Tribhuvan University

A Manual on Formatting and Organizing Dissertations

Faculty of Humanities and Social Sciences

Dean's Office

Kirtipur

2014
A Manual on Formatting and Organizing Dissertations

Published by:
Faculty of Humanities and Social Sciences
Dean's Office
Kirtipur
2014

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Printed at:
T.U. Press, Kirtipur
Ph.: 4331320, 4331321

Price: NRS.
Acknowledgements

First of all I would like to express my words of gratitude to all members of the Research Committee, Professors Dr. Daya Ram Shrestha, Dr. Krishna Chandra Sharma, and Dr. Keshav Kumar Shresthta, Associate Professors, Dr. Sandhya Basnet, Dr. Ram Prasad Gyanwali and Dr. Ram Chandra Paudel for their contributions to the publication of this updated manual. I would also like to heartily thank Assistant Deans, Professor Dr. Tarakanta Pandey, Dr. Neelam Kumar Sharma and Mr.Uttam Raj Bhattanai for their invaluable suggestions. I would like to acknowledge the contributions of Professors Dr. Chaitanya Mishra and Dr. Bhim Subedi for their precious suggestions to the formation of the manual in its present form.

I would like to express my gratitude to Professor Dr. Nav R. Kanel, former Dean, for his contribution to the Resource Materials that he published in 2009. I also like to thank Mr. Krishna Karki for his efforts in the production and publication of this manual.

Chintamani Pokharel, PhD
Professor and Dean
Faculty of Humanities and Social Sciences
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>3</td>
</tr>
<tr>
<td><strong>Chapter 1: Introduction</strong></td>
<td>8</td>
</tr>
<tr>
<td>1.1 Context</td>
<td>8</td>
</tr>
<tr>
<td>1.2 Requirements and Processes for Ph.D.</td>
<td>8</td>
</tr>
<tr>
<td>1.3 The Degree of Doctor of Philosophy</td>
<td>10</td>
</tr>
<tr>
<td>1.4 Purpose and Delimitation</td>
<td>11</td>
</tr>
<tr>
<td>1.5 Research Paradigms</td>
<td>12</td>
</tr>
<tr>
<td><strong>Chapter 2: Research Proposal</strong></td>
<td>15</td>
</tr>
<tr>
<td>2.1 Developing a Research Proposal</td>
<td>15</td>
</tr>
<tr>
<td>2.1.1 Title</td>
<td>16</td>
</tr>
<tr>
<td>2.1.2 Introduction/ Context</td>
<td>16</td>
</tr>
<tr>
<td>2.1.3 Statement of the Problem</td>
<td>16</td>
</tr>
<tr>
<td>2.1.4 Research Questions</td>
<td>16</td>
</tr>
<tr>
<td>2.1.5 Hypotheses</td>
<td>17</td>
</tr>
<tr>
<td>2.1.6 Objectives</td>
<td>17</td>
</tr>
<tr>
<td>2.1.7 Delimitations</td>
<td>17</td>
</tr>
<tr>
<td>2.1.8 Review of Literature</td>
<td>17</td>
</tr>
<tr>
<td>2.1.9 Conceptual Framework</td>
<td>18</td>
</tr>
</tbody>
</table>
### Chapter 3: Structure of the Dissertation

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The Preliminaries /Front Matter</td>
<td>21</td>
</tr>
<tr>
<td>3.1.1 Title Page</td>
<td>22</td>
</tr>
<tr>
<td>3.1.2 Recommendation Page</td>
<td>22</td>
</tr>
<tr>
<td>3.1.3 Declaration</td>
<td>23</td>
</tr>
<tr>
<td>3.1.4 Acknowledgements</td>
<td>23</td>
</tr>
<tr>
<td>3.1.5 Abstract</td>
<td>23</td>
</tr>
<tr>
<td>3.1.6 Contents</td>
<td>24</td>
</tr>
<tr>
<td>3.1.7 List of Tables and Figures</td>
<td>24</td>
</tr>
<tr>
<td>3.1.8 List of Abbreviations, Acronyms and Symbols</td>
<td>24</td>
</tr>
<tr>
<td>3.2 The Body Chapters</td>
<td>25</td>
</tr>
<tr>
<td>3.2.1 A Typical Structure of the Body Chapter</td>
<td>27</td>
</tr>
<tr>
<td>3.3 The Back Matter (Reference Materials)</td>
<td>28</td>
</tr>
<tr>
<td>3.4 Synopsis of the Dissertation</td>
<td>29</td>
</tr>
</tbody>
</table>

### Chapter 4: Language of Research

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Conciseness and Clarity</td>
<td>30</td>
</tr>
<tr>
<td>4.2 Consistency</td>
<td>31</td>
</tr>
<tr>
<td>4.3 Coherence and Unity</td>
<td>31</td>
</tr>
<tr>
<td>4.4 Tone and Distance</td>
<td>32</td>
</tr>
<tr>
<td>4.5 Reducing Bias</td>
<td>32</td>
</tr>
</tbody>
</table>

### Chapter 5: Mechanics and Style

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>Chapter 6: Documenting Sources</td>
<td>40</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>6.1  Documentation and Plagiarism</td>
<td>40</td>
</tr>
<tr>
<td>6.2  In-text Citation</td>
<td>43</td>
</tr>
<tr>
<td>6.2.1  Presenting /Citing Tables and Figures</td>
<td>43</td>
</tr>
<tr>
<td>6.2.2  Citing the Text</td>
<td>44</td>
</tr>
<tr>
<td>6.2.3  Block /Set- off Quotation</td>
<td>45</td>
</tr>
<tr>
<td>6.3  Reference and Works Cited Examples</td>
<td>46</td>
</tr>
<tr>
<td>6.3.1  APA Samples</td>
<td>46</td>
</tr>
<tr>
<td>6.3.2  MLA Samples</td>
<td>48</td>
</tr>
<tr>
<td>7.  Appendixes: Samples</td>
<td>51</td>
</tr>
<tr>
<td>Appendix A: The Title Page (Sample)</td>
<td>51</td>
</tr>
<tr>
<td>Appendix B: Letter of Recommendation (Sample)</td>
<td>52</td>
</tr>
<tr>
<td>Appendix C: Declaration (Sample)</td>
<td>53</td>
</tr>
<tr>
<td>Appendix D: Table of Contents (Sample)</td>
<td>54</td>
</tr>
<tr>
<td>Appendix E: Footnote (Sample)</td>
<td>56</td>
</tr>
<tr>
<td>Appendix F: Reference (Sample)</td>
<td>57</td>
</tr>
</tbody>
</table>
### Appendix G: Works Cited Page (Sample)

<table>
<thead>
<tr>
<th>REFERENCES</th>
<th>61</th>
</tr>
</thead>
<tbody>
<tr>
<td>g]kfnL v08</td>
<td>64</td>
</tr>
</tbody>
</table>

Appendix H: Synopsis of Ph. D. Dissertation (Sample) | 60

---

शोध प्रतिवेदनमा सन्दर्भ सामग्रीको उपयोग | 64
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 Hammeresley (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 knowledge 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
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 of 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)*

