains more than one. In that case, each appendix should be placed on a separate page and named in alphabetical order ("Appendix A," "Appendix B," etc.).

Citation and Referencing

Citation

Whenever you borrow words or ideas, you need citation to acknowledge their source. Otherwise this would be plagiarism. The following situations almost always require citation:

- whenever you use quotes
- whenever you paraphrase
- whenever you use an idea that someone else has laready expressed
- whenever you make specific reference to the work of another
- whenever someone else's work has been critical in developing your own ideas. (See for further information; https://www.plagiarism.org/article/what-is-citation)

In APA format, we follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the

reference list at the end of the paper. Citation can be done in the beginning, in the middle or at the end of the paragraph.

Examples

A work by an author

Water is a necessary part of every person's diet and of all the nutrients a body needs to function, it requires more water each day than any other nutrient (Whitney, 2011).

<div align="center">or</div>

Whitney (2011) states that the body requires many nutrients to function, but highlights that water is of greater importance than any other nutrient.

<div align="center">or</div>

Water is an essential element of anyone's diet and Whitney (2011) emphasizes it is more important than any other nutrient.

A work by two authors

Research by Wegener and Petty (1994) supported... (if you are using citation in the beginning or middle of the sentence) (Wegener & Petty, 1994) (if you are using citation at the end of the sentence)

A Work by three to five authors

First - (Kernis, Cornell, Sun, Berry, & Harlow, 1993) or Kernis, Cornell, Sun, Berry and Harlow (1993) argued …
Then – Kernis et al. (993)
(Kernis et al., 1993)

Six or more authors

Harris et al. (2001) argued... (from the first time)

(Harris et al., 2001)

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

Koirala, 2017a

Koirala, 2017b

Koirala, 2017c

Citing Indirect Sources (secondary citation)

If you use a source that was cited in another source, name the original source in your signal phrase. List the secondary source in your reference list and include the secondary source in the parentheses.

Johnson argued that...(as cited in Smith, 2003, p. 102).

Source you quoted something from a source, but does not have page number

When a source lacks page numbers, you should try to include information that will help readers find the passage being cited. (Hall, 2001, para. 5)

Personal communication

No personal communication is included in your reference list; instead, parenthetically cite the communicator's name, the phrase "personal communication," and the date of the communication in your main text only.

(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).

Citation of direct quotes

Quoting directly from a work should be done carefully, in order to emphasise or stress a point in your thesis. When using a quote, it must be copied exactly as written in the original work including any punctuation or incorrect spelling. When using a quote, include the author's last name, year of publication and page number/s where the quote appears.

Short quote – less than 40 words

To indicate a short quote (less than 40 words), enclose the quotation within double quotation marks.

Example: "Self-directed learning is also a term with which you will become familiar as you study in Australia or New Zealand. Students are expected to take responsibility for their own learning and organize their own study" (Hally, 2009, p. 7).

Longer quote – 40 words or more

For a quote that is 40 words or more, include it in your thesis as a freestanding piece of text or block form and do not use the quotation marks. Indent this block quote.

At the end of the quote, include the author's name, year of publication and page number/s after the full stop.

> Example:
> Principle-based teaching and principle-based learning are important in nursing, particularly as they relate to clinical skills. Clinical skills are usually taught according to principles, and this means that the student learns key principles associated with the skill, and then applies those principles to the actual performance of the skill. (Hally, 2009, p. 6)

Basic citation format: Summary

Type of citation	First citation in text	Subsequent citations in text	Bracketed format, first citation in text	Bracketed format, subsequent citations in text
One work by one author	Fry (2009)	Fry (2009)	(Fry, 2009)	(Fry, 2009)
One work by two authors	Fry and Jacklin (2009)	Fry and Jacklin (2009)	(Fry & Jacklin, 2009)	(Fry & Jacklin, 2009)
One work by three authors	Fry, Jacklin and Jones (2009)	Fry et al. (2009)	(Fry, Jacklin, & Jones, 2009)	(Fry et al., 2009)
One work by four authors	Fry, Jacklin, Pratt and Jones (2009)	Fry et al. (2009)	(Fry, Jacklin, Pratt & Jones, 2009)	(Fry et al., 2009)
One work by five authors	Fry, Jacklin, Pratt, Jones and Peters (2009)	Fry et al. (2009)	(Fry, Jacklin, Pratt, Jones & Peters, 2009)	(Fry et al., 2009)
One work by six or more authors	Jacklin et al. (2013)	Jacklin et al. (2013)	(Jacklin et al., 2013)	(Jacklin et al., 2013)
Groups (readily identified through abbreviation) as authors	British Psychological Society (BPS, 2013)	BPS (2013)	(British Psychological Society [BPS], 2013)	(BPS, 2013)
Groups (no abbreviation)	University of Lincoln (2012)	University of Lincoln (2012)	(University of Lincoln, 2012)	(University of Lincoln, 2012)

Source: APA (2009); University of Lincoln (n.d.)

Referencing

Your reference list should appear at the end of your paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text.

Basic rules

- Center the title (References) at the top of the page. Do not bold it.
- As in the main text of the thesis, use 1.5 space for the reference entries as well.
- The reference list is arranged in alphabetical order of the authors' last names.
- If there is more than one work by the same author, order them by publication date – oldest to newest (therefore a 2004 publication would appear before a 2008 publication).
- If there is no author, the title moves to that position and the entry is alphabetized by the first significant word, excluding words such as "A" or "The". If the title is long, it may be shortened when citing in text.
- Use "&" instead of "and" when listing multiple authors of a source.
- The first line of the reference list entry is left-hand justified. All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

- Capitalize only the first word of the title and of the subtitle, if there is one, plus any proper names – i. e. only those words that would normally be capitalized.
- Italicize the title of the book, the title of the journal/serial and the title of the web document.
- Do not create separate lists for each type of information source. Books, articles, web documents, brochures, etc. are all arranged alphabetically in one list.

The following abbreviations are used in references.

Abbreviation	Thesis part
ed.	edition
Rev. ed.	Revised edition
2nd ed.	second edition
Ed. (Eds.)	Editor (Editors)
Trans.	Translator(s)
n.d.	no date
p. (pp.)	page (pages)
Vol.	Volume (as in Vol. 4)
Vols.	Volumes (as in Vols. 1-4)
No.	Number
Pt.	Part
Tech. Rep	Technical Report
Suppl.	Supplement

When creating the reference list entry for an information source you need to identify and record specific details. It might be useful to remember these **W**s!

- Who – wrote /edited it – author or editor
- When was it written – date
- What is it – title of book, title of the article and serial/ journal, title of the web document
- Where was it published (Books) – place of publication– usually city and country and publisher's name
- Where was the article located (Serial/journal) - volume number, issue number and page numbers of the article
- Where you located it (Internet sources) - URL – web address (Source: Universal College of Learning, 2015, p. 14)

The reference styles depend on the type of sources. The examples of common sources for references are given below. Students are suggested to look at the APA Manual 6th ed. for the types of sources that are not included here.

Reference Examples

Book: single author

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

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

Two authors

Wegener, D. T., & Petty, R. E. (1994). ….

Three to seven authors

Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., Harlow, T.,
      & Bach, J. S. (1993). ….

More than seven authors

Miller, F. H., Choi, M. J., Angeli, L. L., Harland, A. A., Stamos,
      J. A., Thomas, S. T., . . . Rubin, L. H. (2009). …

(List by last names and initials; commas separate author names.
After the sixth author's name, use an ellipses (…) in place of the
author names. Then provide the final author name.)

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.

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).

Article or chapter in an edited book

Author, A. A., & Author, B. B. (Year of publication). Title of
chapter. In A. A. Editor & B. B. Editor (Eds.), *Title of
book* (pages of chapter). Location: Publisher.

(Note: When you list the pages of the chapter or essay in
parentheses after the book title, use "pp." before the
numbers: (pp. 1-21). This abbreviation, however, does not
appear before the page numbers in periodical references,
except for newspapers.)

O' Neil, J. M., & Egan, J. (1992). Men's and women's gender
role journeys: A metaphor for healing, transition, and
transformation. In B. R. Wainrib (Ed.), *Gender issues
across the life cycle* (pp. 107-123). New York, NY: Springer.

Journal articles/periodicals with DOI

Author, A. A., Author, B.B., & Author, C. C. (Year). Title
of article. *Title of Periodical, volume number*(issue
number), pages. http://dx.doi.org/xx.xxx/yyyyy

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

Journal article without DOI

Kenneth, I. A. (2000). A Buddhist response to the nature of human
rights. *Journal of Buddhist Ethics, 40*(1), 145-160.

Dissertation, Unpublished

Author, A. A. (date). *Title of doctoral dissertation or master's thesis* (Doctoral dissertation or Master's thesis). Name of Institution, Location.

Gurung. K. (2018). *Effects of feedback on students learning* (Unpublished Master's thesis). Central Department of Education, Tribhuvan University, Kathmandu.

Khanal, P. (2012). *Policy as practice of power: an analysis of policies to decentralize school education in Nepal* (Unpublished doctoral dissertation). Canterbury Christ Church University, Canterbury, United Kingdom.

Article in a Newspaper

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

Newspaper article, no author

School Strike in Nepal. (2011, November 23). *The Kathmandu Post*, p. A5.

