

**SEMINAR CUM WORKSHOP ON “DEVELOPING  
STYLE GUIDELINE FOR WRITING COURSE PAPERS IN EDUCATION”**

**A REPORT**

**Submitted to**

**University Grants Commission(UGC)**

**Sanothimi, Bhaktapur**

**KATHMANDU SHIKSHA CAMPUS**

**FACULTY OF EDUCATION**

**TRIBHUVAN UNIVERSITY**

**RAMSHAH PATH, KATHMANDU**

**June 8, 2016**

## TABLE OF CONTENTS

	Page no.	
Cover Page	1	
Program Schedule- inauguration and closing		
Table of Contents	2	
1.1 Background of workshop		3
1.2 Objectives	3	
1.3 Workshop conduction Approach		4
1.4 Participants		4
1.4.1. Name list of participants		
1.5 Achievements		
1.5.1 Material Regarding Educational Planning and Management		
1.5.2. Martials Regarding Health Education		5
1.5.3. Material Regarding Nepali Education		
1.5.4. Material Regarding English Education		
1.6. Presentation on developing course papers in Education		
1.6.1. Presentation on developing course papers in		
1.5.1. Papers for developing the style guideline		
1.5.2. Photos of the Workshop		
1.5.3. Certificate to the participants		
1.6 Conclusion	5	
1.7 Recommendation for improvements		5
1.8 Expenditure details		
1.9. Annex	6	

## **1. Program Schedule- Inauguration and Closing Ceremony**

### **A. Call to Dash**

- Program Chaired by - Prof Dr Madhav Bhattarai, Chairman, KSC Management Committee
- Prof Dr Chintamani Pokheral-(Chief Guest) Dean Faculty of Humanities and Social Sciences
- Ms Kanti Bhattari (Special Guest)- Member of Parliament
- Prof Netra Dhital (Special Guest)-Assistant Dean Faculty of Education
- Mr Bhola Nath Ojha- Guest President Nepal Public Campus Sangh
- Prof Bidur Phual- Head , Faculty of Education, Kirtipur
- Prof Dr Damodar Gywali- Honorable
- Mr Shatrughan Prasad Gupta- Campus Chief
- Prof Dr Sateesh Kuamr Ojha-Program Coordinator
- Prof.Krishna Prasad Acharya- HOD Department of Health Education
- Prof. Maheshawor Naupane - HOD Department of Nepali Education
- Mr.Ram Chandra Panday - HOD Department of for English Education
- Mr.Hari Binod Adhikari HOD Department of Curriculum and Educational Planning and Management
- Mr .Gauri Prasad Dawadi- Member- Campus Management Committee
- Mr .Devendra Pradhan- Member of Building Construction Monitoring Committee

### **B. Batch Distribution to the Guests**

- Ms .Sangeeta Dawadi
- Ms .Huma Bhattarai
- Ms .Sunita Singh Budhothoki

### **C. Inauguration:**

- Prof Dr Chintamani Pokheral, Dean, Faculty of Humanities and Social Sciences

#### **D. Welcome Speech:**

- Prof. Dr Prem Narayan Aryal, Founder Campus Chief
- Prof. Bidur Phueal, Head Faculty of Education, TU
- Mr. Bholu Ojha, President Nepal Public Campus Sangh
- Mr. Netra Dhital, Assistant Dean Faculty of Education
- Ms. Kanta Bhattarai, Member of Parliament
- Chief Guest: Prof Dr Chintamani Pokheral, Dean Faculty of Humanities and Social Sciences
- Vote of Thanks: Mr Gauri Prasad Dawadi, Member Campus Management Committee
- Conclusion Remark: Prof Dr Madhav Bhattarai, Chairman, KSC Management Committee

#### **Closing Program**

#### **Call to Dash**

**Program Chaired by:** Mr Shatrughan Prasad Gupta

**Chief Guest:** Dr Deepak Kumar Khjadaka, Director, Research Division, UGC

#### **Guests:**

- Prof Dr Madhav Bhattarai, Chairman, KSC Management Committee
- Prof Dr Hemang Raj Adhikari, Vice Chairman, KSC Management Committee
- Prof Dr Sateesh Kumar Ojha-Program Coordinator and Chairman, Research Management Cell
- Prof. Krishna Prasad Acharyaa- HOD Department of Health Education
- Prof Maheshwor Naupane - HOD Department of Nepali Education
- Mr. Ram Chandra Panday - HOD Department of for English Education
- Mr .Hari Binod Adhikari HOD Department of Curriculum and Educational Planning and Management
- Mr. Gauri Prasad Dawadi- Member- Campus Management Committee

#### **Closing Speech**

- **Welcome to the Guests:** Prof Dr Hemang Raj Adhikari, Vice Chairman, KSC Management Committee

**Reflection by Participants:**

- Ms Sunita Singh Budhathoki
- Mr Guru Prasad Poudel
- Mr Lina Baniya participants from Gyankunj Hss and College

**Reflection of Seminar cum workshop by the Head of Departments**

- Prof.Krishna Prasad Acharya- HOD Department of Health Education
- Prof Maheshawor Naupane - HOD Department of Nepali Education
- Mr.Ram Chandra Panday - HOD Department of for English Education
- Mr.Hari Binod Adhikari HOD, Department of Curriculum and EDPM

**Commitment to incorporate the feedbacks and suggestion**

- Prof Dr Sateesh Kuamr Ojha

**Certification and Instruction and remarks by the Chief Guest:**

- Dr Deepak Kumar Khadaka, Directot, Research Division, UGC

**Concluding Remark by Campus Chief:** Mr Shatrughan Prasad Gupta

## Executive Summary

### The Approach

This Kathmandu Shiksha Campus is in the way of transformation from its current rented building of Padmodaya HSS to its newly constructed building at Satungal, Kathmandu. The academic strengths of the campus are grounded in practices when all the stakeholders including its students will be transformed into a new building and the programs will be run smoothly. So it is in a path of dilemma whether the new campus premises at Satungal will be effective destinations for students or it creates vacuum in real practices. So this workshop has encouraged us as the participants, experts on the subjects and involvement of the faculties and students as well as the staffs were praiseworthy and very active. The excellent participation and fully successes of the workshop has encouraged us to early transformation of our current program from Padmodaya to new building at satungal.

We have excepted a maximum of 40 participants but it was double in number. Likewise, we have think of ten session but we completed our program in twelve session. The participation of local community schools and colleges were also very encouraging.

As per our objectives, all the participants were divided into four groups headed by the Head of departments of KSC. The head of the departments were lead the session of the groups. In each group, the focused was given on presentation, discussion and developing the required materials for writing the course papers in education. In the first day of the program, four lesson plans were developed and discussed in the group. For this Mr. Laxmi Prasad Ojha (English education), Mr Basant Baral( Health Education), Mr Dinesh Ghimire( Nepali Education) and Mr Baburam Panday( EdPM) were presented the lesson plan in their own group for discussion, comments and necessary feedbacks. After a long discussion and feedback from the head of respective departments, concerned faculties and the participants, a model based on the guideline of the faculty of education, TU were developed and finalized as a reference for the other stakeholders. In the second days of the workshop, Mr Shatrughan Prasad Gupta presented the theme of the seminar "developing the tips for writing course papers in education" and after his presentation the floor was open for all participants for discussion, comments and feedbacks. Again the participants were divided in groups and theme wise presentation was started focusing on the style guideline for writing the thesis in their relevant subject. Mr Ram Chandra Panday and Mr Ashok Sapkota said light on the thesis writing guideline in English education were presented. Likewise Prof Krishna Acharya and Mr Basant Kumar Baral presented the same in health education. Similarly Mr Shiv Timilsena with Prof Maheshawor Naupane and Mr Dinesh Ghimire for Nepali Education and Mr Posh Raj Ghimire for educational planning and Management were presented with the close cooperation with Mr Hari Binod Adhikari and Prof Dr Sateesh Kumar Ojha.

Third day of the seminar was designed for the presentation in a singal Group. All participants were together and Mr Ram Chandra Panday presented on the professional development of the teacher and Prof Dr Sateesh Kuamr Ojha, the coordinator of the program also presented on Proposal and Report Relation. After the presentation of the experts, a reflection session was organised in the presence of Dr Deepak Kumar Khadaka, Director of Research Division, University Grants commission, Neapl. In the reflection program all the participants were shared their own experiences and the achievements of the program in the written form. Besides, Ms Sunita Singh Budhathoki, Mr Guru Prasad Poudel and other participants were also shared their views. Most of

the participants suggest the need of professional writing and thanks KSC for organizing such type of program in the campus.