**Colon (:) 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 more prominent han 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 but 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 in 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:


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

<table>
<thead>
<tr>
<th>Dietary Sources of Protein</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food</strong></td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Tuna (water-packed)</td>
</tr>
<tr>
<td>Sardines</td>
</tr>
<tr>
<td>Haddock</td>
</tr>
</tbody>
</table>

*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.
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,
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

A book by two authors

A book by three or more authors

A book by corporate author
Nepal Pragya Pratishthan. (2067 B.S) *Nepali brihat shabdakosh*. Kathmandu: Nepal Pragya Pratishthan

An edited book

An article in a reference book
An article in a scholarly journal

An article in a newspaper

A published dissertation or thesis

An unpublished thesis or dissertation

A film

A Website
A television program

A DVD or BD

6.3.2 MLA Samples
A book by a single author

A book by two authors

A book by three or more authors

A book by corporate author

An edited book
An article in a reference book

An article in a scholarly journal

An article in a newspaper

A published dissertation or thesis

An unpublished thesis or dissertation

A film

A Website
A television program

A DVD or BD
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.  

1 Sidney and Beatrice We describe the Maharajah as a “pathetic creature” who had “Theodore Morrison as tutor, and had taken to reading Comte and Her bert 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


Appendix G: Works Cited Page (Sample)

WORKS CITED


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
REFERENCES


नेपाली सन्दर्भ

शोध प्रतिवेदनमा सन्दर्भ सामग्रीको उपयोग

[प्रस्तुत आलेखमा शोध प्रतिवेदन लेखनसंग सम्बन्ध प्रामाणिक पक्षका बारेमा छलफल गरिएको । त्यस क्रममा ब्राह्मण प्रतिवेदनभित्र सन्दर्भ सामग्रीको उपयोग कसरी गरिन्छ र उपयोग गरिएका सामग्रीको विवरण अथवा सुनिश्चित कसरी प्रस्तुत गरिन्छ भनेर नियमावधी रहेक धेरै नसन्न विनु दिने सिद्धिहरू छलफल गरिएको । त्यसका लागि प्रामाणिक तथा सामाजिक शास्त्र
सहकार्यमा प्रचलित MLA र APA पद्धतिलाई उदाहरण सहित विनाउँदै सन्दर्भ सुनिश्चितका विवरण
झाँक्यासँग सहकार्य गरिएको छ र शोध प्रतिवेदन त्यसमा प्रयोग गरिएको धातको चयन गर्न पर्ने र अवकाशका अनुसार मिलित पद्धतिको प्रयोग गर्न पनि सहित तर त्यसमा प्रतिवेदनसम्म एक्रूणता अविषयक हुने सुभाष पनि प्रस्तुत गरिएको ।]

9. विषय प्रवेश

शोध कुनै न कुनै प्रामाणिक जिज्ञासाको समाधानको व्यवस्थित प्रयास हो। यो स्थिति एक प्रकारको अवस्था पनि हो तर यो सामान्य अवस्था होइन। कुनै प्रामाणिक जिज्ञासा वा समाधानको समाधान अवस्थाको फार्स्त प्रात हुन्छ। यसै भए पनि अवस्थाका अनेक ढाँचा वा पदार्थ प्राप्त हुनेछ। अवस्थाको अर्वाच्छ। भनेको अनेक प्रकार विकसित छ। आफ्नो छाणु। मानव चेतना क्रममा विकसित। भन्नु र समुद्र बन्दै जाने क्रममा अवस्थाको तरिकहरू पनि व्यवस्थित बन्दै गएका हुनै र यसै तरिकहरू अनुमान, आप्सवाकृ, आगमन्त्रित अनौपचारिक विनालाई त्यस प्रकार विकसित छैन। शोधको विकसित भएको देखिन्छ। (वस्तु २)। यी पदार्थ मध्ये शोध वा अनुस्थान अवस्थाको सम्बन्ध अधिकृत साधन व्यवस्थित र वैज्ञानिक पदार्थ पनि हो। यो वैज्ञानिक र व्यवस्थित हुनौं तरिक किर्णको कारण हो। वो यसै भएको कारण समाधान अधिकृत हुनेछ र साधनका अधिकृत सम्बन्धविधि वस्तुप्रयोगको सिद्ध किर्णको निपक्षित जर्न। वस्तुप्रयोगको विश्लेषण अधिकृत हुनौं तरिकको विनालाई यस प्रकार वस्तुप्रयोग विनालाई लागि शोधको योजना निर्माण (शोध प्रस्तावको तयारी)। देखि प्रतिवेदन लेखनको अन्तिम चरणमा निपक्षित तरिका, ढाँचा र पदार्थको प्रयोग गरिन्छ भनेर ती सबै पश्चातमा समाधान शोधविधि अन्तगत गरिन्छ। शोधविधि अन्तगत सम्भाले ती पश्चात वैज्ञानिक रूपमा स्पष्ट हुनुको सबै तिनका प्रयोग पक्षका बारेमा समेत राम्री स्पष्ट नभएं शोधकालाई उपयुक्त किसिमले अगाडि
बढ़ाउन सबकिदै। अनि ती विषित पश्चायत अध्ययन र छलफलका बेगलबेगली पश्चा पनि हुन। एउटै लेखमा ती सबै पक्षको अध्ययन सम्बन्ध हुदै। यस कुरालाई ध्यानमा राखेक यहाँ मुख्य रूपले शोध प्रतिवेदनको लेखन पडेति सम्बन्ध रहेक यसमा खास गरी सन्दर्भ (सामाजिक) सहयोग कसरी गरिन्छ र उपयोग गरिएका सामाजिक विवरण अथवा सूचना कसरी प्रस्तुत गरिन्छ भने नजिकसामा कोणत्रै रहेक यहाँ सहिष्णु हलफल गर्न खोजेको छ। प्रस्तुत आलेखको मूल पाठ चाहिए MLA पद्धितमा लेखेको छ।

2. प्रतिवेदन लेखकसँग सरलबन्ध मूलय व्रतिविधिक पश्चा
शोध प्रतिवेदनको सहज व्यवस्थित र विभिन्नवर्तमा हुन सफल र उत्कृष्ट शोधकार्यको एउटा आधारपूर्व अभिलक्षण हो। शोध प्रतिवेदन मौलिक र स्वतंत्र निविदृढ लेखनमा भिन्न कुरा हो।

यसमा शोधकार्यको आफ्नै छान मात्र हुदै। अन्य (पूर्ववर्ती) अध्ययालाई कार्यको उपयोग गर्दै प्रत्येक शोध अगाडि बढौछ र त्यस क्रममा ती पूर्ववर्ती अध्ययालाई निष्कर्ष मतहरूको उपयोग आफ्नो विचार/व्याख्याको सम्बन्धमा लागि वा ती पूर्व मतको छन्दनका लागि पनि गरिन्छ। यसो गाँव स्वभावक: शोध प्रतिवेदनमा उद्देश रूपमा सन्दर्भ सामाजिक प्रयोग (Citation), पाद टिप्पणी (Foot note), गाँव टिप्पणी (Parenthetical note), अन्य टिप्पणी (End note) जस्ता प्रवृतिको कुराहुमाथि ध्यान दिनु पनि हुन्छ भने संगममा सन्दर्भ सामाजिक सृजनिर्माणको पडेति ध्यान दिनु पनि हुन्छ। यस्ता प्रवृतिको कुराहुमा प्रयोग सम्बन्धी संसार विभिन्न विश्व विवादमा र अनुस्मार संसारहरूमा विभिन्न खाली धृताहु दिन छ।