Internet source

Ministry of Health. (2014). *Ebola: Information for the public*. Retrieved from http://www.health.govt.nz/your-health/ conditions-and-treatments/diseases-andillnesses/ ebolainformation-public

Internet, no author no date

Pet therapy. (n.d.). Retrieved from http://www.holisticonline. com/stress/stress_pet-therapy.htm

Conference paper

MacColl, F., Ker, I., Huband, A., Veith, G., & Taylor, J. (2009, November 12-13). *Minimising pedestriancyclist conflict on paths*. Paper presented at the Seventh New Zealand Cycling Conference, New Plymouth, New Zealand.

Williams, J., & Seary, K. (2010). Bridging the divide: Scaffolding the learning experiences of the mature age student. In J. Terrell (Ed.), *Making the links: Learning, teaching and high quality student outcomes*. Proceedings of the 9th Conference of the New Zealand Association of Bridging Educators (pp. 104-116). Wellington, New Zealand.

Dictionary (print)

Weller, B. F. (Ed.). (2009). *Bailliere's nurses dictionary: For nurses and health care workers* (25th ed.). Edinburgh, Scotland: Elsevier.

Dictionary (online)

Cambridge dictionaries online. (2011). Retrieved from http:// dictionary.cambridge.org/

DVD/Video/Motion Picture (including Click View & Youtube)

Gardiner, A., Curtis, C., & Michael, E. (Producers), & Waititi, T.
(Director). (2010). *Boy: Welcome to my interesting world*
[DVD]. New Zealand: Transmission.

Ahmed, A. (Producer), & Breitenmoser, K. (Director). (2012).
Job seeker Q&A: Planning your search [ClickView
DVD]. Bendigo, Australia: VEA.

Competenz NZ. (2014, October 16). *The tattooed baker*
[Video file]. Retrieved from https://www.youtube.com/
watch?v=-Gr1IaBVXkI&list=UUfkO7pVdIaH2ROyw0
pzvryg

e-book

Rich, J. R. (2011). *Your iPad 2 at work* [e-book]. Retrieved from
http://safaribooksonline.com

Sadun, E., Grothaus, M., & Sande, S. (2011). *Taking your iPad
2 to the max* (2nd ed.) [e-book]. Retrieved from http://
books.google.co.nz

Language and Grammar

Avoiding Biases

As a researcher, student may bring their own cultural lens, and potential biases, to their research. We suggest students to pay a particular attention to the preferences and concerns of the people about whom they are writing. APA provides a number of suggestions for reducing bias in your language (APA, 2010, pp. 46-60). Some of the specific suggestions are outlined below.

- Provide specific information (e.g. Korean, Nepali, Indian, Japanese, and/or Chinese rather than Asian)
- Be sensitive to use labels (as far as possible do not label people, e.g. In place of disable children use children with disability)
- Do not use gendered noun as far as possible (e.g. to refer to all human beings, use terms like "individuals," "people," or "persons", avoid gendered endings such as "man" in occupational titles e.g., use "police officer" instead of "policeman).
- Be careful to use gendered pronoun – use the singular "they" to avoid making assumptions about an individual's gender (when use of particular gender seems biased, e.g.

  Each student submitted their art portfolio to the committee.
  not
  Each student submitted his art portfolio to the committee.
  not
  Each student submitted her art portfolio to the committee.

There are other ways to avoid the bias of using gendered pronoun by replacing pronoun with a noun (instead of using he or she, use the artist, the individual, the teacher etc.)

Verb Tense

Literature reviews and experimental procedures that have laready happened, use past tense ("Our study *showed*") or present perfect tense ("studies *have proven*"). Past tense when discussing results ("students' concentration *increased*"), but use present tense when discussing what your results mean and what conclusions you can draw from them.

Use the following verb tenses to report information in your thesis.

Thesis section	Recommended tense	Example
Literature review (or whenever discussing other researchers' work)	Past	Martin (2020) addressed
	Present perfect	Researchers have studied
	Present	Richards (2005) defines
Method Description of procedure	Past	Participants took a survey
	Present perfect	Others have used similar approaches
Reporting of your own or other researchers' results	Past	Results showed Scores decreased Hypotheses were not supported
Personal reactions	Past	I felt surprised
	Present perfect	I have experienced
	Present	I believe
Discussion of implications of results or of previous statements	Present	The results indicate The findings mean that
Presentation of conclusions, limitations, future directions, and so forth	Present	We conclude Limitations of the study are Future research should explore

Source: APA, 2010

Double and Single Quotation Marks

Use double quotation marks to enclose quotations in text (if number of words less than 40). Use single quotation marks within double quotation marks to set off material that in the original source was enclosed in double quotation marks. Do not use quotation marks to enclose block quotations (if number of words equal or more than 40). Use double quotation marks to enclose any quoted material within a block quotation. Place periods and commas within closing single or double quotation marks. Place other punctuation marks inside quotation marks only when they are part of the quoted material.

Active and Passive Voice

We suggest you to use the active voice as much as possible to create direct, clear, and concise sentences, especially when you are writing about the actions of people. As far as possible, the passive voice should be avoided. You can use the passive voice when it is more important to focus on the recipient of an action than on who performed the action, such as when describing an experimental setup. (APA, 2010)

Use of Numbers

As recommend by APA, we suggest you to use words to express numbers below 10, and using numerals when expressing numbers 10 and above. However, in the following instance you use number rather than words

• Numbers mentioned in the abstract, a table, or a figure in the paper.

- Numbers that immediately precede a unit of measurement (e.g. 4 kg)
- Numbers that represent statistical or mathematical functions, fractional or decimal quantities, percentages, ratios, percentiles, and quartiles (e.g. 5.34)
- Numbers that represent time, dates, ages, scores and point values on a scale, exact sums of money, and numerals (e.g. 5-year old)
- Numbers that denote a specific place in a numbered series, parts of books and tables, and each number in a list of four or more numbers (Table 1)

In addition to using words to express numbers below 10, use words to also express:
- Numbers beginning a sentence, title, or text heading (e.g. Fifteen participants were in the control group.)
- Common fractions (e.g. Three fourths of the population)
- Common phrases or groups (e.g. Seven Wonders of the World)

नेपाली भाषामा लेखिने स्नातकोत्तर तहको शोधपत्र निर्देशिका

परिचय

त्रिभुवन विश्वविद्यालय (त्रिवि), शिक्षाशास्त्र सङ्काय अन्तर्गत स्नातकोत्तर तहको चौथौ सत्रमा नेपाली भाषामा लेखिने शोधपत्रका लागि मुख्यतः एपिएको छैटौँ प्रकाशित कृति र बाच्छौँ विद्युतीय संस्करणको ढाँचामा आधारित भएर यो निर्देशिका तयार गरिएको हो । यो निर्देशिका लागु भएपछि देशभरका क्याम्पस एवम् विभागमा नेपाली शिक्षा तथा नेपाली भाषामा लेखिने शोधपत्रको ढाँचामा एकरूपता आउने अपेक्षा गरिएको छ ।

सामान्य शैली

त्रिवि, शिक्षाशास्त्र सङ्काय अन्तर्गत स्नातकोत्तर तहमा लेखिने नेपाली भाषाको शोधपत्रका लागि निम्न किसिमको शैली र ढाँचा अवलम्बन गर्नु पर्दछ :

फन्ट

टाइप प्रीति वा युनिकोडमा गर्न सकिन्छ । यस अनुसार देवनागरीको प्रीतिमा १६ प्वाइन्टका आकारको फन्ट हुनु पर्ने छ ।

सरेखण (Alignment)

पाठको बायाँतर्फका सबै पङ्क्तिका अग्रभाग बराबर हुनु पर्छ भने दायाँ तर्फका सबै पङ्क्तिका पुच्छभाग पङ्क्तिमेल (Justify) गरिएको हुनु हुँदैन ।

पृष्ठ खाका (Page layout)

ए४ को आकारको कागतमा बायाँतर्फ किनारा १.५ इन्च र बाँकी किनारा १ इन्च खाली रहेको हुनु पर्ने छ ।

पृष्ठ सङ्ख्या

हरेक पृष्ठको पाठभन्दा माथि दायाँतर्फ पृष्ठ सङ्ख्या हुनु पर्ने छ । मुख्य भागको पहिलो अध्यायको सुरुको पृष्ठदेखि पृष्ठ सङ्ख्या (१, २, ३

....आदि) सुरु हुने छ । मुख्य भागभन्दा अघि रहेका आदि भागका पृष्ठहरू (भित्री पृष्ठको दोस्रो पृष्ठदेखि पहिलो अध्यायभन्दा माथि) मा भने क, ख, ग, घ... जस्ता अक्षर नम्बर दिइन्छ ।

पङ्क्तिस्थान (Spacing)

सम्पूर्ण शोधपत्रको माथिल्लो र तल्लो पङ्क्तिस्थान (माथिल्लो र तल्लो पङ्क्ति बिचको अन्तर) १.५ इन्च हुनु पर्छ ।

बायाँ अन्तराल (Indentation)

शोधसारको पहिलो अनुच्छेद बाहेक शोधपत्र भित्रका सम्पूर्ण अनुच्छेदको बायाँ अन्तराल ०.५ इन्च हुनु पर्छ ।

एकल पङ्क्ति र पाठ शीर्षक (Widows, orphans and dangling heading)

पङ्क्ति र पाठ शीर्षक टाइप सेटिङसँग सम्बन्धित छ । शोधपत्रको कुनै पनि पृष्ठको शिर र पुछ्छारमा अनुच्छेदको एकल पङ्क्ति मात्र हुनु हुँदैन । त्यस्तै तल पाठ नभएको पृष्ठमा (पृष्ठको पुछ्छारमा) पाठ शीर्षक पनि हुनु हुँदैन ।