### **Theme of the seminar cum workshop**

The Seminar cum workshop was on the title "Developing style guidelines for writing the course papers in education" as per the demand of the seminar cum workshop. This workshop was concerned to develop the materials for publishing the style standards and guidelines most commonly used for writing academic papers in the Education under Tribhuvan University. The term writing involves two general components: **content and style**. Content pertains to the subject matter of a document; style refers to the particular standards that are used to structure and organize the content of a document. The Workshop was concerned with the writing style standards and guidelines most commonly used for writing academic papers in Education. The term "Education" also refers to academic fields outside of the natural sciences concerned with societal issues. These fields include Educational Planning and Management, Health Education, Nepali Education, English Education, and Curriculum and evaluation. Besides it also include economics, history, political science, sociology, and psychology. Common style guidelines in these fields are established to promote clearly written communication. By setting explicit rules governing composition and format, style guidelines minimize problems of inconsistent expression as well as assist readers to give their full attention to the actual content of a manuscript. The workshop will offers several forms of guidance to students writing Course papers in Education.

### APA Style Guidelines

Kathmandu Shiksha Campus as per the suggestion of Faculty of Education, Experts of the subjects and as per the requirements of the subjects committee, we follow the instruction to develop the all course papers in APA style. For this our faculties, staffs and the students are quite familiar with APA style guideline for writing the course papers in education. Writing in APA style, then, provides a format and composition mode that is both accepted by and familiar to a broad readership in the Education. In this sense, writing in APA style is a crucial aspect of being a scholar and professional in education. We emphasized this style in the seminar as a core style guideline for writing the course papers in education. KSC has practiced this style in thesis writing, case studies, field study report, seminar papers and also in the class room teaching and learning. In the workshop, we develop this strict instruction in all departments of KSC. First day of the workshop, as per our schedule, we divide participants on four groups on the basis of their

interest, experiences and education

Developed some sample of the lesson plan in English education, health education, in educational planning and management and in Nepali education.

and materials development for teaching and learning. In the second day,.

### **KSC Hand book Manuals:**

In the current edition of the *KSC Handbook Manual focused for the bachelor's degree students*, several chapters specifically address structure of lesson plan, writing style, and mechanics of style. It also outlines and describes the structure of a formal paper in education. Moreover it also describes issues such as organization, writing style, reducing biased language, and grammar. Our Manuals also offers specific information about skills in writing: punctuation, spelling, capitalization, italics, abbreviation, and a variety of guidelines for the use of numbers and bullets. The workshop will also reviewed some lesson plan and will develop the lesson plan for master's degree students in education. To develop the materials that help our students, faculties and staffs in education. The students in education will overview of concepts and specific formatting; once oriented to these style guidelines, students can then access the *Handbook Manual* as a reference source for details and specific formatting.

### **KSC Style Guidelines for professional writing.**

The intent of workshop was to provide an initial introduction to some of the established style guidelines for format, citations, quotations, and references in academic papers. Many other style considerations will also reviewed to minimise writing errors . The KSC Handbook manuals should be focused on the following areas:

- Academic Writing
- Format of Paper
- Organization of Paper
- Citations in Paper
- References



## 1.1 Background of the workshop:

**Kathmandu Shiksha Campus** (first community campus conducting education program affiliated to Tribhuvan University, Faculty of Education) has been running Master degree program in different five subjects (Nepali Education, English Education, Educational Planning and Management, Health Education and Curriculum and Evaluation). The Campus felt a need to develop a **Hand Book Manual** for Master's Degree students in education focusing the core areas. The writing papers in education is the partial fulfillment of the course. The norms, values and the concepts are very important for developing the style guidelines for writing the course papers in education. It is therefore an attempt has been made through the workshop to sharing the current practices, gather the information and feedbacks from the participants, analyses the experts' views on the subject for developing the style guideline. In generally, in education a students has to develop proposal for thesis writing, thesis, field study report, case study, teaching practices, micro teaching, report writing and etc are being submitted as part of the course by the fellow students. From the long interaction and the teaching experiences in the field of education, Kathmandu Shiksha Campus have realized to produce the common ***Style Guidelines for Writing the Course Papers in Education***. For developing the Hand Book Manuals for students studying education, KSC was organized an interaction program including the master level students and it was concluded to develop the Hand Book Manual consisting all the norms, standard and current practices to raise the quality of research in education. It was very conceptual and technical workshop for students, faculties and the person involved to raise the standard of teaching learning and research work as it was very controversy and confusing to the students to write the course papers in education. Although there are some standard formats developed by the faculty of education, Dean Office TU Kirtipur, it was always not followed by the students, faculties and even by the experts in many cases. The metHODs of writing the course papers in education varies experts to experts and students to students in education. Thus, the papers were prepared differently by different subject experts in their concerning areas of studies connecting the information provided through the Dean office, Faculty of Education.

Writing Course papers in education is much more than a matter of rule, however, doubts had previously been expressed by many researchers and the members of the Evaluation/Research Committee on the style of writing course papers and reports in education. A format or structure

was always expected by the researchers and the audiences (Professors, research supervisors, experts, etc), especially working in the public campuses, so that the research works could be reported in an organized and specific way.

Tribhuvan University has some criteria for the format of writing the course papers in order to impose consistency in manuscripts of the research students. Uniformity of this kind is helpful in comparing research quality of the thesis and other course papers in education. Moreover, following a standard format for scientific research is a must. To address the need, the workshop helped us to develop a style guideline for writing the course papers in education. Workshop among the public campuses including the different subject committee of Masters in education, Faculty of Education, Dean Office and other stakeholders in developing a 'Style Guide line for writing Course Papers In Education. This format will be the common manual for the students studying Masters in Education under Tribhuvan University.

## **1.2 Objectives**

The major objective of the workshop was to develop a **Style Guide line for writing Course Papers In Education** for Master in education to help both the fellow researcher in writing thesis, supervisors in supervising and the members of Evaluation/Research Committee for evaluation.

The objectives-wise following outcomes were achieved:

- Materials for the lesson plan focusing the masters in Education were developed
- Materials/ guidelines for the thesis writing was reviewed in
- Material for the KSC Handbook Manuals for writing the course papers in education was identified and discussed

## **1.3 Working Approach**

Workshops are occasions when people with a problem in common come together to pool experience and find answers. The emphasis is on 'work'. A 'shop' is a place for exchanging items for something of similar worth. So a workshop depends on the exchange of ideas between all participants who, collectively, may have far more experience in the subject than the facilitator. The approach of this workshop was to gather consensus on a specific format style and guideline

of writing the course papers in education and use the same in evaluating quality of those researches. The problem of non uniformity in format was introduced through presentation and by illustrating some of the earlier course papers( thesis/proposal/field study report/micro teaching lesson plan) followed by practical workshop sessions dividing the groups into four parts in their interest basis. In the workshop there are 12 sessions in totality. Among 12, one session was inauguration and the last was certification and feedback session from participants. In the remaining 10 sessions include discussions, debates and presentations by the expert participants. In addition, the publications of some of the consistent campuses and public campus were consulted and overviewed in the workshop.

**Syllabus of the workshop:** Details of the workshop/training procedures and syllabus/Activities were as follows

**First Day**

**Chairman: Prof Madhav Bhattra**

**Chief Guest:**

**Prof Dr Chintamani Pokheral,  
Dean Humanities and Social Sciences**

**Dean**

<b>Activities</b>	<b>Objectives</b>	<b>Presented by</b>	<b>Outcome</b>	<b>Duration Date and Time</b>
<b>Opening Ceremony</b>	To share the views on the topics from different stakeholders	Chief Guest Prof Dr Chintamani Pokheral, Dean Faculty of Humanities and Social Sciences	It shares the intention of UGC, along with Dean office of Faculty of educations; add values to workshop to run	Day 1: 2 hour 2073/02/20 11 pm sharp
<b>Nepali Departments</b>				
<b>Technical Session Head: Prof Maheshawor Naupane</b>				
Papers of theoretical grounds of teaching practice (TP) for Masters in education- Nepali Education	Lesson Plan presentation and discussions	Prof Maheshawor Naupane and Mr Dinesh Ghimire	Final content production for TP Manuals for master's in education	Day 1: 1 hour 1-2 pm
Wide discussions on the issues from participants and coming to conclusions	Issues on realistic lesson plan along with emerging methODs of teaching and activities	Prof Maheshawor Naupane and Mr Dinesh Ghimire will facilitate te participants	Come with solid conclusions	2 hrs & TEA
<b>Department of English</b>				