कतिपयात आफ्नै मौलिक ढोरा पनि छन् र कतिपय संसारहरू बढी प्रचलित, स्वीकृति र मान्य छ। ती मध्ये हामिकहरू APA र MLA प्रदर्श प्रचलित छन् र विभिन्न विश्व विवादको कुरा गर्दै यी दुर्देखको विभिन्न प्रयोग यहाँ भएको हुन्छ। यी प्रदर्शको व्याख्या गरिएका विश्व र विश्वको सामाजिक बजारमा उपलब्ध छन्। शोधकार्यका निम्नको उपयोग गर्दै यस्ता अन्य प्रवृतिको पक्षका बारेमा जानकारी प्रदान गरेका शोध प्रतिवेदनलाई प्रवृतिको पनि सुगमित्त र व्यवस्थित बनाउनु पर्दछ। यहाँ ती सबै पक्षको विस्तृत व्याख्या सम्बन्ध छैन तर पनि केही आधारभूत कुराहुमा हलफल गरिएको छ।
2.1 प्रतिवेदन लेखनका ऋणात्मक उद्देश्यको प्रयोग र जर्में योत

मानविकी तथा समाजशास्त्र शेषका शोधहरू प्रायः द्वितीयक स्रोतहरू आधारित हुन्छ। सम्बन्ध शेषकमा भइ सकेका पूर्व अध्ययनमा टेकेकै नयाँ अध्ययनहरू गरिन्छ। आफ्नो अध्ययनको निष्कर्ष तिने पूर्व अध्ययन सामग्रीमा आधारित रहेको निकलिन्छ। तस्मैले आफ्नो अध्ययन र त्यसको निष्कर्षको कस्ता सामग्रीमा आधारित छ। भने दुरुस्को औपचारिक र पूर्ण जानकारी पाइन बेहतर प्रतिवेदनको पाठभागी दिनु आवश्यक हुन्छ। यसले प्रतिवेदन र शोधको विश्वसनीयता बढाउनु अनि यसो गरिएको बा व्यस्तता गरियो भने तस्मैले आफ्नो शोधको निष्कर्षको वस्तुपरता र विश्वसनीयतासाधन शार्डको नयाँ स्थिति बनाउँछ। (स्नेह र परिवर्तन १३५)। यस्तो सूचना एकांतर स्वयं निष्कर्षलाई विश्वसनीय बनाउन आवश्यक हुन्छ भने पूर्वबर्ती अथवा र तिनका काययोपतिको आभारको लागि पनि आवश्यक हुन्छ।

अव, जहाँसम्म त्यस्ता सामग्रीको प्रयोग/उपयोगको सन्दर्भ छ, सामान्यतया यसको तिन प्रति प्रारूपित छन्। पहिलो पूर्व कथन (सूचना) ताई आफ्ना शब्दमा प्रस्तुत गरेको (Paraphrase गरेको), दोशो त्यसको साधित रूप प्रस्तुत गरेको (Summarize गरेको) र तेह्रो प्रत्यय कथन/उद्देश्य (Direct quotation) मा प्रस्तुत गरेकौ। साहित्यिक शेषको सन्दर्भमा यसको प्राथमिक सामग्री मुख्य विवेचन वृत्तिने हुन्छ र त्यस कृतिभक्ति सामग्री आवश्यकता अनुसार त प्रत्यय रूपमा उद्धुर्ण छ तर द्वितीयक शोधका सामग्रीको प्रस्तुतिमा भने शोधकी बढी सचेत हुनु आवश्यक हुन्छ। शोधमा द्वितीयक सामग्रीका उद्देश्यको बुझो लगाउनु पनि ठिक होइन भने त्यसको उपयोग गर्न नगर्नु पनि ठिक होइन। वात्सल्यमा आफ्नो वक्तव्यमानिक पूर्व साध्य/मतका आधारमा प्रमाणित गर्न र विश्वसनीय बनाउन, निष्कर्षका लागि आधार प्रदान गर्न, पूर्व अध्ययन र अवस्थापनालाई आभार र यसको अथवा पूर्व मत/मान्यता/निष्कर्षको खण्डन गर्न पनि द्वितीयक सामग्रीको प्रस्तुति आवश्यक हुन्छ।

माथि नै भनियो- प्याराफ्रैज, सहोदरीकरण अथवा प्रत्यय कथन गरिर तिन किसमते त्यस्ता सामग्रीको प्रस्तुति गरिर प्रतिवेदन तयार पारिन्छ। यहाँ उल्लेखक यसौ के छ भने यी तिन मझौ जन निसमले सामग्रीको उपयोग गर्न पनि इमारात्युपर्यंत तिनको सहोधाओ जानकारी दिने पछि। सहोधादेखि जानकारी दिने तीन प्रत्ययिक विश्वसनीय रूपमा प्रचलित सहको छन्। (स्नेह र परिवर्तन १३५)। सी हुनः

क। लेखक र पृष्ठको उल्लेख गरिन्छ गरेको टिपर्णी (Parenthetical Reference) को ढाँचा जसलाई MLA (Modern Language Association) पढ्न भनिन्छ,
ख) लेखक र कृतिका भित्तिको उल्लेख गरिने गरिने गर्नेमा टिप्पणी (Parenthetical Reference)
को ढेरता जसलाई APA (American Psychological Association) पाटित भनिन्छ र
g) फ्युटनोट, पाठ्यन्त्र नोट (End Note) र विवृत्योगाकी नोटको पाटित पनि ४ जसलाई
सिकाउने म्यानुस्तांले प्रयोगमा ल्याउँछ ।