शोधपत्रको मेरुदण्ड (Spine)

शोधपत्रको मेरुदण्डमा क्रमशः शोध शीर्षक, शोधपत्रको क्रमसङ्ख्या र शोधार्थीको नाम हुनु पर्ने छ ।

शोधपत्रमा शीर्षक राख्ने तरिका

एपिएले दिएको सुझाब अनुसार शोधपत्रका हरेक अध्यायभित्र शीर्षक उपशीर्षक राखिएको हुनु पर्छ । शोधपत्रको अध्याय मुख्य शीर्षकबाट सुरु हुन्छ । यसभित्र मुख्य शीर्षक र सहायक शीर्षकहरू गरी जम्मा ५ ओटा शीर्षकहरू हुन्छन् । तिनीहरूको उपस्थापन ढाँचा निम्न किसिमको हुन्छ :

- पहिलो वा मूल शीर्षक बिचमा राखी गाढा गर्ने ।
- दोस्रो शीर्षक बायाँतिर राखेर गाढा गर्ने ।

- तेस्रो शीर्षक बायाँतिरको ०.५ इन्च अन्तराल (Indent) मा गाढा गरेर सापेक्ष विराम दिई अनुच्छेद बनाउने ।
- चौथो शीर्षक बायाँतिरको ०.५ इन्च अन्तरालमा नै गाढा र तिर्यक् (Italic) गरेर सापेक्ष विराम दिई अनुच्छेद बनाउने ।
- पाँचौँ शीर्षक बायाँतिरको ०.५ इन्च अन्तरालमा तिर्यक् गरेर सापेक्ष विराम दिई अनुच्छेद बनाउने ।

उदाहरणका लागि –

दोस्रो भाषी विद्यार्थीको नेपाली सिकाइ
गुरुङ भाषी विद्यार्थीको नेपाली सिकाइ
गुरुङ भाषी विद्यार्थीको घर परिवारको नेपाली सिकाइ : ...
गुरुङ भाषी विद्यार्थीको घर परिवारको नेपाली वाक्य : ...
सङ्गतिका आधारमा गुरुङ भाषी विद्यार्थीको घर परिवारको नेपाली वाक्य : ...

क्रमबद्धता (Seriation)

शोधपत्रको मूलपाठमा भएका प्रमुख तथ्य र विचारलाई सङ्गठित रूपमा प्रस्तुत गर्नका लागि तिनीहरूलाई क्रमबद्ध रूपमा प्रस्तुत गर्नु पर्दछ । क्रमबद्धताका लागि पालना गर्नु पर्ने सुझाबहरू यस प्रकार छन् :

- निश्चित क्रम वा सङ्ख्यात्मक प्रक्रिया जनाउने सूची छ भने अङ्कमा १. २. ३. लेखेर एउटा थोप्लो लेख्ने ।
- समय क्रम वा एकपछि अर्को र ठुलो सानो बुझाउने क्रम जनाउनु छैन भने सूचीमा बुलेट (थोप्लो) चिह्न प्रयोग गर्ने ।
- पाठमा अनुच्छेदभित्र क्रमिकता देखाउन परेमा अक्षर र अर्धविराम चिह्न प्रयोग गर्ने, जस्तै : (क) ; (ख) ; (ग) ; ... ।

तालिका

तालिकाहरू दृश्य प्रधान प्रस्तुति हुन् । यिनका ठाडा तथा तेर्सा कोष्ठकहरूमा, सङ्ख्यामा, शब्दमा वा सङ्ख्या (शब्द दुबैको मिश्रण गरी लेखिएका सूचना हुन्छन् । निम्न बुँदाहरूमा तालिका बनाउने आधार र अङ्गहरू उल्लेख गरिएको छ :

- १, २, ३, गरी सबै तालिकालाई अङ्कबद्ध गर्ने ।
- अङ्कपछि अक्षर नदिने, जस्तै : तालिका ३ क, ३ ख, ३ ग । बरु एक अर्कासँग सम्बन्धित तालिकालाई जोड्ने । शोधपत्रको परिशिष्टमा तालिका राख्नु पर्ने भएमा अक्षर र अङ्कको प्रयोग गर्ने, जस्तै : तालिका क १, ख २ ।
- तालिकाभन्दा माथि बायाँ किनारामा तालिकाको सङ्ख्या दिएर त्यसभन्दा तल शीर्षकलाई तिर्यक् (छड्के) अक्षरको मुद्रणमा राख्ने ।
- तालिकामा तेर्सा धर्का मात्र प्रयोग गर्ने, ठाडो धर्को प्रयोग नगर्ने । सामान्यत : तालिकाको शिर र पुछारमा तेर्सा धर्काको किनारा राख्ने र शीर्षकमुनि एउटा तेर्सो धर्को राख्ने । कूल जम्मा बुझाउने वा सारांश सूचना भएको तेर्सो पङ्क्तिका लागि पनि किनारा बनाउन सकिन्छ ।
- कोलमका शीर्षक बायाँ सरेखित (लेफ्ट एलाइन) गर्ने । तालिकाका सबै सङ्ख्यालाई हरेक कोष्ठकका बिचमा (सेन्टर एलाइन) राख्ने ।

उदाहरणका लागि –

तालिका १

नेपालका भाषा भाषीहरूको सङ्ख्यात्मक स्थिति

भाषा	जनसङ्ख्या	प्रतिशत
नेपाली	११८२६९५३	४४.६३
मैथिली	३०९२५३०	११.६७
भोजपुरी	१५८४९५८	५.९८
थारू	१५२९८७५	५.७७
तामाङ	१३५३३११	५.१०

सिबिएस, सन् २०१२

चित्र वा आरेख राख्ने तरिका

तालिका बाहेक अन्य सबै दृश्य सामग्रीलाई एपिए शैलीमा चित्रको रूपमा लिइन्छ । जस्तै : विभिन्न प्रकारका ग्राफ र चार्टहरू (लाइन ग्राफ, बार ग्राफ, फ्लो चार्ट, पाइ चार्ट), रेखाचित्रहरू, नक्साहरू, प्लटहरू (स्क्याटर प्लट), फोटो, इन्फोग्राफिक र अन्य चित्रहरू) ।

- चित्रहरूलाई एउटै पृष्ठमा अटाउने गरी स्केल मिलाएर राख्ने ।
- चित्रको पुछारमा बायाँ किनारमा *चित्र* (शब्द) लाई तिर्यक् गरी राख्ने र त्यसको सङ्ख्या जनाउने अङ्क लेखी एउटा थोप्लो (जस्तै, *चित्र* ३.) दिने ।
- चित्र सङ्ख्या लेखि सकेपछि त्यो हरफ छाडेर अर्को हरफमा चित्रको शीर्षक (तिर्यक् नगरी) लेख्ने ।
- बाँकी विस्तृत क्याप्सन, टिप्पणी, सन्दर्भ, प्रयोग गरेका प्रतीक चिह्नको व्याख्या भएमा तिनको छुट्टै अनुच्छेद बनाई चित्रको शीर्षक मुनि राख्न सकिन्छ ।

उदाहरण –
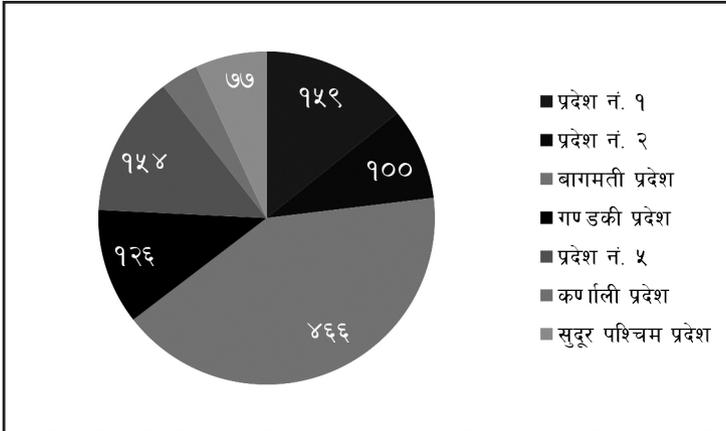
चित्र १
त्रिविका क्याम्पसहरूको सङ्ख्यात्मक स्थिति

मूलपाठमा तालिका र चित्र वर्णन गर्ने तरिका

मूल पाठमा तालिका र चित्रलाई उल्लेख गर्दा त्यसको क्रमसङ्ख्या प्रयोग गर्नु पर्दछ । जस्तै : 'तालिका २' वा 'चित्र ३' । तल, माथि, पृष्ठका आधारमा यिनीहरूलाई उल्लेख गर्नु हुँदैन । जस्तै : 'तलको चित्रमा' वा 'पृष्ठ १० को तालिकामा' । पछि पाण्डुलिपिलाई छाप्दा वा प्रिन्ट गर्दा टाइप सेट परिवर्तन हुन सक्छ र तालिका वा चित्रको स्थान वा पृष्ठ अर्कै बन्न सक्छ ।

शोधपत्रको संरचना

शोधपत्रका प्रारम्भिक/आदि भाग (अध्यायभन्दा अगाडिको भाग), मुख्य भाग (सबै अध्यायहरू) र अन्त्य भाग (सन्दर्भ सूची र परिशिष्ट) गरी ३ ओटा भाग हुन्छन् –

