

Mid-Western University, Faculty of Management
Birendranagar, Surkhet, Nepal



MPhil/PhD Program
Thesis Research Report Writing Guidelines 2020

Office of the Dean
Faculty of Management, Mid-Western University
Birendranagar, Surkhet, Nepal

Applicable from
February 2020

A. PREAMBLE

Thesis Research is an integral component of Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) programs of Faculty of Management at Mid-Western University (MWU).

As a mandatory provision, each fellow researcher pursuing an MPhil or PhD degree must design and undertake a systematic and scientific inquiry-based research project with approval of the Research Committee. Advanced degree research writing being an integral part of purely academic writing, it needs to be accomplished by applying uniform standard and writing precision. This document intends to provide with brief guidelines to the respective researchers and research project supervisors.

The Thesis Research involves conceptualizing and designing a research, obtaining departmental approval, fielding the research, performing data reduction and analyses, writing a report and making a formal presentation to the respective Research Committee.

Thus, the Thesis Research project as a whole, aims to develop knowledge, skill competence and attitude (KSA) necessary to gain mastery of conducting academic research in management sciences and take self-initiative for problem identification, designing instruments for collecting data, performing data reduction and information analyses, producing policy level and managerial implications for evidence-based, effective decision-making.

An MPhil and PhD level Thesis Research Report work should involve depth analyses of the problem or issue, followed by extensive research or investigation on it before producing grounded evidence-based conclusions and implications for continued action. For this, it requires researcher's continuity of purpose, patience, positive attitude to conduct a systematic inquiry for uncovering the realities facing a problem, issue or any social as well as institutional policy impediment. More importantly, an independent researcher must be versatile in using technologies in data generation, reduction and analyses.

At this level, each postgraduate fellow researcher must be capable of demonstrating a blend of KSA to undertake a systematic and scientific inquiry using relevant technologies to explore grounded reality and transform into effective information as a pre-requisite to organizational decision-making.

This document provides with needful guidance on procedural requirements, proficiency of research presentation and research writing to be fulfilled during your journey to successful Thesis Research accomplishment towards the end of your intended postgraduate degree at Faculty of Management, Mid-Western University.

B. GENERAL INSTRUCTIONS

1. In this document, the term 'Supervisor' means Research Supervisor or Thesis Guide; 'Head of Department' means Program Director, or Lead Professor assigned by the Dean; 'Research Committee' means the postgraduate research and academic management committee formed with the Chairmanship of the Dean, Faculty of Management; 'Internal Evaluation' means the evaluation accomplished by the Research Committee members; 'External Evaluation' means the evaluation accomplished by the external expert appointed by the Research Committee Chair.
2. Both the MPhil and PhD programs of Faculty of Management, Mid-Western University have been crafted on a philosophy of blending your study and learning for professional life with a balance of knowledge, skill competence and attitude (KSA) in management sciences. For this, it requires you to be practical on working with research-based evidences to generate alternatives for professional decision-making. Therefore, you are advised to take this project more seriously, and at the same time, with joyful learning by experiencing with the grounded reality.
3. Before commencing your journey to intended research project, please study, analyze and understand properly each item presented in this guideline document. If any confusion arises, or there is limitation of instructions pertaining to any matter of paper documentation, please follow the latest edition of the Academic Writing Manual of American Psychological Association (APA). At this point, we recommend you use *Publication Manual of the American Psychological Association* (6th edition; 2010).
4. Please do not proceed fielding your research project until receiving respective departmental approval. The respective department follows a specific process and there are strict requirements to accomplish such process. Therefore, please pay patience to move along the institutionalized system of this systematic inquiry.
5. It is an integral component of your academic requirements to be accomplished as a step-by-step guided study. Any misappropriations, unauthorized copy or submission of a part or whole of the work of others' may result in your disqualification from the program. Please be careful, perform reviews with wiser citations of scholarly works; please be wise to give credit to the original contributors by performing appropriate text citation and referencing.
6. Please also make sure that you do not have any family, friendship and other close affairs related relationships with your Supervisor; if found so in future before you inform, both the Supervisor as well as Researcher will be asked to drop the project at any stage. By chance, if such relationship takes place in future, both the Supervisor and Researcher must inform to the Research Committee Chair in separately written and the Chair will take alternative measure to arrange a substitute Supervisor at the earliest. Let us all respect the universal code of ethics in academic research.
7. As part of professional ethics, we encourage both the Researcher and Supervisor to arrange multiple discussion and consultation meetings using the resources and space available at the MPhil/PhD Program station of Faculty of Management or at the working office of the Research Supervisor.

8. If your Supervisor is a senior management position holder in the University, we strongly discourage you to consult him/her in working office during office hours. In such a case, please manage your time for consultation in off hours.
9. Time and again, Faculty of Management organizes a series of talk programs, workshops and conferences on research methodology. You are advised to make up your time with active participation in such programs to empower yourself with knowledge, skill competence and attitude on systematic inquiry-based decision-making skill development.
10. You are advised to work closely in consultation with your designated Supervisor and collectively develop a plan of action and always try to work in line with the milestones proposed in the plan of action so as to help yourself accomplish the project within stipulated time.
11. Please keep all physical and electronic materials reviewed and data collection forms safe for future evidence; the Research Committee, if felt necessary, may ask you to submit such materials at the time of your Viva-Voce towards the end of your project.
12. Generally, once a research topic is determined and Supervisor is appointed, you won't be allowed to switch over the area of research time and again. However, in case if you have convincing reason, please inform in written to the designated Supervisor for obtaining departmental permission. Such changes may be considered, if reported within a month of formalization of the research.
13. Similarly, in case of delay in research due to reasons related to family, health or professional matters should be timely reported in written via your Supervisor. And the designated Supervisor and respective department head will try their level best to consider the issue and extend time for the completion of your project. However, other rules of the University cannot be countered by doing so.
14. Please read the whole document of APA style guidelines 6th edition thoroughly from chapters 1 through 7 before you make your research idea. By doing so you will personally develop your mastery of effective research ideation and writing.
15. Please never ever make any unwanted favors or extra payments to your Supervisor for this work. There are official arrangements in place for compensating the service. Also, always be aware of personal and professional ethics, safety and morality.
16. Finally, you are advised to develop a habit of improving your critico-analytical thinking, communication and presentation skills by performing multiple editing and updating of your manuscript.

C. WORKING PROCEDURES

A finely designed and executed project for MPhil/PhD Thesis Research may require several months of quality time involvement of the researcher and supervisor. Table 1 below provides with detailed information pertaining to various steps of intended tasks, details of activities to be performed, pre-requisites, and length of paperwork for expected task accomplishment.