यी लिट पाटित मध्ये कुनैको प्रयोग गरेको प्रयोग गर्ने कृता शीर्ष गरिने/रागाउने संस्करण निर्देश तथा
शोधको विवरण प्रक्रियामा पनि भर पढ्दै । जुन पाटितको प्रयोग गर्ने पाटितको लेखक एक व्यक्ति बने
हुने पर्दछ । यसौं भए पनि जानिन राज्य पनि कृता के हो भने फ्युटनोटको पाटित अचर पुरानो र
मानिन्छ र अधिकारको MLA र/अ अपा पाटितको प्रयोग हुन्छ । यी मध्ये MLA पाटित
विश्वास मानिकी अन्तर्गतका विषयको शोधमा प्रयोग गरिन्छ । भने APA पाटित सामाजिक जगाको
अन्तर्गतका विषयको शोधमा प्रयोग गरिन्छ । यी दूरै पाटितमा सामाजिक अन्तर ४ तर यी दूरै
पाटितले शीर्ष प्रतिवेदनलाई छङिलो वनाउने काम गर्दछ । पिनको विरोध भनेको प्राप्तव्यभित्र र विद्वानको समाज
को विषयको प्रस्तुतिभएको ढाँउमा ल्यसको शोधको सक्रियता गर्नु हो । त्यसैले यसलाई गर्नेमा
टिप्पणी (अन्यथा Parenthetical Note) भनिन्छ । ज्ञातव्यमा विभागित विश्व विश्वासको सन्दर्भ
छ, यसको मानिकी अन्तर्गत अङ्ग्रेजी विषयको शोधमा काडाइका साथ MLA पाटितको प्रयोग
भए रहेको छ । भने मानिकी अन्तर्गतको नेपाली विषयको शोधमा MLA र/अ अपा दूरैको
मूँधित प्रयोग भएको छ । यी दूरै पाटित मूँधित भए पनि MLA पाटितले म्यानुस्तान टाईप
राइटरको जानावारी रहेको शीर्ष प्रतिवेदनलाई जबाबदारी निबंध गरे रहेको छ । त्यसको एउटा
उदाहरण हो भनेमा म्यानुस्तान टाईपमा लाइनहुँदैलाई 'जस्टफाइड' गर्ने डाइनेटप्लाट बराबर गर्ने
मिलेको । अर्थातको कम्युटरको समाजमा यसुविधा भए पनि त्यसले पारित 'जस्टफाइड' गर्दैन ।
जे होस, अब यी दूरै पाटितमा उदाहरण र शीर्ष सक्रियता कस्त्री गरिन्छ । भने वासा चाहियाँ गर्नी ।

क) MLA पाटितमा उदाहरण र गर्ने सन्दर्भको प्रयोग

MLA (Modern Language Association) अमेरिकामा विभागित पाटित हो । यसको
प्रयोग मानिकी अन्तर्गतका विषयको शोधमा हुन्छ । यस पाटितले पारिभाष मुद्दा सामाजिक
शोधको सुचवना फ्युटनोट र पाठ्यन्त्र नोटमा नभए पारिभाष दिनु पनि आफ्नो राज्यको
लेखक पूर्ण पाटितका रुपमा पनि जानिन्छ । यस पाटितमा प्रतिवेदनका पारिभाष प्रयुक्त पूर्व मत, 
मान्यता, नियम र प्राप्तव्यभित्र सामाजिको उदाहरण भएको ढाँउमा त्यसको लेखक र प्रकाशन सोताउँगे 
बिस्तारमा नभए मुद्दात्मक जानकारी उल्लेख गर्नु पर्दछ । त्यसौं गर्ने लेखक र कृतिको सन्दर्भमा
अनावश्यक रूपसे नदोहोरिने गरी बाक्यहरूको गठन र पुनर्लेखनमा विशेष ध्यान विनु पर्याप्त (स्लेड र पेरिन २०२)।

MLA पद्धतिमा स्रोत खुलाउदा यदि बाल्य (पाद) भित्रै लेखकहरू नाम पर्ने छ भने कोष्ठकमा फर्ने नाम दोहरण नु पद्दे, पृष्ठ सङ्ख्या मात्र लेखिन्छ, जस्तै:

पिपाटी साहित्यको बागायत बाट गरी क्रममा पुर्ववर्तिको कलात्मक अभिव्यक्ति-अवस्थारूप साहित्यको विश्लेषण स्वयम नै कौन छ भने त्यस अध्ययनलाई व्यक्त गर्ने शोधभागा पतन पयानल भावभय र गरागतक हुन जातै सम्भित स्वाभाविक नै रहन्छ। (७०)

यस कथानकलाई यसरी पत्र प्रस्तुत गर्न सकिन्छ:

पिपाटी साहित्यको शोधभागा विशेषता बाट गरी क्रममा भन्दै "मानवीय रा गरागतक भाषाको कलात्मक अभिव्यक्ति-अवस्थारूप साहित्यको विश्लेषण स्वयम नै कौन छ भने त्यस अध्ययनलाई व्यक्त गर्ने शोधभागा पतन पयानल भावभय र गरागतक हुन जातै सम्भित स्वाभाविक नै रहन्छ। (पिपाटी ७०)।

लेखकहरू नाम पाठमा नभएको अवस्थामा गर्न सन्दर्भ यसरी प्रस्तुत गरिन्छ:

साहित्यको शोधको भाषाको गरागतकताको उपस्थितिलाई शताब्धमा निरेख गर्न सकिन्छ। साहित्य मानवीय रा गरागतक भाषाको कलात्मक अभिव्यक्ति भएकाले यसको विश्लेषण आफ्ना कौन छ भने त्यस अध्ययनसंग सम्बन्धित शोधभागा भावभय र गरागतक हुन जातै भन्तै स्वाभाविक नै रहन्छ। (पिपाटी ७०)।

अर्थात्, यदि कुनै सिद्धांत चूकती सन्दर्भ खोबुवा सहित पाठमा आएको छ, अर्थात् सिद्धांत चूकती नै समाधिका रूपमा प्रस्तुत छ भने त्यसका लागि कोष्ठकमा स्रोत खुलाउ रहन पद्दे, जस्तै:

पिपाटीले साहित्य पुस्तका शोध तथा सृजनात्मक ध्यान भएको पुस्तकमा शोध र सृजनात्मक विवरण पाठमा विश्वसनीय यसका यसले प्रकाशित भएको दृष्टि भएको दृष्टि भएको प्रयोग गरिन्छ।

MLA पद्धतिमा यसरी गर्न सन्दर्भको प्रयोग गर्दा एउटा कृतिको लेखकको साहि चाल र सोबोध क्यो भए चाहिएसम्झ। का लेखकको अनिम्न नामको उल्लेख गर्न अवश्य पहिलो लेखकको अनिम्न नाम लेखक ‘र अरुहू’ प्रयोग गर्न परम्परा रहेको छ (स्लेड र पेरिन २०१३)। यसले तात्पर्य रहेको जब लेखक रहेको भने तिनको अनिम्न नामको उल्लेख गर्न पर्दछ। चाह जनाधिकको बढी लेखक भएको अवस्थामा भने पहिलो लेखकको अनिम्न नाम लेखक ‘र अरुहू’ को प्रयोग गरिन्छ।

एउटा धर (अनिम्न नाम) भएको एकभन्दा बढी लेखकका सामग्री उपयोग गरिएको अवस्थामा त्यसता सामग्रीको गर्न सन्दर्भ दिदा लेखकको अनिम्न नामध्य पहिलो नामको संहितारूप दिएर
पृष्ठ दिने परम्परा छ, जस्तै : (टि. पाण्डेय ३५) अनि (खि. पाण्डेय ८०)। तर नामको यस्तो सहीकार रुपमा चलन अर्द्धजीविमा स्थानान्थिक मद्देखो र नेपालीमा यस्तो प्रचलन तर्च नभएकाले नेपाली माध्यम माध्यमको अभिन्नतिको सर्वनामको व्याख्या गर्दै यसलाई “इलेक्ट्रॉनिक बॉक्स”को नामा दिनेका छ। (१५४)।