प्रारम्भिक भाग

शोधपत्रको प्रथम अध्यायभन्दा अगाडि राखिने सम्पूर्ण शीर्षकहरू प्रारम्भिक भागमा हुन्छन् । यस भाग अन्तर्गत निम्न ३ ओटा घटक हुन्छन् :

आवरण पृष्ठ

यस पृष्ठमा शोधपत्रको शिर मा शीर्षक (यथा सम्भव बढीमा १२ शब्दसम्म), त्यसपछि बिचमा प्रयोजन (शोधपत्र लेखिएको तह, पाठ्यांशको कोड नं.) अनि विद्यार्थीको नाम र अन्त्यमा विभागको नाम, क्याम्पसको नाम, शोधपत्र बुझाएको साल लेखिन्छन् ।

यिनीहरूलाई १६ प्वाइन्टको

शीर्षक
प्रयोजन
(त्रिवि, शिक्षाशास्त्र सङ्काय अन्तर्गत स्नातकोत्तर तह, चौथो सत्रको... ५४४ पाठ्यांशको प्रयोजनार्थ प्रस्तुत शोधपत्र)
शोधार्थीको नाम
क्याम्पस/केन्द्रीय विभाग त्रिवि, ठेगाना वर्ष

प्रीति फन्टमा गाढा कालो नगराई लेखिएको हुनु पर्छ ।

भित्री पृष्ठ

भित्री पृष्ठको पहिलो पृष्ठमा आवरण पृष्ठमा लेखिएका विषयहरू दोहोर्‍याएर लेखिएका हुन्छन् तर यसमा शोधार्थीको नामसँगै परीक्षा क्रमाङ्क, त्रिवि दर्ता नम्बर लेखिन्छ । अन्त्यमा मौखिक परीक्षाको मिति र शोधपत्र पेस गरेको मिति समेत उल्लेख गर्नु पर्छ । त्यसपछि क्रमशः निम्न पृष्ठहरू रहन्छन् :

```
                शीर्षक

                प्रयोजन
(त्रिवि, शिक्षाशास्त्र सङ्काय अन्तर्गत स्नातकोत्तर तह, चौथो
सत्रको... ५४४ पाठ्यांशको प्रयोजनार्थ प्रस्तुत शोधपत्र)

            शोधार्थीको नाम
            परीक्षा क्रमाङ्क
            त्रिवि दर्ता नं.

          क्याम्पस/केन्द्रीय विभाग
              त्रिवि, ठेगाना
                  वर्ष
मौखिक परीक्षा मिति        पेस गरेको मिति
```

लेखकाधिकार

सम्बन्धित अनुसन्धानमा शोधार्थी स्वयम्को अधिकार निहित हुन्छ । त्यसैले लेखकाधिकारलाई छुट्टै पृष्ठमा पृष्ठको माथिबाट एक तिहाइ भागको बिच स्थानमा राखिन्छ । जस्तै :

© वर्ष

शोधार्थीको पुरा नाम

सर्वाधिकार शोधार्थीमा

समुद्घोषण

उद्धरण बाहेक कहीँ कतै नक्कल र शोधकार्यका नैतिक नियम उल्लङ्घन नगरी निर्धारित समयावधिभित्र अनुसन्धान गरी पुरा गरिएको यो शोधपत्र नितान्त मौलिक छ भनी सप्रमाण प्रतिबद्धता गरिएको समुद्घोषण हुन्छ । यसरी लेखिएको समुद्घोषणमा शोधार्थीको हस्ताक्षर र मिति समेत आवश्यक हुन्छ । समुद्घोषणलाई प्रतिबद्धता पनि भन्न सकिन्छ ।

सिफारिस पत्र

क्याम्पस वा विभागको पत्रशीर्ष (Letterhead) मा शोध निर्देशकले... शीर्षकको शोधपत्र... नामका विद्यार्थीले आफ्नो निर्देशनमा परिश्रमपूर्वक लेखी पुरा

गरेकाले अन्तिम मूल्याङ्कन वा मौखिक परीक्षाका निम्ति गरिएको सिफारिस हुनु पर्दछ । यसमा शोध निर्देशकको हस्ताक्षर र मिति समेत आवश्यक हुन्छ ।

स्वीकृति पत्र

यो पृष्ठ शोधार्थीको शिक्षा स्नातकोत्तर तहको शोधपत्रको मूल्याङ्कन गरी सम्बन्धित विभागका मूल्याङ्कन समितिका क्रमशः विभागीय प्रमुख, शोध निर्देशक र बाह्य परीक्षकबाट हस्ताक्षर गरिएको हुन्छ । यदि विभागीय प्रमुख शोध निर्देशक छन् भने उनले शोधपत्रको मूल्याङ्कन समितिको सदस्यका रूपमा अर्को विभाग वा सङ्कायका प्राध्यापकलाई आमन्त्रण गर्नु पर्दछ । त्यसरी आमन्त्रण गरिएका प्राध्यापकले शोधपत्र अध्ययन गरेर शोधार्थीलाई पृष्ठपोषण दिनुका साथै शोधपत्रमा मूल्याङ्कन समितिकै सदस्य बनेर हस्ताक्षर गर्नु पर्दछ । मौखिक परीक्षामा दिएका सुझाब र पृष्ठपोषण अनुसार शोधार्थीले आफ्नो शोधपत्रको परिमार्जन गर्नु पर्छ । मौखिक परीक्षा लिएको मिति र अन्तिम मूल्याङ्कनका लागि विभागमा शोधपत्र बुझाएको मिति बिच कम्तीमा एक हप्ताको अन्तर हुनु आवश्यक हुन्छ । स्वीकृति पत्रको मिति इस्वी सम्वत्मा (तारिखमा) लेखिन्छ ।

कृतज्ञता ज्ञापन

आफ्नो अध्ययन अनुसन्धानको समयावधिमा विभिन्न किसिमले व्यावसायिक र वैयक्तिक दुबै सहयोग पुऱ्याउनेहरूलाई कृतज्ञता ज्ञापन गरिन्छ । यो कृतज्ञता ज्ञापनको लेखन एक पृष्ठभन्दा लामो हुनु हुँदैन ।

शोधसार

शोधसार आफ्नो शोधपत्रको अत्यन्त छोटो रूप अर्थात् सारांश हो । त्यसैले यसभित्र बढीमा ४०० शब्द हुन्छन् । शोधसारमा अध्ययन गरिएको शोधपत्रका मुख्य उद्देश्य, विधि, शोध प्रक्रिया, निष्कर्ष र उपादेयता रहन्छन् । यो सामान्यतः उपशीर्षक नराखीकन एक अनुच्छेदमा लेखिन्छ तैपनि ४०० शब्दसीमाभित्र एकभन्दा बढी अनुच्छेद हुन सक्छन् । शोधसारको पहिलो अनुच्छेद अन्तराल नछोडीकन लेखिन्छ ।

संक्षिप्त शब्दसूची/संक्षेपण/अग्रनाम (Abbreviation/Acronyms)

संक्षिप्त शब्दसूची/संक्षेपण/अग्रनाम पनि अलग पृष्ठ र तालिकाभित्र लेखिन्छ । शोधपत्रभित्र प्रयोग गरिएका पुरा र लामा शब्दहरूलाई प्रचलनमा आएका वा शोधकर्ताले संक्षिप्त गराएका शब्दहरू यस अन्तर्गत पर्दछन् । आफ्नो शोधपत्रको पाठमा पहिलो पटक प्रयोग गरिएका यस्ता शब्दहरूको पुरा रूप वा लामा शब्दहरूलाई कोष्ठकमा संक्षिप्त रूप दिएर पनि लेख्ने गरिन्छ । शोधपत्रका सम्पूर्ण पाठमा एउटै किसिमले संक्षिप्त शब्दको प्रयोग हुनुपर्छ ।

विषय सूची

शोधपत्रका हरेक अध्याय वा मुख्य भागका पृष्ठसङ्ख्या सहित विषय सूची बनाइन्छ । शब्दमा लेखेर यस्तो तालिका बनाउनु अगाडि ढाँचामा देखाइएको शीर्षकका तह अनुसारको शीर्षक उपशीर्षकका बारेमा निश्चित हुनु पर्छ । हातले लेखेर विषय सूची बनाउनु हुँदैन ।

तालिका सूची

शोधपत्रको मुख्य भागमा तालिका छन् भने पृष्ठसङ्ख्या सहित तालिकाको नाम र नम्बर राखेर तालिका सूची बनाइन्छ । यदि शोधपत्रको मुख्य भागमा तालिकाहरू छैनन् भने शोधपत्रको यो प्रारम्भिक भागमा तालिका सूची समावेश गर्नु पर्दैन ।

चित्र सूची

शोत्रपत्रको मुख्य भागमा चित्रहरू छन् भने पृष्ठसङ्ख्या सहित चित्रको नाम र नम्बर राखेर चित्र सूची बनाइन्छ । यदि शोधपत्रको मुख्य भागमा चित्रहरू छैनन् भने शोधपत्रको यो प्रारम्भिक भागमा चित्र सूची समावेश गर्नु पर्दैन ।

शोधपत्रको मुख्य भाग

शोधपत्रको मुख्य भागलाई सामान्यतः ५ ओटा अध्यायमा व्यवस्थित गर्न सकिन्छ । शोधार्थीले नतिजा र छलफलको अध्यायलाई आफ्नो