Table 1: Working procedure on research project

Steps	Description of Activities to be Performed	Tentative Length of Paperwork
I	<p><u>Submit the Synopsis of Research Proposal</u></p> <p><i>Expected Components:</i> Preamble, Preliminary Review Works, Analyses of Research Gaps, Statement of the Problem, Research Objectives, Research Questions, Working Hypotheses, Significance and Expected Outcomes of the Study, Scope of Works, Definition of Key Terms, Sources of Information, Method of Data Collection, Population of Study, Units of Analyses, Sampling Techniques, Socio-Ethical Compliances; Tentative Plan of Action.</p> <p><i>Pre-requisites:</i> Successful completion of all required course works; no results awaiting students shall be entertained for synopsis submission; evidence of full payment of the program fee.</p> <p><i>Process:</i> Call for synopsis (within 10 days of the call); preliminary interview by the Lead Professor, followed by needful revision works (within 15th day of the call); ethical clearance by Thesis Research Committee (within 21st day of the call); formal research consent by the Committee Chair with appointment of Thesis Research Supervisor (within 21st day of the call for synopsis).</p>	4000-5000 words
II	<p><u>Perform Review of Literature</u></p> <p><i>Expected Components:</i> Review of Conceptual Perspectives, Review of Related Policy Documents, Review of Related Studies, Review of Organizational Best Practices, Case Analyses and Development of Conceptual or Theoretical Framework of the Study.</p> <p><i>Pre-requisites:</i> Formal approval of the Committee Chair.</p> <p><i>Process:</i> Write the first two chapters of the proposal, get feedback from the Supervisor and modify the document.</p> <p>Chapter 1: Introduction [Preamble, Preliminary Review Works, Analyses of Research Gaps, Statement of Problem, Research Objectives, Research Questions, Working Hypotheses, Significance and Expected Outcomes of Study, Scope of Works, Definition of Key Terms; Organization of the Research Report]</p> <p>Chapter 2: Review of Literature [Introduction, Review of</p>	12,000-15,000 words in cumulative document

	Conceptual Perspectives, Review of Related Policy Documents, Review of Related Studies, Review of Organizational Best Practices, Case Analyses, Development of Conceptual or Theoretical Framework of the Study]	
III	<p><u>Develop Full Proposal for Research</u></p> <p><i>Expected Components:</i></p> <p>Chapter 1: Introduction</p> <p>Chapter 2: Review of Literature</p> <p>Chapter 3: Proposed Research Methodology [Introduction, Research Paradigms, Method of Inquiry, Research Designs, Sources of Information, Population of the Study, Units of Observation and Analyses, Sampling Techniques, Units of Analyses, Instrumentation, Tests of Validity and Reliability, Data Modeling, Bases of Results Analyses, Plan of Action, Socio-Ethical Compliances]</p> <p><i>Pre-requisite:</i> Acceptance of review of literature and development of conceptual framework by the Thesis Research Supervisor.</p> <p><i>Process:</i> Write the third chapter of the proposal in tune with the theoretical and conceptual direction set by the conceptual framework of the study, design and test the validity and reliability of data collection instruments, get feedback from the Supervisor, modify the document; place data collection instruments in the Appendix.</p>	15,000-18,000 words in cumulative document
IV	<p><u>Make a Presentation of Full Proposal</u></p> <p><i>Expected Components:</i> Design a 20-25-minute presentation using ppt slideshow on:</p> <p>Introduction [general situation and research gap, statements of problem; significance of the study]</p> <p>Review of Literature [matrix of literature; connection of various literature with the present research; conceptual framework of study]</p> <p>Research Methodology [Introduction, Method of Study, Research Designs, Sources of Information, Population of the Study, Sampling Techniques, Units of Analyses, Instrumentation, Tests of Validity and Reliability, Data Modeling, Bases of Analyses, Plan of Action; Socio-ethical Compliances]</p> <p><i>Pre-requisite:</i> Approval by the Committee Chair on recommendation of the Supervisor.</p> <p><i>Process:</i> Develop a presentation document, give presentation to the supervisory team including the Committee Chair, Research Supervisor, HODs and fellow researchers; solicit feedback, adapt ideas and methods; obtain Supervisor consent to administer research.</p>	Approximately 20-25-minute presentation
V	<p><u>Perform Field Work</u></p> <p><i>Required Preparations:</i> Letter of Approval from the</p>	

	<p>Committee Chair, copies of data collection instruments (electronic/hard), sampling frames, location maps, plan of travel and other logistics.</p> <p>Pre-requisite: Approval by the Committee Chair on recommendation of the Supervisor.</p> <p>Process: Researcher administers data collection; Supervisor and Committee Chair opt suitable mechanism to facilitate and control field research.</p>	
VI	<p><u>Perform Data Reduction and Analyses</u></p> <p>Data Reduction: Coding, field controls, editing, data entry, cross-tabulation, transformation; transcribing qualitative information into quantitative measures.</p> <p>Data Analyses: Performing information production, analyses and testing.</p> <p>Documentation</p> <p>Chapter 3: Respondent Information to be added before Plan of Action section in Chapter 3.</p> <p>Chapter 4: Data Presentation and Analyses</p> <p>[Introduction, research question-based, theme-wise display and discussion of information in different sections, summary of findings]</p> <p>Pre-requisite: Accomplishment of data collection task</p>	21,000-25,000 words in cumulative document
VII	<p><u>Develop Report, Make a Presentation and Submit the Final Report</u></p> <ol style="list-style-type: none"> 1. Transform chapters 1 through 3 from proposal into research report by using the accomplished form of language structure. 2. Chapter 4: Data Presentation and Analyses [as outlined in previous step] 3. Chapter 5: Summary and Conclusions [Summary, Discussions, Lessons Learnt, Suggestions for Policy Implications, Suggestions for Managerial Decision Implications, Suggestions for Continued Research; Conclusions] 4. Update References and Appendices 5. Design presentation materials for viva-voce/defense 6. Accomplish defense of Thesis Report and take committee feedback 7. Solicit feedback, update the report and submit four copies of hard paper bind report for formal acceptance 	25,000-30,000 words in cumulative document

D. EVALUATION CRITERIA

On successful completion of the thesis research and satisfactory presentation by the respective degree candidate, it will be jointly evaluated by the Members of Research Committee and an External Evaluator, using pre-determined criteria and weightage as presented in table 2 below:

Table 2: Criteria-weightage for evaluation of thesis report

SN	Criteria	Thesis Research MPhil/PhD Committee		External Expert		Total	
		FM	MO	FM	MO	FM	MO
1.	<i>Problem Definitions</i> [quality of preliminary review works from lead documents, analyses of gaps, statement of the problem, objectives, research questions, working hypotheses, significance of study]	7		3		10	
2.	<i>Review of Literature</i> [diversity and intensity of reviews from the perspectives of concepts, theories, policies, related studies and best practices, and development of conceptual framework of study]	10		5		15	
3.	<i>Research Methodology</i> [approach and designs, instrumentation and modeling, sampling and sample size, field administration, data reduction and analyses, socio-ethical compliances]	10		5		15	
4.	<i>Data Presentation and Analyses</i> [pattern and sequencing in order of objectives, research questions and hypotheses, tabular and graphical portrays, statistical testing, discussions and interpretation]	7		3		10	
5.	<i>Summary and Conclusions</i> [summary, discussions, lessons learnt, conclusions and recommendations]	5		2		7	
6.	<i>Academic Writing</i> [quality of language, paper structure and design, citations, referencing]	7		3		10	
7.	<i>Overall Impression</i> [personality disposition, vision and commitment on respective field of specialization; exhibited knowledge, skill competence and attitude towards chosen area of study]	4		4		8	

8.	<i>Presentation</i> [opening of subject matter, spontaneity and clarity of communication and explanation, receiving and responding to panel members' concerns, satisfactory evidence of self-accomplishment of research process and closing effectiveness]	25				25	
Total		75		25		100	

Name of the Evaluator: _____

Category of Evaluator: Thesis Research Supervisor

 Member, Research Committee

 External Expert

Signature: _____ Date: _____

Notes: For successful candidates, the results will be announced no later than 30 minutes after the presentation is over. The Research Committee reserves its decision to ask the researcher for further slight or major modification, complete rework, or even rejection of report – all based on candidate's performance during defense and documentary evidence of quality and significance of the work.