पाण्डेय [ताराकान्त] यस वीदवर्य र आनन्दको नोड बटटा वा भावका वर्गेय चैतन्य र वर्णमा स्थितिका साक्षात युक्त क्रम मा विचार दिने बलाउँदै “कुनै वेदा सामान्यबाटै विरोध र क्रान्तिमा सीन्द्र देखि बटटा पैदा क्रान्तिमा कुप्पिता र आजाय देखि बलाउँदै उद्वेदनहरू हामीकाहो छन्” बने धारणा व्यक्त गरेको छ (१५५)।

एउटै लेखकका एक भला बडी क्रियाको प्रयोग पर्याय हेतौ बने कोष्ठकमा अन्तम नामसंगी क्रियाका नाँदुदै छौटो रुपमा समेत उल्लेख गर्नु पर्दछ, जस्तै : 

साहित्य मानवीय वा रागाल्पक्ष भावालक्षिप अभिव्यक्ति भएकले यसको विचारण आफ्नै कठिन छ। भनन्त साधन शुमाउँसानो समस्तिन्त शोभामा भावमा वा रागाल्पक्ष हुन जानु व्याख्यातक जै रहन्छ। (स्पिनारी, साहित्य विज्ञान ७०)।

जहाँसम्म स्वच्छन्दताबाटी धाराभाषा देखीरोडको तुलना वा प्राप्तिको सन्दर्भ, उनी धाराभाषा, धर्मका र अंग्रेविभक्त दृष्टिको यस धाराको साबूदेक्षन नेपाली कवि ठाउँछन् (स्पिनारी, सिहाजवेदक १४५)।

यही सामान्यलाई स्पिनारी प्रस्तुत गर्न पाए छ: 

जहाँसम्म स्वच्छन्दताबाटी धाराभाषा देखीरोडको तुलना वा प्राप्तिको सन्दर्भ, विपाधीले यस धाराका विचारण कृपाहरूको मूलभावक गर्ने लेखेको छन् : “धाराभाषा, धर्मका र अंग्रेजिभाषको दृष्टि देखि देखीरोडको यस धाराको साबूदेक्षन नेपाली कवि ठाउँछन्”/सिहाजवेदक १४५।

लेखकको सटटा समाप्तको सन्नाटको र साइटको नामाप्राप्त तथा सूचीमा सृपेको उल्लेखको सम्बन्धी सामान्यको प्रविधिको छ, भने गर्ने सन्दर्भमा पाए लेखकका सटटा सौही समाप्तको साइटको नामाको उल्लेख गर्नु पर्दछ, तर त्यसै सम्पूर्ण, वा अन्य, वा संशोधन, विशेषज्ञको उल्लेख गर्नु पद्धति र यस्तै लेखकको विचार/मतका लागि एकमा बढी सन्दर्भको उल्लेख गर्नु पाँव देखीरोडका अधि विचारको छौट सम्म आवश्यक छ: जस्तै:

अन्तन्त र आलेङ्क विच इन्टरमेट सम्बन्ध हुन्छ। एउटै विश्वस्त कालबाट्न र विश्वस्त सामाजिक परम्परामा आलेङ्क पनै अनेकको सोहर हुन्छ। ब्राह्मण पीडीएमा आलेङ्क र अन्तन्त दुई भए भने परिबार माध्यमको हिन्दु, यूड ्र दुखानमा पनै अनेकको अनुभूत हुन्छ (जैस्तन्य १५१५; वर्ष ४६२४-४९; पाण्डेय ३२)।
प्रत्येक कवनको उदरणपतिः पूर्ण विरामको प्रयोग सम्बन्धमा पत्रि शोधाधीकरणमा अस्पष्टता रहेको देखिन्छ। वार्तामा तिन पहिलीसम्मका उदरणलाई मूल पाथ/अनुच्छेदबाट प्रस्ताव सार्वेक्षण आएको ठाउँमा राखिन्छ र त्यस्तिम होन्हको कोटकसमा सर्वसम्म सोतको उलेख गरि सकेकिन्छ मात्र पूर्ण विराम दिइन्छ (जसको उदरणमा माथि आएको छ)। अनि चार पहिलको र सोभान्त्र बढी पहिलका उदरण भए देखि इन्द्रेकट्वाट १० स्वेच्छा छोड्दे बेल्ली अनुच्छेदमा राखिन्छ र ल्यसी बेल्ली अनुच्छेदमा उदरण (मात्र। राखि सकेपछि त्यसको अन्तिम वाक्य दूरीगैर दिइएको पूर्ण विरामपतिः (बाहिर) कोटकसमा सर्वसम्म सोतको उलेख गरिन्छ, जसले:

उस्त आधुनिकताबारी बिन्नको दानाधिक आधार शुन्यवाद हो। यसले समस्त विरोधको अन्त्यको कृउ गर्न। यस सम्बन्धमा मात्राबारी विन्नकरुङ्गो धारणा राख्ने छ:

बार्तामा उस्त आधुनिकताबारी अन्त्यतिममा हरक किसिमका विरोधपतिः अस्पष्ट हुन्छ। उसका अनुसार नोबको रोपित, दलनकारी र दमन, केन्द्र र परिधि (सिमाला) तथा आवाजहीन र बाचालका विच न कुनै ठैैल छ र कुनै विरोध न कुनै साहित्य। उन्नीहुँ यो देखि जुँब र विरोधपतिः जसक पुंजीबाद हो। उन्नीहुँ मुख्यतेको महाद्वारको अन्त्यको कृउ त गर्नु तर तीन चार सय वर्षेखि किरायानी गुलामीको विराट वृहतत्का वारेमा केही धनीजन्न। (पाप्तीय १५) / (पाप्तीय [मैनेजर १५]

कुनै लेखकको कवन/विचार उसको मूल कृतित्वाद उद्भूत गन्त अमस्पन हरेको र दूसरो स्रोतवाद उद्भूत गन्त अमस्पन आयो विनमानसार उद्भूत गन्त पछि:

भाषाका शावर र अन्त्यवाड व्यतिकर (भन्नाता) को विन्ना सर्वाधारा व्यक्तिको गन्त सर्वनामाको सम्यक्तेको एउटा प्रका विच्छ कर्न छ- "भाषाका सकार विना केनव भेदे भेद वा भिन्नतीको भन्ना मात्र छन् (नाराय १४५ शा उद्भूत)।

MLA पद्दतिमा ध्यान रहिन् पत्रि कृउ

- यस पद्दतिमा गम्ब सर्वनाम हिन्त्य अन्तिम नाम (यह) पत्रि अन्त्य विराम हुन्दै र कृवाको उलेख पत्रि हुन्दै।
- अन्तिम नाममा पछि एक स्वेच्छा छोड्दे पूर्ण ठाउँप नगरी केनव पूर्ण सहवाखाको उलेख गरिन्छ।
- मूल पाथमा लेखक/पूर्ण अथातको नाउ आएको छ भन्ना उद्भूत सामाजिक पद्दतिका केनव पूर्ण सहवाखा मात्र उलेख गरिन्छ।
• মূল পাঠ (বাংলা) নার্ম ছীন ভানে মাত্র কোষ্ঠকম্যা অন্তম নাম র পৃথক
সহায়কের উল্লেখ হুন্দু। মূল পাঠ র কোষ্ঠক দুই ঢাঁচা অর্থত দেখানো
নামকে উল্লেখ গাঁপেন।