<b>Technical Session Head: Mr Ram Chandra Panday</b>				
Papers of theoretical grounds of teaching practice (TP) for Masters in education-English Education	Lesson Plan presentation and discussions	Mr Ram Chandra Panday and Mr Laxmi Prasad Ojha	Final content production for TP Manuals for master's in education	Day 1: 1 hour 1-2 pm
Wide discussions on the issues from participants and coming to conclusions	Issues on realistic lesson plan along with emerging methODs of teaching and activities	Mr Ram Chandra Panday and Mr Laxmi Prasad Ojha will facilitate participants	Come with solid conclusions	2 hrs& TEA
<b>Department of Health</b>				
<b>Technical Session Head: Prof Krishna Prasad Acharyaa</b>				
Papers of theoretical grounds of teaching practice (TP) for Masters in education-Health Education	Lesson Plan presentation and discussions	Prof K Prasad Acharyaa and Basant Baral	Final content production for TP Manuals for master's in education	Day 1: 1 hour 1-2 pm
Wide discussions on the issues from participants and coming to conclusions	Issues on realistic lesson plan along with emerging methODs of teaching and activities	Prof K Prasad Acharyaa and Basant Baral will facilitate	Come with solid conclusions	2hrs& TEA
<b>Education Departments</b>				
<b>Technical Session Head: Prof Hari Binod Adhikari</b>				
Papers of theoretical grounds of teaching practice (TP) for Masters in education-EDPM	Lesson Plan presentation and discussions	Prof Hari Binod Adhikari, Mr Baburam Panday Mr. Posh Raj Ghimire	Final content production for TP Manuals for master's in education	Day 1: 1 hour 1-2 pm
Wide discussions on the issues from participants and coming to conclusions	Issues on realistic lesson plan along with emerging methODs of teaching and activities	Prof Hari Binod Adhikari, Mr Baburam Panday Mr. Posh Raj Ghimire will facilitate	Come with solid conclusions	2hrs& TEA
<b>Second day</b>				
Review of the first day and final documentation group work	To acquaint the participants with the current situation and prospects of teaching practice	All Participants	Analytical knowledge of the situation and ways to overcome them	Day 2: 2 hour 11-01 PM 2073/02/21

<b>English Department</b>				
<b>Technical Session Head: Mr Ram Chandra Panday</b>				
Thesis writing format review in English Education	Prepare the outline and first draft of the manual	Mr Ram Chandra Panday	Final Format will come out	Day 2: 1 hour 1-2 PM
In-depth analysis of the format with the help of participants	Finalize the format	Mr Ram Chandra Panday will facilitate		2 hrs& TEA
<b>Nepali Department</b>				
<b>Technical Session Mr Dinesh Ghimire</b>				
Thesis writing format review in Nepali Education	To brainstorm and collect ideas To compile and organize the ideas	Mr Dinesh Ghimire	Final Format will come out	Day 2: 1 hour 1-2 PM
In-depth analysis of the format with the help of participants	Finalize the format	Mr Dinesh Ghimire will facilitate		2hrs& TEA
<b>Education Department</b>				
<b>Technical Session Head: Hari Binod Adhikari,</b>				
Thesis writing format review in EDPM and curriculum Education	To brainstorm and collect ideas To compile and organize the ideas	Mr Posh Raj Ghimire	Final Format will come out	Day 2: 1 hour 1-2 PM
In-depth analysis of the format with the help of participants	Finalize the format	Mr Posh Raj Ghimire will facilitate		2hrs& TEA
<b>Health Departments</b>				
<b>Technical Session Head: Mr Bishnu Adhikari</b>				
Thesis writing format review in Health Education	To brainstorm and collect ideas To compile and organize the ideas	Mr Basant Baral	Final Format will come out	Day 2: 1 hour 1-2 PM
In-depth analysis of the format with the help of participants	Finalize the format	Mr Bishnu Adhikari will facilitate		2 hrs& TEA
<b>Third day</b>				
<b>Common Session Head: Mr Hari Binod Adhikari</b>				
Sharing, discussion and feedback from participants and review of second day	To organize and improve the draft of thesis writing manual	participants views and group work	production of Complete and compiled draft	Day 3: 2 hours 11-01 PM 2073/02/22
Format of Proposal writing for thesis, Case study and seminar Report,	APA Style guideline	Prof Dr Sateesh Kumar Ojha	Developing additional insight about research papers from the	Day 3:1 1-2 pm

article for research journal, Mini Research Proposal and its evaluation in APA style			new perspectives	
Evaluation criteria of thesis based on Dean's Office APA style some essential features	Checklist of the components of thesis to be adopted at minimum level and referencing	Mr. Satrugan Prasad Gupta	Developing additional insight about research papers and citations and referencing styles	1 hr& TEA
<b>Closing ceremony</b> <b>Common Session Head: Campus Chief</b> <b>Chief Guest Dr Deepak Kumar Khadaka, UGC</b>				
Overall evaluation of the program	Form filling to supply information	Mr. Satrugan Prasad Gupta	Reaction level evaluation of the program	1 hrs
Certificate distribution		<b>Chief Guest Dr Deepak Kumar Khadaka, UGC</b>	Ending the program	30 minute & final TEA

#### 1.4 Components of the Workshop

The major parts or components of the workshop were as follows:

- i. Introduction of existing Practices and future prospectus in writing the course papers in under Faculty of Education.
  - Prof.Krishna Prasad Acharya- for Health Education
  - Prof Maheshawor Naupane -for Nepali Education
  - Mr Ram Chandra Panday for English Education
  - Mr Hari Binod Adhikari and for Curriculum and Evaluation and Educational Planning and Management
- ii. Writing Course Papers in Education and future prospectus.  
Mr Shatrughan Prasad Gupta
- iii. Components of Master degree papers and reports in education.  
Prof Dr Sateesh Kumar Ojha
- iv. Common practices of styles and formats in thesis /Proposal and other course papers

writing in Education.

- Mr.Dinesh Ghimire and Mr Shiv Timilisina for Nepali Education
- Prof Krishna Prasad Acharyaa and Mr Basant Kumar Baral for Health Education
- Mr Laxmi Prasad Ojha and Mr Ashok Sapkota in English Education
- Mr Baburam Panaey and Mr Posh Raj Ghimire for Educational Planning and Management

v. Practicum

- Prof.Krishna Prasad Acharya- for Health Education
- Prof Maheshawor Naupane -for Nepali Education
- Mr Ram Chandra Panday for English Education
- Mr Hari Binod Adhikari and for Curriculum and Evaluation and Educational Planning and Management

## 1.5 Participants

The number of participants was 75. The following table provides the actual number of participants from different stakeholders:

**Table: List of Participants in the Seminar cum Workshop**

Descriptions of participants from	Participants	Experts/Resource persons	Total
Kathmandu Shiksha Campus			
Community Campus			
Tribhuvan university			
Community schools /people			
Guests in the program			
Total			

The details of the participants has been attached in the annex 1

## **1.6 Schedule, Duration and Venue**

The workshop was held in Jestha, 20-22,2072 BS. This will last for three days. It will be of 6 hours in total followed with 3 sessions. The workshop was organized in the program hall of Kathmandu Shiksha Campus at new building at Chandragiri Municipality. The workshop was started with a formal program followed by the workshop session in which Prof Dr Chinatamani Pokheral was the Chief Guests.

## **1.7. Certificate to the participants**





# काठमाडौं शिक्षा क्याम्पस KATHMANDU SHIKSHA CAMPUS

(त्रिभुवन विश्व विद्यालयबाट सञ्चालित)

## CERTIFICATE

We highly appreciate **Mr. Shiva Prasad Timilsina**  
for his Valuable paper presentation in a Thematic Session  
on "Developing Style Guides for  
Course Papers in Education"

Organized by

**Kathmandu Shiksha Campus in  
University Grants Commission, Nepal**

---

**Prof. Dr. Sateesh Kumar Ojha**  
Chairman  
Research Management Cell  
Kathmandu Shiksha Campus

---

**Dr. Deepak Kumar Koirala**  
Director, Research Division  
University Grants Commission

Sample copy of Certificate for participants



# काठमाडौं शिक्षा क्याम्पस KATHMANDU SHIKSHA CAMPUS

(त्रिभुवन विश्व विद्यालयबाट सम्बन्धन प्राप्त)

## CERTIFICATE

We highly appreciate **Ms. Sarita Bhandari** of **Kathmandu Shiksha Campus**  
for her Active Participation in a Three Day Seminar  
on "Developing Style Guidelines for  
Course Papers in Education"

Organized by

**Kathmandu Shiksha Campus** in Collaboration with  
**University Grants Commission, Nepal** held on

OF  
ACADEMIC EXCELLENCE

---

**Prof. Dr. Sateesh Kumar Ojha**  
Chairman  
Research Management Cell  
Kathmandu Shiksha Campus

---

**Dr. Deepak Kumar Khadka**  
Director, Research Division  
University Grants Commission

## Achievements

### Lesson Plan No. – 1

Objectives

Instructional materials

Teaching learning activities

Evaluation

Homework

Name of the Teacher:	Date:	Day:
Session Number:	Level of the Class:	Number of PS/SS:

Session Fit:	
Topic/ Context:	
Material/ Equipment to be Used:	
Aims:	
Assumed Knowledge of PS/SS:	
Anticipated Problems and Solutions:	

Time	Stage	Procedure	Interaction e.g. T>PS	Objectives	Trainer/Peer Comments
	Lead In				
	Presentation				
	Practice				
	Production				
	Reflect and revise				

# Social Justice in Education: P; h] O8L %@( M ;fdflhs GofolzIff

## P; h] O8L %@( M ;fdflhs GofolzIff

sfof{Gjog k|s[of lgodx?sf] ;f/f+z

;fdflhs GofolzIff k|of]ufTds kf7\of+zsf] sfof{Gjog k|lqmofsf nflu ;f]wstf{x?n] lgDg cg';f/sf clg]fo{ zt{x?sf] kfngf ug' {kg] {5 .