शोधपत्रको मुख्य उद्देश्य र विचारलाई ध्यानमा राखी थप अध्याय बनाउन सक्छन् । तर ५ अध्यायभन्दा कम अध्यायको शोधपत्र लेखिन्न । यसमा अध्याय न्यून गर्नभन्दा बढाउने सुविधा शोधार्थीलाई प्राप्त हुन्छ ।

अध्याय एक : परिचय
अध्ययनको पृष्ठभूमि
समस्या कथन
अध्ययनको औचित्य
अध्ययनका उद्देश्य
अनुसन्धान प्रश्न

अनुसन्धानमा अनुसन्धान प्रश्न मात्र वा उद्देश्य र अनुसन्धान प्रश्न दुबै पनि राख्न सकिन्छ ।

प्राक्कल्पना (आवश्यक भए)
सीमाङ्कन/Delimitation) (आवश्यक भए)
सीमा/Limitation) (आवश्यक भए)

- असीमित विषय क्षेत्रबाट केही विषय क्षेत्रको अध्ययन गर्न सीमाङ्कन गरिन्छ ।
- शीर्षक र उद्देश्यमा निश्चित नभएका कुराहरू सीमाङ्कनमा निर्धारण गरिन्छ ।
- अध्ययन गर्नुपर्ने कुराहरू धेरै भए पनि सीमाङ्कनमा निर्धारण गरिएका पक्षहरूको मात्र अध्ययन गरिन्छ ।
- कतिपय अनुसन्धानको सीमाङ्कनमा विधिका कुराहरू पनि राख्ने गरेको पाइन्छ ।
- अध्ययन गर्न चाहेका र सकिने कुरा तर विविध कारणले गर्न सकिएन भने **सीमामा** ती पक्ष र कारणहरू उल्लेख गरिन्छ ।

पारिभाषिक शब्दावली (आवश्यक भए)

अध्ययन अनुसन्धानमा प्रयुक्त भएका पारिभाषिक शब्दावलीको परिचय वा अर्थ दिनु पर्दछ ।

अध्याय दुई : सम्बन्धित कार्यको पुनरावलोकन

सम्बन्धित कार्यको पुनरावलोकन विषयवस्तु र कालक्रमिक आधारमा राख्नु पर्दछ जसमा पहिले सैद्धान्तिक त्यसपछि प्रायोगिक कार्यहरू प्रस्तुत गर्नु पर्दछ ।

सैद्धान्तिक

सैद्धान्तिकमा आफ्नो अनुसन्धानसँग सम्बन्धित धारणा तथा सिद्धान्तहरूको समीक्षा राखिन्छ । नीतिगत कुराहरूलाई पनि यसैमा समेटिन्छ ।

प्रायोगिक

प्रायोगिकमा सम्बन्धित विषय क्षेत्रमा भएका अध्ययन अनुसन्धान, अनुसन्धानात्मक लेख आदिको समीक्षा राखिन्छ ।

सम्बन्धित कार्यको पुनरावलोकनमा आफ्नो अनुसन्धानसँग सम्बन्धित विषय वा निष्कर्ष दिनु पर्दछ । शीर्षक, प्रयोजन, उद्देश्य, विधि/प्रक्रिया राख्नु परेमा सम्पादन गरेर संक्षेपमा प्रस्तुत गर्न सकिन्छ ।

जस्तै –

- खनिया (२०६६) द्वारा गुरुङ र नेपाली भाषाको तुलना गरिएको छ । सो अध्ययनमा नेपालीमा जस्तो गुरुङ भाषामा लिङ्ग, वचन, आदरका आधारमा कियापदको रूपायन नहुने देखाइएको छ ।
- न्यौपाने (२०७४) ले विचार र संस्कृतिको सापेक्षतामा सपिर र होर्फको भाषिक अनुकल्पनाको समीक्षा गरेका छन् । उनका अनुसार सपिरले भाषा र समाज बिच नजिकको सम्बन्ध स्विकारेका छन् । यिनीहरू अभिन्न रूपमा सम्बद्ध हुनाले एकको अवस्थामा अर्कोलाई

बुझ्न सकिन्न । ...होर्फले सपिरको यसै धारणालाई बिस्तार गरे ।

● ढुङ्गेल (२०७५) ले नेपाली व्याकरणलाई पृष्ठभूमि काल (सन् १७७१-१८१९), निर्माण काल (सन् सन् १८२०-१९११), सङ्क्रमण काल (१९७६-२०४८) र आधुनिक काल (२०४९देखि हालसम्म) भनी चार चरणमा विभाजन गरेका छन् । यही सन्दर्भमा आचार्य (२०७५) ले पनि नेपाली व्याकरणको विकासक्रमको चर्चा गरेका छन् । यसमा उनले परम्परागत व्याकरण र आधुनिक व्याकरणका विशेषताहरू उल्लेख गरेका छन् । ....

सैद्धान्तिक ढाँचा (आवश्यक भएमा)
अवधारणात्मक ढाँचा
सम्बन्धित कार्यको पुनरावलोकनको उपयोगिता

अध्याय तिन : अनुसन्धान विधि
अनुसन्धान ढाँचा

गुणात्मक, परिमाणात्मक र मिश्रित अनुसन्धानका आधारमा अनुसन्धान ढाँचा तयार गरिन्छ । गुणात्मक अनुसन्धान बढी लचिलो हुने भएकाले यसको संरचना पनि शोधको विषय क्षेत्र अनुसार निर्धारण हुन्छ ।

नमुना छनोट प्रकिया

यसमा जनसङ्ख्या, नमुनाको आकार, नमुना छनोटका आधार (सम्भावनायुक्त र सम्भावना रहित), अध्ययन क्षेत्र खुलस्त हुनुपर्छ ।

तथ्य सङ्कलन प्रकिया

तथ्य सङ्कलनका स्रोत : (क) प्राथमिक र (ख) द्वितीयक गरी दुई किसिमका छन् । यसमा तथ्य सङ्कलनका साधनको प्रयोग र तथ्य सङ्कन गर्ने तरिका वर्णन गरिन्छ ।

तथ्य सङ्कलनका साधन : अध्ययनका क्षेत्र, उद्देश्य र विधि अनुसार तथ्य सङ्कलनका साधन निर्माण गरेपछि तिनको पूर्व परीक्षण गरी मानकीकरण र परिमार्जन गर्नु पर्दछ । यसमा अवलोकन (सहभागितामूलक, असहभागितामूलक), प्रश्नावली, मतावली, अन्तरवार्ता, दस्तावेज, जाँच सूची/रुजु सूची, अनुसूची, समूह छलफल जस्ता साधनहरू (संरचित-असंरचित, खुला-बन्द) हुन सक्छन् ।

तथ्य सङ्कलन : उल्लिखित साधनहरू प्रयोग गरी स्थलगत वा पुस्तकालीय अध्ययनका आधारमा तथ्यहरू सङ्कलन गरिन्छ ।

व्याख्या विश्लेषण

नतिजाको प्रस्तुति र छलफल अध्ययनका उद्देश्य एवम् अनुसन्धान प्रश्नका आधारमा अनुसन्धान ढाँचा अनुसार गरिन्छ । यसमा व्याख्या विश्लेषणका आधारहरू प्रस्तुत गरिन्छ ।

नैतिक प्रश्नको सुनिश्चितता

अध्ययनका सिलसिलामा गरिएका कार्यहरूको यथार्थ प्रस्तुति, उत्तरदाताले दिएका सूचनाहरूको गोपनीयता, जाति, लिङ्ग, क्षेत्र, पेसा जस्ता कुनै पनि प्रकारका विभेदहरूप्रति अनुसन्धाता सचेत हुनु पर्छ र ती कुराहरू शोधपत्रमा प्रकट हुनु पर्दछ ।

अध्याय चार : नतिजा र छलफल

नतिजाको प्रस्तुति र छलफल अध्ययनका उद्देश्य एवम् अनुसन्धान प्रश्नका आधारमा अनुसन्धान ढाँचा अनुसार गरिन्छ । यसलाई अनुसन्धेय विषय (Themes) अनुसार विभिन्न अध्यायमा विभाजन गर्न सकिन्छ ।

अध्याय पाँच : निष्कर्ष र उपादेयता
निष्कर्ष

यो अन्तिम अध्याय हो । निष्कर्षमा नतिजा र छलफलका आधारमा निकालिएका मुख्य मुख्य कुराहरू प्रस्तुत गरिन्छ ।

उपादेयता

आफूले गरेको अनुसन्धान कुन कुन क्षेत्रमा के कस्तो उपयोग हुन सक्छ, ती कुराहरू उपादेयतामा राखिन्छ ।

सन्दर्भ सूची

सन्दर्भ सूची शोधपत्रमा उद्धृत गरिएका सामग्रीहरूलाई तल दिइएको ढाँचामा प्रस्तुत गरिन्छ ।

परिशिष्ट

परिशिष्टमा आवश्यकता अनुसार उत्तरदाता, तथ्य सङ्कलन गरेका साधन : प्रश्नावली, फारम, सूची, तथ्य सम्बन्धित निकायको स्वीकृति पत्र लगायत मुख्य भागमा राख्न नसकिएका कुराहरू राखिन्छ ।