APA পদ্ধতিম গুঁয় উদরণ র সন্ধম সূত্র
মাধ্যম উল্লেখ গাজিএ ভু আমদি পদ্ধতি ভানেকো সামাজিক শাস্ত্র অন্তঃপক্ষ বিভিন্ন বিষয়ক গারিলে শাস্ত্র পরিয়াল পরিন হো। হামিডাক্কা পন্ত অর্থচ (কেকী অপারাব বাচ্চ) সমাজিক শাস্ত্রের ক্ষেত্রে যাদু পদ্ধতিক পরিয়াল প্রবন্ধ রহেকো পাইছু। জহাংরী তানিক শোধকো সন্ধম ছু, মাধ্যম নৈ ভাননো, অন্তঃজীবিকা বিভাগীয় পূর্ণত এবং কাঠামো সাথ MLA পদ্ধতির পূর্ণত প্রায় প্রবন্ধ রহেকো ছু তর নেপালি বিভাগীয় যো দুই পদ্ধতিক সমাপিত জন্ম প্রায় ভারত্তে দূর্বল। 

বাস্তবম মল পদ্ধতির কেকী সংহতুল্য লাই মেশাফ গোনা হো ভানে (মূন বলামার কেকী
হামিড মাধ্যম ভানো পন্ত ছু) নেপালি তানিক সন্ধম মানবিকীকো বিষয়ক শাস্ত্র পরিন প্রদত্তপ্রয়োগ উপযুক্ত হুন্দু র কৃতী শোধকো নেপালি তানিক শোধকো MLA পদ্ধতির প্রায় হুই ভানে তো স্বল্পকালে নৈ তুলন। বাস্তবম জী দুই পদ্ধতি চিক ধাতু হুইনো ভিত্তন পন্ত ছীন। মুখ্য রূপন্ত লেখকদ্বারা অন্তম নামসংগী কৃতিক প্রকাশন বর্ণ দিন এবং প্রকাশন বর্ণ নামই পৃথক মাত্র দিনে

সন্ধম তো আরোমাতি যভন অন্ত কেকী প্রায়ধিক ভিত্তন পন্ত ছুন। মোক প্দপ্তিম গুঁয় উদরণ র গুঁয় সন্ধমর্থ নমুনাকৃতি বারো কেকী ছলফল গাঁন।

পদ্ধতি উদরণ
এনো পদ্ধতিম গুঁয় উদরণ র গুঁয় সন্ধমর্থ প্রকাশনাম মাধ্যম এমএলএ পদ্ধতিম দেখাইকে হোঁ নৈ
প্রয়োগ হুন্দু তর লেখকদ্বারা অন্তম নামসংগী নগ্নতী উহাকো উদরণ কৃতিকো প্রকাশন বর্ণ রাখি পর্ণ।

পৃথক সহায়ক যলসংবাদ ঠাণ্ডে রাখে পন্ত হুন্দু বা উদরণ বারো করণ দুইপ্রায় রাখে পন্ত হুন্দু
(এনোল পবিসিওন ম্যান্জাকল, পে। ১৫০) জন্মে।

জহাংরী স্বচ্ছান্তনোনার তামিন্তত দেখাইকের সুলতা বা প্রানিক সন্ধম ছু, বিপরীতা (২০১২) তো যস
থাকার বিভিন্ন কথিকো মূল্যায়ন লেখালেখি এই লেখা ছুন: “ভারত, বেছেকৃত ও ওজনধারার দুইপ্রায় দেখাইকে যস থাকার সবাইকৃত নেপালী কর্ম টহিংসন” (পে। ১৪২)।

এখন ধান দিন আবহুক কুরা কে ছু ভানে নামক পদ্ধতি কোষ্ঠকম্যা দিকেলাই নেপালীমাত্র রেখকের জ্ঞানতিম্বক রূপান্তুনো বমুখনো প্রচারন ছু তর শোধকো র শোধকে এই পদ্ধতি চিক প্রকাশন মাত্রতাভান নেয়া কেলে সম্বন্ধ রেখকেকো সম্বন্ধ কৃতিকো প্রকাশন বর্ণ নৈ হো র যস পদ্ধতিম যসকো উল্লেখ অন্তম নামকে পাঁচ গাঁন পর্ণ।
प्रत्येक कथनका लागि उद्देश्यको प्रयोजन

प्रत्येक कथनका तर लाभ उद्देश्यको प्रयोग पनि मूल पाठमा गर्नु पर्छ । यस सन्दर्भमा एघाएँ पद्धतिको प्रयोग अनुसार ४० शब्द भन्दा लामा उद्देश्य भए बेलाई अनुच्चेदका राख्नु पर्छ । मात्रि एमएनउमा यस्ता उद्देश्यलाई देखि 'इन्डेक्ट'बाट १० स्पेस छाडाएर बेलाई भानिएको विषय भने यस पद्धतिमा आधा इन्ची छाडाएर राख्न भनिन्छ । (एघाएँ पत्रिकालाई म्यान्सल, पृ. २४७) । अनि बेलाई अनुच्चेदका उद्देश्य राखि सकेका एको प्रकारको मोटालाई अन्तिम वाक्यको पूर्णि विराममध्ये बाहिरे राखिन्छ, जसले:

उसर आधुनिकतावादी चित्रको दार्शनिक अध्ययन गराउन पर्छ । यसले समस्त विरोधको अन्तथाको कुरा गर्नु । यस सम्विधान मानसिकबाट चित्रकोरुको धारण गर्नु चाहिँ भएको हो ।

बाल्यका उसर आधुनिकतावादी अभिदेशमा हरेक विभाजनको विरोधको अन्ति हुन्छ । उसको अनुसार शोकको र शोकपालक, दमनकारी र दमन, केन्द्र र परिधि (सीमान्त) तथा आवाजङ्गल र वाचालक विच न भनिन्छ भने भनि हुन्छ । उनीहरू यो देखिन्छु हुनाहु यी सबै हुवै तर विरोधको जनन पुनःजीवित गर्नु । उनीहरू मूलिको महत्वको अन्तथाको कुरा हुनालो तर तीनां चार सबैको विश्वास त्वचनका कारणमा कही भनिन्छ । (पाण्डेय, सन् २००२, पृ. १३) अध्याय (पाण्डेय, सन् २००२ : १३)