!= ;fdfGotM k|flS6sd %(( sf] cWoog sfo{ k"/f ePk15 ;fdflhs GofolzIffsf] k|of]ufTds sfo{ z'? x'g]5 .

@= o; ljifosf] sfo{qmd b'O{ r/0fdf x'g]5 . klxnf] r/0fdf On Campus Activities ;~rfng ul/g] 5 . / o;df ;xefuL x'g]x?sf nflu dfq Field Activities df ;dfj]z u/fOg] 5 .

#= On Campus Activities df Orientation Program ;~rfng u/L Topic 5gf}6 ug] { / ;f] cg';f/ Proposal a'emfO{ ;DalGwt lj1af6 cg'df]bg u/]k15 dfq Field work sf nflu cg'dlt lbOg] 5 .

\$= Field Activities sf nflu sDtLdf Ps dlxgf / a9Ldf sl/a b'O{ dlxgfsf] ;do lbOg] 5 . pQm cjlwdf ;f] sfo{ k"/f u/L df}lvs k/LIffdf ;xefuL eP k15 dfq zf]w sfo{ ;DaGwL ultjlwdf ;xefuL u/fOg] 5 .

%= cGo ljifox? o;} k|of]ufTds lgb]{lzsdfdf Joj:yf ePjdf]lhd x'g]5 .

# **P; h] O8L %@( M ;fdflhs Gofolzlff**

## **SJEd 529 : Social Justice Education**

### **kf7\offz**

Course No. SJEd 529

Full Marks: 50 (30T+20P)

Nature of the Course: Theory & Practical

Pass Marks: 22 (12T+10P)

Year: Second

Period Per Week: 3

### **Course Description**

This course is designed to assist the potential educators to understand, appreciate and practice the essence of social justice in real life situation. It, also intends to generate multiplier effect of social justice education from the Masters level classroom to the realities of the households. Social justice education, at this level, will assist students in familiarizing themselves with the issues of social justice and explore their own assumptions and beliefs. This reflective approach may help students to reduce social injustice and work for injustice-free society in future. The students who take this course are supposed to identify not only the local social sense, this course helps the students situate in the lived reality and connect themselves with the macro environment around them.

### **Objectives**

At the end of this course, the students will be able to:

- \* explain sociological theories and examine how they analyze social justice
- \* analyze structural violence
- \* examine the forms and nature of social movements and relate them to Nepalese social movements
- \* review the UN and national characters on the guarantee of rights of children, women, indigenous and other disadvantaged communities like Dalit and promote their application in social life

- \* analyze different issues related to social justice in Nepal and assess their implementation status
- \* examine educational plans to see how they address the issues of social justice
- \* reflect upon personal and structural violation of social justice and find out ways to promote justice.

### **Course of study- Practical part**

#### **1. Introduction**

- 1.1 Statement of the case (with brief background)
- 1.2 Rationale of the selection of case (showing the importance of studying the case as a problem)
- 1.3 Objectives of the case study
- 1.4 Research questions
- 1.5 Delimitations of the case

#### **2. Review of the related literature**

- 2.1 Selection of related theory
- 2.2 Review of the related literature

#### **3. Procedures of the case study**

- 3.1 Designing the case
- 3.2 Instrumentation/ Tools: Questionnaires, interviews, focus group discussion (FGD), field notes, discussion guidelines etc.
- 3.3 Data collection procedures

#### **4. Analysis and interpretation of the case**

- 4.1 Analysis and interpretation of the case based on the collected information and evidences related to the case.
- 4.2 Triangulation under specific themes/ sub themes generated from the information collected

#### **5. Findings, conclusions and suggestions**

- 5.1 findings of the case
- 5.2 Conclusions
- 5.3 Suggestions to improve the case



## Evaluation scheme

Theoretical: 30 marks (60%)

Practical: 20 marks (40%)

For practical work each student is required to identify and chose one of the contemporary social issues or any area from last two units and conduct a research based case study for te final evaluation. S/he is expected to use the relevant theories in describing and explaining the various aspects of the chosen issue in order to prepare the case study report for final evaluation.

### Evaluation Scheme

Content	Internal	External
1. Introduction	3	3
2. Review of related literature	1	1
3. Procedures of case study	2	2
4. Analysis and interpretation of the case	2	2
5. Findings, conclusions & suggestions	2	2
<b>Total</b>	<b>10</b>	<b>10</b>

## klxnf] efu (Part One)

### != gLltut cfjZos zt{x? Pjd\ sfo{ljlwx? (Requirements and Procedures)

s\_ ;fdflhs Gofolzlff :gftsf]Q/ tx bf];]f] jif{sf[ kf7\qmddf interdisciplinary ljifosf ?kdf /flvPsf] 5 .

v\_ :gftsf]Q/ tx k|yd jif{sf] jflif{s k/LIff plt0f{ lgoldt tyf cl3Nnf] jif{sf 5'6 ePsf ljBfyL {x?sf nflu SJE 529 ;fdflhs Gofolzlffsf] k| of]ufTds sfo {qmd ;~rfng ul/g] 5 .

u\_ of] lgb]{lzsfljBfyL {x?sf nflu o; kf7\ofFzsf] k"j { hfgsf/L xf] .

SofDk;n] csf] { ;"rgf k|sflzt ug] { 5 } g . sfo {qmd dfq k|sflzt ug] {5 .  
 3\_ o; ljifosf] sfo {qmd On Campus Session / Field Work u/L  
 b'O { r/0fdf ;~rfng ul/g]5 .  
 a\_ o; ljifosf] sfof {Gjogdf On Campus Session nfO { clgjfo { cfjZostf  
 sfod ul/Psf] 5 .  
 r\_ k|To]s ljBfyL {n] Mandatory Session df ;xefuL x'g bf];|f] jif {sf]  
 egf {;Fu} SofDk;n] tf]s]sf] z'Ns a'emfpg' kg] { 5 .  
 5\_ pQm sfo {qmdsf] cg'udg Pjd\ Joj:yfkg ug { SofDk; k|d'vsf]  
 cWoIfdfdf ;xfos SofDk; k|d'v jf ljefuLo k|d'v tyf Ps ljifo lzIfs ePsf]  
 k|of]ufTds ljifo sfof {Gjog ;ldlt4f/f ;~rfng ul/g]5 . o;sf] ldlt ;do /  
 ljlw ljefuLo k|d'vsf] lzkmfl;/df SofDk;n] tf]s] adf]lhd x'g]5 .

### **klxnf] r/0f (First Phase)**

#### **@= k"j { cEof; sfo {qmd (On Campus Program)**

s\_ of] ljifosf] On Campus / Off Campus Program, Ed Pm 599 sf] ;do  
 ;Fu;Fu} ;~rfng ul/g] 5 .  
 v\_ cled'vLs/0f sfo {qmd ;fgf] ;d"xdf -!M @) ;Ddsf]\_ ;~rfng ul/g] 5 .  
 u\_ Go"gtD #/\$ k[i7sf] 6fOk u/]sf] cg';Gwfg k|:tfj cled'lvs/0f  
 sfo {qmddf k|To]s ljBfyL {n] k]; ug' {kg] { 5 .  
 3\_ cg':fGwfg k|:tfjsf] SJE Practical Committee af6 cg'df]bg  
 u/fO { sfo { k|f/De ug' { kg] {5 .

### **bf];|f] r/0f (Second Phase)**

#### **#= cWoog k|ltj]bg n]vg (Off Campus Program)**

s\_ cg'df]lbt k|:tfjsf cfwf/df tf]lsPsf] ;'kl/]Ifssf] lgb] {zgdf lgwf {l/t  
 ;dof]lwleq k"/f ug' {kg] { 5 .  
 v\_ cWoog k|ltj]bg cg';GwfgTds 9fFrdf ;'kl/]Ifssf] lgb] {zg cg';f/  
 ug' { kg] {5 .  
 u\_ cWoogsf] k|:tfj Pjd\ k|ltj]bg lq=lj=sf] 9fFrf cg';f/ SofDk;n]  
 lgwf {/0f u/]sf] Format sf cfwf/df tof/ ug' { kg] {5 .  
 3\_ ;fdflhs GofO lzIfsf] @ k|lt k|ltj]bg ;DalGwt ;ldlt a'emfpg' kg] {5

.  
a\_o; ljifosf] df} lvs k/LIff lq=lj= k/LIff lgoGq0f sfof{nosf] cg'dltsf  
cfwf/df SofDk;n] tf]s]sf] ldl, :yfg Pjd\ ;dodf x'g]5 . ;f]df k/LIffsf] k|  
j]zkq Pjd\ SofDk;n] lgwf{/0f u/]sf] cfjZos zt{x? Pjd\ cfjZostfx? jfXo  
k/LIffs ;dIf k]z ug' { kg] {5 .  
r\_jfXo k/LIffsn] k/LIff ;lsPsf] xKtf lbgleq lq=lj=k/LIff lgoGq0f  
sfof{nodf k|fKtf^s a'emfpg] Joj:yf ul/g] 5 .