E. PAPER DOCUMENTATION

Medium of Language and Originality

As these are academic documents, all reports of Thesis Research must be written in correct English language. Exceptions may be made, if appropriate, in appendix materials.

The graduates are normally asked to confirm the correctness of composition structure and grammatical errors by the help of specialized English language experts in academic writing. Also, they must confirm the copy rights related issues wherever applicable.

Mid-Western University, Faculty of Management encourages its MPhil and PhD degree aspiring graduates to maintain at least 80 percent of originality while a test for plagiarism is administered. All Thesis Reports bearing 20 percent or above level of plagiarism will either be asked to re-edit/recompose, whereas all the reports having 30 percent and above level of plagiarism will be rejected and such graduates will be asked to undertake a fresh research right from the beginning. Only one such chance will be given to a student to obtain the degree.

The researchers are advised to thoroughly acknowledge the original sources of information by applying APA prescribed format of citation and referencing.

Parts of Paper

Mostly, a more systematically documented course paper will be prepared in three distinctive parts – prefatory part, main body and supplementary part.

Prefatory Part includes all preliminary contents that come before the first chapter of the study report. Normally, lower case Roman numbering (e.g., i, ii, iii) at the bottom-right of the pages is applied for this part and the contents may include –

Title Page

Title Fly

Institutional Consent for the Conduction of Research [*University provided*]

Recommendation for Defense of Research Report [*University provided*]

Approval from the Research Committee [*University provided*]

Acknowledgements [*restricted to a single page*]

Abstract [*restricted to a single page*]

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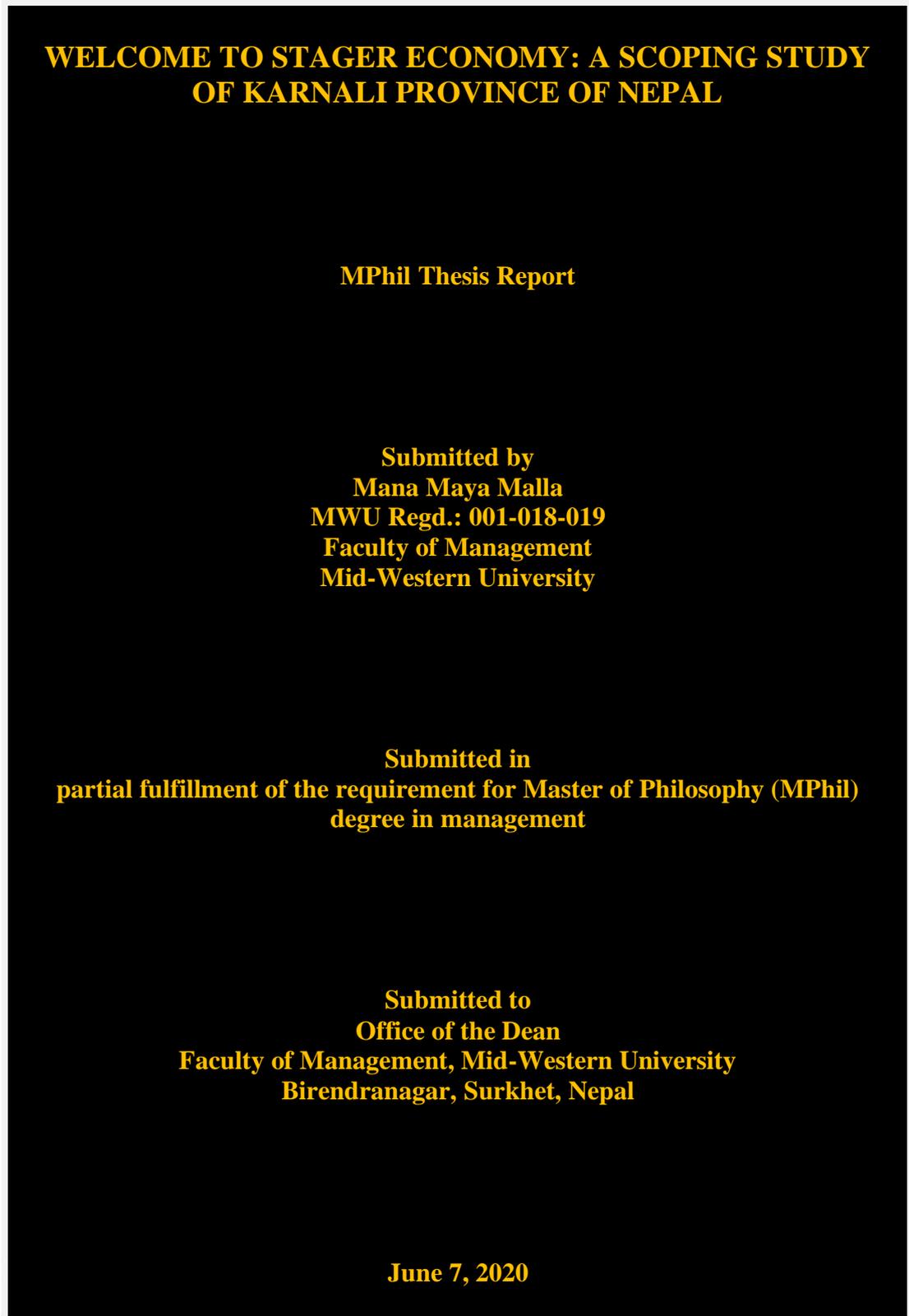
List of Tables [*optional; if there are at least 2 tables used in the main body*]

List of Figures [*optional; if there at least 2 figures used in the main body*]

List of Abbreviations [*Optional; if there are at least 2 abbreviations used in the main body*]

Note: The Title Page should contain no page number and rest of pages in prefatory part should be numbered in lower case Roman Numbering system. The page numbers should be inserted in the bottom-right side of the footer.

Figure 1: Template for title page



(Generally 6 lines in an A4 sized paper). The title contents should be documented in block letters of font size 14, whereas rest of contents should be typed in font size 12.

Note: The respective department is advised to issue a pre-formatted template of the title page to each student, who should then update his/her personal information in the given template. No alteration of format, margins and page size is allowed. However, the font type may be altered in tune with the fonts used in the main document.

