

**Tribhuvan University**

**A Manual on Formatting and Organizing  
Dissertations**



**Faculty of Humanities and Social Sciences**

**Dean's Office**

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**A Manual on Formatting and Organizing Dissertations**

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Chintamani Pokharel, PhD  
Professor and Dean  
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## **Chapter 1: Introduction**

### **1.1 Context**

Established more than fifty years ago, the Faculty of Humanities and Social Sciences at Tribhuvan University is not just the oldest Faculty but the largest academic body to conduct graduate programs in the country. The Faculty offers Doctor of Philosophy (Ph.D.) Degree in sixteen different disciplines including Nepali, English, Economics, History, Nepalese History, Culture and Archaeology, Psychology, Geography, Population Studies, Sociology and Anthropology, Linguistics, Political Science, Home Science, Hindi, Nepal Bhasa, and Rural Development. The Faculty has been conducting Ph.D. Programs since it offered its first Ph.D. Degree in Nepali in 1974. Since six Central Departments at the University Campus including Nepali, English, Economics, Anthropology, Sociology and Anthropology, and Population Studies started teaching Master of Philosophy (M. Phil.) Degree half a decade ago, M. Phil. Degree is compulsory for the enrolment in Ph.D. Program in these subjects. However, in the remaining ten subjects, Ph.D. enrolment can be made without M. Phil. Degree.

### **1.2 Requirements and Processes for Ph.D.**

The Dean's Office, in conjunction with the Central Departments at the University Campus, offers the Ph.D. Degree in sixteen subjects. The Dean's Office has a provision of constituting a Research Committee comprising research experts from different Departments. The Committee is responsible for making policies and conducting research processes



related to Ph.D. Each of the Ph.D. candidates has to fulfill the requirements set by the Research Committee. The requirements are as follows:

1. Ph.D. candidates have to submit three research articles and a research proposal for evaluation in order to enroll in the Program. Candidates with M.Phil. Degree have to submit only the research proposal. The format of the proposal can be obtained from the Dean's Office.
2. Successful candidates (those candidates whose articles and proposals are accepted by the experts in their respective disciplines) have to mandatorily participate in the Research Methodology Workshop /Seminar conducted by the Dean's Office. Candidates with M.Phil. Degree are exempted from this requirement.
3. Ph.D. candidates have to face a *viva voce* in their respective Departments for the final approval of the research proposal.
4. The final decision of the selection of Supervisor and Expert (from the list submitted by the candidate) is made by the Research Committee.
5. Ph.D. candidates have to submit the Review of Literature and a Seminar Paper to their Departments and face the *viva voce* there. They are allowed to get permanent registration on the condition that the Review of Literature and Seminar Paper are approved by

the respective Departments.

6. Ph.D. candidates have to submit progress reports annually with the recommendation of their supervisors.
7. The final copy (loosely bound) of the dissertation should be submitted to the Dean's Office for internal evaluation. The candidate has to make required modifications, corrections, and changes recommended by the internal evaluator. The Research Division of the Dean's Office makes confirmation whether the candidate has made necessary corrections suggested by the internal evaluator.
8. Four (spiral bound) copies of the dissertation should be submitted to the Dean's Office for final examination by the external examiner. If the external examiners find that the dissertation is worthy of acceptance and has fulfilled all the requirements of the Ph.D. research, the candidate is required to face the final *viva voce* to defend her/his research work. The Ph.D. Degree is awarded after the *viva voce* is satisfactorily over.
9. Finally, candidates have to submit six copies (hard bound) of the final version of the dissertation incorporating all the modifications, omissions, additions, corrections suggested by the experts in the *viva voce*.

### **1.3 The Degree of Doctor of Philosophy**

Doctor of Philosophy is not just a degree but a dynamic process consisting of a range of activities and skills. It is, as stated by Lovitts, an independent

academic work resulting in original contribution to knowledge producing a publishable work (2007, pp. 4-5). A Ph.D. project, as she further puts, identifies a new way of thinking, identifies a niche in the existing literature, synthesizes different perspectives, analyzes the single entity, identifies new sources and contexts, applies new approaches to old ideas and new ideas to old approaches, changes the way people think, and finally opens up new fields (pp. 222, 274).

#### **1.4 Purpose and Delimitation**

The purpose of this manual is to provide guidelines for the elements which are found in all dissertations so that researchers can maintain consistency and uniformity in writing Ph.D. dissertations. The emphasis, therefore, is put upon the overall organization and format of the dissertation. Ph.D. candidates are required to follow this Manual in arranging the basic components, in selecting specific writing style and mechanics such as spelling, indentation, paper type and size, type and point of the font, design of the cases, and placement of various elements on the pages. It also provides guidelines for what elements are included in a given part of the dissertation and in what order they should be arranged. The manual makes an attempt, to a limited extent, to address the problem of inconsistency in writing a Ph.D. dissertation. As per the academic tradition observed in the Faculty of Humanities and Social Sciences, Tribhuvan University, two approaches to documentation or styles (American Psychological Association and Modern language Association) are followed. The manual consists of six chapters. Chapter 1 works as a blueprint to the entire manual. Chapter 2 lists various components of a proposal and states how they are arranged. Chapter 3 states how various components of a dissertation are arranged. Chapter 4 describes some of the

features of the language of research. Chapter 5 elaborates mechanics and style employed in the research. Chapter 6 illustrates how sources should be documented in a dissertation. Chapter 6 is followed by an Appendix section which shows several samples of a dissertation. The Appendix section is, in turn, followed by a separate section in Nepali that offers research format and style for those researchers who opt for Nepali language.

In all Ph.D. dissertations there are fundamentally two types of elements: common elements and discipline specific elements. The common elements are language, mechanics, and documentation. The discipline specific elements include the basic components of the body of the text. The selection and arrangement of the core elements depends mainly upon the protocols and expectations of the given discipline, nature of the subject, type of research, research questions, objectives and method of data selection, collection and analysis. Therefore, the discipline specific elements are dictated by the "regimes" of a given discipline.

### **1.5 Research Paradigms**

Ph. D. research is so complex a process that it seems to be futile to reduce its complex dynamics into stable categories. Following Martyn Hammersely (2012), at the cost of oversimplification, four basic types of research orientations can be categorized: "positivist/postpositivist," "interpretive/hermeneutic," "critical," and "constructionist." Positivist method (as described by William (2006, p. 231) is one of the research methods which is scientific, explanatory, predictive, evidence-based, objective, logical and numerative /quantitative, value-free, operationist (can only research those things which are measurable) and verificatory. Interpretive /hermeneutic research method, as Hammersely (2012) puts,

stresses the role of inner life experience, culture and/or imagination on the part of the interpreter. So, it studies the phenomena of human behavior. Its task is to understand how people see, think, and feel about the world, seeking to grasp diverse perspectives in their own terms. Critical research, as Hammersley (2012) further adds, sees social science as playing a key oppositional role in political terms, for example as being able to capture the real social forces involved, whereas commonsense views are regarded as frequently distorted by ideology, by misconceptions that are socially generated so as to disguise injustice and its causes. It is different from other research methods as it takes explicit political position, it is interventionist, and works with some emancipatory agenda and social transformation. Constructionism, as posited by Hepburn (2006), is an orientation to research that considers facts, descriptions and other features of "objective reality" to be inescapably contingent and rhetorical (p. 38). In this view people are seen as produced (constructed) through social interaction rather than through genetic programming and biological maturation.

Barbara E. Lovitts (2007) characterizes disciplines along a number of dimensions including "hard/soft, pure/applied, and paradigmatic/nonparadigmatic" (p. 60). The sciences like physics, as classified by Lovitts (2007, p. 60), are positioned at one end of the continuum, humanities like literature at the other end. The social sciences like sociology lie somewhere in the middle. Biology, physics, mathematics are hard and pure sciences, and engineering and medical sciences are hard and applied. Economics, sociology, English, history are soft and pure. Law, education, and social work, rural development are soft and applied. Pure sciences are concerned with theoretical knowledge, whereas applied

sciences with practical knowledge. Applied disciplines are more amenable to trial and error approaches than pure ones. The hard applied disciplines focus on mastering the physical world.

In their *Research methods in social sciences*, Somekh and Lewin bring several scholars to discuss research methods used in social sciences. The common research methods discussed in that anthology include case study, research for impact, postmodern research, critical race theory, feminist research, research through observation, deconstruction, experimentation, empiricism, positivism, activity theory, social semiotics, semiotics, life history, narrative research, research diaries, ethnography, participatory research, interview, grounded theory, ethical responsibility, queer, lesbian and gay approaches, policy research, discourse analysis, hermeneutic, naturalistic inquiry, qualitative and quantitative methods, comparative, and phenomenological.

In addition to the typologies of common research methods listed above, there can be thousands of types of research methods depending on the disciplinary expectations, their protocols and regimes.

## **Chapter 2: Research Proposal**

### **2.1 Developing a Research Proposal**

The research proposal is a scheme, plan, structure and strategy of the whole research to be carried out. This is a written presentation of an intended research specifying the problem, the purpose, scope/objectives, methodology, references and the financial plan/budget. The research proposal, as D. Madsen puts, is "often the key element to the successful thesis and, as such, the most important step in the whole process" (1992, p. 51). The arrangement of the components of the research proposal is given below.

1. Title
2. Introduction /Context
3. Statement of the Problem
4. Objectives
5. Research Questions
6. Hypothesis (if any)
7. Delimitation
8. Conceptual Framework /Theoretical Background
9. Review of Literature
10. Research methodology
11. Organization of the Study
12. Appendixes
13. Working Bibliography with Annotation
14. References (in American Psychological Association), or Works Cited (in Modern Language Association)

### **2.1.1 Title**

The title should be descriptive and comprehensive, but unambiguous. It should be a concise statement of the main topic and should identify the main variables and /or issues under investigation. In the case of two-part titles, a title and a subtitle separated by a colon, should be used to represent a concise statement of the proposal.

### **2.1.2 Introduction/ Context**

The researcher should locate the topic in its proper context. The introduction should establish a territory to set the stage. It should show how and why the proposed project is worth researching.

### **2.1.3 Statement of the Problem**

The research problem is the crucial element in the research project. It identifies the research direction and destination. It is like the foundation of a building. It is problematic in the existing scene and the researcher attempts to identify it. The research problem is the "unknown" territory of knowledge which the researcher attempts to make "known." It is also a "gap" which the proposed project attempts to plug. Any problem can be a research problem that adds new knoweldge to the world.

### **2.1.4 Research Questions**

Research problems are generally stated in the form of questions so that their answers are to be investigated. The research questions are based on the research problems. The questions are very crucial elements of the research as the entire investigation is shaped by them. However, all questions are not necessarily research problems. Only those questions are considered to be research problems that contribute to add some new knowledge to the existing body of knowledge.



### **2.1.5 Hypothesis**

The introduction should state the anticipated outcomes of the research in the form of hypothesis. It is a set of presuppositions set forth for further verification. It is a predictive statement capable of being tested by verificatory processes.

### **2.1.6 Objectives**

Objectives shape the overall destination and scope of the study. Objectives help the researcher identify the key study variables and their possible interrelationships. They inform the reader what the researcher wants to achieve through this study. Usually, objectives are categorized as main/general and specific. Main objective is the overall statement of the thrust of the study based on the central research question. Specific objectives are based on the specific aspects of the issue under research.

### **2.1.7 Delimitation**

The proposal should define the boundary, limitations and scope of the research. It should clearly state the compass of the research universe such as the texts and data under analysis, the area of study, the variables under scrutiny, and the sample size of the population under study.

### **2.1.8 Review of Literature**

In a research proposal, the researcher should produce a literature review to provide enough background information to previous research so that the context of the proposed research is clear; that is, the literature review should describe previous relevant research, and the results of that research, in such a way as to indicate where the present proposal is "situated." The literature review has to be critical and comprehensive. It helps the reader understand the area under investigation. Literature reviews are not just

summaries of literature. Rather, they take a body of literature and project /direct it in a particular direction. All disciplines need some kind of review of literature. It may be presented in a separate chapter or can be interwoven in the introductory chapter. The researcher should add her/his own insight and evaluation. Finally, review of literature is a journey that leads the researcher from "known" territory of knowledge to "unknown."

### **2.1.9 Conceptual Framework**

The term "conceptual framework" contains the researcher's epistemological, ontological, and methodological premises that guide the researcher's actions. The conceptual framework spells out the variables that the researcher must take into account. It also functions to delimit the boundaries of the discipline. Researchers have to give operational definitions of the key terms so that there is no any ambiguity and confusion.

### **2.1.10 Research Methodology**

The methodology develops an explanation as to why and how the research method(s) under discussion have been chosen. This section will probably require a restatement of research aims/questions and involve explaining to the reader how the chosen research method(s) will help answer the research questions. Methods, on the other, refer to the actual instruments and materials utilized in the research. Methodology guides the choice of methods of selection, collection, and procedures analyzing the data under scrutiny. The researcher needs to discuss why a particular method was selected (and not others). The writer should refer to the literature on the method(s) under review and justify their choice using the literature. This section will require a detailed description of the research processes and procedures as well as an explanation of the reasons for doing so.