उद्धृतांश र सन्दर्भाङ्कन

एपिए अनुसार स्रोत सामग्रीहरू उद्धृत गर्दा र सन्दर्भ दिँदा पहिले लेखक वा अनुसन्धान कर्ताको थर, कोष्ठकमा मिति वा कोष्ठकमा अनुसन्धाताको थर, प्रकाशित मिति र पृष्ठ सङ्ख्या दिइन्छ ।

एकल तथा सहलेखन : मूल पाठमा सन्दर्भाङ्कन गर्दा ५ जनासम्म लेखक भएमा थरलाई क्रमशः राख्ने, छ जना वा सोभन्दा बढी भएमा निम्नानुसार गर्ने :

एक जना लेखक भएमा –

यादव (२०७०) का अनुसार … वा… (यादव, २०७०)

दुई जना लेखक भएमा –

भण्डारी र पौडेल (२०६७) ले भने अनुसार … वा… (भण्डारी र पौडेल, २०६७, पृपृ. १५-१७)

पाँच जनासम्म लेखकको सामग्री पहिलो पटक प्रयोग भएमा –

घिमिरे, भुसाल, खनाल, श्रेष्ठ र काफ्ले (२०७०) का अनुसार …

उक्त पाँच जनासम्म लेखकको सामग्री दोस्रो पटक प्रयोग भएमा –

घिमिरे र अन्य (२०७०) का अनुसार ...
छ वा सोभन्दा बढी लेखक भएमा –
लोप्चन र अन्य (२०७५) का अनुसार ...वा... (लोप्चन र अन्य, २०७५, पृ. ११२)
(यस शीर्षकमा दिइएका उदाहरणहरू नमुनाका लागि मात्र हुन् ।)

व्यक्तिगत सम्पर्क

(राई, नोवल किशोर, व्यक्तिगत सम्पर्क, २०७५ चैत ११) । यो सन्दर्भ सूचीमा राखिँदैन ।

संक्षिप्त एवम् विस्तृत उद्धरण

● साभार गरिएको प्रत्यक्ष उद्धृतांश ४० शब्दभन्दा कम भए सोही अनुच्छेदमा उल्लेख गरी दोहोरो उद्धरण चिह्न " " ले घेर्नुपर्छ र सन्दर्भाङ्कन दिनुपर्छ । जस्तै :

भाषा विज्ञानका सम्बन्धमा परम्परागत र आधुनिक दृष्टि राख्दै लम्साल (२०६९) भन्छन् - "आधुनिक भाषा विज्ञानले सुफाब होइन केवल वर्णन मात्र गर्छ" (पृ. ५७) ।

● ४० शब्द वा त्यसभन्दा बढी शब्दको उद्धृतांश भएमा छुट्टै अनुच्छेद बनाई एक ट्याब भित्र राख्नुपर्छ । छुट्टै अनुच्छेदमा राखिएको उद्धृतांशमा उद्धरण चिह्न दिनु पर्दैन । उद्धृतांश राखी सकेपछि सन्दर्भ दिनुपर्छ ।

भावहरण चोरी गर्नु जस्तै एक किसिमको अपराध हो । जानी जानी यसो गर्नु झन ठुलो गल्ती हो । यस कारण ज्ञात वा अज्ञात रूपमा पनि भावहरण नहोस् भन्ने कुरामा विचार पुर्‍याउनु आवश्यक छ । भावहरणको दोषबाट मुक्त हुन अनुसन्धाताले आफूभन्दा अघिका लेखकका विचार वा तथ्यलाई कि जस्ताको तस्तै उद्धृत गर्नुपर्छ कि त्यस्ता

तथ्य वा विचारलाई आफ्नै भाषामा राखी सन्दर्भ सङ्केत गर्नुपर्छ । (बन्धु, २०६५, पृपृ. ८४-८५)

भाव ग्रहण/प्रकारान्तर कथन

लेखकको भनाइलाई अप्रत्यक्ष रूपमा राख्नु, उल्था गर्नु, अनुवाद गर्नु, अर्थ लगाउनु वा भाव ग्रहण गर्नुलाई भाव ग्रहण/प्रकारान्तर कथन (प्याराफ्रेजिङ) भनिन्छ । भाव ग्रहण/प्रकारान्तर कथन गरिएको वाक्य वा अनुच्छेदमा उद्धरण चिह्न र पृष्ठ सङ्ख्या दिनु पर्दैन । जस्तै :

अधिकारी (२०६२) का अनुसार सामान्य अर्थमा हेर्दा कुनै दुई भाषा प्रयोगको अवस्था द्विभाषिकता हो । दुई वा दुईभन्दा बढी भाषा प्रयोगको स्थिति बहुभाषिकता हो तर व्यवहारमा द्विभाषिकताले बहुभाषिकतालाई र बहुभाषिकताले द्विभाषिकतालाई समेटेको पाइन्छ । यी एउटै अर्थ बुझाउने पर्यायवाची शब्दका रूपमा प्रयोगमा आउँछन् ।

अन्य केही नियमहरू

● मूल कृति नहेरी अन्य लेखकले लेखेको सामग्रीबाट उद्धृतांश गर्दा कोष्ठकमा **मा** उद्धृत, थर, अल्प विराम र मिति दिने । जस्तै :
  सस्युर भन्छन् "ध्वनिबिम्ब र अर्थको सम्बन्ध सङ्केत हो, सङ्केत यादृच्छिक हुन्छन्, यस्ता सङ्केतबाट बुझिने अर्थ सङ्केतित हो र सङ्केत व्यवस्था भाषा हो" (न्यौपाने, २०६१, पृ. ११ मा उद्धृत) ।
● लेखक नभएमा लेखकको स्थानमा 'अज्ञात' लेख्ने ।
● मिति नभएमा कोष्ठकमा मिति नभएको (मि. न.) जनाउने ।
● इस्वी सम्वत्को मिति भएमा सन् लेखेर मिति (सन् २०२०) लेख्ने गरिन्छ ।
● एउटै व्यक्तिका एकै वर्षमा एकभन्दा बढी लेखिएका सामग्री उद्धृत गर्नु परेमा थरपछि राखिने मितिसँगै क, ख लेख्ने ।
  जस्तै :
  राई (२०७४क) …
  राई (२०७४ख) …

सन्दर्भ सूची राख्ने तरिका

केही आधारभूत नियमहरू

१. शोधपत्रमा उल्लेख गरिएका सामग्रीहरूलाई सन्दर्भ सूचीमा लेखकको थरको वर्णानुक्रममा राखिन्छ ।

२. पुस्तक, लेख, दस्तावेज जस्ता कुनै पनि सन्दर्भ सामग्रीलाई अलग अलग नराखी एउटै सूचीमा वर्णानुक्रममा राख्ने ।

३. पुस्तक, जर्नल, प्रतिवेदनका शीर्षकलाई तिर्यक/छड्के (इटालिक) गर्ने ।

४. सन्दर्भ सूचीमा संक्षिप्त रूपको प्रयोग गर्ने । जस्तै :

अनु.	अनुवाद
नं.	नम्बर
पृ.(पृपृ.)	पृष्ठ (पृष्ठहरू)
मि.न.	मिति नभएको
संस्क.	संस्करण
सम्पा.	सम्पादन

पुस्तक

सन्दर्भ सूची राख्दा लेखकको थर, नाम (प्रकाशित मिति), कृतिको शीर्षक, प्रकाशन स्थान : प्रकाशक उल्लेख गरिन्छ । सात जनासम्म लेखक भएमा प्रत्येक लेखकको क्रमशः थर र नाम उल्लेख गरिन्छ भने सात जनाभन्दा बढी लेखक भएमा छ जनाको नाम लेखी रिक्तता बोधक (...) चिह्न राखी अन्तिम लेखकको थर र नाम लेखिन्छ । प्रकाशित पुस्तकको नामलाई इटालिक गरिन्छ । जस्तै :

खनिया, बुद्धराज (२०७५), *नेपाली भाषा शिक्षण : सिद्धान्त र प्रयोग*, काठमाडौँ : जुपिटर प्रकाशन ।

शर्मा, केदार प्रसाद र पौडेल, माधव प्रसाद (२०६०), *नेपाली भाषा र साहित्य शिक्षण*, काठमाडौँ : न्यु हिरा इन्टरप्राइजेज ।

पत्रिका/जर्नलमा छापिएको लेख

कुनै सङ्कलन वा जर्नल भित्रको लेख भएमा लेखको शीर्षकलाई सामान्यमा लेखी मूल सङ्कलन वा जर्नलको शीर्षकलाई मात्र इटालिक

बनाउनु पर्छ र कोष्ठकमा इटालिक नबनाई वर्ष, अङ्क, पृष्ठ सङ्ख्या देखाउनु पर्छ । यसमा लेखकको थर र नाम, कोष्ठकमा मिति, लेखको शीर्षक, सम्पादकको नाम र थर, पुस्तकको शीर्षक, पृष्ठ सङ्ख्या, प्रकाशन स्थान र प्रकाशन गर्ने निकाय क्रमशः राख्नु पर्छ । जस्तै :

आचार्य, सुषमा (२०६९), नेपाली साहित्यमा नारी साहित्यकारको योगदान, *सम्प्रेषण,* वर्ष ८, अङ्क ७, पृपृ. १–४१ ।

शोध प्रतिवेदन/ शोधपत्र/ शोध प्रबन्ध

आचार्य शर्वराज (२०६७), *प्राथमिक विद्यालयका नेपाली इतर मातृभाषी विद्यार्थीको नेपाली भाषा सिकाइ उपलब्धिको अध्ययन* (विद्यावारिधि शोध प्रबन्ध), त्रिवि, शिक्षाशास्त्र सङ्काय, कीर्तिपुर ।