## bf];|f] efu (Part One)

**cWoog k|ltj]bg n]vg (Report Writing )**

**gd"gfM**

**kl/R5]b Ps M kl/ro**

!=! ;d:ofsf] syg -k[i7e'ld ;lxt\_  
!=@ cWoogsf] cf}lrTo -of] cWoog lsg ug' { k/]sf] xf] <\_  
!=# cWoogsf] p2]Zo  
!=\$ cg';Gwfg k|Zgx?  
!=% cWoogsf] ;Lldttf

**kl/R5]b b'O{M ;DalGwt ;flxTosf] cWoog**

@=! ;DalGwt ;flxTosf] rog  
@=@ tL ;flxTosf] k'g/fjnf]sg

**kl/R5]b tLg M cWoog k4lt**

#=! dfldnfsf] l8hfOg -9fFr\_  
#=@ ;fwgsf] lgdf{0f h:t}M cGtjf{tf{, kmf]s; u|'k 5nkmn, k|Zgfjln  
cflb  
#=# tYof^ssf ;|f]tx? -k|fylds tyf l4lto\_  
#=\$ tYof^s ;+sng k|ljlw/k]s[of

**kl/R5]b rf/ M k|:t'lt tyf ljZn]if0f**

\$=! tYof^ssf] cfwf/df dfldnfsf] JofVof k|:t'lt tyf ljZn]if0f  
\$=@ pQm ljZn]if0fsf cfwf/df lzif{s/pklzif{sdf -p2]Zo cg'?k\_  
juL {s/0f u/L k'li6 ug]} / ljleGg v08sf] cGt;/DaGw :yflkt ug] {

**kl/R5]b kfFr M k|flKt, lgisif{ / ;'emfjx?**

%=! dfldnfsf] k|flKt -dflysf] ljZn]if0fsf] cfwf/df\_  
%=@ dfldnfsf] lgisif{ -k|flKtsf] cfwf/df\_  
%=# dfldnfsf] ;'emfjx? -k|flKtsf] cfwf/df\_ . of] gLltut,  
cEof;/Jojxf/ut, / cg';Gwfg tx u/L tLg efudf k|:t't ug' { kb {5 .

**;Gbe{ ;"rLM of] APA format df x'g'kb{5 . t/ oxfFg]/ geO{ l;^uf]**  
l/kf]6{sf] cGtdf o;nfO{ k]; ug'{ kb{5 .  
**kl/lzi6M o;df dflndf cWoogsf] ;xefuLx?, k|o'Qm ;fwgx?, s'g} klg**  
tYof^sx?, 7"nf tflnsfx? cflb ;dfj]z ul/G5 .

## **zLif{ssf pbfx/0fx? -gd'gf\_ M**

- \* b[li6ljxLg ljBfyL {x?n] cf}krfl/s lzIff k|flKtdf ef]u]sf ;d:ofx?
- \* dlxnf lj?4 x'g] 3/]n' lx+;f jf 3/]n' afn>dsf] cj:yf
- \* cfdfsf] dfofaf6 jl~rt afnaflnsf
- \* ;Dk"0f{ z}lifs k|lqmof ;joddf g} ;fdflhs GofO k|flKtsf] ;fwg xf] .  
o;df s'g} klg ljifodf zLif{s tyf pk zLif{s /fv]/ cg';Gwfg ug{ ;lsG5 .  
t/ klg zf]wfyL {x?df ;fdfGotM ljifo 5gf]6df ;d:of kg]{ b]lvPsf]n]  
s]xL ;+efljt ljifox? tn lbOPsf] 5 .
- \* ljz]if lzIff / To;sf kfqx?
- \* l;sfOdf c;xhtfM ;anfEëdf jf ckfEëdf
- \* ckfEëtsf lsl;d / ltgsf nflu lzIff k|flKtsf ljleGg pkfo
- \* hft, j0f{, lnE, tyf wd{ / ;F:s[lt
- \* of}lgs cled'vLs/0f / To;n] lzIff k|flKtdf kf/]sf] c;/
- \* ;flf/tf lzIff jf lzIffdf sDKo'6/sf] k|of]u
- \* lzIffn] lbg ;s]s]f ;dtf / ;dfgtf
- \* lzIffn] lbg g;s]s]f ;dtf jf ;dfgtf
- \* ljljwtdf Pstf
- \* gful/s lzIff;DaGwL wf/0ff
- \* pRr lzIffsf ljleGg cfofd
- \* dfWolds lzIff / o;sf] clgjfo{tf
- \* cfwf/e"t lzIff / o;sf] clgjfo{tf
- \* :jf:Yo lzIff, zf/Ll/s lzIffsf] cfjZostf / clgjfo{tf
- \* dfgj clwsf/ lzIffsf] cfjZostf / clgjfo{tf
- \* z}lifs gLlt lgdf{0fdf hft , wd{,ln^u, j0f{sf] ;dfj]lztf
- \* lzIfs lzIffdf ljifo ljzi6tf
- \* lzIfs lzIffdf ljifo ljljwtf

\* ;dfhdf åGån] ef}lts ljsf;df , lzIffdf , :jf:Yodf , ;fdflhs Gofodf kf/]s]f  
 c;/-;sf/fTds tyf gsf/fTds\_  
 \* Nff]stGq jf dfgj clwsf/ / ;fdflhs Gofu  
 \* sfg'gL Gofu / ;fdflhs Gofu  
 \* ;fdflhs Gofosf ljljw kIf  
 \* n}lËs c;dfgtf / n}lËs ;dfgtf jf n}lËs lxF;f  
 \* afns, lszf]/ tyf o'jfx?sf] eljio lrGtg  
 \* afn aflnsf, lszf]/, o'jf tyf k|f}9x?sf] dgf]lj1 fg  
 \* Ho]i7 gful/sk|ltsf] st{Jo  
 \* dlxnf lzIff jf afn clwsf/ jf dlxnf clwsf/  
 \* ckF<sup>a</sup>\u clwsf/ jf blnt clwsf/  
 \* ;LdfGtLs[t tyf jlxis/0fdf k/]sf hg ;d'bfosf] clwsf/  
 \* ;dfhdf ljb\ofnosf] c;/—gsf/fTds tyf ;sf/fTds  
 \* ljb\ofno ;fgf] ;dfhsf] ?kdf  
 \* ljb\ofnodf lbOg] zf/L/s tyf dfgl;s b08sf] sf/0fn] ljb\ofyL {sf] efjL  
 hLjgdf kg]{ k|efj  
 \* 3/]n' lxF;fn] afnaflnsfdf k/]sf] c;/  
 \* afn ck/fw / /f]syfd  
 \* ljz]if tyf ;fdfGo afnaflnsfx?sf] :jtGqtf tyf z}lifs pknlAw  
 \* ax';F:s[lt jf ax'wfld {stf jf ;fdflhs ;lxi0ftf  
 \* lzIfs lzIffsf] k/Dk/fut z}nLdf ug' {kg} { ;'wf/  
 \* z}lifs k|zf;g jf ljleGg z}lifs k|lqmofdf ul/g] d"NofÍg  
 \* d"NofÍgdf ul/g' kg} { ;'wf/  
 \* kf7\oqmd lgdf{0f / o;df ;dfhsf] e"ldsf  
 \* kf7\ok':ts lgdf{0f / o;df ;dfhsf] e"ldsf  
 \* z}lifs ;fdu|L lgdf{0f  
 \* z}lifs k|lqmofdf ckgfOg] lje]b  
 \* lje]bn] kfg]{ ;sf/fTds tyf gsf/fTds c;/  
 \* ljb\ofnosf] cfjZostf jf cleefjs lzIff  
 \* cleefjssf] z}lifs k|lqmofdf ;lqmo ;xeflutf  
 \* ljBfnosf] k9fOsf] dfWod—dft[efiff,/fi6«efiff jf cGt/f{li6«o efiff jf  
 sfd vf]Hgsf nflu hfg] b]zsf] efiff cflb OToflb y'k}| ljifox?df  
 cg';Gwfg ug{ ;lsG5 .