Figure 1 shows the typical components of research methodology:

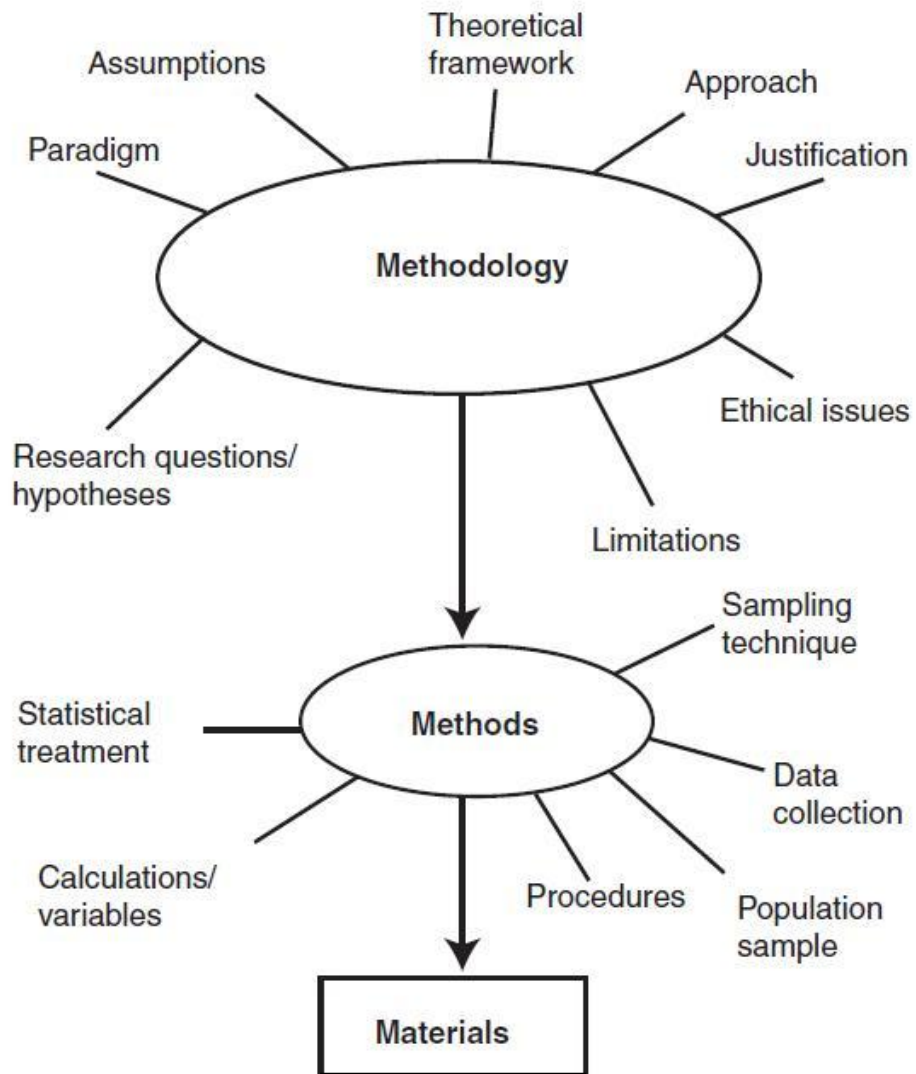


Figure 1. (Adopted from Paltridge and Starfield 123)

### **2.1.11 Organization of the Study / Chapter Division**

Normally, the following elements are proposed in order in a proposal:

**Chapter 1: Introduction**

**Chapter 2: Literature Review**

**Chapter 3: Conceptual Framework and/or Methodology**

**Chapter 4: Results/ Analysis**

**Chapter 5: Discussion and Conclusions**

### **2.1.12 Appendixes**

An appendix should be used for materials that supplement the text but are not appropriate for inclusion in the main text. Original data, detailed descriptions of some resources, lengthy quotations, legal decisions or laws, illustrative materials, questionnaires, verbatim comments, and documents that are not readily available are documented in Appendixes.

### **2.1.13 Working Bibliography with Annotations**

Annotated Bibliography includes publication information of each of the entry plus two or three line explanation on the work.

### **2.1. 14 References /Works Cited**

The last component of a proposal is the bibliographic list of materials which have been consulted /cited in the text. The purpose of this component is to authenticate the researcher, to guide the readers for further consultation, to support one's claims, and to avoid plagiarism.

## **Chapter 3: Structure of the Dissertation**

The magnitude and number of components of a research project (dissertation) are always relative to type and nature of the discipline /field. However, some components are often considered essential parts of all dissertations. Normally, a dissertation consists of three types of matters: the front matter, the body, and the back matter. The front matter or the preliminaries are composed of the Title Page, Recommendation Page, Approval Sheet, Acknowledgements, Abstract, Table of Contents, List of Tables, List of Figures, List of Abbreviations, Acronyms, and /or Symbols. Again, the arrangement and number of components in the body also depends on the type and nature of the field /discipline. However, the body of the dissertation in all disciplines consists mainly of three sections: the introductory section, the central section and the concluding section. The back matter consists of Appendix, Glossary (optional), End Notes, and a list of References or Works Cited.

### **3.1 The Preliminaries /Front Matter**

The arrangement of the materials in the preliminaries appears in the following order:

- i. Title Page
- ii. Recommendation Page
- iii. Approval Sheet
- iv. Declaration
- v. Acknowledgements

- vi. Abstract
- vii. Contents
- viii. List of Tables
- ix. List of Figures (if any)
- x. List of Abbreviations, Acronyms and/or Symbols (if any)

### **3.1.1 Title Page**

The first component of a dissertation is the title page. It gives the title of the dissertation, author's /researcher's full name, and submission statement, which includes the university, the institution, the degree sought, (or granted); the month and year in which the degree is to/was to be granted (see Appendix A for the sample). The title should be descriptive and comprehensive, but unambiguous and concise. The title should be a concise statement of the main topic and should identify the main variables and/or issues under investigation. Two-part titles, a title and a subtitle separated by a colon, should be used to represent a concise statement of the dissertation. According to *Publication Manual of the American Psychological Association* (2010), a title should not exceed 12 words and the title should be typed in uppercase and lowercase letters, centered between the left and right margins, and positioned in the upper half of the page. Spelling out all words (without abbreviating) helps ensure accurate, complete indexing of the article. However, *MLA Handbook for Writers of Research Papers* (2009) recommends that the title should be written in normal letters (neither bold not italicized) without quotation marks.

### **3.1.2 Recommendation Page**

The Recommendation Letter provides spaces for the signatures of the supervisor, experts, dissertation committee members and/or other

authorities (if required). The Faculty of Humanities and Social Sciences, Dean's Office, Tribhuvan University, has a model for this page (see Appendix B).

### **3.1.3 Declaration**

Declaration is the claim made by the researcher in which s/he asserts that this work of research has not been previously published nor was it used to get any sort of award or degree, and whatever is cited/used has properly been acknowledged (for a sample, see Appendix C).

### **3.1.4 Acknowledgements**

The acknowledgements section contains expressions of appreciations for guidance. The recognition of various persons' generosity with their time and knowledge is a courtesy that is widely appreciated. The language of acknowledgements should be simple, polite and tactful.

### **3.1.5 Abstract**

Most universities require a doctoral candidate to submit the Abstract, a concise descriptive summary of the dissertation. It should explain the project rather than defend it or evaluate it. It should begin with a precise statement of the problem; continue with the description of the research methods and design of the study, if applicable. Then it should include findings and conclusions. The key words and important terminologies should appear in the Abstract. Although it is the last part of a dissertation to be written, it is generally one of the first elements a reader will look at. The Abstract aims at providing an overview of the study which answers the following questions: What is/was the general purpose of the study? What is/was the particular aim of the study? Why is/was the study carried

out? How is/was the study carried out? What does/did the study reveal? However, the elements of the abstract can be arranged in a number of ways.

The final version of the Abstract comes immediately after the Acknowledgements page in the bound version of the dissertation. It consists of an especially intensive and condensed summary in around four pages of what the study is about. The Abstract is a key opportunity for the researchers to set out the core of their argument in a helpful way for readers.

### **3.1.6 Contents**

The table of contents in theory precedes all of the sections it lists. It should list all the elements of the preliminaries that follow it, the chapter titles, the main headings and subheadings in the text, and the reference materials. The sample page of Table of Contents is given in Appendix D.

### **3.1.7 List of Tables and Figures**

List of Tables should follow the Table of Contents. Tables and Figures are treated as different entities; their presentation styles are also different in both APA and MLA styles. The columns and rows of tables may be enclosed inside boxes or in plane rows and columns. Charts, graphs, maps, photographs, cartoon sketches and visual images of any kind are grouped under figures.

### **3.1.8 List of Abbreviations, Acronyms and Symbols.**

One of the purposes of using the shortened versions of words, phrases and other referents is that they help make the research work concise. But the



researcher should supply the complete and full information of the shortened and abbreviated forms. The word abbreviation refers to any type of shortened version such as Mr., U.S.A., and lb. As a subset of abbreviation, acronym refers to terms based on initial letters (initialisms) that can be treated as a single word such as AIDS, NASA.

### **3.2 The Body Chapters**

The body of the dissertation begins with the first page of the Chapter 1, which follows the preliminaries. Each chapter must begin in a new page. Chapters should be numbered. The body should be divided into chapters which can be further divided into sections, and sections into subsections all with headings. All the headings should be brief and explanatory. Each topic calls for an organization appropriate to its own logic and to discipline or field. Formats for the body of dissertations differ for the three general types of dissertations: (1) dissertations based on the collection of the empirical data, (2) dissertations derived from critical analysis or philosophical inquiry, and (3) dissertations based on historical research.

In the first types of dissertations, chapters are usually divided into five categories corresponding to the stages of research. Although they may be variously labeled, they can be categorized as Introduction, Review of Literature, and Methodology/Methods of the Investigation, Findings, Discussions and Interpretations.

The Introduction section introduces the entire work. An introduction to the subject indicates the importance and the validity of the problem chosen for the study. The potential contribution of the study and the need for the research and any other necessary information may be placed in this part. A

clear and concise statement of the problem together with a description of its delimitation or scope is presented here. The rationale of selection, collection procedures of data can be presented in this part. A clear epistemological, theoretical, analytical framework and basic assumptions are established. The operational definitions of key terms are given in this section. Finally, the blueprint (road map) with chapter outline is presented here.

Usually in a separate chapter, the Review of Literature section establishes a context of the research. The review should not merely summarize a bundle of information based on books and articles; rather, it should identify and locate the place of this research in relation to other researches. It should evaluate (agree and /or disagree) and interpret the existing research and finally point out the gap and show the departure as it paves avenues to further research (see also 2.1.8).

The Methodology section should explain how the research was conducted and how the data were obtained. The section requires a detailed description of the research processes such as the participants, materials, and procedures and an explanation of the reasons for doing so (see also 2.1.8). In social sciences and humanities, research scholars rarely make general remarks because various disciplines /fields use different methods. Indeed, different fields have different standards. In all cases, however, the methods used should be aligned with the study's research questions and theoretical assumptions. A non-evaluative analysis of the results is the heart of the dissertation based on the collection of the empirical data.

The final chapter(s) (Findings, Discussions, and Interpretations) should be

devoted to evaluation and interpretation of the data and the formulation of conclusions. The interpretation of the dissertation may be integrated with the findings or may be presented in the concluding chapter(s). The Conclusion might include the implications of the work for the revision of previous interpretations to theories in the field and it may open the avenues onto new areas of inquiry.

### **3.2.1 A Typical Structure of the Body Chapters**

Although the format of the dissertation depends on the disciplinary protocols of the given topic, a typical content of chapters can be presented as follows:

#### **Chapter 1: Introduction**

General background information on the project

The statement of the problem

Objectives of the study

Research questions

Hypothesis (optional)

Scope of the study

Significance of the study

Definitions of key terms

Organization of the thesis

#### **Chapter 2: Literature Review**

General review of relevant literature

Specific topics directly relating to the issue under investigation How previous research suggests the study is important to do The gap in the research that the study will fill

### **Chapter 3: Conceptual Framework and/or Methodology**

Research design

Methods used to collect data Research instruments

Methods used to analyze the data

Details about who, how, when and why

(For ethnography, description of the setting and participants Issues of ethics and consent)

### **Chapter 4: Results (with thematic and descriptive headings)**

The findings of the study, described under themes that emerged from

The data, under the research questions or under the data collection

Techniques that were used

### **Chapter 5: Discussion and Conclusions**

A re-statement of the research problem

A re-statement of results

Discussion of what was found in relation to previous research on the topic

Limitations of the study

Implications for future research

### **3.3 The Back Matter (Reference Materials)**

In a dissertation, the reference materials are arranged in the following order:

- i. Appendix(es)
- ii. References (in APA style) and Works Cited (in MLA style)

### **3.4. Synopsis of the Dissertation**

The Dean's Office of the Faculty of Humanities and Social Sciences, Tribhuvan University, asks Ph.D. candidates to submit a synopsis (a concise and condensed descriptive five-to-seven page summary of the entire dissertation) for the *viva voce*. Like Abstract, it should explain the research rather than evaluate it. It should include (a) the statement of the problem, (b) research questions, (c) objectives, (d) methodology, (e) findings and (f) conclusions. The synopsis should aim at answering these questions: (a) Why is this study needed? (b) What is the purpose of the study? Why is this study carried out? How is this study carried out? What does this study reveal? What new knowledge does this study add to the world? In addition, the synopsis should offer the operational definitions of the key terms used in the study. Furthermore, since the synopsis is the only document that most examiners read during the *viva voce*, it should include processes, assumptions, methods, tools of inquiry, theoretical groundings, counter-perspectives, major arguments, claims, limitations, ethical issues, lacunae and lines for further research.

## Chapter 4: Language of Research

### 4.1 Conciseness and Clarity

One of the crucial features of research writing is that as far as possible one should describe maximum amount of information by means of minimum number of words on the condition that the text is clear, unambiguous, and cohesive. One can tighten the text by omitting repetition, circumlocution, and wordiness. In Ph.D. dissertations, researchers often repeat ideas. The exact wording/phrasing is being repeated in various parts: "Abstract," "Introduction," and "Conclusion." Once something is said, its informative value is over. Saying the same thing twice/thrice means making it redundant. However, for some valid reasons, ideas can be repeated in their rephrased versions in different parts of the dissertation. Empty /inflated phrases can be replaced by single words with little or no loss of meaning. For instance, *despite the fact that* can be replaced by *although*. As far as possible, puffed-up expressions (jargons) designed to impress readers rather than to inform them should be replaced by plain expressions (*ameliorate* can be replaced by *improve*). Euphemisms are sometimes used to substitute "harsh" expressions (*They had sexual intercourse* can be replaced by *They slept together*). Sometimes euphemisms can be evasive and may obscure the intended meanings. In such cases, the plain and explanatory words should be used. Clarity is another requirement of research text. Researchers should use concrete nouns, definite and specific nouns or pronouns instead of abstract and indefinite expressions so that readers and examiners can categorically verify the facts.

#### **4.2 Coherence and Unity**

The ideas developed in the dissertation should be interconnected and integral in such a way that the withdrawal of one chapter, element or idea /proposition may dislocates the whole. All ideas interwoven in the text should be cohesively interconnected. The redundant and unrelated chunks should be omitted from the text. In a paragraph, for instance, one main idea should be supported by other ideas inductively or deductively. Similarly, all the elements, larger or smaller, should be related, implicitly or explicitly, to the title of the dissertation. Researchers sometimes, supply information which is not demanded by the research design and question. For instance, they supply information about the etymologies, definitions, histories, backgrounds of terms /variables which do not fall under the research compass.