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सम्पादित पुस्तकमा प्रकाशित लेख

यादव, योगेन्द्र प्रसाद (२०७४), नेपालमा बोलिने भाषा : सङ्कट र सम्भावना, हेमाङ्ग राज अधिकारीमा (सम्पा.), *साठी वर्षका भाषिक चर्चा* (पृपृ. ३१२-३३९), काठमाडौँ : नेपाल प्रज्ञा प्रतिष्ठान ।

सुशन, आचार्य (२०७०), महिला शिक्षाको अवस्था तथा लैङ्गिक संवेदनशीलता, कुमार भट्टराई, लव राज ओली, राज कुमार गन्धर्व,

डिल्लीराम सुवेदी र हेमबहादुर लम्सालमा (सम्पा.) *बहसमा सार्वजनिक शिक्षा* (पृपृ. ८९-११६), ललितपुर : एनसिइ नेपाल ।

दैनिक पत्रिकामा छापिएको लेख

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

अनूदित ग्रन्थ

अनूदित पुस्तक भएमा अनुवादकको नामपछि कोष्ठकमा (अनु.) उल्लेख गर्ने । जस्तै :

भट्टराई, गोविन्दराज (२०६४), *अनुवाद अध्ययन परिचय,* (अनु. बलराम अधिकारी), काठमाडौँ : रत्न पुस्तक भण्डार, (मूल कृति प्रकाशित सन् २०००) ।

विद्युतीय स्रोतबाट साभार गरिएका सामग्री

मुद्रित पुस्तकको विद्युतीय रूपको सन्दर्भ सूची दिँदा लेखकको थर, नाम, मिति, पुस्तकको शीर्षक, पुस्तक रहेको वेवसाइट उल्लेख गर्ने । जस्तै :

एपिए ⁄ APA Guide. (n.d.). *APA guide 6th edition*. Retrieved from ⁄ साभार nursing.ufl.edu/files/2011/05/APA6th Edition Guide.doc

विभिन्न भाषामा दिइएका सन्दर्भ सामग्रीको प्रविष्टि

नेपाली र अङ्ग्रेजी वा विभिन्न सन्दर्भ सामग्रीलाई अलग अलग नराखी एकै ठाउँमा राख्न सकिन्छ । अङ्ग्रेजीका सन्दर्भ सामग्री राख्दा सुरुको थरलाई देवनागरी लिपिमा राख्ने र तिर्यक् चिन्ह दिएर अरू सबै प्रयोगलाई यथावत गर्न सकिन्छ । यसो गर्दा सबै सामग्रीहरूलाई देवनागरी वर्णानुक्रममा मिलाउन सकिन्छ । अथवा अन्य भाषाका सामग्रीलाई नेपालीमा लिप्यन्तर गर्न पनि सकिन्छ ।

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<div align="center">वा</div>

सिबिएस (सन् २०१३), नेसनल पप्पुलेसन एन्ड हाउजिङ सेन्सस २०११ (कास्ट/इथ्निसिटी एन्ड ल्याङ्ग्वेज), काठमाडौँ : स्वयम् ।

अन्य केही नियमहरू

● एउटै व्यक्तिका एकै वर्षमा एकभन्दा बढी लेखिएका सामग्री उद्धृत गर्नु परेमा थरपछि राखिने मितिसँगै क, ख लेख्ने –

थारु (२०७४ क) ...

थारु (२०७४ख) ...

● लेखक नभएमा लेखकको स्थानमा 'अज्ञात' लेख्ने ।

● मिति नभएमा कोष्ठकमा मिति नभएको (मि. न.) जनाउने ।

● प्रकाशन वर्ष इस्वी सम्वत्मा भए कोष्ठकमा सन् (सन् २०२०) लेख्ने ।

● कृतिको संस्करण जनाउन कृतिको नामपछि कोष्ठकमा (संस्क.) लेख्ने ।

अनुसन्धानमा प्रयोग गरिने भाषा

- अनुसन्धानमा प्रयोग गरिने भाषा सरल, स्पष्ट, सम्प्रेषणीय, वस्तुपरक र तार्किक हुनु पर्छ । आलङ्कारिक र क्लिष्ट हुनु हुँदैन ।

- मानक भाषाको प्रयोग गरिनु पर्छ । भाषामा एकरूपता हुनुपर्छ ।

- सामान्य आदरार्थीको प्रयोग गरिन्छ । तर कृतज्ञता ज्ञापन एवम् प्रश्नावली, अन्तर्वार्ता जस्ता साधनमा औपचारिक भाषा (तपाईं, उहाँ, गर्नुभयो ...) को प्रयोग गरिन्छ ।

- अनुसन्धानमा कर्मवाच्य, भाववाच्य तथा तृतीय पुरुषको प्रयोग गर्न सकिन्छ । तर गुणात्मक अनुसन्धानमा कर्तृवाच्य तथा प्रथम पुरुषको प्रयोग अपेक्षित हुन्छ ।

- सम्बन्धित कार्यको पुनरावलोकन र विधिमा आवश्यकता अनुसार पूर्ण वर्तमान र भूत काल प्रयोग गरिन्छ । नतिजामा भूत काल प्रयोग

गरिन्छ भने छलफल, व्याख्या विश्लेषण र निष्कर्षमा वर्तमान काल प्रयोग गरिन्छ । निष्कर्षमा प्रयोग गरिने भाषा निश्चयात्मक (गरिन्छ, भनिन्छ, देखिन्छ) हुनु पर्छ ।

नोट : नेपालीमा दिइएका सामग्रीमा केही कुरा अस्पष्ट भएमा वा थप सूचनाहरू चाहिएमा माथि अङ्ग्रेजी भाषामा उल्लेख गरिएका सामग्रीहरू एवम् एपिएको छैटौँ प्रकाशित कृति र बाह्रौँ विद्युतीय संस्करण हेर्न सकिन्छ ।

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Appendix
Course of Study

Course Title: **Thesis Writing**   Nature of the course: Practical

Course No: Ed.   Credit hours: 6 (1 for Academic Writing, 2 for Proposal Writing and 3 for Thesis Writing)

Level: M.Ed.   Duration: Throughout the semester

Semester: Fourth   Teaching hours: 192

Course Description

This course is designed to provide the students with hands-on experience in preparing a thesis. The overall aim of this course is to enable students to acquire in-depth knowledge and skills for developing research proposal, conducting research and writing a thesis in a standard format. The course is divided into three parts: Academic writing (AW), proposal writing (PW) and thesis writing (TW). Academic writing introduces students to the basic concepts of writing for preparing proposal and thesis, which will be delivered by the course teacher; proposal writing presents the basic components of a research proposal and prepares the students to develop a proposal in the area of interest in their major subject. Thesis writing engages the students in actually writing a thesis in the area of their choice, probably on the theme laready selected for the proposal. Necessary knowledge and skills required for PW and TW will also be delivered by the course teacher. Each student is required to prepare a detailed proposal and thesis under the guidance of the thesis supervisor and present both in the departmental research committee for evaluation and approval.

2. General Objectives

The general objectives of this course are as follows:

- To make the students conversant with basic concepts, processes and techniques of academic writing, proposal writing and thesis writing.
- To prepare the students to write and present a research proposal on a researchable problem.
- To enable the students to write a thesis in a standard format and present it in the departmental research committee.
- To develop students' ability to apply different approaches and methods of research in the course of writing a thesis.

Specific Objectives and Contents

Part I: Academic Writing

Specific Objectives	Contents

• Clarify the concept of academic writing
 • State the parameters of academic writing
 • Prepare different dimensions of academic writing following the processes and techniques of academic writing
 • Identify the problems of academic writing and ways of solving them
	Unit I: Academic Writing (10)
	     Concept of academic writing
	     Parameters of academic writing
	     Process of academic writing
	     Techniques of academic writing
	     Problems of academic writing and ways of addressing them

• Prepare thesis title as per APA guidelines
• Explain the ways of writing clearly and concisely
• Use the mechanics of style
• Explain the ways of preparing tables and showing relation between tables and text
• Explain plagiarism and self-plagiarism and ways of including citation in the text.
• Quote and paraphrasing given texts
• Prepare references as per APA guidelines
	Unit II: Style Guidelines (22)
	Title
	Writing clearly and concisely
	    Levels of heading
	    Writing styles
	    Continuity in presentation
	    Smoothness of expression
	    Economy of expression
	    Precision and clarity
	    Strategies to improve writing style
	The mechanics of style
	    Punctuation
	    Acronyms and common abbreviations
	Displaying results
	    Preparation of tables
	    Relation of tables and text
	    Figure checklist
	Crediting sources
	    Citation
	    Citing in text with references
	    Plagiarism and self-plagiarism
	    Quoting and paraphrasing
	Referencing

Part II: Proposal Writing

• Explain the concept of a research proposal
 • Discuss the components of a research proposal
 • Identify a researchable problem and its title with research objectives/ questions
 • Explain the techniques of reviewing related literature
 • Illustrate the ways of developing methods and procedure of the study
	Unit III: Process of Developing a Research Proposal (10)
	 Recapitulating of research proposal
	 Identifying a researchable problem and titles
	 Reviewing related literature for writing context, statement of problem
	 Stating research objectives and research questions
	 Methods and procedures
	      Selecting of appropriate research design
	      Defining population and determining sample size
	      Selecting appropriate data collection tools
	      Identifying data collection procedures
	      Selecting data analysis procedure
	      Developing analytical framework