While making final printing of the cover page for binding of the report for submission, this page should be printed in dark black colored leather coated/raxine paper with bold golden fonts of the text and border lines.

Figure 2: Institutional consent for development of full proposal

	Mid-Western University, Faculty of Management Birendranagar, Surkhet, Nepal Estd. 2010
Date: January 15, 2020	Ref. No.: 056-2019-020
To Mana Maya Malla Birendranaga 9, Surkhet, Nepal	
Re.: Authorization for the Submission of Full Proposal	
Dear Ms. Malla, Upon your successful submission and acceptance of synopsis of the MPhil Degree Thesis Research Proposal, we are pleased to authorize you to prepare and submit the full proposal of your Thesis Research entitled <i>Welcome to Stager Economy: A Scoping Study of Karnali Province of Nepal</i> . You are advised to accomplish the development of full proposal within no later than four weeks effective from January 16, 2020. We wish you a successful research endeavor in this process. With Regards, _____ <Name> Dean, Faculty of Management Chair, MPhil/PhD Research Committee	

Figure 3: Institutional consent for the conduction of research

	Mid-Western University, Faculty of Management Birendranagar, Surkhet, Nepal Estd. 2010
Date: February 12, 2020	Ref. No.: 063-2019/020
To Mana Maya Malla Birendranaga 9, Surkhet, Nepal	
Re.: Authorization to Undertake MPhil Thesis Research	
Dear Ms. Malla, Upon your successful submission and acceptance of your ongoing MPhil Degree Thesis Research proposal, we are pleased to authorize you to undertake a Thesis Research entitled <i>Welcome to Stager Economy: A Scoping Study of Karnali Province of Nepal</i> . You are advised to accomplish the proposed study within 12 weeks effective from February 13, 2020.	
We wish you a successful research endeavor in this process.	
With Regards,	
_____ <Name> Dean, Faculty of Management Chair, MPhil/PhD Research Committee	

Figure 4: Recommendation for defense of research report

	Mid-Western University, Faculty of Management Birendranagar, Surkhet, Nepal Estd. 2010
Date: July 25, 2020	Ref. No.: 123-2019-020
To Chair, MPhil/PhD Research Committee Faculty of Management, Mid-Western University Birendranaga 7, Surkhet, Nepal	
Re.: Recommendation for MPhil Thesis Defense	
Dear Sir,	
I am pleased to inform you that Ms. Mana Maya Malla, an MPhil passing out graduate of Faculty of Management, Mid-Western University, has accomplished the Master of Philosophy Degree Thesis Research project entitled <i>Welcome to Stager Economy: A Scoping Study of Karnali Province of Nepal</i> under my direct supervision and guidance. I have closely observed that the Thesis Report has been prepared in tune with the specified guidelines and the report bears adequate level of overall quality of works and documentation. Therefore, I would like to recommend for your valuable consideration of an early date for organizing the final defense of the said Thesis Report.	
With Regards,	
_____ <Name> Thesis Research Supervisor	

Figure 5: Approval from the research committee

	Mid-Western University, Faculty of Management Birendranagar, Surkhet, Nepal Estd. 2010
Date: August 7, 2020	Ref. No.: 129-2019-020
We approve	
The Thesis Research Report entitled <i>Welcome to Stager Economy: A Scoping Study of Karnali Province of Nepal</i> undertaken by Ms. Mana Maya Malla has been found satisfactory for the award of Master of Philosophy (MPhil) degree.	
<Name> Thesis Research Supervisor	Signature: _____ Date: _____
<Name> Member, Research Committee	Signature: _____ Date: _____
<Name> Chair, Research Committee	Signature: _____ Date: _____
<Name> External Evaluator	Signature: _____ Date: _____
I, Mana Maya Malla, hereby declare that this thesis report has been prepared as per university guidelines and the same has not been submitted anywhere else for any other degree. I understand, this report will now become part of Mid-Western University's library collection in physical and electronic form.	
_____ Mana Maya Malla Degree Candidate	Date: _____

ACKNOWLEDGEMENTS

Share in a few paragraphs, your thanks, gratitude or appreciation to different individuals and institutions for their support and cooperation with you to accomplish this project.

Mana Maya Malla
Degree Candidate

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ABSTRACT

Write in a few paragraphs, limiting all it to a single page, by specifying general background, problem or issue considered of observation, research methodology, key findings, suggestions for policy implications, decision implications and future research continuity and conclusions. [*Text length: upto 250, words not exceeding 1 page*]

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LIST OF ABBREVIATIONS

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Main Body includes chapter-wise documentation of the study report and it is normally paginated with Hindu Arabic number system. Generally, the chapter-wise organization of the main body should be as follows:

CHAPTER 1: INTRODUCTION

CHAPTER 2: REVIEW OF LITERATURE

CHAPTER 3: RESEARCH METHODOLOGY

CHAPTER 4: DATA PRESENTATION & ANALYSES

CHAPTER 5: SUMMARY, CONCLUSIONS & RECOMMENDATIONS

The body of the paper should be organized as such that the major ideas are clearly indicated, and the supporting ideas and comments are identifiable. It should include an elaboration on two or more main topics with sub-topics. It should also include references of the literature used for the paper.

The presentation of ideas should follow a sequential outline of major and sub-headings. The presentation in the typed format should follow APA style guidelines. If the paper is short, a 3-level format will be adequate. Longer papers, which are more extensive and have more complexity in presentation of ideas, may need a 3-5 level format.

Figure 5: General outline of the main body of paper

<p>CHAPTER 1: INTRODUCTION</p> <ul style="list-style-type: none"> 1.1. Background of the Study 1.2. Gaps Analyses 1.3. Focus of the Study 1.4. Objectives of the Study 1.5. Statement of the Problem 1.6. Research Questions 1.7. Research Hypotheses 1.8. Significance of the Study 1.9. Limitation and Delimitations of the Study 1.10. Operational Definitions of the Key Terms 1.11. Organization of the Thesis Report
<p>CHAPTER 2: REVIEW OF LITERATURE</p> <ul style="list-style-type: none"> 2.1. Introduction 2.2. Review of Theoretical and Conceptual Perspectives 2.3. Review of Related Policy Documents 2.4. Review of Related Studies 2.5. Review of Institutional Best Practices and Case Studies 2.6. Development of Theoretical Framework of the Study
<p>CHAPTER 3: RESEARCH METHODOLOGY</p> <ul style="list-style-type: none"> 3.1. Introduction 3.2. Methodological Paradigms of the Study 3.3. Research Approach and Designs 3.4. Scope of Works 3.5. Population of the Study

- 3.6. Sampling Techniques
- 3.7. Units of Analyses
- 3.8. Data Modeling Techniques
- 3.9. Development of Data Collection Instruments
- 3.10. Test of Reliability and Validity
- 3.11. Mechanism for Field Works
- 3.12. Techniques for Data Reduction and Analyses
- 3.13. Plan of Action
- 3.14. Socio-Ethical Compliances

CHAPTER 4: DATA PRESENTATION & ANALYSES

- 4.1. Introduction
- 4.2. Respondent/Participant Information
- 4.3. <Research question-wise headings of data presentation and analyses>;
multiple headings may apply here
- 4.4. Key Findings of the Study

CHAPTER 5: SUMMARY, CONCLUSIONS & RECOMMENDATIONS

- 5.1. Introduction
- 5.2. Summary
- 5.3. Discussions
- 5.4. Lessons Learnt
- 5.5. Conclusions
- 5.6. Suggestions
 - Policy Implications
 - Managerial Decision Implications
 - Further Research

Each chapter should be further devised of several needs-based headings, sub-headings, and sub-sub-headings using a 3-5 level format with consistency.