#### **4.3 Consistency**

Consistency is required in the entire dissertation so that it can be easy to read. Consistency should be maintained at various levels. Most researchers do not stick to one point of view; rather they make inconsistent perspectives from which the text is written. Point of view is reflected from the system of persons or pronouns ("I" versus "he" or "she"), tense (past versus present), aspect (simple versus perfect), adverbs (now versus then, close versus distant), number (singular versus plural), and voice (active versus passive). As far as possible, the consistent point of view should be maintained. In the case of variation, there must be some valid reason. Consistency should be maintained in the selection of letters (types and size), style of documentation (whether to use APA, MLA or other), variation of spelling and grammar (whether to use North American or British English variety). Put shortly, consistency should be observed at every level of the dissertation.

#### **4.4 Tone and Distance**

In research writing, some degree of formality is necessary. The use of contractions (*don't*) and colloquial words (*kids, kinda*) are avoided in it. The purpose of academic writing is to let ideas unfold themselves and the author has little or no intervention for the interpretation of the meaning of the text. As far as possible evaluative, judgmental and opinionated expressions are avoided and descriptive and explanatory terms are used. The researcher should position herself/himself at a critical distance so that an objective interpretation can be made. In certain types of research (say, Marxist, Critical, or postmodern), the researcher can take an explicit position but in such cases s/he should admit the limitations with a sense of self-reflexivity. Even the use of "I" is acceptable in place of "the researcher" in postmodern approach to research in which the researcher is just unfolding a version her /his reality.

#### **4.5 Reducing Bias**

The research text should show the fair treatment of individuals and groups in terms of various social relationships such as economic class, sex, gender, sexuality, region, religion, nation, race /caste, culture, occupation, age, bodily structure, dress, physical /mental ability. Any type of stereotypical representation should not be made through language. One of the ways of reducing bias in language is to "put the person first" followed by a descriptive phrase such as "a person diagnosed with schizophrenia."



## **Chapter 5: Mechanics and Style**

### **5.1 Indentation**

The first line of each paragraph of the entire dissertation (except Abstract and References /Works Cited) is indented with about five spaces or one-half inch. However, the paragraph which connects the ideas quoted in the "block quote" or "set-off quote" is not indented. APA style recommends that a piece of quoted material consisting 40 or more words is to be considered as the block quotation and has to be indented with just five spaces (one-half inch). MLA, however, recommends that the set-off quotation is to be indented with ten spaces (one inch) from the left from where normal lines start. The indentation system of References and Works Cited is different from the rest of the dissertation. In this part, hanging indentation is used. To use a hanging indentation, any additional line except the first of each entry is flushed left by one-half inch. The purpose of hanging indentation is to make readers easy to find out authors' last names.

### **5.2 Line Spacing**

Unless otherwise is recommended by the supervisor, the entire dissertation should be double spaced.

### **5.3 Alignment**

The entire text (except the text of the Title Page which is centered) is aligned to the left without justifying the paragraphs. However, headings, titles and epigraphs are centered.

#### **5.4 Pagination**

All the preliminaries except Abstract and Approval Letter are counted as pages of the dissertation. All pages except the title page are numbered. For the preliminaries, the lower cases of roman numerals are used at the center of the bottom. For the body and the back matter, Arabic numerals are used starting from the first page of the body and ending with the last page of the back matter. APA recommends that a shortened version of the title (up to 50 characters) followed by five spaces and page number at the right top corner just one inch below the top margin. One line space is left between the header and the first line of the text. MLA recommends that the header should have the last name of the author and the page number. This header with the page number is placed just one-half inch below the top margin. Margins should measure at least one inch on all sides. For the binding purpose, the left margin is increased by one-half inch.

The type size for the text of dissertation is twelve-point font. Decorative fonts should not be used for dissertations. Times New Roman is normally used as its *italicized* form is easily noticed. The paper size recommended is 8.5 by 11 inches. The minimum printed area should be 6.5 by 9 inches.

#### **5.5 Typography**

Italics is accepted by both style manuals (APA and MLA). The following titles of resources are italicized: books, magazines, newspapers, pamphlets, long poems, plays, films, television programs, radio programs, musical compositions, works of visual arts, electronic databases, and websites. Non-English words used in the English text are italicized. But Anglicized foreign words are not italicized. Words, letters and numbers are italicized as they are used as words, letters and numbers. As per the

convention observed in the Faculty of Humanities and Social Sciences, Dean's Office, Tribhuvan University, all capital letters are written only in the title of the degree (DOCTOR OF PHILOSOPHY), the titles of front matter, chapter titles of the body and titles of the back matter.

The direct quotes (except the block quotes) are put in double quotes. However, MLA recommends that the titles of articles, short stories, essays, episodes of radio and television programs, songs and short poems are put within double quotes. The basic purpose of using quotation marks is to write words as exactly they were mentioned. In the case of the quotation within a quotation, single quotation marks are used. Unless otherwise suggested, footnotes are not used in both the systems. If essential, notes are placed just before the references or works cited list.

### **5.6 Diction**

Words should be chosen to suit the project. The diction in research paper should be formal rather than colloquial. Each words should convey the meaning as exactly as possible. Slangs and words of everyday conversation are rarely used in the research text. In the case of specialized words and jargons, definitions should be given.

### **5.7 Verb Tense**

Researchers are suggested to use of past tense to express an action or a condition that occurred at a specific, definite time in the past, but they should use the present or present perfect tense (*argues, has argued* ) to introduce source material unless they include a date that specifies the time of the original author's writing.

### **5.8 Mood and Voice**

Researchers should use the subjunctive mood only when they describe conditions that are contrary to facts or improbable (for instance, *If the samples were larger the results might be different*). As far as possible researchers should use active verbs (e.g., *The researcher visited Lumbini three times* instead of *Lumbini was visited three times by the researcher*).

### **5.9 Spelling**

Since words may be spelt /spelled variously, for the sake of consistency the researcher should stick to one system. Since, the documentation systems practiced in the Faculty of Humanities and Social Sciences in Tribhuvan University are U.S. based (American Psychological Association and Modern Language Association), American (North American English) spellings system should be followed. The most reliable authority for spelling is *Webster's Third New International Dictionary* or its abridgment, or the eleventh edition of *Merriam-Webster's Collegiate Dictionary*. Where Webster's offers a choice between spellings, the researcher should use any one of the variants where variants are separated by "or" s/he should use the first option if variants are separated by "also."

### **5.10 Numbers**

In APA format, numbers one through ten are spelled out. Numbers above ten should always be written in numerals. Sentence should not begin with numerals including dates.

### **5.11 Punctuation**

**Periods (.)** are often used:

- (a) at the end of a complete sentence: *What Americans call a period is named a full stop in Britain.*
- (b) in initials of an author's name: *S. P. Lohani*

- (c) in information of reference list: *Ed., Vol. p. 34*
- (d) in abbreviations: *trans., Rev., ed.*
- (e) in Latin abbreviations: *i.e., e.g., p.m.*
- (f) between numbers showing fractions and subsections: 2.5, 6.3.3

**Commas (,)** are used:

- (a) to separate items from a list: *tables, chairs, and benches*
- (b) to set off a non-restrictive or nonessential information: *The baby, wearing a red shirt, is vaccinated.*
- (c) to separate a subordinate clause in a compound sentence: *Although he has not taken his bag, he claims it.*
- (d) to separate day of the month from the year: *May 25, 2013*
- (e) to separate the year and the page number(s) in the text citation: *(Sharma 2013, p. 5)*

**Semicolons (;)** are used:

- (a) to separate clauses of a compound sentence when no conjunctions are used: *Men were present; women were absent.*
- (b) to separate elements in a series when the elements contain commas in the text citation: *(Sharma 2013, pp.1-4; Paudel 2009, p. 4)*

**Colons (:)** are used:

- (a) to introduce a list: *He has three problems: nausea, vomiting and headache*
- (b) to introduce an illustration:
- (c) to introduce a blocked or set off quotation (see p. )

- (d) to introduce a sub-title: *Representing Gender Relations in Nepali Brihat Shabdakosh: A Critical Discourse Analysis*
- (e) after the place of publication in the list of references or works cited. *Kathmandu: Ekta Books.*
- (f) after the year of publication in parentheses of a journal: *Cross Currents* 1.2 (2012): 20-35.
- (g) to link a contrastive statement: Yesterday was bad: today is good.

**Question marks (?)** are placed at the end of a complete sentence which is phrased as a question (yes/no or information question): *Are you disturbed by the noise? Who would tell the right answer?*

A question mark also indicates the meaning of uncertainty.

**Exclamation mark (!)** is rarely used in academic writing, except where they are part of quoted material.

**Hyphens (-)** are used

- (a) in compound words: *Cross-current, A user-friendly guide*
- (b) to show inclusive page numbers: 257- 266.

**Dashes (—)** are elongated hyphens used to set off text in a way similar to but more prominent than commas or parentheses: *The influence of three impressionists—Monet (1840–1926), Sisley (1839–99), and Degas (1834–1917)—is obvious in her work.*

**Parentheses (( ))** are used

- (a) to set off explanatory or interrupting elements of a sentence, much like paired commas and dashes: *The detailed description of this*

*matter is given in the next chapter (see pages 44- 67).*

- (b) to show publication year /date in the in-text citation and in the References. .

**Brackets** ([ ]) are most often used

- (a) in quotations, to indicate changes made to a quoted passage:  
*"When [women] work in groups, they perform even better."*
- (b) to enclose a second layer of information within parentheses:

**The ellipsis mark** ([. . .] three periods with spaces between) is used to condense a quoted passage to indicate that some of the words are left out: The last sentence “. . . I e the one to cook” places Celie in the subject position ut denies her the freedom, power and agency exercised by the rapist agent.

(But if the ellipsis mark is placed after one or more full sentences, a period is used just before three ellipsis dots).

On the contrary, the portrayal of Celie in the same sentences is just the reverse. She is in fact represented as a *patient* [my italic], a sufferer that “can est e characterized as the role of the being or that is affected by the action . . . . If I kill a person, that person is present and affected by the action.”

## Chapter 6: Documenting Sources

### 6.1 Documentation and Plagiarism

The term "plagiarism" comes from the Latin root meaning kidnapping. But in academic field it implies the use of other's ideas as if they were one's own. Plagiarism is academically dishonest practice. Researchers document sources for various reasons: (a) they tell readers where the documented piece of information comes from so that readers can assess its reliability and find the original source, (b) researchers give credit to the writers from whom they have borrowed ideas, (c) they cite source to make their work more credible since ideas without proper sources may lose the credibility. Writers may plagiarize ideas in various ways. Self-plagiarism occurs when writers use their own ideas used in their previous works. They should acknowledge the sources of those ideas used for the second or more times.

All types of knowledges are not necessarily documented. There are normally two domains of knowledge: common domain and specific /special domain. Some information is supposed to be known by common people as *scurvy is caused by the lack of vitamin C in human body*. Documenting such information is unnecessary. Historical facts published frequently in books, everyday observations known by common people, popular information shared by people in general are not normally documented. Specific ideas developed/created by individuals should be properly documented.

MLA style gives the authors "full name when it is first mentioned. This approach emphasizes authorship and interpretation. APA style, which uses



only the last names of authors, gives a date after the authors' name. This approach reflects the social scientists' concern with the currency of research. MLA style places the date in the works cited list but omits it in the text.

While currency is important, what someone had to say a century ago may be as significant as the latest contribution to the field. Both styles include page numbers for quotations. MLA style requires page numbers for summaries and paraphrases as well. With a page number, readers can easily find the original passage that has been summarized or paraphrased. While APA does not require page numbers for summaries and paraphrases, it recommends that writers use a page number if doing so would help readers find the passage in a longer work. Finally, MLA style uses the present tense (such as *argues*) to introduce cited material, whereas APA style uses the past or present perfect tense (such as *argued* or *have argued*) in signal phrases. The present tense evokes the timelessness of a literary text; the past or present perfect tense emphasizes that research or experimentation occurred in the past. Comparatively, APA style recommends researchers to write initial letters of the first names and middle names of the author whereas MLA recommends for full names. APA recommends that except the first letter of the first word and the first letters of the proper names, all other letters should be written in smaller letters in the list of references. MLA recommends that all first letters of the lexical items of the works cited list should be written in capital letter. MLA seems to be concise in the in-text citation as it does not recommend writing p (p), and year, the shortened version UP that stands for University Press. MLA in its 7th edition also recommends that the mode of production is given at the end. For the detailed illustrations of every item

in the system of documentation, researchers are suggested to consult *Publication Manual of the American Psychological Association* (6th edition, 2010) for printed materials and *APA Style Guide to Electronic References* (6th edition, 2012) for electronic sources for APA style, and *MLA Handbook for Writers of Research Papers* (7th edition, 2009) for both printed and electronic sources for MLA style. Doing research and collecting, gathering and documenting sources is a very intricate process. It is not feasible and possible to illustrate each and every nuances of the style of documentation. It is suggested that for exceptional cases, researchers are suggested to solve problems of documentation by consulting their respective supervisors and experts.

In general, references should contain four elements: the author's name ("who"), year of publication ("when"), title of the work ("what"), and source data or publication information ("where"). The four elements appear in different orders in APA and MLA. In APA, they occur in this order: Author. (Year). Title. Place of Publication: Publisher. In MLA, the order is: Author. Title. Place of Publication: Publisher, Year. Mode of Publication. The following example illustrates the order of elements:

APA: Beasley, R., & Marcel, D. (2002). *Persuasive signs: The semiotics of advertising*. New York: Mouton de Gruyter.

MLA: Gourevitch, Philip, and Errol Morris. *Standard Operating Procedure*. New York: Penguin, 2008. Print.

## 6.2 In-text Citation

### 6.2.1 Presenting /Citing Tables and Figures

In APA (2010, pp. 128 -150) format, a table may have five elements: table number, table title, table heading, table body, table notes. All tables are numbered in Arabic numerals. In the text, tables should be referred to by their numbers. Tables and illustrations should be placed as close as possible to the parts of the texts they relate. If the table is developed by the researcher, no source is needed. If it is borrowed, then its source should be shown just after the table.

Table 1

#### Dietary Sources of Protein

Food	Serving Size	Protein Content (to nearest gram)	Calories	% Calories from Protein
Tuna (water-packed)	6oz	60	270	89
Sardines	6oz	40	350	46
Haddock	6oz	34	350	39

*Note.* Adapted from *The Harvard Medical School guide to men's health*, p. 107

Graphs, charts, maps, drawings and photographs are categorized under figures. A legend explains the symbols used in the figure. It is placed within the figure. A caption is a concise explanation of the figure. Figures should be labeled as Figure (or Fig. MLA). Figures are numbered in Arabic numerals.