• Develop the skills of writing a research proposal with necessary components
 • Develop the research proposal
 • Present the proposal in a systematic way in DRC
 • Apply the APA style of writing the proposal in an organized way.
	Unit IV: Proposal Writing (Based on Following Format)
	                       (40)
	 Preliminary Part
	     Cover page with title, details of the researcher, the level for which it is written and the department/campus.
	     Table of Contents
	     Acronyms/Abbreviations
	     List of Tables (If necessary)
	     List of Figures (If necessary)
	     List of Charts and Graphs (If necessary)
	
	 CHAPTER I: Introduction
	     Background of the Study
	     Statement of the Problem
	     Rationale of the Study
	     Objectives of the Study
	     Research Question/s (if necessary)
	     Significance of the Study
	     Delimitations of the Study
	     Definition of the Key Terms
	 CHAPTER II: Review of Related Literature and Theoretical Framework
	     Review of Related Literature
	        Conceptual
	        Theoretical
	        Empirical
	     Conceptual Framework
	     Implications of the Review for the Research
	 CHAPTER III: Methods And Procedures
	     Research Design (Qualitative, Quantitative and Mixed Design)
	     Population and Sample
	     Research Tools
	     Sources of Data
	     Data Collection Procedures
	     Data Analysis Procedures
	     Ethical Considerations
	 References (APA format)
	 Appendices (List of respondents, tools, tables, work schedule.)

Part III: Thesis Writing

• State the process of a thesis writing • Use language in a neutrally responsive way to avoid discrimination • Review and relate the review of the literature to the theme of the research • Explain the ways of preparing data collection tools, techniques of collecting and analyzing the data • Develop outlines for sequential presentation of data using analytical framework • Discuss the techniques of interpretation of data • Relate objectives with themes of discussion and recommendation of the study • Draw conclusions and recommendations	**Unit V: Process of Thesis Writing (10)** Language of the thesis: Tense, gender responsiveness, poverty sensitivity and non-discriminatory Techniques of reviewing the literature and relating it to the thesis Preparing data collection tools Data collection techniques Techniques of analyzing data: Preparing tables, figures, quoting verbatim Developing outlines for sequential presentation and inserting data/information under related themes using analytical framework Techniques of interpretation Relating among objectives, themes of discussion and recommendations while writing thesis Drawing conclusions and recommendations

• Prepare appropriate data collection tools
• Conduct field/research work to collect relevant for the study
	Unit VI: Preparation of Tools and Field Work (30)
	    Preparation and finalization data collection tools
	    Conducting field/research work

• Write the thesis by following the given format
• Follow the APA style of research report writing while writing the thesis
• Present the thesis in an organized way to face the viva voce in a confident way.
	Unit VII: Preparation of Thesis (Based on the Following Outlines) (70)
	Preliminary Part
	    Cover page with thesis title, details of the researcher, the level for which it is written and department/campus.
	    Recommendation Letter (Letter head of the department/campus)
	    Approval Letter (Letter head of the department/ campus)
	    Acknowledgement (Few words of gratitude to the contributors of the thesis)
	    Abstract (An abstract of the thesis with not more than one and half pages or in 350 to 400 words includes the **topic, major objective, method and procedure, main findings** and **key recommendations** of the study).
	    Table of Contents
	    Acronyms/Abbreviations
	    List of Tables (If necessary)
	    List of Figures (If necessary)
	    List of Charts and Graphs (If necessary)
	
	CHAPTER I: Introduction
	    Background of the study
	    Statement of the problem
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	    Implications of the Review for the Research
	CHAPTER III: Methods and Procedures
	    Research Design
	    Population and Sample
	    Research Tools
	    Sources of Data
	    Data Collection Procedures
	    Data Analysis Procedures
	    Ethical Considerations
	CHAPTER IV: Results and Discussion
	 (Presentation and discussion of results should be based on the themes derived from the analytical framework.)
	CHAPTER V: Conclusions and Recommendations
	    Conclusions
	    Recommendations
	References
	Appendices

Note: The figures within the parentheses indicate approximate teaching hours allocated to each unit.

4. Instructional Techniques

4.1 General Instructional Techniques

Lecture with power point presentation will be mostly used instructional technique while delivering knowledge and skills of academic writing, proposal writing and thesis writing. The teacher will generate discussion in the class to share their experiences in identifying research problems, developing proposal, preparing tools, conducting field work, and writing thesis.

4.2 Specific Instructional Techniques

Units	Proposed Specific Instructional Techniques	Responsible person
I and II	The teacher will present the examples of different dimensions of academic writing in the class. Following those examples, the students will practice to develop proficiency in academic writing.	Course teacher
III	• The class will be divided into different groups. Those groups will be asked to study theses in libraries to identify good thesis titles, objectives, research questions, statement of problem, rationale of study, review of related literature, and methods and procedures. Those groups will present their work in the class to identify the best possible ways of presenting components of thesis proposal. Under the guidance of course teacher, the students in individually prepare a brief proposal. The students will present the proposals followed by discussion and teacher's feedback. • The students in group will be asked to study theses focusing on the data collection instruments such as questionnaires, interview protocol, guidelines of focus group discussion, observation guidelines, tests, and attitude scales. The groups will present their work in the class followed by discussion and teacher's feedback.	Course teacher

IV	Each student will be asked to prepare a detailed proposal under the guidance of thesis supervisor and present in the DRC. The student will revise and finalize the proposal by incorporating the comments and suggestions of DRC.	(Upon the completion of unit III, thesis supervisor will be assigned to individual students.) Thesis supervisor
V	• The students in group will be asked to study theses how the data will be presented, described and interpreted and how findings and conclusion are drawn and recommendations are presented. The groups will present the best examples followed by discussion and teacher's feedback. • The course teacher will demonstrate the ways of interpreting the data with examples. After the presentation, the teacher will provide a set of quantitative/qualitative data to groups of students and asked to their make interpretation. The presentation of the students will be followed by discussion along with the feedback of the course teacher.	Course teacher
VI	Each student will be asked to prepare appropriate tools and share among the peers in the presence of thesis supervisor. The students will finalize the tools by incorporating the suggestions of thesis supervisor and will conduct field work.	Thesis supervisor
VII	Each student will be asked to prepare the thesis.	Thesis supervisor

5. Requirements to be fulfilled by the students

In order to maintain the originality of thesis work, the students should fulfill the following requirements.

- Each student will prepare his/her thesis proposal in consultation with thesis supervisor and present it in the departmental research committee (DRC) meeting. He/she will revise the proposal by incorporating the comments and suggestions given by DRC members.
- The student should prepare the data collection tools and improve them by incorporating the suggestion of the thesis supervisor and take his permission before starting field work.

- The student should present the collected raw data through different tools to the thesis supervisor and take suggestions to tabulate and process the data.
- The student should consult with the thesis supervisor for analyzing and interpreting the data showing the processed data.
- The student should present first draft of thesis to the thesis supervisor and revise it by incorporating the suggestions of the thesis supervisor.
- With the recommendation of thesis supervisor, the student will present the thesis with loose binding to the DRC. After completing the viva voce examination, the student should revise the thesis by incorporating the suggestions of external examiner.
- Finally, the student will submit the thesis with hard binding to the DRC along with electronic copy.

6. Evaluation

6.1 Internal Evaluation 40%

Internal evaluation will be conducted by the course teacher and thesis supervisor as following:

First assessment: Academic writing (Course teacher)	10 points
Second assessment: Preparation of a brief proposal (Course teacher)	10 points
Third assessment: Preparation of a detailed proposal (Thesis supervisor)	10 points
Fourth assessment: Preparation of tools and field work (Thesis supervisor)	10 points
Total	**40 points**

6.2 External Evaluation (Final Examination) 60%

Examination Division, office of the Dean, Faculty of Education will conduct external examination at the end of the semester.

External examination will be carried out by thesis supervisor and external examiner using detailed evaluation criteria prepared by Dean's Office.

Thesis writing (Preparation and presentation)

Viva voce	20 points
Quality of thesis	40 points
Total	**60 points**

7. Recommended Books and References

Recommended Books

American Psychological Association. (2010). *Publication manual of American Psychological Association*. (6th ed.). Washington, DC: APA.

Cohen, L., Manion, L., & Morrioson, K., (2010). *Research methods in education*. Noida, India: Sirohi Brothers.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (4th ed.). New Delhi: PHI Learning Pvt. Ltd.

Hartley, J. (2008). Academic writing and publishing. London: Routledge.

Murray, R. & Moore, S. (2006). *The handbook of academic writing, a fresh approach*. Berkshire: McGraw Hill Open University Press.

References

Best, J.W., & Kahn, J. V. (2012). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.

Denizen, N. K., & Lincoln, Y. S. (Eds.).(2012). *Handbook of qualitative research*. London: Sage Publication.

Hancock, B. (2002). *An introduction to qualitative research*. Nottingham: Trent Focus Group.

Picorari, D. (2010). *Academic writing and plagiarism*. London: Continuum International Publishing Group

Richards, J. & Miller, S. (2005). *Doing academic writing in education*. New Jersey: Lawrence Eribium Associates, Inc. Publishers

University of Southern California (n.d.). *Organizing Your Social Sciences Research Paper: Academic Writing Style*, Retrieved from

https://libguides.usc.edu/writingguide/academicwriting