Finally, in *Supplementary Part* of the paper should follow a detailed list of *References* prepared in line with APA style guidelines for writing academic papers and then the *Annexures* and *Appendices* should be placed towards the end of formally composed paper. The numbering of appendices should follow as like chapter title style opted in the main body. The Annexures should contain the extended form of data presentation, whereas the Appendices should include additional documents (Researcher CV, data collection forms, etc.) complementing the documentation of the Thesis Report. All pages of this part should be paginated as continuation of main body.

Page Margins, Fonts, Alignments and Cases

Margins Size: All the contents of an academic research report should be physically easy to read. Therefore, the pages should have margins of at least 1” on all sides (excluding page numbers, which may be within a one-half inch margin). Maintain 1.5” margin in the left side of the document. It is recommended to set the document in A4 (8.27 x 11.69) size throughout the paper.

Fonts: Times New Roman font 12 pitch is the default type of font to be used in a thesis report. In addition, specific font types should be selected making it easy for the reader. For example, in this sentence, you are now reading in font type Arial 10 pitch. In the next section, you will see examples of Courier 12 pitch fonts. Many other fonts are available, but the following fonts are more commonly used:

Arial 10, Arial 11, Prestige 12, Courier 12, Times New Roman 10, Times New Roman 11, or Times New Roman 12. There should be consistent use of a single type of fonts throughout the report, in all parts.

Alignment Setting: If you want to consider using the *alignment* setting so that margins are even on both the sides of the page, then you should use a font that has automatic (proportional) spacing between letters and words. Fonts such as Arial and Times New Roman are the examples in this respect. Fonts such as Prestige pitch (12) and Times New Roman (10) should be used with “align left” only. However, the respective department may allow a *Justified Format* without using indent of the text to give an impressive look of its body.

Cases: Use Caps log (capital letters) for each **CHAPTER HEADING** with bold; Use Title Cases pattern for each major heading with bold cases. For example, **1.1. Background of the Study; 3.11. Socio-Ethical Compliances**). Apply **Sentence case** bold pattern for all sub-headings, *Sentence case italicized pattern for sub-sub-headings*.

Paragraphs and Line Spacing

Chapter Heading: Set a *single line* spacing pattern; apply 0 points ‘before’ and 24 points ‘after’ for each chapter heading. For example, all the first line headings of this document are composed in this structure.

Major and Sub-Heading: Set a 1.5-line spacing pattern with 0 point spacing ‘before’ and 6 point spacing ‘after’ setting.

Sub-sub-heading: Set a 1.5-line spacing pattern with 0 point spacing ‘before’ and 6 point spacing ‘after’ setting and compose the text in the same line of heading as structured in this paragraph itself.

Paraphrasing: Maintain paragraph breaks by using a space of 6 points in ‘after’ setting in a 1.5-line spacing pattern in paragraphs. While commencing a new heading, use 12 points space in ‘after’ setting of the previous paragraph.

G. CITATION & REFERENCING

Performing text citations and preparing a list of references should follow the guidelines as set out by APA (6th edition is available in the market). After every citation in the main body of the text, immediately the detailed listing of the sources of information should be prepared. *Remember, bibliography is not the list of references.*

The best time to make a record of the consulted reference materials is at the time of reading it. Therefore, the graduates should establish a system for making a complete record. This will save time and effort in the writing a well-documented paper. The note making system should be established to record the following information in the sequence suggested below:

Name(s) of Author(s): Family name and given names in full form.

Date of Publication: Note the date of publication of the current edition in English date. In the case of a newspaper publication, please note the full date of publication followed by page number (e.g., Wednesday, August 7, 2019; p. 12).

Title: Title of a book, name of journal, newspaper or any other type of publication should be listed accordingly. The notes should be clear as to whether this is an article in a journal or magazine, a chapter in a book, or other source.

Edition: In the case of a book, the edition other than first must be identified.

Publisher: For book: city and publisher name is required. For journal or magazine: may not be needed if the source is a recognized journal.

Volume and Issue: Especially needed for journal, magazines and multi-volume books. It should always include page/s where the article or content of the review material is located.

Pages: Citation of chapters in a book and article in a journal or magazine should always include pages where the article is located; it is also required for every direct citation from a book.

Internet Sources: Identify www, http, or any other search engines, newsgroup postings and e-mail; also date of retrieval.

Other Information: Any other information to verify your source.
[Please refer APA style guidelines; Chapters 6 and 7.]

Quotations from Other Sources

Authors of scholarly papers are expected to give credit to the works done by other scholars. Therefore, a format for citation of works in the text of the paper is needed. Each citation in the text of the paper must be included in the list of references at the end of the paper.

The following examples have been adapted from Diana Hacker's 1997 publication, *A pocket style manual* (2nd ed.), and the *1994 Publication manual of the American*

Psychological Association (6th ed.). They have been contextualized for our university. For additional examples and updates, follow the latest edition of the *Manual*.

In general, the APA style requires the use of past tense. For example, Smith (1994) reported...; present perfect tense is also equally used. For example, Smith (1994) has argued...; or Smith (1994) argues, in simple present tense structure of writing. It is recommended to use a uniform structure to the possible extent. It also suggested that a qualitative research-based discourse takes a beautiful shape and impression while composed in simple present tense. Please remember, all review works, and citations must be done consistently using a uniform pattern. A variety of situations are presented below.

Direct quotation: When introducing a quotation, the author's family name and date of publication should be identified; the page notation appears in the parenthesis at the end of quotation. Note that this quotation is less than 5 lines or approximately 40 words in length.

Cross (1990) has stated, "Most of us are naïve observers of teaching and naïve practitioners of the art and science of teaching as well" (p. 10).

OR

One scholar (Cross, 1990) stated, "Most of us are naïve observers of teaching and naïve practitioners of the art and science of teaching as well" (p. 10).

Alternatively, when the author's name does not appear in the introductory sentence, then the author's last name, year/date of publication, and the page number should be placed in parenthesis at the end of the sentence.

"We don't know enough about the intricate processes of teaching and learning to be able to learn from our constant exposure to the classroom" (Cross, 1990, p. 10).

Summary or a paraphrase: For a summary or a paraphrase, include the author's last name and the year/date either in the first phrase or in parenthesis at the end. A page number is not required, but it may be included to help your readers find a specific passage in a long work.