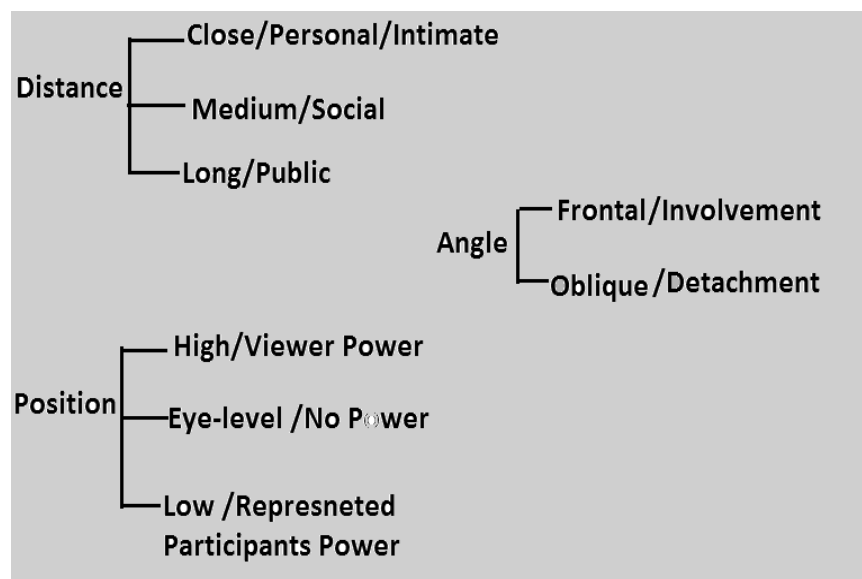


Figure 2. (Drawn by authors)

### 6.2.2 Citing the Text

The APA requires citation of documentation within the text rather than in footnotes or endnotes. The author's last name, the year of publication, and page number is incorporated into the text itself or placed within parentheses as necessary for the particular sentence. Whether the researcher summarizes or paraphrases or quotes directly, s/he must provide the source of information within the text.

- (a) If the researcher mentions the author's name in the text, only the year of publication is cited in parentheses immediately after the author's name.
- (b) If the researcher does not mention the author's name in the text, then author's name, followed by a comma, year of publication are mentioned within the parentheses.
- (c) If the researcher cites the specific parts of a source, then pages,

chapter, paragraphs

The only difference with MLA is that it does not permit to write year of publication, p for pages.

### 6.2.3 Block / Set-off Quotation

If the quoted material comprises fewer than 40 words, then it is incorporated into the text and is enclosed in double quotation marks. If the quoted material comprises 40 or more words, then it is put in a freestanding block by omitting the quotation marks. The information such as author, year, and page(s) are placed after the final punctuation marks such as full stop or question mark. The following paragraphs illustrate the use of block quote and integrated quote:

Lexicographers have been uncomfortable with this idea for a long period of time, for instance, James Murray, the founding editor of the *Oxford English Dictionary*, puts:

We see ourselves as working firmly within the tradition of *descriptive* lexicography. For us, a dictionary is a description of the vocabulary used by members of a speech community for example, y „speakers of English“ . And the starting point for this description is evidence of what members of the speech community do when they communicate with one another. (2007, p. 16)

In this connection, Hellinger and Pauwels (2007, P.667) argue that dictionaries "have institutionalized sexist language in their choice of definitions and examples (use of androcentric generics, asymmetrical gender-marking, the communication of stereotypical gender roles)."

## **6.3 References /Works Cited Examples**

### **6.3.1 APA Samples**

#### **A book by a single author**

Wood, J. (2008). *How fiction works*. New York: Farrar.

#### **A book by two authors**

Gourevitch, P., & Morris, E. (2008). *Standard operating procedure*. New York: Penguin.

#### **A book by three or more authors**

Harris, S., Harper, A., Eagle, C., & Ness, J. (2007). *Gray hat hacking*. 2nd ed. New York: McGraw.

#### **A book by corporate author**

Nepal Pragya Pratishtan. (2067 B.S) *Nepali brihat shabdakosh*. Kathmandu: Nepal Pragya Pratishtan

#### **An edited book**

Van Dijk, T. A. (ed.). (1985). *Handbook of discourse analysis: Discourse analysis in society*, 4 vols. London: Academic Press.

#### **An article in a reference book**

Denton, N. A. (2006). Segregation and discrimination in housing. In R. G. Bratt, M. E. Stone, & C. Hartman (Eds.), *A right to housing: Foundation of a new social agenda*, (pp. 61-81). Philadelphia, PA: Temple University Press.

**An article in a scholarly journal**

Sapkota, A. (2012, Aug.) Gaps and its measures in translation studies. *Perspectives on Higher Education*, 7, pp. 50-54.

**An article in a newspaper**

Sinha, S. (2013, June 1). Redefining women's work. *The Kathmandu Post*, p. 4.

**A published dissertation or thesis**

Mitchell, R. D. (2007). *The Wesleyan quadrilateral: Relocating the conversation*. Doctoral Diss. Claremont School of Theology, Claremont, CA.

**An unpublished thesis or dissertation**

Mitchell, R. D. (2007). *The Wesleyan quadrilateral: Relocating the conversation* (Unpublished doctoral dissertation). Claremont School of Theology, Claremont, CA.

**A film**

Guggenheim, D. (Director), & Bender, L. (Producer). (2006). *An inconvenient truth* [DVD]. United States: Paramount Home Entertainment.

**A Website**

Adams, B. (2004). *The theory of social revolutions*. Retrieved from [http://www.gutenberg.org/catalog/world/readfile?fk\\_files=44092](http://www.gutenberg.org/catalog/world/readfile?fk_files=44092) (Original work published 1913)

**A television program**

Pratt, C. (Executive producer). (2008, October 5). *Face the nation* [Television broadcast]. Washington, DC: CBS News.

**A DVD or BD**

Guggenheim, D. (Director), & Bender, L. (Producer). (2006). *An inconvenient truth* [DVD]. United States: Paramount Home Entertainment.

**6.3.2 MLA Samples****A book by a single author**

Wood, James. *How Fiction Works*. New York: Farrar, 2008. Print.

**A book by two authors**

Gourevitch, Philip, and Errol Morris. *Standard Operating Procedure*. New York: Penguin, 2008. Print.

**A book by three or more authors**

Harris, Shon, Allen Harper, Chris Eagle, and Jonathan Ness. *Gray Hat Hacking*. 2nd ed. New York: McGraw, 2007. Print.

**A book by corporate author**

Nepal Pragma Pratishtan. *Nepali Brihat Shabdakosh*. Kathmandu: Nepal Pragma Pratishtan, (2067 B.S.).

**An edited book**

Van Dijk, Tuen. A. ed. *Handbook of Discourse Analysis: Discourse Analysis in Society*, 4 vols. London: Academic Press, 1985. Print.



**An article in a reference book**

Brouwer, Joel. "The Spots." *Legitimate Dangers: American Poets of the New Century*. Ed. Michael Dumanis and Cate Marvin. Louisville: Sarabande, 2006. 51-52. Print.

**An article in a scholarly journal**

Ruzich, Constance M. "For the Love of Joe: The Language of Star ucks." *Journal of Popular Culture* 41.3 (2008): 428-42. Print.

**An article in a newspaper**

Sinha, S. (2013, June 1). "Redefining Women's Work." *The Kathmandu Post* 1 June 2013. 4. Print.

**A published dissertation or thesis**

Damberg, Cheryl L. *Healthcare Reform: Distributional Consequences of an Employer Mandate for Workers in Small Firms*. Diss. Rand Graduate School, 1995. Santa Monica: Rand, 1996. Print.

**An unpublished thesis or dissertation**

Jackson, Shelley. "Writing Whiteness: Contemporary Southern Literature in Black and White." Diss. U of Maryland, 2000. Print.

**A film**

*Frozen River*. Dir. Courtney Hunt. Perf. Melissa Leo, Charlie McDermott, and Misty Upham. Sony, 2008. Film.

**A Website**

*Gristmill*. Grist Magazine, 2008. Web. 19 Jan. 2009.

**A television program**

“Machines of the Gods.” *Ancient Discoveries*. History Channel. 14 Oct. 2008. Television.

**A DVD or BD**

Forster, Marc, dir. *Finding Neverland*. Perf. Johnny Depp, Kate Winslet, Julie Christie, Radha Mitchell, and Dustin Hoffman. Miramax, 2004. DVD.

**7. Appendixes: Samples**

**Appendix A: The Title Page (Sample)**

**TITLE OF THE DISSERTATION**

**A Dissertation**

**Submitted to the Faculty of Humanities and Social Sciences of  
Tribhuvan University in Fulfillment of the Requirements for the**

**Degree of**

**Doctor of Philosophy**

**in**

**SUBJECT**

**By**

**CANDIDATE'S NAME**

**Ph.D. Reg. No. 062/15**

**Tribhuvan University**

**Kathmandu, Nepal**

**August 2012**

**Appendix B: Letter of Recommendation (Sample)**

**LETTER OF RECOMMENDATION**

We certify that this dissertation entitled "Title of the Dissertation" was prepared by Candidate's Full Name under our guidance. We hereby recommend this dissertation for final examinations by the Research Committee of the Faculty of Humanities and Social Sciences, Tribhuvan University, in fulfillment of the requirements for the Degree of DOCTOR OF PHILOSOPHY in SUBJECT.

Dissertation Committee

-----

Full Name

Supervisor

-----

Full Name

Co Supervisor

Date:

**Appendix C: Declaration (Sample)**

**DECLARATION**

I hereby declare that this Dissertation is my own work and that it contains no materials previously published. I have not used its materials for the award of any kind and any other degree. Where other authors' sources of information have been used, they have been acknowledged.

Signature:

Name:

Date:

**Appendix D: Table of Contents (Sample)**

**TABLE OF CONTENTS**

LETTER OF RECOMMENDATION

APPROVAL LETTER

ACKNOWLEDGEMENTS

ABSTRACT

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS /ACRONYMS

**CHAPTER 1. INTRODUCTION**

- 1.1 Statement of the Problem
- 1.2 Objectives of the Study
- 1.3 Outline of the Study

**CHAPTER 2. REVIEW OF THE LITERATURE**

**CHAPTER 3. METHODOLOGY**

- 3.1 Theoretical Framework
- 3.2 Data Collection and Processing
- 3.3 Estimation Procedure

**CHAPTER 4. DATA ANALYSIS**

- 4.1 Description of the Study Area
- 4.2 Descriptive Statistics
- 4.3 Estimated Functions

4.4 Analysis and Discussions

4.5 Findings of the Study

(This part may have more than one chapter according to the objectives of the study.)

## **CHAPTER 5. SUMMARY AND CONCLUSIONS**

**APPENDIXES**

**REFERENCES**

### Appendix E: Footnote (Sample)

Ackerley insists in *My Father and Myself*--an autobiographical text describing his relationship with his father Roger Ackerley who at a particular period of his life was himself a homosexual-- that he was not effeminate despite of the nickname "girlie" that he acquired at his preparatory school, and that effeminacy in men did in fact repel him: "...certainly effeminacy in men repel me as much as women did." It is possible that the fear of being seen as effeminate haunted him throughout his life. In the colonial context of India where the natives in general were seen as effeminate as opposed to the manly Englishman, however, I argue, Ackerley could assert his own masculinity by projecting the sign of effeminacy upon the cultural Other.

Though Ackerley was seen by his fellow English as effeminate he describes himself as properly masculine in *Hindoo Holiday* by contrasting his manliness with the effeminacy of the Indian men. Thus, Ackerley represents Vishwa Nath Singh as effeminate both because of his pre-modern bhakti, and because of his servile attempts to modernize himself by miming the western models. In other words, Vishwa Nath Singh was seen as effeminate both because he had rejected the martial, Kshatriya masculinity of his caste in favor of the lower-class native tradition of irrational bhakti, as also due to the fact that he was ever ready to reconfirm his subordinate position by perpetually miming the imperial models.<sup>1</sup>

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<sup>1</sup> Sidney and Beatrice We describe the Maharajah as a "pathetic creature" who had "Theodore Morrison as tutor, and had taken to reading Comte and Herbert Spencer and G.H. Lewes alternating with Marie Corelli," Sidney and Beatrice We, *Indian Diary* (Oxford: Oxford UP, 1987) 75.



**Appendix F: Reference (Sample)****REFERENCES**

- Aarts, B., & April M., (Eds.). (2006). *The handbook of English linguistics*. Malden: Blackwell.
- Barthes, R. (1977). *Image- music-text*. London: Fontana.
- Bauer, L. (2006). Compounds and minor word-formation types. In Aarts B. & and April Mc. (Eds.). *The handbook of English linguistics* (pp. 483- 505). Malden: Blackwell.
- Beasley, R., & Marcel, D. (2002). *Persuasive signs: The semiotics of advertising*. New York: Mouton de Gruyter.
- Bednarek, M. (2006). *Evaluation in media discourse: Analysis of a newspaper corpus*. New York: Continuum.
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**Appendix G: Works Cited Page (Sample)****WORKS CITED**

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**Appendix H: Synopsis of Ph. D. Dissertation (Sample)**

**TITLE OF THE DISSERTATION**

**Synopsis of Ph.D. Dissertation**

**SUBMITTED TO:**

**The Faculty of Humanities and Social Sciences of  
Tribhuvan University in Fulfillment of the Requirements for the  
Degree of  
DOCTOR OF PHILOSOPHY  
in  
SUBJECT**

**Supervisor  
Name**

**Co Supervisor  
Name**

**By  
Candidate's name  
T.U. Regd. No.:  
Ph.D. Roll No.:**

**Date of submission**

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## नेपाली खण्ड

### शोध प्रतिवेदनमा सन्दर्भ सामग्रीको उपयोग

[प्रस्तुत आलेखमा शोध प्रतिवेदन लेखनसँग सम्बद्ध प्राविधिक पक्षका बारेमा छलफल गरिएको छ । त्यस क्रममा खास गरी प्रतिवेदनभित्र सन्दर्भ सामग्रीको उपयोग कसरी गरिन्छ र उपयोग गरिएका सामग्रीको विवरण अथवा सूचना कसरी प्रस्तुत गरिन्छ भन्ने जिज्ञासामा केन्द्रित रहेर यहाँ नमुना दिदै सङ्क्षिप्त छलफल गरिएको छ । त्यसका लागि मानविकी तथा सामाजिक शास्त्र सङ्कायमा प्रचलित MLA र APA पद्धतिलाई उदाहरण सहित चिनाउँदै सन्दर्भ सूचीका विशिष्ट ढाँचाको सङ्क्षिप्त तर सोदाहरण व्याख्या पनि गरिएको छ र शोध प्रतिवेदन तयार पार्दा शोधार्थीले आफ्नो विषयगत अनुशासनका आधारमा उपयुक्त ढाँचाको चयन गर्नु पर्ने र आवश्यकता अनुसार मिश्रित पद्धतिको प्रयोग गर्न पनि सकिने तर त्यसमा प्रतिवेदनभरि एकरूपता अपरिहार्य हुने सुझाव पनि प्रस्तुत गरिएको छ ।]