अन्तरालक

एघाएँ एमएनउमा दुबै पद्धतिमा पद्धतिहरूको ट्रकश्रेणि गर्ना अन्तर पद्धति अन्तरालक दबल स्पेस गर्न र बेलाई अनुच्चेदका आउने प्रत्येक कथनका उद्देश्यको अन्तरालक पनि दबल स्पेस नै गने निर्देश रहेको हुन्छ । अन्तरालकको पनि उद्देश्यलाई देखि इन्डेक्टको छोडाएर चिनाउनुको काम गरि भनेसको मानिन्छ तर नेपालीमा भनेको उद्देश्यका रूपमा चिनाउनको लागि देखि इन्डेक्ट छोडि छोडिएका अन्तिकाल बेलाई अनुच्चेदको उद्देश्यलाई मूल पाठको फनट साइजमताका एक तर सानो अन्तर पाठक पद्धतिहरूको अन्तरालकको घरेरी कम राख्ने ट्रकश्रेणि गने प्रचन्न रहेको हुन्छ । बाल्यका उसर एघाएँ/एमएलए पद्धतिको दबल स्पेस सबैभन्दा निर्देश कम्प्युटर टाइप भनि पनि म्यान्सल टाइपका लागि छोडि उपयुक्त हो तर त्वचन कम्प्युटर टाइपको मूल पाठलाई दबल स्पेसमा ट्रकश्रेणि गरि पनि बेलाई अनुच्चेदको उद्देश्यलाई भने भयो भन्दा केही कम अन्तरालकको ट्रकश्रेणि गनु उपयुक्त हुन्छ । अनि मूल पाठलाई १.५ र बेलाई अनुच्चेदको उद्देश्यलाई १.३५ जतिको अन्तराललाई दिएर ट्रकश्रेणि गर्दा उपयुक्त हुने देखिन्छ ।
अपलब्ध कथनजा उद्देश्यांतर्निवेदीको प्रयोग
कहिले काहीं कूने पूर्व अपेक्षातिको लामा जटिल खाले सामाजी/कथनलाई य्वाराफेज गर्न
(आफ्नो/फरक शब्दमा) राख्न पर्ने पत्त उल्लिख यससम्म गर्नु पर्दछ। त्यसों गर्दा यस पढ़िँमा गर्नेसँगभिन्न उल्लेख नगरीलाई गर्नु पर्दछ:

जहांसम्म स्वतन्त्रवादी धार्मिक बेडकेटको कवितको तूलना वा प्राप्तको सन्दर्भ छ, उनी भावको व्यापकता, विषयको बेचन र आंजनवातका दृष्टिले यस धाराका उत्तराकृत नेपाली कविहरु भने मुरामा शाक्रक छैन (त्रिपाठी, २०३२, प. १४५)।

यहाँ लेखक, मिति र पुष्टको प्रसिद्धिको नमुना एरिए पत्रिकेभने म्यानमाल वाट तिनको हो।
नेपालीका यसको प्रयोग यससम्म गर्नु हरूको छ:

जहांसम्म स्वतन्त्रवादी धार्मिक बेडकेटको कवितको तूलना वा प्राप्तको सन्दर्भ छ, उनी भावको व्यापकता, विषयको बेचन र आंजनवातका दृष्टिले यस धाराका उत्तराकृत नेपाली कविहरु भने मुरामा शाक्रक छैन (त्रिपाठी, २०३२ : १४५)।

उद्देश्यांतर्निवेदीको प्रकृति र जगों विचारणको प्रयोग सन्दर्भ

नेपालीका शोधातिकेहरूलाई कहिले काही उद्देश्य गरिए नेपालीको प्रकृतिको भिन्नताले त्यसको प्रसिद्धि कसरी गरेको भन्ने कुरामा असलम जानाउ रहेको देिनछ। वास्तवमा एमएनए र एरिए पढ़िँमा प्रयोगमा आई सकेको उद्देश्य गरिए नेपाली शोध, पुस्तक, पत्रिकाको लेख,अन्यथाको आदि को हो भन्ने कुरामा धेरै तनाव रिङ रहनु पर्दछ। मूल पाठका वास्तवमा प्रसिद्धि मिलाएर भन्ने मिल्यो यस सामग्री उल्लेख गर्न पति हुँदै समाको लेखकहरु, धेरै र पुष्टको उल्लेख कोषकमा भए सकेको वाकी विवरण/मूलना पाठकहरु सन्दर्भ सुधीमा प्राप्त गर्दै। निम्न उदाहरण हरू रहेके:

वैज्ञानिक (२०९७) ले "इच्छुकको बन्दी र जन्यागिरि: एक्काइकी शताब्दीको एक उत्तराकृत प्रारूप"(कलम, प. २६) भने लेखकहरु लम्बको छैल- "इच्छुकको बन्दी र जन्यागिरि।।। विज्ञान कालिकाको काय बन गएको छ।"

वसन्ताइ यससम्म लेखक सकिन्छः

वैज्ञानिक (२०९७) ले इच्छुकको बन्दी जन्यागिरिको मूलाृताक्षण गर्दै लेखकाले छन्, "इच्छुकको बन्दी र जन्यागिरि।।। विज्ञान कालिकाको काय बन गएको छ" (प. २६)।
यहां पहिलो नमुना अनावश्यक रूप से लायते रहते हैं और भ्रांवरं खराब होते हैं। दोस्तों नमुना सामान्य तौर पर लेखकों ने निफ्ऱर्न आए और नमुना का प्रकाशन समय और पृष्ठ सड़क्या समेत आए। अब तो निफ्ऱर्न शोध का रौप्य वा पुस्तक का रूप समन्वय, केमा प्रस्तुत गारिकों होते हरे नने कृता तथा पाठकों ने उद्देश्य से सप्तिया लागायो। भरे सन्दर्भ सामग्री सृष्टिकर्म गाए रहे सकिने सुविदा से छिट्टे ही। त्यस्परी यसमी जिन्होंने उद्देश्य एवं सन्दर्भ का प्रयोग दिया यसमी जिन्होंने छिट्टे रूपमा गानु उपयुक्त हुन्छ।

2.2 आवरण

शोधकायत्मा पूर्वबर्ती अध्ययनावरूप सामग्री/स्धमा/विचार विनृ जन्नै न हुन्छ। मानविकी तथा सामाजिक शार्कार व्योजना गारिने अनुसंधाणमा यो अभास र दिरुकार दित। तर क्षेत्रका कृतिवात उसका विचारको हरण गरी आफ्ना लेखनमा प्रयोग गर्नु चाहिए भावहरण (Plagiarism) हो। (बन्द, पु. ४९)। यो एक प्रकाशने बीवर्ती चीरी पनि हो। शोधमा पूर्व अध्ययनका निर्देश और विचारको उद्देश्य एवं उपयोग आवश्यक पक्षिने चाराक तथा सन्दर्भको उत्तर्थ नयाँ नयाँ अवसर (अवसर छले भन्दा पूर्वबर्ती अध्ययन र अध्ययनलाई Acknowledge नगरी। अफ्नो मन/निजीको जस्तो देखिने गरी अर्को तर तथा प्रयोग गर्नु हुन्छ, त्यसमाधिक उसके लागि आफ्नो विचार तथा त्यसका क्षेत्रमा भन्ने ब्रैकेट गर्नु र अनुसंधानको आचार (इथिब्र) प्रति सम्बन्ध समायोजनावरूप बाहर नपाईकी जब यसको काम भए रहेको हुन्छ। यसको काम जन्नै भावहरण हो र यो एक फिक्सिमोंको अपराध हो। रसावट शोधकेनी मुक्त हुन सक्छ।