An idea being Promoted (Cross, 1990) for the improvement of college teaching is that teachers should be helped in knowing how to use higher level of cognitive skills, i.e., ability to diagnose, analyze, evaluate, and synthesize information.

OR

An idea being promoted for the improvement of college teaching is that teachers should be helped in knowing how to use higher level of cognitive skills, i.e., ability to diagnose, analyze, evaluate, and synthesize information (Cross, 1990).

Quotation with more than 5 lines or 40 words: Quotations with more than 5 lines or 40 words should be shown as a free-standing block of typewritten lines as shown below, with 0.5” left and 0.5” right aligned, *Justified* in ‘single line’ spacing patters of ‘0’ spaces for both ‘before’ and ‘after’.

In a study of memory and comprehension activities in Sri Lanka primary school classrooms, it was found that memory-related activities were less than 30 percent of all learning activities, ranging from 37.01 percent in the first year to 24.94 percent in the third, and 24.13 percent in the fifth year. Furthermore, the critical thinking and problem-solving type of activities were found to be less than 10 percent of all learning activities in all years (Gorrell et al., 1995, p. 87).

The block quotation starts from a new line as a new paragraph and the subsequent lines are typed flush with the same indenting (*Justified* as in above example). When a quotation is set apart by indentation, quotation marks are not used.

Quotation or citation of a work discussed in a secondary source: Many times, you may make references to publications that are not available to you, the author of the present work. In such cases, these publications become “secondary sources” for you. For example, if you are reading a document written by Rijal which mentions a study published in a journal article written by Juran, then Juran’s article is the “primary source” and Rijal’s document is the “secondary source” for you. An example is provided below.

Many scholars have expressed a divergent view on philosophical foundations of total quality management (TQM) process climate. For example, Rijal (2011, as cited in Juran, 1994) has observed consistency of purpose being the primary driver of TQM philosophy in action.

OR

Many scholars have expressed a divergent view on philosophical foundations of total quality management (TQM) process climate. For example, Rijal (2011, in Juran, 1994) has observed consistency of purpose being the primary driver of TQM philosophy in action.

Citations of References in the Text of the Paper: APA Style

One author (one work): The author’s name and year of publication are essential for the citation. For example,

A scholar has claimed that leadership commitment is the key to lead organizations towards their success (Rijal, 2003).

Two authors (one work): Name both authors in the initial phrase or parenthesis each time you cite the work. In the initial phrase use “and” between the authors’ name; in the parenthesis use the Ampersand (&) between the authors’ names.

Cooper and Mueck (1990) have defined cooperative learning as a structured, systematic instructional strategy in which small groups work toward a common goal (p. 69).

Cooperative learning can be distinguished from other forms of team learning by the characteristic features of “positive interdependence” where all members of a learning team are responsible for the learning of other members (Cooper & Mueck, 1990).

Three to five authors: Identify all authors the first time you cite the source. In a phrase it would appear as Gorrell, Kularatna, Dharmadasa and Abeyratne (2018). In the parenthesis format it would appear as (Gorrell, Kularatna, Dharmadasa, & Abeyratne, 2018).

In a study of dimensions and magnitude of cooperative learning, Gorrell, Kularatna, Dharmadasa and Abeyratne (2018) identified that such a practice not only serves instrumental in creating impactful learning for life, but also it empowers the learners with effective interpersonal and life skills to work in a team.

In subsequent citations, use the first author’s name followed by “et al.” in either the phrase or the parenthesis, i.e., Gorrell et al. (2018) or (Gorrell et al., 2018).

In a more recent study, Gorrell et al. (2018) have claimed that a cooperative learning practice has been observed to be effective in promoting interpersonal relationship, collaboration and cooperation among the learners, most effective when practiced among a modest group of 4-6 people.

OR

A cooperative learning practice has been observed to be effective in promoting interpersonal relationship, collaboration and cooperation among the learners, most effective when practiced among a modest group of 4-6 people (Gorrell et al., 2018).

Six or more authors: If a work is written by a group of authors which included Brightman, Bhada, Felhaus, Giovinazzo, Mansfield, Rue, Schaffer, and Schreiber (1990), then use only the first author's name followed by "et al." in all citations (Brightman et al., 1990).

Corporate author: If the author is a government agency or other corporate organization with a long and cumbersome name, spell out the name the first time you use it in a citation, followed by an abbreviation in brackets. In subsequent citations, simply use the abbreviation.

For first citation in parenthesis: (National Planning Commission [NPC], 2019).

OR

For first citation without parenthesis: National Planning Commission (NPC, 2019).

For subsequent citations: (NPC, 2019).

Unknown author: If the author is not given or known, either use the complete title of the work in the phrase or use the first two or three words of the title in the parenthetical citation. Titles of articles appear in double quotation marks followed by a comma ("Gender and Education," 1997); titles of books are underlined or italicized (Universal Primary Education, 1987). If "Anonymous" is specified as the author, treat it as if it were a real name (Anonymous, 1996). In the list of references, use 'Anonymous' as the author's name.

Authors with the same last name: To avoid confusion, use initials with the last names if your list of references contains two or more authors with the same last name; for example, Rita Dunn and Kenneth Dunn have many publications as single authors and as a team as well (Dunn & Dunn, 1993).

"Research on the Dunn and Dunn model of learning styles is more extensive and more thorough than the research on most previous educational movements" (Dunn & Dunn, 1993, p. xi). Other research has focused on homework (R. Dunn, 1985) and small group techniques (K. Dunn, 1985).

Personal communication: Conversations, memos, letters, e-mail, and similar unpublished person-to-person communications should be cited by initials, last name, and precise date:

...on effective management of implementation process of this new initiative, the current practice of selecting large scale projects on ad hoc basis will end and the nation will be benefitted by incorporating the right projects, right in time, in right places, in support with right scale of resources and funding with improved level of inter-departmental coordination and facilitation (Bhatta, S., Member, National Planning Commission; based on sharing in a panel discussion on January 25, 2019).

Note: Please do not include personal communications in the list of references.

Two or more works in same parenthesis: Time and again, a systematic and more comprehensive review work requires a researcher to perform several reviews works from different related sources and produce a central information. Such a situation requires multiple citation for a single statement or body of review. A few examples are presented in following paragraphs:

As part of ongoing national federal structural development and sharing of power and executive rights among the different levels of governments in Nepal, the Federal, Provincial and Local Governments are mandated with 25, 21 and 22 executive powers respectively. Similarly, there is a provision of 25 powers sharing between Federal and Provincial Governments and 15 powers are shared by all tiers (Karki, 2018; Dhakal, 2017; & Khanal, 2017) of governments and empowerment of local governance is the central governing philosophy of this newly enacted structural system. In this context, public service delivery mechanism and management system practices at local, provincial and federal levels may require timely revisits.

There are altogether 753 Local Governments having 6,742 Ward Councils in place with mandated powers (Editorial, June 6, 2018; & Dhakal, 2017) of local governance and development. On the other hand, in the sphere of good governance, developing scenarios reveal that Nepal needs to work swiftly with tangible results as its global rating has declined whereas other countries doing worse in past have improved significantly (Gyawali, 2019; & Himalayan News Service, 2019).