#### १. विषय प्रवेश

शोध कुनै न कुनै प्राज्ञिक जिज्ञासाको समाधानको व्यवस्थित प्रयास हो । यो स्वयंमा एक प्रकारको अध्ययन पनि हो तर यो सामान्य अध्ययन होइन । कुनै प्राज्ञिक जिज्ञासा वा समस्याको समाधान अध्ययनबाटै प्राप्त हुन्छ । यसो भए पनि अध्ययनका अनेक ढाँचा वा पद्धति हुन्छन् । अध्ययन अर्थात् ज्ञानार्जनका अनेक प्रकार विकसित हुँदै आएका छन् । मानव चेतना क्रमशः विकसित र समृद्ध बन्दै जाने क्रममा अध्ययनका तरिकाहरू पनि व्यवस्थित बन्दै गएका हुन् र यसरी हेर्दा अनुभव, आप्तवाक्य, आगमनात्मक अनि निगमनात्मक पद्धति हुँदै शोधको विधि विकसित भएको देखिन्छ (बन्धु २) । यी पद्धति मध्ये शोध वा अनुसन्धान अध्ययनको सर्वथा आधुनिक साथै व्यवस्थित र वैज्ञानिक पद्धति पनि हो । यो वैज्ञानिक र व्यवस्थित हुनुको कारण के हो भने यो कार्य कारण सम्बन्धमा आधारित हुन्छ र साक्ष्यका आधारमा वस्तुपरक ढङ्गले निष्कर्ष निकालिन्छ । वस्तुपरक विश्लेषण अनि वस्तुपरक निष्कर्षणको यस प्रक्रियालाई व्यवस्थित बनाउनका लागि शोधको योजना निर्माण (शोध प्रस्तावको तयारी) देखि प्रतिवेदन लेखनका अन्तिम चरणसम्म निश्चित तरिका, ढाँचा र पद्धतिको प्रयोग गरिन्छ भने ती सबै पक्षलाई समष्टिमा शोधविधि अन्तर्गत राखिन्छ । शोधविधि अन्तर्गत आउने ती पक्षबारे सैद्धान्तिक रूपले स्पष्ट हुनुका साथै तिनका प्रयोग पक्षका बारेमा समेत राम्ररी स्पष्ट नभई शोधकार्यलाई उपयुक्त किसिमले अगाडि



बढाउन सकिँदैन । अनि ती विविध पक्षहरू अध्ययन र छलफलका बेग्लाबेग्लै पक्ष पनि हुन् । एउटै लेखमा ती सबै पक्षको अध्ययन सम्भव हुँदैन । यस कुरालाई ध्यानमा राखेर यहाँ मुख्य रूपले शोध प्रतिवेदनको लेखन पद्धतिसँग सम्बद्ध रहेर त्यसमा खास गरी सन्दर्भ सामग्रीको उपयोग कसरी गरिन्छ र उपयोग गरिएका सामग्रीको विवरण अथवा सूचना कसरी प्रस्तुत गरिन्छ भन्ने जिज्ञासामा केन्द्रित रहेर यहाँ सङ्क्षिप्त छलफल गर्न खोजिएको छ । प्रस्तुत आलेखको मूल पाठ चाहिँ MLA पद्धतिमा लेखिएको छ ।

## २. प्रतिवेदन लेखनसँग सम्बद्ध मुख्य प्राविधिक पक्ष

शोध प्रतिवेदनको सङ्गठन व्यवस्थित र विधिसम्मत हुनु सफल र उत्कृष्ट शोधकार्यको एउटा आधारभूत अभिलक्षण हो । शोध प्रतिवेदन मौलिक र स्वतन्त्र निबन्ध लेखनभन्दा भिन्न कुरा हो । यसमा शोधार्थीको आफ्नै कुरा मात्र हुँदैन । अन्य (पूर्ववर्ती) अध्येताका कार्यको उपयोग गर्दै प्रत्येक शोध अगाडि बढ्छ र त्यस क्रममा ती पूर्ववर्ती अध्येताका निष्कर्ष मतहरूको उपयोग आफ्नो विचार/व्याख्याको समर्थनका लागि वा ती पूर्व मतकै खण्डनका लागि पनि गरिन्छ । यसो गर्दा स्वभावतः शोध प्रतिवेदनमा उद्धृत रूपमा सन्दर्भ सामग्रीको प्रयोग (Citation), पाद टिप्पणी (Foot note), गर्भे टिप्पणी (Parenthetical note), अन्त्य टिप्पणी (End note) जस्ता प्राविधिक कुराहरूमाथि ध्यान दिनु पर्ने हुन्छ भने सँगसँगै सन्दर्भ सामग्री सूची निर्माणको पद्धतिबारे पनि ध्यान दिनु पर्ने हुन्छ । यस्ता प्राविधिक कुराहरूको प्रयोग सम्बन्धी संसारभरि विभिन्न विश्व विद्यालय र अनुसन्धान संस्थानहरूमा विभिन्न खाले ढाँचाहरू प्रचलित छन् । कतिपयका आफ्ना मौलिक ढाँचा पनि छन् र कतिपय संसारभरि बढी प्रचलित, स्वीकृत र मान्य छन् । ती मध्ये हामीकहाँ APA र MLA पद्धति प्रचलित छन् र त्रिभुवन विश्व विद्यालयको कुरा गर्दा यी दुवैको मिश्रित प्रयोग यहाँ भएको छ । यी पद्धतिको व्याख्या गरिएका मौलिक र द्वितीयक सामग्री बजारमा उपलब्ध छन् । शोधार्थीले तिनको उपयोग गर्दै यस्ता अन्य प्राविधिक पक्षका बारेमा जानकारी प्राप्त गरेर शोध प्रतिवेदनलाई प्राविधिक रूपले पनि सुगठित र व्यवस्थित बनाउनु पर्दछ । यहाँ ती सबै पक्षको विस्तृत व्याख्या सम्भव छैन तर पनि केही आधारभूत कुराबारे छलफल गरिएको छ ।

## २.१ प्रतिवेदन लेखनका क्रममा उद्धरणको प्रयोग र गर्भे स्रोत

मानविकी तथा समाजशास्त्र क्षेत्रका शोधहरू प्रायः द्वितीयक स्रोतमै आधारित हुन्छन् । सम्बद्ध क्षेत्रमा भइ सकेका पूर्व अध्ययनमै टेकरै नयाँ अध्ययनहरू गरिन्छन् । आफ्नो अध्ययनको निष्कर्ष तिनै पूर्व अध्ययन सामग्रीमै आधारित रहेर निकालिन्छ । त्यसैले आफ्नो अध्ययन र त्यसको निष्कर्ष के कस्ता सामग्रीमा आधारित छ भन्ने कुराको औपचारिक र पूर्ण जानकारी पाठकलाई प्रतिवेदनको पाठभित्रै दिनु आवश्यक हुन्छ । यसले प्रतिवेदन र शोधकै विश्वसनीयता बढाउँछ, अनि यसो गरिएन वा त्यसलाई बेवास्ता गरियो भने त्यसले आफ्नो शोधको निष्कर्षको वस्तुपरकता र विश्वसनीयतामाथि शङ्का गर्ने स्थिति बनाउँछ (स्लेड र पेरिन १३१) । यस्तो सूचना एकातिर शोध निष्कर्षलाई विश्वसनीय बनाउन आवश्यक हुन्छ, भने पूर्ववर्ती अध्येता र तिनका कार्यप्रतिको आभारका लागि पनि आवश्यक हुन्छ ।

अब, जहाँसम्म त्यस्ता सामग्रीको प्रयोग/उपयोगको सन्दर्भ छ, सामान्यतया यसका तिन पद्धति प्रचलित छन् । पहिलो पूर्व कथन (सूचना) लाई आफ्ना शब्दमा प्रस्तुत गर्ने (Paraphrase गर्ने), दोस्रो त्यसको सङ्क्षिप्त रूप प्रस्तुत गर्ने (Summarize गर्ने) र तेस्रो प्रत्यक्ष कथन/उद्धरण (Direct quotation) मा प्रस्तुत गर्ने । साहित्यिक शोधका सन्दर्भमा यसको प्राथमिक सामग्री मुख्य विवेच्य कृति नै हुन्छ र त्यस कृतिभित्रका सामग्री आवश्यकता अनुसार त प्रत्यक्ष रूपमा उद्धृत हुन्छन् नै तर द्वितीयक स्रोतका सामग्रीको प्रस्तुतिमा भने शोधार्थी बढी सचेत हुनु आवश्यक हुन्छ । शोधमा द्वितीयक सामग्रीका उद्धरणको थुप्रो लगाउनु पनि ठिक होइन भने त्यसको उपयोग गर्दै नगर्नु पनि ठिक होइन । वास्तवमा आफ्नो विश्लेषणलाई पूर्व साक्ष्य/मतका आधारमा प्रमाणित गर्न र विश्वसनीय बनाउन, निष्कर्षका लागि आधार प्रदान गर्न, पूर्व अध्ययन र अध्येताप्रति आभार व्यक्त गर्न अनि कहिले काहीँ पूर्व मत/मान्यता/निष्कर्षको खण्डन गर्न पनि द्वितीयक सामग्रीको प्रस्तुति आवश्यक हुन्छ ।

माथि नै भनियो- प्याराफ्रेज, सङ्क्षेपीकरण अथवा प्रत्यक्ष कथन गरी तिन किसिमले त्यस्ता सामग्रीको प्रस्तुति गरी प्रतिवेदन तयार पारिन्छ । यहाँ उल्लेख्य कुरा के छ भने यी तिन मध्ये जुन किसिमले सामग्रीको उपयोग गरे पनि इमान्दारीपूर्वक तिनको स्रोतबारे जानकारी दिनै पर्छ । स्रोतको जानकारी दिने तीन पद्धतिहरू विश्वव्यापी रूपमा प्रचलित रहेका छन् (स्लेड र पेरिन १३०) । ती हुन् :

क) लेखक र पृष्ठको उल्लेख गरिने गर्भे टिप्पणी (Parenthetical Reference) को ढाँचा जसलाई MLA (Modern Language Association) पद्धति भनिन्छ,

ख) लेखक र कृतिका मितिको उल्लेख गरिने गरिने गर्भे टिप्पणी (Parenthetical Reference) को ढाँचा जसलाई APA (American Psychological Association) पद्धति भनिन्छ र

ग) फुटनोट, पाठान्त नोट (End Note) र विब्लियोग्राफिकल नोटको पद्धति पनि छ जसलाई सिकागो म्यानुअलले प्रयोगमा ल्याउँछ ।

यी तिन पद्धति मध्ये कुनको प्रयोग गर्ने भन्ने कुरा शोध गरिने/गराउने संस्थाको नियम तथा शोधको विषयगत प्रकृतिमा पनि भर पर्छ । जुन पद्धतिको प्रयोग गरे पनि आद्यन्त एकरूपता भने हुनै पर्दछ । यसो भए पनि जानि राख्नु पर्ने कुरा के हो भने फुटनोटको पद्धति अचेल पुरानो र भद्दा मानिन्छ र अधिकांशतः MLA वा APA पद्धतिकै प्रयोग हुन्छ । यी मध्ये MLA पद्धति विशुद्ध मानविकी अन्तर्गतका विषयको शोधमा प्रयोग गरिन्छ भने APA पद्धति सामाजिक शास्त्र अन्तर्गतका विषयको शोधमा प्रयोग गरिन्छ । यी दुवै पद्धतिमा सामान्य अन्तर छन तर यी दुवै पद्धतिले शोध प्रतिवेदनलाई छरितो बनाउने काम गर्छन् । यिनको विशेषता भनेको प्राथमिक वा द्वितीयक सामग्रीको प्रस्तुति भएकै ठाउँमा त्यसको स्रोतको सङ्केत गर्नु हो । त्यसैले यसलाई गर्भे टिप्पणी (अर्थात् Parenthetical Note) भनिन्छ । जहाँसम्म त्रिभुवन विश्व विद्यालयको सन्दर्भ छ, यसको मानविकी अन्तर्गत अङ्ग्रेजी विषयको शोधमा कडाइका साथ MLA पद्धतिको प्रयोग भइ रहेको छ भने मानविकी अन्तर्गतकै नेपाली विषयको शोधमा MLA र APA दुवैको मिश्रित प्रयोग भएको छ । यी दुवै पद्धति वैज्ञानिक भए पनि MLA पद्धतिले म्यानुअल टाइप राइटरको जमानाका केही पुराना प्रचलनलाई जबर्जस्ती निर्वाह गरि रहेको छ । त्यसको एउटा उदाहरण के हो भने म्यानुअल टाइपमा लाइनहरूलाई 'जस्टिफाइ' गरेर दाहिनेपट्टि बराबर गर्न मिल्दैनथ्यो । अहिले कम्प्युटरको समयमा यो सुविधा भए पनि यसले दाहिनेतिर 'जस्टिफाइ' गर्दैन । जे होस्, अब यी दुवै पद्धतिमा उद्धरण र स्रोत सङ्केत कसरी गरिन्छ भन्ने बारे चर्चा गरौं ।

क) MLA पद्धतिमा उद्धरण र गर्भे सन्दर्भको प्रयोग

MLA (Modern Language Association) अमेरिकामा विकसित पद्धति हो । यसको प्रयोग मानविकी अन्तर्गतका विषयको शोधमा हुन्छ । यस पद्धतिले पाठभित्र उद्धृत सामग्रीका स्रोतको सूचना फुटनोट वा पाठान्त नोटमा नभई पाठभित्रै दिनु पर्ने आग्रह राख्दछ । यसलाई लेखक पृष्ठ पद्धतिका रूपमा पनि जानिन्छ । यस पद्धतिमा प्रतिवेदनका पाठभित्र प्रयुक्त पूर्व मत, मान्यता, निष्कर्ष वा प्राथमिक सामग्रीको उद्धरण भएकै ठाउँमा त्यसको लेखक र प्रकाशन स्रोतबारे विस्तारमा नभई सूत्रात्मक जानकारी उल्लेख गर्नु पर्दछ । त्यसो गर्दा लेखक र कृतिको सन्दर्भ