**k|yd k]hsf] gd"gfM**

**zLif{s**

lqe'jg ljZjljBfno, lzIff zf:q ;+sfo, z}lifs of]hgf tyf Joj:yfkg ljlzli6s/0f ljifo cGtu{t  
:gftsf]Q/ tx -Pd= P8\_ bf];|f] jif{sf]  
;fdflhs GofolzIff -P; h] O{ %@(\_ sf] k]of]ufTds  
cfFlzs cfjZostf kl/k"lt{sf] nflu k|:t't

**cWoog k|ltj]bg**

**zf]wstf{**

=====  
Pd=P8= bf];|f] jif{

k/LIff /f]n g+=====

lq=lj= /lh6<<;g g+=====

**sf7df8f}+ lzIff SofDk;,**

**z}lifs of]hgf tyf Joj:yfkg ljefu**

**sf7df8f}+ @)&#**

**Model of Cover Page**

**Title**

**Submitted to:**

Tribhuvan University, Faculty of Education, Specialization in  
Educational Planning and Management in partial

fulfillment of Requirement of SJEd 529 for  
the Degree of Master's in Education

## STUDY REPORT

**Submitted by:**

.....  
Campus Roll No. ....  
Exam No.....  
T. U. Registration No.....

Kathmandu Siksha Campus  
Kathmandu  
2071

**Zff]w k]:tfj tyf zf]wkqsf] /rgf**

s'g} klG cg';Gwfg ug'{eGbf klxn] tof/ kfl/g] cg';Gwfgsf] k/]vf jf 9fFrnfO{ cg';Gwfg  
k]:tfj elgG5 . o;nfO{ zf]w k]:tfj klG elgG5 . cem efiff / efiff lzIf0f ;DaGwL cWoog ug{sf  
nflu tof/ ul/g] k]:tfjnfO{ eflifs zf]w k]:tfj elgPsf] kfOG5 . zf]w k]:tfjn] cg';Gwfg  
stf{nfO{ dfu{ lgb}{zg k]bfg u/L cfTd ljZjf;sf ;fy zf]wsfo{df nfUg k]/0ff lbG5 .  
cWo]tfd /x]sf b\lj]w x6fO{ jf:tljs uGtJodf nfUg k]l/t ug]{ sfd klG zf]w k]:tfjn] ub{5 .  
s'g} klG cg';Gwfg sfo{ ug'{eGbf cufl8 zf]w k]:tfj tof/ ug'{ cfjZos x'G5 . zf]w k]:tfjdf d"n  
cg';Gwfgsf] ;+llfKt kl/ro kfOG5 . zf]w k]:tfjs} cfwf/df d"n cg';Gwfgsf] cg'dlt lbOG5 .



ljleGg ;^sfo, ljefu / ljifo cg';f/ zf]w k|:tfjsf 9fFrF km/s km/s x'g ;Sb5g\ . g]kfnL efiff lzIff  
 ljefub\j/f :jLs[t zf]w k|:tfj 9fFrfdv vf; u/L zf]w zLif{s, kl/ro÷k[i7e"ld, ;d:of syg, pb\b]Zo,  
 k|fSsNkgf, k"j{Woogsf] ;dLIff, cWoogsf] cf}lrTo / pkof]lutf, ;Ldf^sg, zf]w ljw,  
 cWofosf] of]hgf / ;Gbe{ s[lt ;"rL cflb ljifox? ;d]l6Psf] kfOG5 .

### zf]w zLif{s

cg';Gwfgsf] ;a}eGbf dxTTjk"0f{ / klxnf] c^u zf]w zLif{s xf] . zLif{s rog kZrft\dfq  
 zf]w k|:tfjnfO{ cufl8 a9fpg ;lsG5 . zf]w zLif{sn] cg';Gwfgsf] :ki6 k|tljDa ptf]g]{ ePsf]n  
 o;sf] rogdf ljz]if ;fjwfgL ckgfpg' kb{5 . cg';Gwfg ul/g] ljifo j:t'sf] zLif{s zf]w k|:tfjsf] k  
 f/Dedf n]lvG5 . zf]w zLif{ssf] rogdf cg';Gwfg stf{sf] lfg, cg'ej / s'zntfn] ;xof]u k'¥ofpF5 .  
 To;} u/L k"j{jtl{ cg';Gwfgx?, ljz]ifl, ljb]jfg / k|fWofks;Fusf] 5nkmn, l;b\wfGtx?,  
 ;DalGwt If]qsf] ;j]{If0f / k"j{sfo{sf] ;dLIff, ;DalGwt ljefu jf ;+:yfaf6 k|sflzt zf]w ;"rLx?,  
 n]v, /rgf / k':tsx?n] klz zf]w zLif{s rog ug{ db\bt k'¥ofpF5g\ . zLif{s 5gf]6df Wofg lbg'  
 kg]{ s'/fx? o; k|sf/ 5g\M

- zf]w zLif{s ;d:ofd"ns x'g' k5{ .
- zf]w zLif{s 5f]6f], :ki6 / ;/n x'g' k5{ .
- zf]w zLif{s ljzi6 / Jofjxfl/s x'g' k5{ .
- cg';Gwfg stf{n] cf`gf] ?lr cg's"nsf] zLif{s 5gf]6 ug'{ kb{5 .
- zf]w zLif{ssf cfwf/df agfOg] cg';Gwfg k|Zgx?, k|fSsNkgf / cg';Gwfgsf p2]Zox?  
 dfkgLo x'g' k5{ .
- zf]w zLif{s df}lns vfnsf] x"g' k5{ .
- zf]w zLif{s rog ubf{ cWoog ;fdu[Lsf] pknAwtfnfO{ klz Wofg lbg' k5{ .
- zLif{ssf] 5gf]6df hgzlSt / hgzlStsf] bIfdfdf klz Wofg lbg' k5{ .
- zf]w zLif{s kl/0ffdd'vL, ;dfwfgd'vL / ;fy{s x'g' k5{ .
- ljifo j:t'sf] s]Gb|Lo efjnfO{ ;d]6g ;Sg] u'0f ePsf] zLif{s 5gf]6 ug'{ k5{ .
- vr{n] wfGg] lsl;dsf] zLif{s rog ug'{ k5{ .
- zLif{s ;}b\wflGts b[li6n] df}lns / Jofjxfl/s b[li6n] pkof]uL x'g' k5{ .
- ;fdflhs dof{bf / /fli6«o gLlt lgodnfO{ k|efljt kfg{ ;Sg] zLif{s rog ug'{ x'Fb}g .

## zf]w zLif{ssf s]xL pbfX/0fx?

- sIff \* sf] g]kfnL kf7\o k':tsdf ;dfli6 gd'gf cEof;sf] kf7\oqmd cg'¿ktsf cfwf/df cWoog
- sIff ( / ! ) sf g]kfnL kf7\o k':tsdf k|o'St hLjgL ljwfsf] cWoog
- k7gzLntsf b[li6n] sIff ;fts] g]kfnL kf7\o k':tssf] cWoog
- kf7\oqmd cg'¿ktsf cfwf/df sIff ^ sf] g]kfnL kf7\ok':tssf] cWoog
- j}t8]nL efiff / :t/Lo g]kfnL efiffsf] Jolt/]sL ljZn]if0f
- g]kfnL / tfd<sup>ñ</sup> efiffsf jfSo u7gsf] t'ngfTds cWoog
- bf];]f] efiff l;sfOdf klxnf] efiffsf] c;/
- sIff rf/ pTtL0f{ d}lynL efifL ljb\ofyL {x?n] g]kfnL efiffsf] pRrf/0fdf ug]{ q'l6x? sf] cWoog
- dfli txsf ljb\ofyL {x?n] ug]{ j0f{ ljGof; ;DaGwL q'l6x?sf] cWoog
- @)&! ;fnsf] P;=Pn=;L= k/Liffdf k|of]u ul/Psf g]kfnL efiffsf k|Zgkqsf] ljZn]if0f
- k|of]ufTds d"Nov<sup>ñ</sup>sg k|0ffnLsf] pkof]lutf cWoog
- lg=df=lj= txdf cWoog/t ljb\ofyL {sf] lr7L n]vg Ifdtfsf] cWoog .

## kl/ro÷k[i7e"ld

zf]w zLif{s rog u/L ;s]kl5 cWoogsf] kl/ro jf k[i7e"ldaf6 zf]w k|:tfj n]vg sfo{ ;?' x'G5 . o;df zf]w ug{ nfluPsf] ;d:ofsf] P]ltxf]s k[i7e"ldsf] af/]df rrf{ ub}{ jt{dfg cj:yfdf pSt ;d:of s] s;/L pkl:yt eO /x]sf] 5 egL k|:6 kfg}' kb{5 . jt{dfg cj:yfdf 5gf]6 ul/Psf] ;d:ofdf s]lGb|t /xL ;~rfng ul/Psf k'/fgf cg';Gwfg;Fu ;DaGw :yflkt ub}{ cWoogsf] k[i7e"ldnfO{ :ki6 kfg}{ sfd o; v08df ug'{ kb{5 . cg';Gwfg ug{ nfluPsf] ;d:ofsf] ljZj kl/]zb]lv lnP/ /fli6«o tyf :yfgLo ;Gbe{x?sf] rrf{ klg oxLF ul/G5 .