In this respect, Shrestha (2014), Lama (2018), and Bajracharya and Grace (2014) are of the opinion that Nepal has somehow achieved a long-awaited political stability and now it requires a policy level stability to gear up sustainable development.

Citations from secondary sources: A primary source is one which is published but which you could not have access directly. You want to cite the original (primary) source. For example, you are reading a publication written by Wagley and Mumaw. In the document a reference is made to study published in a journal article written by Heyneman. You do not have Heyneman's article (the primary source) but you want to mention the study as reported by Wagley and Mumaw (the secondary source). The Publication Manual of the American Psychological Association gives two rules to guide your decision on citations of secondary sources.

Rule 1: Paraphrase of information

If you paraphrase the information from Heineman as reported by Wagley and Mumaw, then give only the secondary source in the reference list as follows:

Wagley, M. P., & Mumaw, C. R. (1998). *Development of training curricula for the improvement of quality education in Dhulikhel Municipality. a needs assessment study*. Kathmandu: Kathmandu University.

In the text you are writing, name the original work (primary source), but give a citation for the secondary source, similar to the following:

The Summary review of World Bank projects by Heyneman (1994, as cited in Wagley, & Mumaw, 1998) indicated that very few teaching tools are available to primary school teachers in developing countries.

Rule 2: Direct quote from secondary source

If you quote directly from Wagley and Mumaw, then you would follow Rule 1 and, in addition, add the page number to the citation as follows:

The Summary review of World Bank projects by Heyneman (1994, in Wagley, & Mumaw, 1998) indicated, "typically, primary school teachers in developing countries have few teaching tools, and even these are of poor quality" (p. 3).

Preparing the List of References in APA Style

The list of references should be organized so that the listing is in alphabetical order according to the author's family name, and from "A" to "Z". The paragraphs in reference section should be set in single line spacing; 6 points spacing 'after' and 0.5" gutter setting for subsequent lines of each reference. In the examples that follow, observe all the details, especially the order in which the information is given (names, date of publication, publisher information) and the way it is presented (underlining, capitalization, abbreviations, full stops, etc.). The examples have been adapted from Diana Hacker's 1997 *A pocket style manual* (2nd ed.) and the 1994 *Publication Manual of the American Psychological Association* (4th ed.), and have been contextualized for Nepal.

Books

Basic format for a book

Brookfield, S. D. (1990). *The skillful teacher on technique, trust and responsiveness in the classroom*. San Francisco: Jossey-Bass Publishers.

Two or more authors in a book

Best, J. W., & Kahn, J. V. (1996). *Research in education*. (4th ed.). London: Routledge.

Crawford, D. K., Bodine, R. J., & Hogle, R. G. (1995). *The school for quality learning*. Champaign, IL: Research Press.

Corporate authors

Nepal South Asia Centre [NSAC]. (1998). *Nepal human development report 1998*. Kathmandu: Author.

United Nations Development Programme [UNDP]. (1998). *Human development report 1998*. New Delhi: Oxford University Press.

Editors

Schultz, F. (ed.). (1997). *Annual editions education, 1997/98*. (24th ed.). Guilford, CT: Dushkin Publishing Group.

Translation

Miller, A. (1990). *The untouched key: tracing childhood trauma in creativity and destructiveness*. (H. & H. Hannum, Trans.). New York: Doubleday. (Original work published 1988)

Edition other than first

Patton, M. Q. (1990). *Qualitative evaluation and research methods*. (2nd ed.). Newbury Park: SAGE Publications.

Chapter in a book

McGaghie, W. C. (1993). Evaluation competence for professional practice. In L. Curry, J. F. Wergin, & Associates. *Educating professionals*, (pp. 229 - 261). San Francisco: Jossey-Bass Publishers.

Book reprint

Dewey, W. C. (1993). *How we think*. Lexington, MA: Health. (Originally published 1910).

Multivolume work

Wiener, P. (ed.). (1973). *Dictionary of the history of ideas, (vols. 1-4)*. New York: Scribner's.

A volume of a multivolume work

Gerhardt, H. P. (1997). Paulo Freire. In Z. Morsy (ed.), *Thinkers on education, vol. 2. Prospects*, (No. 87/88, pp. 439 - 458). Paris: UNESCO Publishing.

Periodicals

Note that APA always uses Arabic numerals for volume numbers.

Article in a daily newspaper

McGeary, J. (1998, May 25). India: The B. J. P.'s big bang. *Time*, 151(20), 26 - 33.

No author

Anonymous (1998, May 27). Web as a tool for gender and development. *The Kathmandu Post*, p. 3.

Author

Adhikari, K. (1998, May 23). Schools or business houses? *The Kathmandu Post*, p. 4.

Article in a journal paginated by volume

Bandura, A. (1989). Regulation of cognitive processes through perceived self-efficacy. *Developmental Psychology*, 25, 729-735.

Article in a journal paginated by issue

Mumaw, C. R., & Sugawara, A. (1995). Teacher efficacy and past experiences as contributors to the global attitudes and practices among vocational home economics teachers. *Family and Consumer Sciences Research Journal*, 24(1), 92-109.

Cooper, J., & Mueck, R. (1990). Student involvement in learning: Cooperative learning and college instruction. *Journal on Excellence in College Teaching*, 1(1), 68-76.

Unsigned article in a periodical

Mushrooming growth of private schools. (2055 Baisakh) (Apr/May 1998). *BM Business Manager for Managers*, 1(1), 14 - 17.

Reviews

McLaren, P. (1993). [Review of the book School subjects and curriculum change: studies in curriculum history. (3rd ed.), 1992]. *International Journal of Qualitative Studies in Education*, 6(2), 171-177.

Letter to the editor

Quadric, A. (1998). Leaders of the century [Letter to the editor]. *Time*, 150(20), 5.

Reports, Conferences, and Unpublished Papers

Reports

Ministry of Education, HMG/Nepal (1995). Cooperative Hands in Restoration, Advancement and Growth. *Primary school teacher training in Nepal: a status report*. Kathmandu: Author.

Secondary Education Development Project, Ministry of Education, HMG/Nepal. (1996, June). *Micro study of school finances. Final report*. Kathmandu: METCON Consultants.

Merchantile Office Systems. (1996, February). *Computer systems analysis and Microsoft software*, (3). Kathmandu: Author.

Research Centre for Educational Innovation and Development [CERID], Tribhuvan University. (1997). *Gender and secondary education. A study report*.

Proceedings of a conference

Bhattarai, H. N. (1997). Quality management in higher education. *Higher education for twenty-first century: an interaction program. Proceedings*. (pp. 13-16). Dhulikhel: Kathmandu University.

Unpublished paper/poster/session

Eggert, G. R. (1991). *Why certify?* Unpublished manuscript. Chicago: Institute for Certification of Computer Professionals.

Lanktree, C., & Briere, J. (1991, January). *Eqarly data on the Trauma Symptom Checklist for Children (TSC-C)*. A paper presented at the meeting of the American Professional Society on the Abuse of Children, San Diego, CA.