अनावश्यक रूपले नदोहोरिने गरी वाक्यहरूको गठन र पुनर्लेखनमा विशेष ध्यान दिनु पर्दछ, (स्लेड र पेरिन २०२) ।

MLA पद्धतिमा स्रोत खुलाउँदा यदि वाक्य (पाठ) भित्रै लेखकको नाम परेको छ भने कोष्ठकभित्र फेरि नाम दोहोर्याउनु पर्दैन, पृष्ठ सङ्ख्या मात्र लेखिन्छ, जस्तै:

त्रिपाठी शोधभाषाको चर्चा गर्ने क्रममा के भन्छन् भने “मानवीय वा रागात्मक भाषाको कलात्मक अभिव्यक्तिकेन्द्रस्वरूप साहित्यको विश्लेषण स्वयम् नै कठिन छ भने त्यस अध्ययनलाई व्यक्त गर्ने शोधभाषा पनि पर्याप्त भावमय र रागात्मक हुन जानु समेत स्वाभाविक नै रहन्छ”(७०) ।

यस कथनलाई यसरी पनि प्रस्तुत गर्न सकिन्छ :

त्रिपाठी साहित्यिक शोधभाषाका विशेषता चर्चा गर्ने क्रममा भन्छन् : “मानवीय वा रागात्मक भाषाको कलात्मक अभिव्यक्तिकेन्द्रस्वरूप साहित्यको विश्लेषण स्वयम् नै कठिन छ भने त्यस अध्ययनलाई व्यक्त गर्ने शोधभाषा पनि पर्याप्त भावमय र रागात्मक हुन जानु समेत स्वाभाविक नै रहन्छ”(७०) ।

लेखकको नाम पाठमा नभएका अवस्थामा गर्भे सन्दर्भ यसरी प्रस्तुत गरिन्छ :

साहित्यिक शोधको भाषामा रागात्मकताको उपस्थितिलाई शतशः निषेध गर्न सकिन्न । साहित्य मानवीय वा रागात्मक भाषाको कलात्मक अभिव्यक्ति भएकाले यसको विश्लेषण आफैमा कठिन छ भने त्यस अध्ययनसँग सम्बन्धित शोधभाषा भावमय वा रागात्मक हुन जानु स्वाभाविक नै रहन्छ, (त्रिपाठी ७०) ।

अनि, यदि कुनै सिङ्गो कृतिकै सन्दर्भ खोलुवा सहित पाठमा आएको छ, अर्थात् सिङ्गै कृति नै सामग्रीका रूपमा प्रयुक्त छ भने त्यसका लागि कोष्ठकमा स्रोत खुलाइ रहन पर्दैन, जस्तै :

त्रिपाठीले साहित्य सिद्धान्त : शोध तथा सृजनविधि शीर्षकको पुस्तकमा शोध र सृजनाका विविध पक्षमा विस्तृत विवेचना गर्दै यिनका प्राविधिक पक्षका जटिलतालाई फुकाउने प्रयास गरेका छन् ।

MLA पद्धतिमा यसरी गर्भे सन्दर्भको प्रयोग गर्दा एउटै कृतिको लेखकको सङ्ख्या चार वा सोभन्दा बढी भए चार(सम्म) का लेखकको अन्तिम नामकै उल्लेख गर्ने अथवा पहिलो लेखकको अन्तिम नाम लेखेर ‘र अरूहरू’ प्रयोग गर्ने परम्परा रहेको छ (स्लेड र पेरिन २०३) । यसको तात्पर्य तिन जना लेखक रहेछन् भने तिनै जनाको अन्तिम नामको उल्लेख गर्नु पर्छ । चार जनाभन्दा बढी लेखक भएका अवस्थामा भने पहिलो लेखककै अन्तिम नाम लेखेर ‘र अरूहरू’ कै प्रयोग गरिन्छ ।

एउटै थर (अन्तिम नाम) भएका एकभन्दा बढी लेखकका सामग्री उपयोग गरिएको अवस्थामा त्यस्ता सामग्रीको गर्भे सन्दर्भ दिँदा लेखकको अन्तिम नामअघि पहिलो नामको सङ्क्षिप्त रूप दिएर

पृष्ठ दिने परम्परा छ, जस्तै : (टि. पाण्डेय ७५) अनि (वि. पाण्डेय ८०) । तर नामको यस्तो सङ्क्षिप्त रूपको चलन अङ्ग्रेजीमा स्वाभाविक भएको र नेपालीमा यस्तो प्रचलन नभएकाले नेपाली भाषामा शोध प्रतिवेदन लेख्दा यसका विकल्पमा यस्तो प्रयोग गर्न सकिन्छ :

पाण्डेय [मैनेजर] ले बेलायती साहित्यिक समाजशास्त्री चिन्तक रेमन्ड विलियम्सको अनुभूतिको संरचनाको व्याख्या गर्दै यसलाई “द्विविड प्राणायाम”को संज्ञा दिएका छन् (१८४) ।

पाण्डेय [ताराकान्त]ले सौन्दर्य र आनन्दको बोध स्रष्टा वा भावकका वर्ग चेतना र वर्ग स्थितिका सापेक्षतामा हुने बताउँदै “कुनै बेला सामन्तवादको विरोध र क्रान्तिमा सौन्दर्य देख्ने स्रष्टा पछि क्रान्तिमा कुरूपता र आतङ्क देख्न थालेका उदाहरणहरू हामीकहाँ छन्” भन्ने धारणा व्यक्त गरेका छन् (३५) ।

एउटै लेखकका एक भन्दा बढी कृतिको प्रयोग भएको रहेछ भने कोष्ठकमा अन्तिम नामसँगै कृतिका नाउँको छोटो रूपको समेत उल्लेख गर्नु पर्छ, जस्तै :

साहित्य मानवीय वा रागात्मक भाषाको कलात्मक अभिव्यक्ति भएकाले यसको विश्लेषण आफैमा कठिन छ भने त्यस अध्ययनसँग सम्बन्धित शोधभाषा भावमय वा रागात्मक हुन जानु स्वाभाविक नै रहन्छ ( त्रिपाठी, *साहित्य सिद्धान्त* ७०) ।

जहाँसम्म स्वच्छन्दतावादी धाराभिन्न देवकोटाको तुलना वा प्राप्तिको सन्दर्भ छ, उनी व्याप्ति, वेधकता र ओजस्विताका दृष्टिले यस धाराका सर्वोत्कृष्ट नेपाली कवि ठहरिन्छन् (त्रिपाठी, *सिंहावलोकन* १४५) ।

यही सामग्रीलाई यसरी प्रस्तुत गर्न पनि सकिन्छ:

जहाँसम्म स्वच्छन्दतावादी धाराभिन्न देवकोटाको तुलना वा प्राप्तिको सन्दर्भ छ, त्रिपाठीले यस धाराका विभिन्न कविहरूको मूल्याङ्कन गर्दै लेखेका छन् : “व्याप्ति, वेधकता र ओजस्विताका दृष्टिले देवकोटा यस धाराका सर्वोत्कृष्ट नेपाली कवि ठहरिन्छन्”(सिंहावलोकन १४५) ।

लेखकका सट्टा सम्पादक/संयोजक वा सङ्कलकका नामबाट सन्दर्भ सूचीमा कुनै सामग्रीको प्रविष्टि छ भने गर्भे सन्दर्भमा पनि लेखकका सट्टा सोही सम्पादक/संयोजकका नामकै उल्लेख गर्नु पर्छ तर त्यहाँ सम्पा. वा अनु. वा संयो. आदिको उल्लेख गर्नु पर्दैन । यसै गरी एउटै विचार/मतका लागि एकभन्दा बढी सन्दर्भको उल्लेख गर्नु पर्दा कोष्ठकमा अर्ध विरामले छुट्टयाउँदै बेग्ला बेग्लै प्रविष्टि गर्नु आवश्यक हुन्छ जस्तै:

आनन्द र आतङ्क विच द्वन्द्वात्मक सम्बन्ध हुन्छ । एउटा विशिष्ट कालखण्ड र विशिष्ट सामाजिक परिवेशमा आतङ्क पनि आनन्दको स्रोत बन्छ । प्रसव पीडामा आतङ्क र आनन्द दुवै भए भैं परिवेश विशेषमा हिंसा, युद्ध र दुःखान्तमा पनि आनन्दको अनुभूति हुन्छ (चैतन्य १७-१८ ; बराल ४८-४९ ; पाण्डेय ३२) ।

प्रत्यक्ष कथनको उद्धरणपछि, पूर्ण विरामको प्रयोग सम्बन्धमा पनि शोधार्थीहरूमा अस्पष्टता रहेको देखिन्छ। वास्तवमा तिन पङ्क्तिसम्मका उद्धरणलाई मूल पाठ/अनुच्छेदभित्रै प्रसङ्ग आएको ठाउँमा राखिन्छ, र त्यस स्थितिमा कोष्ठकमा सन्दर्भ स्रोतको उल्लेख गरि सकेपछि, मात्र पूर्ण विराम दिइन्छ, (जसको उदाहरण माथि आएको छ)। अनि चार पङ्क्ति र सोभन्दा बढी पङ्क्तिका उद्धरण भए देब्रे इन्डेन्टबाट १० स्पेस छोडेर बेग्लै अनुच्छेदमा राखिन्छ, र त्यसरी बेग्लै अनुच्छेदमा उद्धरण (मात्र) राखि सकेपछि, त्यसको अन्तिम वाक्य टुङ्गिएर दिइएको पूर्ण विरामपछि, (बाहिर) कोष्ठकमा सन्दर्भ स्रोतको उल्लेख गरिन्छ, जस्तै:

उत्तर आधुनिकतावादी चिन्तनको दार्शनिक आधार शून्यवाद हो। यसले समस्त विरोधको अन्त्यको कुरा गर्छ। यस सम्बन्धमा मार्क्सवादी चिन्तकहरूको धारणा यस्तो छ :

वास्तवमा उत्तर आधुनिकतावादी अद्वैतवादमा हरेक किसिमका विरोधहरूको अस्त हुन्छ। उसका अनुसार शोषक र शोषित, दमनकारी र दमित, केन्द्र र परिधि (सीमान्त) तथा आवाजहीन र वाचालका विच न कुनै द्वैत छ, न कुनै विरोध न कुनै सङ्घर्ष। उनीहरू यो देख्दैनन् कि यी सबै द्वैत र विरोधहरूको जनक पुँजीवाद हो। उनीहरू मुक्तिको महाख्यानको अन्त्यको कुरा त गर्छन् तर तीन चार सय वर्षदेखि क्रियाशील गुलामीको विराट् वृत्तान्तका बारेमा केही भन्दैनन्। (पाण्डेय १७) / (पाण्डेय [मैनेजर १७])

कुनै लेखकको कथन/विचार उसकै मूल कृतिबाट उद्धृत गर्न असम्भव रहेको र दोस्रो स्रोतबाट उद्धृत गर्नु पर्ने अवस्था आएमा निम्नानुसार उद्धृत गर्नु पर्छ :

भाषाका शब्द र अर्थलाई व्यतिरेक (भिन्नता) को सिद्धान्तका आधारमा व्याख्या गर्ने संरचनावादी भाषाशास्त्री सस्युरको एउटा प्रसिद्ध कथन छ- “भाषामा सकार बिना केवल भेदै भेद वा भिन्नतै भिन्नता मात्र छन् (नारङ्ग १४२ मा उद्धृत)।”

### MLA पद्धतिमा ध्यान दिनु पर्ने कुरा

- यस पद्धतिमा गर्भे सन्दर्भ दिँदा अन्तिम नाम (थर) पछि, अल्प विराम हुँदैन र कृतिका वर्षको उल्लेख पनि हुँदैन।
- अन्तिम नामपछि, एक स्पेस छोडेर पृष्ठ टाइप नगरी केवल पृष्ठ सङ्ख्याको उल्लेख गरिन्छ।
- मूल पाठमै लेखक/पूर्व अध्येताको नाउँ आएको छ, भने उद्धृत सामग्रीपछि, कोष्ठकमा केवल पृष्ठको सङ्ख्या मात्र उल्लेख गरिन्छ।

- मूल पाठ (वाक्य)मा नाउँ छैन भने मात्र कोष्ठकमा अन्तिम नाम र पृष्ठ सङ्ख्याको उल्लेख हुन्छ । मूल पाठ र कोष्ठक दुवै ठाउँमा अर्थात् दोहोरो नामको उल्लेख गरिदैन ।

### APA पद्धतिमा गर्भे उद्धरण र सन्दर्भ स्रोत

माथि उल्लेख गरिए भैं APA पद्धति भनेको सामाजिक शास्त्र अन्तर्गतका विभिन्न विषयमा गरिने शोधमा प्रयोग गरिने शोध पद्धति हो । हामीकहाँ पनि अचेल (केही अपवाद बाहेक) सामाजिक शास्त्रका क्षेत्रमा यसै पद्धतिको प्रयोग भइ रहेको पाइन्छ । जहाँसम्म साहित्यिक शोधको सन्दर्भ छ, माथि नै भनियो, अङ्ग्रेजी विभागमा पूर्णतः र कडाइका साथ MLA पद्धतिको प्रयोग भइ रहेको छ, तर नेपाली विभागमा यी दुवै पद्धतिको मिश्रित जस्तो प्रयोग भएको देखिन्छ । वास्तवमा MLA पद्धतिका केही रुढिरूलाई 'मोडिफाइ' गर्ने हो भने (जुन व्यवहारमा केही हदसम्म भएको पनि छ) नेपाली साहित्य जस्तो मानविकीको विषयको शोधमा पनि यस पद्धतिकै प्रयोग उपयुक्त हुन्छ, र कुनै शोधार्थीले नेपाली साहित्यका शोधमा MLA पद्धतिकै प्रयोग गर्छ भने त्यो स्वीकार्य नै हुन्छ । वास्तवमा यी दुई पद्धति बिच धेरै ठुलो भिन्नता पनि छैन । मुख्य रूपमा लेखकको अन्तिम नामसँगै कृतिको प्रकाशन वर्ष दिने र प्रकाशन वर्ष नदिई पृष्ठ मात्र दिने सन्दर्भमा नै आधारभूत भिन्नता (यद्यपि अन्य केही प्राविधिक भिन्नता पनि छन्) देखा पर्छ । यस पद्धतिमा गर्भे उद्धरण र गर्भे सन्दर्भको नमुनाका बारेमा केही छलफल गरौं ।