## ;d:of syg

cg';Gwfgdf ;d:ofsf] klxrfg g} d'Vo sfo{ xf] . o; v08df cg';Gwfgdf p7fOg] ;d:ofsf] k[i7e"ld, kl/ro / To; If]qsf] lj:t[lt lbOPsf] x'G5 . ;d:ofsf] k|s[lt, ;d:of aGg'sf sf/0fx? cflbnfO{ ;d:of sygdf k|:t't ul/G5 . o; :tDedf k|f/Dedf ;d:ofsf] k|s[lt, kl/ro / sf/0f lbO ;s]kl5 d"ne"t jfSonfO{ k|Zgfy{s ¿kdf k|:t't ul/G5 . log} k|Zgx?sf] pTt/ vf]Hg] sfo{ cg';Gwfg xf] . To;} sf/0f ;d:ofsf] :ki6 klxrfg ljgf cg';Gwfgsf] uGtJo / lgisif{ b'a} c:ki6 x'G5g\ . ;d:of sygnfO{ ;dfwfgsf lglDt k|:tfljt k|Zgsf ¿kdf lrgfpg ;lsG5 . c;n ;d:of sygsf ljz]iftfx? o; k|sf/ 5g\ M

- ;dfwfg of]Uo - k/Lif0fLo
- lglZrt :jk - :ki6 / c;lUbUw
- kl/df0ffTds - k|ZgfTds syg
- Jofjxfl/s - af]wuDo .

cg';Gwfg stf{n} ;d:of sygdf Wofg lbg' kg}{ s'/fx? M  
 != cg';Gwfgsf] d'n ljifo g} ;d:of ePsf] of] :ki6, ;/n, df}lms / ;+IIfKt x'g' k5{ .

@= ;d:of syg b\ljcyL{ x'g' xF'b}g .

#= ;d:of sygsf] k|f/Dedf ;d:ofsf] k|s[lt, ;d:ofsf] k[i7e"ld / ;d:ofsf sf/0fx? ;+IIfKt jkdf k|:t't  
 u/L cGTodf k|ZgfTds jfSo k|:t't ug' { kb {5 .

\$= ;d:of sygdf b'O { jf b'O {eGbf a9L rnx?sf] ;DaGw pNn]v ug' { k5 { .

%= ;d:of syg zf]wfyL {sf] ?lrsf] ljifosf] ;d:of;Fu s]lGb|t x'g' k5 { .

^= ;d:ofx? ;dfwfgd'vL x'g' k5 { .

### **;d:of sygsf pbfx/0f**

**zLif{s ! M** uf]/vf kqsf] d'Vo ;dfrf/ :tDedf k|o'St efiffsf] cWoog

!= d'Vo ;dfrf/sf] ljifo j:t', zLif{s, z}nL / To;sf] agf]6 s:tf] x'G5 <

@= ;dfrf/sf] efiffdf s'g k|sf/sf jfSoxj k|of]u ePsf x'G5g\ <

#= k|o'St efiffdf jfSofsf]l6sf] k|of]u s:tf] /x]sf] 5 <

\$= d'Vo ;dfrf/ :tDedf kb ;^a\ultsf] k|of]u s:tf] 5 <

%= k|:t't cWoogsf] z}If10fs k|of]u s] s:tf] x'g ;S5 < -d'lvo, @)^& M #\_

**zLif{s @ M** slff ;ft k'/f u/]sf ljb\ofyL{x?sf] zAb e08f/ Ifdtfsf] cWoog

!= slff ;ft k'/f u/]sf ljb\ofyL{x?sf] d]/f] g]kfnL lsnfadf ;df]ji6 zAb e08f/ ;DaGwL Ifdtf  
 s:tf] 5 <

@= g]kfnL klxnf] efifL / g]kfnL bf];]f] efifL ljb\ofyL {lar zAb e08f/ Ifdtf s:tf] 5 <

#= 5fq / 5fqsf] zAb e08f/ Ifdtfdf s] cGt/ 5 <

\$= u|fdL0f / ;x/L If]qsf ljb\ofyL{x?sf] zAb e08f/ Ifdtf s] s:tf] 5 <

%= pd]/ut b[li6n] ljb\ofyL{x?sf] zAb e08f/ Ifdtf s] s:tf] 5 < -u'/fufO {+, @)^\* M \$ \_

### **zf]w pb\b]Zo**

pb\b]Zo g} zf]w k|:tf]sf] s]Gb|ljGb' xf] . o;nfO { ;d:of sygdf p7fOPsf k|Zgx?sf] ;dfwfg  
 dflgG5 . pb\b]Zo lgwf{/0f ubf{ ;d:ofsf] ts{k"0f{ ;dfwfg vf]hL ug' { kb {5 . pbb]Zo ;/n,  
 :ki6, ;+IIfKt / ljlzi6 x'g' k5 { . clewfTds pb\b]Zon] dfq ;d:ofsf] ;xL ;dfwfgnfO { k|ltljDag  
 ug' { ;S5g\ . To; } sf/0f pb\b]Zo lgwf{/0f ubf{ cg';Gwfg stf{ ljz]if ;r]t x'g' k5 { . pb\b]Zo  
 lgwf{/0f ubf{ kTtf nufpg', dfkg ug' {, vf]hL ug' {, ljZn]jif0f ug' {, klxNofpg', ;emfa lbg' h:tf  
 ljlzi6 lqmfkb (Action Verb) x?sf] k|of]u ug' { k5 { .

pbfx/0fsf nflu M

**zLif{s ! M** g]kfnL efiffsf sf6' {gsf] cWoog

! sf6 { 'gsf ef}lts ljz]iftfxj klxNofpg',

@ sf6 { 'gdf k|o'St efiffsf] jfSo9fFr / jfSofsf]l6sf] klxrfg ug' { ,

# zAb k|of]uut k|j[lQnfO { klxNofpg' /

\$ sf6 { 'gdf k|of]u ePsf] efiff / z}nLsf] ljZn]jif0f ug' { . -g]kfn, @)^^ M #÷\$ \_

**zLif{s @ M** slff Pssf] d]/f] g]kfnL kf7\o k':tssf gd'gf cEof;x?sf] cWoog

!= kf7\o k':tsdf lbOPsf gd'gf cEof;x?sf] juL {s/0f ug' { ,

@= ljleGg cfwf/df gd'gf cEof;x?sf] ljZn]jif0f ug' { ,

#= gd'gf cEof;sf ;an / b'a {n kIfsf] klxrfg ug{' ,  
\$= gd'gf cEof;sf] ;'wf/sf nflu ;'emfa k]; ug{' . -cfrfo {, @)^ M @\_

### k|fSsNkgf

k|fSsNkgf eg]sf] cg';Gwfgsf] lgisif{sf] k"jf{g'dfg xf] . cg';Gwfg stf{n] cg';Gwfg ug'{eGbf klxn] ;d:ofsf] ;dfwfg ;DaGwL Pp6f sNkgf u/]sf] x'G5 . oxL cg'dfgnfO{ k|fSsNkgf elgG5 . k|fSsNkgfnfO{ k/sNkgf jf k"j{ sNkgf elgPsf] kfOG5 . k|fSsNkgfn] cg';GwfgnfO{ lgb}{lzt u5{ . t/ ;a} k|sf/sf cg';Gwfgdf o;sf] lgwf{/0f ug{ ;Dej x'Fb}g . k|fSsNkgf ;w}F ;To k|df10ft x'G5 g} eGg] klg 5}g . k|fSsNkgfsf] eljioj0fL unt x'g klg ;S5 . h] xf];\, k|fSsNkgf :ki6, ;/n, k/LIf0fLo / ljifo j:t';Fu cGt;{DalGwt x'g' cfjZos x'G5 .

o;nfO{ cg'ejhGo ljifosf cfwf/df k/LIf0f ul/g] k|:tfjsf ;kdf / ;Totf k|df10ft ug{ afFsL /x]sf] lgodsf ;kdf klg lrgfpg ;lsG5 . lgisif{tM k|fSsNkgf j}wtf c1ft /x]sf] Ps k|:tfj xf], h;n] rnx?sf] ;DaGwnfO{ :ki6 kfg]{ ub{5 . k|fSsNkgf k/LIf0f ug{sf nlfu cg'dfg, vf]h / cWoog tyf lgisif{sf] r/0f ckfgOG5 . k|fSsNkgfx? Zf'Go / j}slNks u/L b'O{ k|sf/sf 5g\ M-

**!= z"Go k|fSsNkgf (Null Hypothesis) M b'O{ j6f rnx?lardf s]xL klg kkm/s 5}g egL dflgPsf] k|fSsNkgfnfO{ z"Go k|fSsNkgf elgG5 . c^u]hLdf o;nfO{ "Ho" n] hgfOG5 . of] k|fSsNkgf cf/=lkm;/n] k|ltkfbg u/]sf 5g\ . h:t} M æ;/sf/L ljb\ofnodf cWoog/t 5fqf / 5fqs] ;j/ jfrg Ifdtfd cGt/ 5}g . Æ o:tf] k|fSsNkgf ;jLs[t jf c;jLs[t klg x'g ;S5 .**