Mumaw, C. T., & Sugawara, A. I. (1993, April). *Predictors of global education practices of high school foods and nutrition teachers in Oregon*. A poster session presented at the joint annual meeting of Oregon Dietetics Association and Oregon Home Economics Association, Eugene.

Thapa, B. K. (1989, March). *Motivational level of primary school teachers in Nepal*. A paper submitted for EDAM 501. University of Alberta, Edmonton.

Master's Thesis and Doctoral Dissertations

Thesis

Wagley, M. P. (1984). *An evaluation of Southern Illinois Instructional Television Association programming activities for the years 1979-1984*. Unpublished masters' research paper, Southern Illionis University, Carbondale.

Dissertation

Burt, L. S. (1993). *Personal teaching efficacy and ethnic attributions as contributors to Caucasian pre-service teachers' behavior toward international children*. Unpublished doctoral dissertation, Oregon State University, Corvallis.

An abstract of a dissertation

Treisman, U. (1983). A study of the mathematics performance of black students at the University of California, Berkeley (Doctoral dissertation, University of California, Berkeley, 1986). *Dissertation Abstracts International*, 47, 1641A.

Ernester, J. (1976). An examination of factors related to world-mindedness in secondary school teachers. *Dissertation Abstracts International*, 37, 5205A. (University Microfilms No. 77-2396).

Internet Sources

(Adapted for APA style from the ACW Style-Alliance for Computers and Writing. See Hacker, p. 122. Also see pp. 218-222 in the 1994 edition of the *Publication Manual of the American Psychological Association*.)

File transfer protocol (FTP) sites

Norusis, M. J. (1997). *Data files for SPSS 7.5 guide to data analysis*. Available at: <ftp.spss.com>. The file location at the FTP site is \pub\spss\sample\datasets. The file name is norusis. Retrieved on: February 26, 1998.

Manning, G. *Celas (April 26, 1996). Worldwide celtic music radio listening*. Available at: <ftp.celtic.stanford.edu/pub/radio/.list>. Retrieved on: July 26, 2019.

Online Journals

Tice, T. N. (1991). Learning styles: the brain. [Review of the symposium, "Learning styles and the brain," published in *Educational Leadership*, 48(2), October

1990, 3-81]. *Educational Digest*, 56(8) [On-line serial], April 1991, 39. Item Number: 9106101395. Available at: <http://www.EBSCOHost.com>. Retrieved on: February 20, 1998.

Other Sources

CD-Rom Abstracts

Mayers, J.W. (1984). *Writing to learn across the curriculum*. (Fastback 209). [CDROM] Bloomington, IN: Phi Delta Kappa Educational Foundation. (ERIC Document Reproduction Service No. ED 248 532).

Bower, D. L. (1993). *Employee assistant programs supervisory referrals: Characteristics of referring and non-referring supervisors*. [CDROM]. Abstract from: ProQuest File: PsycLIT Item: 80-16351.

Government Documents

Basic and Primary Education Project, Ministry of Education, HMG/Nepal. (1996, September). *Annual plan of action: fiscal year 1996/97 (2053/54)*. Kathmandu: Author.

U. S. Department of Health and Human Services, Public Health Service. (1990). *Healthy people 2000: National health promotion and disease prevention objectives*. (DHHS Publication No. (PHS) 91-50212).

Computer Programs

SPSS 8.0 basic professional. (1998). Chicago: SPSS, Inc.

Video Tape

National Geographic Society (Producer). (1987). *In the shadow of vesuvius*. (Videotape). Washington, DC: National Geographic Society.

No Date Given

When there is no date, indicate with “n.d.” in parenthesis as: (n.d.) this designation is used for citation as well as for the reference list.

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Aguilar, F. J. (1998). *The case method: general managers in action*. NY: Oxford University Press. Available at: <http://online.sfsu.edu/castaldi/teaching.html>. Retrieved on: June 10, 2014.

Bajracharya, P, & Grace, C. (2014). *The Nepal civil service and restructuring of the state*. Kathmandu: Government of Nepal, Ministry of General Administration and United Nations Development Program (UNDP).

Burnett, L. (n.d.). *How to improve your academic writing*. London: Cambridge University Press. Available at: www.essex.ac.uk/myskill/how_to_improve_your_academic_writing.pdf. Retrieved on: September 1, 2014.

Dhakal, A. (2017). Power to the local units. *myRepublica*, March 18, 2017. Available at: <https://myrepublica.nagariknetwork.com/news/power-to-the-local-units/>. Retrieved on: December 22, 2018.

- Editorial. (June 6, 2018). Only 54 departments under federal ministries. *myRepublica*, June 6, 2018. Available at: <https://myrepublica.nagariknetwork.com/news/only-54-departments-under-federal-ministries/>. Retrieved on: December 17, 2018.
- Gyawali, K. (2019). Good governance further declined. *Kantipur National Daily*, January 30, 2019, pp. 1-2. Kathmandu: Kantipur Publications Pvt. Ltd.
- Horava, T., & Curran, B. (2012). The importance of case studies for LIS education. *Library Philosophy and Practice*. Ontario: University of Ottawa. Available at: <http://digitalcommons.unl.edu/libphilprac>. Retrieved on: September 10, 2014.
- Karki, S. (2018). What is the present federal structure of Nepal and what are the significances? *Quora*. February 8, 2018. Available at: <https://www.quora.com/What-is-the-present-federal-structure-of-Nepal-and-what-are-the-significances>. Retrieved on: December 22, 2018.
- Khanal, D. (2017). *Federalism in Nepal*. Available at: https://www.academia.edu/22206066/Federalism_in_Nepal. Retrieved on: December 22, 2018.
- Lama, S. S. (2018). Bureaucracy reforms: taking Singhadurbar to grassroots. *The Himalayan Times, Opinion*, January 30, 2018. Available at: <https://thehimalayantimes.com/opinion/bureaucracy-reforms-taking-singha-durbar-grassroots/>. Retrieved on: December 21, 2018.
- Learner Development Unit, Birmingham City University. (2013). *Study guides: writing*. Birmingham: Author. Available at: www.ssdd.bcu.ac.uk/learner/writingguides/1.07.htm. Retrieved on: September 12, 2014.
- Rijal, C. P. (2011). *Leadership readiness: road to TQM implementation*. Germany: Lambert Academic Publications. ISBN-10: 3843376514; ISBN-13: 978-3843376518.
- Shrestha, H. P. (2014). Nepalese bureaucracy: need for reform. *The Rising Nepal*. <http://therisingnepal.org.np/news/12939>. Retrieved on December 22, 2018.
- Thompson Jr. A., Strickland III A. J., Gamble J. E., & Jain A. K. (2006). *Crafting and executing strategy: the quest for competitive advantage – concepts and cases*. (14th ed.). New Delhi: Tata McGraw-Hill Company.
- Waseda University (2013). *Academic writing skills: students' book*. (Vol. 1-3). London: Cambridge University Press.