### प्रत्यक्ष उद्धरण

एपिए पद्धतिमा गर्भे उद्धरण र गर्भे सन्दर्भको प्रयोगमा माथि एमएलए पद्धतिमा देखाइएको ढाँचा नै प्रयोग हुन्छ, तर लेखकको अन्तिम नामसँगै लगत्तै उसका उद्धृत कृतिको प्रकाशन वर्ष राख्ने पर्छ । पृष्ठ सङ्ख्या त्यसपछि, लगत्तै राखे पनि हुन्छ, वा उद्धृत वाक्य/कथन टुङ्गिएर राखे पनि हुन्छ (एपिए पब्लिकेसन म्यानुअल, पृ. १७०) जस्तै :

जहाँसम्म स्वच्छन्दतावादी धाराभिन्न देवकोटाको तुलना वा प्राप्तिको सन्दर्भ छ, त्रिपाठी (२०३२) ले यस धाराका विभिन्न कविहरूको मूल्याङ्कन गर्दै लेखेका छन् : "व्याप्ति, वेधकता र ओजस्विताका दृष्टिले देवकोटा यस धाराका सर्वोत्कृष्ट नेपाली कवि ठहरिन्छन्"(पृ. १४५) ।

यहाँ ध्यान दिन योग्य कुरा के छ भने नामका पछाडि कोष्ठकमा दिइएको वर्षलाई नेपालीमा लेखकको जन्ममितिमा रूपमा बुझ्ने प्रचलन छ, तर शोधमा र शोधको एपिए पद्धतिमा विश्व प्रचलित मान्यता भनेको सम्बद्ध लेखकका सम्बद्ध कृतिको प्रकाशन वर्ष नै हो र यस पद्धतिमा यसको उल्लेख अन्तिम नामकै पछि गर्नु पर्छ ।

### प्रत्यक्ष कथनका लामा उद्धरणको प्रयोग

प्रत्यक्ष कथनका तर लामा उद्धरणको प्रयोग पनि मूल पाठमा गर्नु पर्ने हुन्छ। यस सन्दर्भमा एपिए पद्धतिको प्रचलन अनुसार ४० शब्द भन्दा लामा उद्धरण भए बेग्लै अनुच्छेदमा राख्नु पर्छ। माथि एमएलएमा यस्ता उद्धरणलाई देब्रे 'इन्डेन्ट'बाट १० स्पेस छाडेर बेग्लै भनिएको थियो भने यस पद्धतिमा आधा इन्च छाडेर राख्ने भनिन्छ, (एपिए पब्लिकेसन म्यानुअल, पृ. १७१)। अनि बेग्लै अनुच्छेदमा उद्धरण राखि सकेपछि, कोष्ठकभित्रको स्रोतलाई अन्तिम वाक्यको पूर्ण विरामभन्दा बाहिरै राखिन्छ, जस्तै :

उत्तर आधुनिकतावादी चिन्तनको दार्शनिक आधार शून्यवाद हो। यसले समस्त विरोधको अन्त्यको कुरा गर्छ। यस सम्बन्धमा मार्क्सवादी चिन्तकहरूको धारणा यस्तो छ :

वास्तवमा उत्तर आधुनिकतावादी अद्वैतवादमा हरेक किसिमका विरोधहरूको अस्त हुन्छ। उसका अनुसार शोषक र शोषित, दमनकारी र दमित, केन्द्र र परिधि (सीमान्त) तथा आवाजहीन र वाचालका बिच न कुनै द्वैत छ न कुनै विरोध न कुनै सङ्घर्ष। उनीहरू यो देख्दैनन् कि यी सबै द्वैत र विरोधहरूको जनक पुँजीवाद हो। उनीहरू मुक्तिको महाख्यानको अन्त्यको कुरा त गर्छन् तर तीन चार सय वर्षदेखि क्रियाशील गुलामीको विराट् वृत्तान्तका बारेमा केही भन्दैनन्। (पाण्डेय, सन् २००२, पृ. १७) अथवा (पाण्डेय, सन् २००२ : १७)

### अन्तरालन

एपिए र एमएलए दुवै पद्धतिमा पङ्क्तिहरूको टङ्कण गर्दा अन्तर पङ्क्ति अन्तरालन डबल स्पेस गर्ने र बेग्लै अनुच्छेदमा आउने प्रत्यक्ष कथनका उद्धरणको अन्तरालन पनि डबल स्पेस नै गर्ने नियम रहेको छ। अन्तरालनभन्दा पनि उद्धरणलाई देब्रे इन्डेन्टको छोडाइले चिनाउने काम गर्छ, भन्ने मानिन्छ तर नेपालीमा भने उद्धरणका रूपमा चिनाउनका लागि देब्रे इन्डेन्ट बढी छाड्नुका अतिरिक्त बेग्लै अनुच्छेदको उद्धरणलाई मूल पाठको फन्ट साइजभन्दा एक तह सानो अथवा मूल पाठका पङ्क्तिको अन्तरालनभन्दा थोरै कम राखेर टङ्कण गर्ने प्रचलन रहेको छ। वास्तवमा एपिए/एमएलए पद्धतिको डबल स्पेस सम्बन्धी नियम कम्प्युटर टाइप भन्दा पनि म्यानुअल टाइपका लागि बढी उपयुक्त हो तथापि कम्प्युटर टाइपमा मूल पाठलाई डबल स्पेसमै टङ्कण गरे पनि बेग्लै अनुच्छेदको उद्धरणलाई भने त्यो भन्दा केही कम अन्तरालनमा टङ्कण गर्नु उपयुक्त हुन्छ। अझ मूल पाठलाई १.५ र बेग्लै अनुच्छेदको उद्धरणलाई १.३५ जतिको अन्तराल दिएर टङ्कण गर्दा उपयुक्त हुने देखिन्छ।



### अपत्यक्ष कथनमा उद्धृत सामग्रीको प्रयोग

कहिले काहीं कुनै पूर्व अध्येताका लामा जटिल खाले सामग्री/कथनलाई प्याराफ्रेज गरेर (आफ्ना/फरक शब्दमा) राख्नु पर्ने पनि हुन्छ। त्यसो गर्दा यस पद्धतिमा गर्भे सन्दर्भको उल्लेख यसरी गर्नु पर्छ :

जहाँसम्म स्वच्छन्दतावादी धाराभिन्न देवकोटाका कवित्वको तुलना वा प्राप्तिको सन्दर्भ छ, उनी भावको व्यापकता, विषयको वेधन र ओजस्विताका दृष्टिले यस धाराका सर्वोत्कृष्ट नेपाली कवि हुन् भन्ने कुरामा शङ्का छैन (त्रिपाठी, २०३२, पृ. १४५)।

यहाँ लेखक, मिति र पृष्ठको प्रविष्टिको नमुना एपिए पब्लिकेसन म्यानुअल बाट लिइएको हो। नेपालीमा यसको प्रयोग यसरी पनि हुने गरेको छ :

जहाँसम्म स्वच्छन्दतावादी धाराभिन्न देवकोटाका कवित्वको तुलना वा प्राप्तिको सन्दर्भ छ, उनी भावको व्यापकता, विषयको वेधन र ओजस्विताका दृष्टिले यस धाराका सर्वोत्कृष्ट नेपाली कवि हुन् भन्ने कुरामा शङ्का छैन (त्रिपाठी, २०३२ : १४५)।

### उद्धृत सामग्रीको प्रकृति र गर्भे टिप्पणीको प्रयोग सन्दर्भ

नेपालीका शोधार्थीहरूलाई कहिले काहीं उद्धृत गरिने सामग्रीको प्रकृतिको भिन्नताले त्यसको प्रविष्टि कसरी गर्ने भन्ने कुरामा अलमल बनाइ रहेको देखिन्छ। वास्तवमा एमएलए र एपिए पद्धतिको प्रयोगमा आइ सकेपछि उद्धरण गरिने सामग्री शोध, पुस्तक, पत्रिकाको लेख, अन्तर्वाता आदि के हो भन्ने कुरामा धेरै तनाव लिइ रहनु पर्दैन। मूल पाठका वाक्यमा प्रसङ्ग मिलाएर भन्न मिल्दा यस सम्बन्धी उल्लेख गरे पनि हुन्छ, नभए लेखकको नाउँ र पृष्ठ वा लेखकको नाउँ, वर्ष र पृष्ठको उल्लेख कोष्ठकमा भइ सकेपछि बाँकी विवरण/सूचना पाठकले सन्दर्भ सूचीमा प्राप्त गर्छ। निम्न उदारहरण हेरौं :

चैतन्य (२०६०) ले “इच्छुकको बन्दी र चन्द्रागिरि : एक्काइसौं शताब्दीको एक उत्कृष्ट प्रारूप” (कलम, पृ. २८) भन्ने लेखमा लेखेका छन्- “इच्छुकको बन्दी र चन्द्रागिरि . . . विलक्षण क्रान्तिकारी काव्य बन्न गएको छ”।

यसलाई यसरी लेख्न सकिन्छ :

चैतन्य (२०६०) ले इच्छुकको बन्दी चन्द्रागिरिको मूल्याङ्कन गर्दै लेखेका छन्, “इच्छुकको बन्दी र चन्द्रागिरि . . . विलक्षण क्रान्तिकारी काव्य बन्न गएको छ” (पृ. २५)।

यहाँ पहिलो नमुना अनावश्यक रूपले लामो र भद्दा छ, भने त्यसका दाँजोमा दोस्रो नमुना छरितो र छोटो छ। दोस्रो नमुनामा सम्बद्ध कृतिबारे लेखकको निष्कर्ष आएको छ र त्यसको प्रकाशन समय र पृष्ठ सङ्ख्या समेत आएको छ। अब त्यो निष्कर्ष शोधमा वा पुस्तकमा वा लेखमा, केमा प्रस्तुत गरिएको हो भन्ने कुरा त पाठकलाई आवश्यक लाग्यो भने सन्दर्भ सामग्री सूचीमा गएर हेर्न सकिने सुविधा त छँदै छ। त्यसैले यसरी नै गर्भे उद्धरण र सन्दर्भको प्रयोग गर्दा यसरी नै छरितो रूपमा गर्नु उपयुक्त हुन्छ।

## २.२ भाव हरण

शोधकार्यमा पूर्ववर्ती अध्ययनबाट सामग्री/सूचना/विचार लिनु पर्ने नै हुन्छ। मानविकी तथा सामाजिक शास्त्रका क्षेत्रमा गरिने अनुसन्धानमा यो अत्यन्त स्वाभाविक छ। तर कसैका कृतिबाट उसका विचारको हरण गरी आफ्ना लेखनमा प्रयोग गर्नु चाहिँ भावहरण (Plagiarism) हो (बन्धु, पृ. ७४)। यो एक प्रकारले बौद्धिक चोरी पनि हो। शोधमा पूर्व अध्ययनका निष्कर्ष र विचारको उद्धरण र उपयोग आवश्यक पर्छ भन्ने कुरामा त विवाद छैन तर सन्दर्भको उल्लेख नै नगरी (अर्को ढङ्गले भन्दा पूर्ववर्ती अध्ययन र अध्येतालाई Acknowledge नगरी) आफ्नो मत/निष्कर्ष जस्तो देखिने गरी अर्काका मतको प्रयोग गर्नु हुँदैन, त्यसमाथि उसकै शब्दलाई त यथावत् फन लिने हुँदैन। अनुसन्धानका क्षेत्रमा भर्खरै प्रवेश गरेका र अनुसन्धानको आचार (इथिक्स) प्रति सचेत नभएकाहरूबाट थाहा नपाईकनै पनि यस्तो काम भइ रहेको हुन्छ। यस्तो कार्य नै भावहरण हो र यो एक किसिमको अपराध हो। यसबाट शोधार्थी मुक्त हुनै पर्छ।

भाव हरणबाट बच्न शोधार्थीले पूर्ववर्ती अध्ययनका विचार वा निष्कर्षलाई या त प्रत्यक्ष कथनमा जस्ताको तस्तै कि त अप्रत्यक्ष कथनमा उद्धृत गर्नु पर्छ कि कथनका अन्त्यमा कोष्ठकमा अनिवार्य रूपले सन्दर्भको उल्लेख गर्नु पर्छ। यसको अर्को विधि पनि छ। त्यस्ता विचार वा निष्कर्षलाई आफ्नै भाषामा (प्यारफ्रेज गरी) राख्न पनि सकिन्छ तर त्यसो गर्दा पनि सन्दर्भ सङ्केत अनिवार्य रूपले गर्नु पर्छ। उद्धरण कसरी गर्ने भनेर माथि नै चर्चा गरि सकेको छ। मुख्य कुरा सन्दर्भ स्रोत नखुलाई र acknowledge नगरी अर्काको बनाइलाई आफ्नो बनाएर प्रस्तुत गर्नु हुँदैन भन्ने कुराप्रति शोधार्थी सचेत रहनु पर्छ।

## २.३ सन्दर्भ सामग्रीको प्रस्तुति ढाँचा

सन्दर्भ सामग्रीको प्रस्तुति शोध प्रबन्धका अन्त्यमा र त्यसमा पनि परिशिष्ट भए परिशिष्ट समेत प्रस्तुत गरि सकेपछि गर्नु पर्छ। सन्दर्भ सामग्रीको प्रस्तुति शोध प्रबन्धमा प्रयोग/उपयोग गरिएका (खासमा उद्धृत गरिएका) सामग्रीको प्रकाशकीय पूर्ण विवरण दिने प्रयोजनका लागि गरिन्छ। यसले

पूर्व अध्येताप्रतिको आभार/कृतज्ञता पनि जनाउँछ, भने शोधको विश्वसनीयता र अध्यय क्षेत्रलाई समेत स्पष्ट पार्दछ। नेपालीमा एउटै पदावली सन्दर्भ सामग्री सूची प्रयोग गरिए पनि अङ्ग्रेजीमा References र Bibliography दुई शब्दहरू प्रचलित छन् र दुवैको तात्पर्य पनि भिन्न छ। छप्पडियनचवउजथ ले अध्ययन गरिएका सबै सामग्रीलाई जनाउँछ, भने References ले शोध प्रबन्धमा उद्धृत गरिएका सामग्रीलाई मात्र जनाउँछ। त्यसैले यसलाई Works Cited पनि भनिन्छ। वास्तवमा शोध प्रबन्धभित्र Bibliography का रूपमा होइन, Cited Works (अर्थात् उद्धृत गरिएका सामग्री मात्र) का रूपमा सन्दर्भ सामग्री सूचीको निर्माण गर्नु पर्छ र प्रबन्ध/प्रतिवेदनभित्र उद्धृत गरिएका सामग्री नछुट्ने गरी सूची बनाउनु पर्छ।