भाव वरणवरूप चन्द्र शोधकेनी पूर्वबर्ती अध्ययनको विचार र निकर्णवरूप या त प्रत्यक्ष कार्यकारी जसलाई तस्तन-कि न अप्रत्यक्ष कार्यकार उद्धतृ गनु पक्षिने कि कार्यकारको अन्तत्त्वका अभास रूपले सन्दर्भको उत्तर्थ गनु पक्षिने। यसको अवसर विचार जन्नै निकर्णवरूप आफ्नो भानामा (व्यापार/शिखर गरी) राख पनि सफल तथा त्यसका गर्नु पनि सन्दर्भ सबूततत्त्वका अपराध समेत त्यस्तै गनु पक्षिने। उद्देश्य कसरी गनु भन्ने माध्यम जन्नै चाँद माध्यम जन्नै गरी सकिने पक्षिने।

मुख्य दुरा सन्दर्भ शोध नन्काइह एवं acknowledge नगरी अर्को भन्ने ब्रैकेट आफ्नो बनाए प्रस्तुत गनु हुन्छ भने कुरात्त प्रशोधकारी सचेत रहनु पक्षिने।

2.3 सन्दर्भ सावधानीको प्रत्यक्ष बोध

सन्दर्भ सामग्रीको प्रस्तुत शोध प्रकन्धका अन्त तथा लागि पनि परिशिष्ट भए परिशिष्ट समेत प्रस्तुत गरी सकिने पक्षिने। सन्दर्भ सामग्रीको प्रस्तुति शोध प्रकन्ध का प्रयोग हो सकिने पक्षिने। एवं तल्लाई परगिएका (र्षामा उद्देश्य गरीएका) सामग्रीको प्रकाशकीय पूर्ण विचरण विनृ प्रयोजनका लागि गरिन्छ। रसावट
3. सन्दर्भ सूची/सूचनाक्रम प्रिविन्दि र ऋण

सन्दर्भ सूची/सूचनाक्रम प्रिविन्दि र ऋण

MLA पद्धति


APA पद्धति

द्याज दिलु होसं:
एमएलए पद्धतिमा पुस्तकको प्रकाशन वर्ष अन्त्यमा हुन्छ, भने एपिए पद्धतिमा लेखकको वर्षपछि लगाई हुन्छ । यसै गरी एमएलए पद्धतिमा लेखकको नाम पृँ लेखिन्छ भने एपिए पद्धतिमा वर पुरा र पहिलो तथा भन्ने नामलाई छोटामा राखिन्छ । तर नेपालीमा यसै नामलाई पहिलो वर्णमा छोटामा र उन्नतीको रेखाउने प्रचलन छैन । यसका अधिकतर शोधमा एपिए पद्धतिको प्रयोग गरिए पनि लेखकको नाम सन्दर्भ विवरणमा पूरै दिना यसको पुरा परिचय पाईको पाउने र त्यो पाँको अधिकार पनि भएको कसैलाई ध्यान दिन्छ निर्मित विश्व विश्वासमा मानिसको सहकायका एपिए पद्धति प्रयोग गरिएको शोधका सन्दर्भ सूचीमा लेखकको नाम एमएलए पद्धति जस्तै पृँ लेखक परम्परा वसाइएको छ । नेपालीवाट एउटा उदाहरण :


नेपालीका शोधमा माथि सडक्को गरीए जसले मिलियत प्रयोग गरिएकोले एउटा पद्धतिमा पनि शोधपत्र/प्रवचनको प्रविष्ठता गराउना एमएलए जसले शीर्षकलाई दोहोरो उद्दार्थ दिन्याया राखिएको पाइन्छ। जसो गरे पनि एकु रुपमा बाहिर हुने पडेछ।

“विशृंग्द्ध एउटा वा विशृंग्द्ध एमएलएको प्रयोग गर्ने” मन्यो हो भने आपात पद्धतिमा एउटा पद्धतिको कल्पना सहितको सरलीकरण गरेको प्रयोग गरी नसकिने भने होइन। त्यसका लागि शोध गराउने सम्यक संस्थाको प्रचलन, तिम्रम र स्मृतिकिलाई आधार बनाउनु पनि हुनुह।

8. उपस्थापन

श्रोधको आयाम निकी व्यापक छ भने दुर्भ र माइको व्याग्यापट रुपमा छ। प्रस्तुत आलेखमा भने यसको मासिक र निताङ्ग प्रकाशिक पक्षका बारेमा चर्चागामी सम्भव भएको र त्यस लेखको उद्देश्य पनि भएको र। यसमा मुख्यतः: शोधकार्य सम्पन्न भएका सकारात्मकता को प्रकृतिको मात्रा चर्चा गरियो। मानविकीको तथा समाजशास्त्र अन्तर्गत दुई दर्जन बहुविभक्त भएको सह र प्रक्रिया शोधकार्य गर्नु पर्ने कार्यकाल र त्यसको प्रक्रिया अव्यवहारिक र लागि हुने भएको प्रक्रिया लेखकको कोमा उपयुक्त पक्षहरुमा भएको पनि शोधधात्रीहरूमा अल्पमान रहेको देखिन्छ। त्यसमा पनि विशृंग्द्ध मानविकीको विषयमा प्रतिबन्ध लेखनको ढाँचा र सामाजिक शास्त्रको प्रक्रियको शोध प्रतिबन्धमा हुने भिन्नतावारी पनि अल्पमान छ। यसै परिस्थितिमा MLA र APA पद्धतिको प्रयोगलाई वेदिद्ध रहेको जसै जुन सहीकरण छन्नक गरिएको छ, त्यसलाई मानविकीको तथा सामाजिक शास्त्र सहकार्यका शोधधात्रीहरूलाई रोके भए पनि महत्त्वपूर्ण सहयोग पर्ने छ, भने विश्वास लिन सकिन्छ। हाम्रो सहकार्यका सामाजिक शास्त्रसँग वर्ग पद्धतिको प्रयोग हुन्छ भने मानविकीको अद्भुती विषयमा पूर्ण रूपले MLA पद्धतिको प्रयोग भएको छ। मानविकीको नै भए पनि नेपाली विषयमा यी दुईको मिलियत प्रयोग छ। यसै मिलियत प्रयोग गर्ने नयाहो रहेको र किन दुर्भ भएको भने, त्यसमा शोधधात्री स्तर भएको पनि र त्यसको पद्धतिको शोध प्रतिबन्धमा त्यसमा कडाका साथ एकु रुपमा कायम गरेको पछी। होइन, कति एक पद्धतिको विशृंग्द्ध प्रयोग गरेको हो भने पनि प्रतिबन्धमा आकर्षण त्यसको सम्पूर्ण प्रयोगमा ध्यान दिनौ भएको पनि।

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