### 3. सन्दर्भ सूचीमा सूचनाको प्रविष्टि र क्रम

सन्दर्भ सूची बनाउँदा लेखकका अन्तिम नाम (थर)को पहिलो वर्णका आधारमा अर्थात् लेखकको वर्णानुक्रमका आधारमा बनाउनु पर्छ भन्ने कुरा त स्पष्टै छ तर यहाँ ध्यान दिन योग्य कुरा के छ भने शोधमा एमएलए वा एपिए पद्धतिको प्रयोग गरिएको छ भने सन्दर्भ सामग्री खण्डमा सामग्रीको प्रस्तुति पुस्तक, पत्रिका, जर्नल, शोध भनेर अलग अलग शीर्षकमा छुट्ट्याएर गर्नु हुँदैन/गरिँदैन। प्रबन्धभित्र गर्भे सन्दर्भमा सामग्रीको प्रकृति नखोलिने हुँदा सन्दर्भ सामग्री सूचीमा पनि त्यसरी अलगगै राख्नु आवश्यक हुँदैन। त्यसले पाठकलाई आफूले चाहेको सामग्रीको विवरण खोज्न अप्ठ्यारो बनाउँछ। त्यसैले वर्णानुक्रमका आधारमा सबै सामग्रीलाई क्रमशः राख्दै जानु पर्छ। कुन सामग्री के हो भन्ने कुराको जानकारी त्यही विवरणभित्रै उपलब्ध हुन्छ। नेपाली भाषालाई माध्यम बनाएर लेखिने शोधमा भने रोमन लिपि र देवनागरी लिपिका सामग्री भनेर दुई खण्डसम्ममा छुट्ट्याएर राख्न सकिने देखिन्छ। यसो गर्दा पाठकको पठनीयता र विवरण खोज्ने काममा खासै बाधा पर्दैन बरु सजिलो नै हुन्छ। यति कुरा गरि सकेपछि अब एमएलए र एपिए पद्धतिमा सन्दर्भ सूचीको ढाँचा कस्तो हुन्छ भन्नेबारे सङ्क्षेपमा चर्चा गरौं। यी दुवै पद्धतिका ढाँचामा केही भिन्नता भएकाले तिनलाई बेग्ला बेग्लै उदाहरणद्वारा स्पष्ट पार्ने प्रयास गरिएको छ :

#### पुस्तकको प्रविष्टि

##### MLA पद्धति

Slade, Carole and Perrin Robert. *Form and Style*. 13<sup>th</sup> ed. Boston : Houghton Mifflin Company. 2009.

##### APA पद्धति

Slade, C. and Perrin R. (2009). Form and Style. 13th ed. Boston : Houghton Mifflin Company.

ध्यान दिनु होस्:

एमएलए पद्धतिमा पुस्तकको प्रकाशन वर्ष अन्त्यमा हुन्छ भने एपिए पद्धतिमा लेखकको थरपछि लगत्तै हुन्छ । यसै गरी एमएलए पद्धतिमा लेखकको नाम पुरै लेखिन्छ भने एपिए पद्धतिमा थर पुरा र पहिलो तथा मध्य नामलाई छोटोमा राखिन्छ । तर नेपालीमा यसरी नामलाई पहिलो वर्णमा छोट्याएर देखाउने प्रचलन छैन । यसका अतिरिक्त शोधमा एपिए पद्धतिकै प्रयोग गरिए पनि लेखकको नाम सन्दर्भ विवरणमा पुरै दिँदा यसको पुरा परिचय पाठकले पाउने र त्यो पाठकको अधिकार पनि भएको कुरालाई ध्यान दिँदै त्रिभुवन विश्व विद्यालयको मानविकी सङ्कायमा एपिए पद्धति प्रयोग गरिएका शोधका सन्दर्भ सूचीमा लेखकको नाम एमएलए पद्धति जस्तै पुरै लेख्ने परम्परा बसालिएको छ । नेपालीबाट एउटा उदाहरण :

**एपिए ढाँचा**

बन्धु, चूडामणि (२०५३). **अनुसन्धान तथा प्रतिवेदन लेखन**. काठमाडौं : रत्न पुस्तक भण्डार ।

शर्मा, मोहनराज र श्रेष्ठ, दयाराम (२०४९). **नेपाली साहित्यको सङ्क्षिप्त इतिहास**. तेस्रो संस्क. काठमाडौं : साभा प्रकाशन ।

**एमएलए ढाँचा**

बन्धु, चूडामणि. अनुसन्धान तथा प्रतिवेदन लेखन. काठमाडौं : रत्न पुस्तक भण्डार. २०५३ ।

शर्मा, मोहनराज र श्रेष्ठ, दयाराम. नेपाली साहित्यको सङ्क्षिप्त इतिहास. तेस्रो संस्क. काठमाडौं : साभा प्रकाशन. २०४९ ।

(ध्यान दिनु होस् : कृति र पत्रिका/जर्नलको नाम **APA/MLA** दुबै पद्धतिमा इटालिक नै हुन्छ तर नेपालीमा भने त्यसका सट्टा **Bold** गरेर राख्ने चलन पनि स्वीकृत छ । जे गरे पनि एकरूपता चाहिँ हुनु पर्छ ।

**एकाधिक लेखकका कृतिको सूची**

कुनै कृति/सामग्री एकाधिक लेखकद्वारा लेखिएको स्थितिमा एपिए पद्धतिमा ६ जनासम्म लेखकको नाम अल्प विराम प्रयोग गर्दै उल्लेख गर्ने नियम छ भने एमएलए पद्धतिमा तिन(चार) जनासम्मको नाम उल्लेख गरेर बाँकीलाई **et al.** अर्थात् 'अरूहरू' बाट सङ्केत गरिन्छ । वास्तवमा यसको

उपयुक्त आकार र हाम्रो प्रचलनलाई हेर्दा तिन जनासम्मको नामै उल्लेख गर्ने र त्यस भन्दा बढी रहेछन् भने et al. अर्थात् 'र अरूहरू' बाट सङ्केत गर्नु राम्रै हुन्छ ।

**फुटकर लेखको प्रविष्टि**

फुटकर लेखको प्रविष्टि निम्नानुसार गरिन्छ :

**MLA पद्धति**

**कुनै जर्नलमा प्रकाशित लेखको प्रविष्टि**

Gardner, Thomas. "An Interview with Jorie Graham." *Denver Quarterly* 26.4 (1992) : 79 – 104.

(स्रोत : स्लेड र पेरिन २१७)

गौचन(भट्टचन), यशोकान्ति. "पहिचान र अधिकारका लागि संघर्षरत नेपालका आदिवासी जनजाति नारीहरू". *आदिवासी जनजाति जर्नल*. १३,५ (२०१४) : १६-२४ ।

**मेगेजिनमा प्रकाशित लेखको प्रविष्टि**

Kinosita, June. "The Mapping of the Mind." *New York Times Magazine* 18 Oct. 1992 : 44.

(स्रोत : स्लेड र पेरिन २१७)

अप्रकाशित शोधपत्र/प्रबन्धको प्रविष्टि

**MLA पद्धति**

भट्टराई, डिजन. "नेपाली मार्क्सवादी उपन्यासका मूल प्रवृत्ति." अप्रकाशित शोध प्रबन्ध. मानविकी तथा सामाजिक शास्त्र सङ्काय. त्रिभुवन विश्व विद्यालय. २०६८ ।

प्रकाशित शोधपत्र/प्रबन्धको प्रविष्टि

भट्टराई, डिजन. *नेपाली मार्क्सवादी उपन्यासका मूल प्रवृत्ति*. शोध प्रबन्ध. मानविकी तथा सामाजिक शास्त्र सङ्काय. त्रिभुवन विश्व विद्यालय. २०६८ ।

(ध्यान दिनु होस् : यस पद्धतिमा अप्रकाशित शोध प्रबन्ध भए शीर्षकलाई दोहोरो उद्धरण चिन्हमा र प्रकाशित शोध भए इटालिकमा राखिन्छ ।)

**APA पद्धति**

जर्नलको लेखको प्रविष्टि

Simon, G. (1990). The Significance of Silence. *Paragraph, 13*, 202-216.

(स्रोत : स्लेड र पेरिन २४०)

ध्यान दिनु होस् :

एपिए पद्धतिमा जर्नलको नाउँलाई इटालिसाइज गरिन्छ तर लेखको शीर्षकलाई एमएलएमा जस्तो उद्धरण चिन्हमा नराखी सामान्य फन्टमा राखिन्छ। यसमा माथि भनिए जस्तै पहिलो नामलाई पनि सङ्क्षेपीकृत गरिन्छ। जस्तै :

पाण्डेय, ताराकान्त (२०७०). समकालीन यथार्थ र साहित्यमा त्यसको प्रतिबिम्बन. *नयाँ यथार्थ*, पूर्णाङ्क ४, पृ. ४९-७६।

जर्नल/पत्रिकाको वर्ष र अङ्क (भोल्याम र नम्बर) दुवै भए यसरी राखिन्छ :

पाण्डेय, ताराकान्त (२०७०). समकालीन यथार्थ र साहित्यमा त्यसको प्रतिबिम्बन. *नयाँ यथार्थ*, ४(३), पृ. ४९-७६।

यहाँ कोष्ठक बाहिरको वर्ष हो र कोष्ठकभित्रको अङ्क हो।

त्रिभुवन विश्व विद्यालयको मानविकी तथा सामाजिक शास्त्र सङ्कायमा भने यसलाई मोडिफाइ गरेर लेखको शीर्षक र नामलाई एमएलए पद्धतिमा जस्तै राख्ने गरिएको छ, जस्तै :

पाण्डेय, ताराकान्त (२०७०). "समकालीन यथार्थ र साहित्यमा त्यसको प्रतिबिम्बन". *नयाँ यथार्थ*, पृ. ४, पृ. ४९-७६।

यसै अनुरूपको एकरूपता चाहिँ हुनु पर्छ।

अप्रकाशित शोधपत्र/प्रबन्धको प्रविष्टि

Peters, B. (1995). *The Biographer as autobiographer : The case of Virginia Wolf*. (Unpublished master's thesis). Pace University, Riverdale, NY.

(स्रोत : स्लेड र पेरिन २४९)

प्रकाशित शोधपत्र/प्रबन्धको प्रविष्टि

Peters, B. (1995). *The Biographer as autobiographer : The case of Virginia Wolf*. (master's thesis). Pace University, Riverdale, NY.

यसमा प्रकाशक कोही अर्कै रहेछ भने विश्व विद्यालयका सट्टा उसकै नाम लेख्नु पर्छ।

शोधपत्र वा शोध प्रबन्धको प्रविष्टिमा एपिए र एमएलए पद्धतिमा सामान्य भिन्नता छ भन्ने देखियो। साहित्यिक शोधमा एमएलएकै प्रयोग आचोपान्त गरिएको छ भने शोधका लागि माथिको

एमएलएको नमुनाकै प्रयोग उपयुक्त छ । नेपालीका शोधमा माथि सङ्केत गरिए जस्तै मिश्रित प्रयोग गरिएकाले एपिए पद्धतिमा पनि शोधपत्र/प्रबन्धको प्रविष्टि गराउँदा एमएलए जस्तै शीर्षकलाई दोहोरो उद्धरण चिन्हमा राखिएको पाइन्छ । जसो गरे पनि एकरूपता चाहिँ हुनै पर्छ । “विशुद्ध एपिए वा विशुद्ध एमएलएको प्रयोग गर्छु” भन्ने हो भने आपत्ति गर्नु पर्ने कुरा भएन तर दुवै पद्धतिका कतिपय रुढिलाई सरलीकरण गरेर प्रयोग गर्ने नसकिने भने होइन । त्यसका लागि शोध गराउने सम्बद्ध संस्थाको प्रचलन, नियम र स्वीकृतिलाई आधार बनाउनु पर्ने हुन्छ ।

#### 8. उपसंहार

शोधविधिको आयाम निकै व्यापक छ भन्ने कुरा माथिको व्याख्याबाट स्पष्ट छ । प्रस्तुत आलेखमा भने यसका मसिना र नितान्त प्राविधिक पक्षका बारेमा चर्चा गर्नु सम्भव भएन र त्यो यस लेखको उद्देश्य पनि थिएन । यसमा मुख्यतः शोधकार्य सम्पन्न भइ सकेपछि तयार पारिने प्रतिवेदनसँग सम्बद्ध मुख्य प्राविधिक पक्षको मात्र चर्चा गरियो । मानविकी तथा समाजशास्त्र अन्तर्गत दुई दर्जन बढी विषयहरू भएको र प्रायः जसोमा विद्यावारिधि शोधकार्य गर्ने गराउने कार्य चलि रहेको र त्यसको परम्परा अब लामै हुन थाले पनि प्रतिवेदन लेखनका क्रममा उपर्युक्त पक्षहरूमा अझै पनि शोधार्थीहरूमा अलमल रहेको देखिन्छ । त्यसमा पनि विशुद्ध मानविकीका विषयमा प्रतिवेदन लेखनको ढाँचा र सामाजिक शास्त्रका विषयको शोध प्रतिवेदनमा हुने भिन्नताबारे पनि अलमल छ । यसै परिप्रेक्ष्यमा MLA र APA पद्धतिको प्रयोगबारे केन्द्रित रहेर यहाँ जुन सङ्क्षिप्त छलफल गरिएको छ, त्यसले मानविकी तथा सामाजिक शास्त्र सङ्कायका शोधार्थीहरूलाई थोरै भए पनि महत्त्वपूर्ण सहयोग पुग्ने छ भन्ने विश्वास लिन सकिन्छ । हाम्रो सङ्कायमा सामान्यतया सामाजिक शास्त्रतर्फ बढ्दो पद्धतिकै प्रयोग हुन्छ भने मानविकीको अङ्ग्रेजी विषयमा पूर्ण रूपले MLA पद्धतिको प्रयोग भइ रहेको छ । मानविकी नै भए पनि नेपाली विषयमा यी दुवैको मिश्रित प्रयोग छ । यसरी मिश्रित प्रयोग गर्ने नपाइने होइन तर कति कुरामा मिश्रित प्रायेण गर्ने हो, त्यसमा शोधार्थी स्पष्ट हुनु पर्छ र त्यसपछि शोध प्रतिवेदनभरि त्यसमा कडाइका साथ एकरूपता कायम गर्नु पर्छ । होइन, कुनै एक पद्धतिकै विशुद्ध प्रयोग गर्ने हो भने पनि प्रतिवेदनमा आद्यन्त त्यसको सम्यक् प्रयोगमा ध्यान दिनु पर्छ ।

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