**@= j}slNks k|fsNkgf (Alternative Hypothesis)M z"Go k|fSsNkgf c;jLs[t x'g uPdf To;sf] ljsNkdf NofOg] k|fSsNkgfnfO{ j}slNks k|fSsNkgf elgG5 . o;nfO{ "H!" n] hgfOG5 . h:t} M æ;/sf/L ljb\ofnodf k9]g] 5fqfGbf 5fqs] ;j/ jfrg Ifdtf a9L 5 . Æ g]kfnL ljefudf k|fSsNkgfsf] k|of]u u/L cg';Gwfg ug]{ k|rng sd} dfq kfOG5 .**

### k"jf{Woogsf] ;dLIff / ;}b\wflGts cjwf/0ff

z]w sfo{ ug'{eGbf cufl8 ;DalGwt If]qdf ePsf cWoog cg';Gwfgsf] af/]df hfgsf/L /fVg' cfjZos x'G5 . o:tf] cWoogn] ;DalGwt If]qdf s] slt sfo{x? eP / s] slt sfo{x? x'g afFsL 5g\ eGg] hfgsf/L kfOG5 . cg';GwfgGbf cufl8 ;DalGwt ljifodf n]lvPsf u]Gy, kq klqsf, >Job[io ;fdu]L cflb k9]/ ltgsf] af/]df n]lvPsf] ;+lIfKt l6Kk0fL g} k"j{sfo{sf] ;dLIff xf] . o;nfO{ k"j{sfo{sf] ;dLIff, k"j{ ;flxTosf] c]nf]sg, k"j{ ;flxTo ;dLIff cflb klg elgG5 . k"j{sfo{sf] ;dLIffn] cg';Gwfg stf{nfO{ cf^gf] uGtJo klxrfg ug{ ;xh agfpF5 . cg';GwfgnfO{ pkof]uL agfpg'sf] ;fy} cg';Gwfg stf{nfO{ pSt ljifodf lj1 aGg ;d]t k"j{ cWoogsf] ;dLIffn] ;3fpF5 . k"jf{Woogsf] ;dLIff sfn qmls ;kn] ul/G5 . o;df ;DalGwt If]qdf eO ;s]sf cg';Gwfgsf ;sf/fTds / gsf/fTds b'a} kIfsf] cWoog u/L cf^gf] cWo]o ljifo j:t';Fu pSt lgisif{sf] t'ngf ul/G5 . k"jf{Woogsf] ;dLIff cg';Gwfg ;'? ePb]lv c]Gtd ;dfKtL geOGh]n ul/ /xg' k5{ . k"jf{Woogsf] ;dLIff lgDg \$ r/0fdf ;DkGg ul/G5 M

k|yd r/0f – z]w k|:tfj n]Vg'eGbf klxn]sf] r/0f .

bf];]f] r/0f – z]w k|:tfj n]vgsf qmddf ul/g] cWoog .

t[tLo r/0f – d"n cg';Gwfgsf] qmddf ul/g] k7g .

rt'y{ r/0f – k|ltj]bg tof/Lsf] qmddf ul/g] cWoog .

k"jf{Woogsf] ;dLIff ubf{ ;DalGwt ljifosf k':ts, cg';Gwfg k|aGw, kq klqsf n]vx?, zAbsf]z, Jofs/0f, >Jo–b[Zo ;fdu]L tyf ljifo ljz]if1 / k/fdz{bftfsf] ;xof]u cflb pkof]u ug{ ;lsG5 . oxFF pbfx/0fsf nflu uf]/vf kqsf] ;DkfbLodf k|o'St efiffz}nLsf] cWoog zLif{ssf

nflu k"jf{Woogsf] ;dLlff k|:t't ul/G5 M

kGyLb\jff ...g]kfnL ;flxTosf] ljsf;df uf]/vf kqsf] of]ubfgÚ -@)##\_ zLif{sdf cWoog ul/Psf] 5 . g]kfnL lzlf0f ;ldlt :gftsff]Tt/ txsf] z]wkqsf nflu tof/ kfl/Psf] of] z]wkqdf ;Djt ! (%\* b)lv !( (! ;Dd uf]/vf kqdf k|sflzt eflifs ;fdu\Lx¿sf] ljj/0f k|:t't ul/Psf] 5 . of] z]wkqdf uf]/vf kqdf k|sflzt eflifs ;fdu\Lx?df k|o'St efiffsf] pbfx/0f k|:t't ul/Psf] 5 .

:6f]gl;km/n] ;DkfbLosf] ;}b\wflGts klfsf] ;fdfGo rrf{ u/]sf 5g\ . pgn] ...Pl86f]l/on PG8 k;'Pl;e /fOl6ªÚ -!( (&(\_ k':tsdf ;DkfbLonfO{ klqsf] ljr/ ;d]l6Psf] kqsf/s lgaGw eg]/sf 5g\ . :6f]gl;km/n] ;DkfbLosf] sfo{ / z}nLsf af/]df s]xL rrf{ u/] klG cGo klfx?df s]xL af]n]/sf 5}gg\ .

s]fkltb\jff ...ljlfkgsf] g]kfnL efiffÚ -@)##\* -@)§)\_ zLif{sdf cWoog ul/Psf] 5 . lq=lj=g]kfnL lzlf0f ;ldlt :gftsff]Tt/ tx cGtu{t g]kfnL ^\*) sf] kf7\of+z k|off]hgfs lgldQ k|:t't z]wkqdf g]kfnL ljlfkgsf] l:ylt, eflifs k|off]u, Jofs/l0fs sf]l6, jfSo u7g, kb ;d"x, kb ;+/rgf / ljlfkgsf] l;b\wflGt ;DaGwL rrf{ ul/Psf] 5 . @)#( ;fnel/ ljleGg ( j6f klqsfdf 5flkPsf ljlfkgnfO{ gd'gfsf ¿kdf lnP/ ul/Psf] of] cWoogdf j0f{gfTds ljwsf] k|off]u ul/Psf] 5 .

efgfjm] cf'gf] k':ts ...;Dkfbg snfÚ -!((&\_ df ;DkfbLosf] ;fdfGo lrgf/L / ;DkfbLosn]Vg] tl/sfx? pNn]v u/]sf 5g\ . pgn] ;DkfbLosdf ;zSt efiff / ts{ z}nLsf] k|off]udf hf]8 lbPsf 5g\ . ;DkfbLosdf j:t'lgitf, lgiklftf / lgeL{stf x'g' kg{] lgisif{ lgsflnPsf] pSt k':tsdf ;DkfbLosf cGo klful/Psf] 5}g .

;DkfbLosf] ;}b\wflGts klfsf] rrf{ ug{]x?df clgn lszf] / k'/f]lxt klG /x]sf 5g\ . pgn] ... cfw'lgs ;dfrf/ kq k|j+wgÚ -!((\*\_ k':tsdf eg]/sf 5g\ - ...;DkfbLos Tof] ;+llfkt / ;fdlos n]v xff] h;sf] dfWodn] ;dfrf/ kq jf ;Dkfbns] ;DalGwt lijodf hgdt lgdf{0f ug{ ;S5g\ .Ú pgn] ;DkfbLosf] efiff ;/n Pjd\ ;xh x'g' kg{] atfPsf 5g\ . pSt k':tsdf k'/f]lxt] ;DkfbLosf] dxTTj bzf{pFb} ;DkfbLonfO{ ljleGg ^ju{df juL{s/0f u/]sf 5g\ .Ú

e08f/Lb\jff ...NofªUj]oh o'H8 Og la8\;Ú -@))&\_ zLif{sdf cWoog ul/Psf] 5 . cªu]hL efiff lzlf ljefu :gftsff]Tt/ txsf] z]wkqsf ¿kdf k|:t't o; cWoogdf af]nkqsf] efiff z}nL ;DaGwL ljZn]if0f k|:t't ul/Psf] 5 . o; cWoogdf sf7df8f}Faf6 k|sflzt rf/ j6f g]kfnL b}lgs ;dfrf/kq? uf]/vf kq, sflGt'/, cGgk"0f{ kf]:6 / gofF klqsf] ;ft lbgf ;ft j6f cªsnfO{ ;dfj]z ul/Psf] 5 . of] cWoogdf lgwf{l/t b}lgs klqsf] klxnf] k[i7df ePsf j0f{ ljGof;Lo q'l6x?nfO{ s]nfp] sfo{ ul/Psf] 5 . j0f{gfTds ljlw ckgfO{ j0f{ ljGof;Lo q'l6x?sf] ljZn]if0f ul/Psf] o; cWoogdf g]kfnL ;dfrf/ kq?df k|z:t j0f{ ljGof;ut q'l6x? kfOPsf] lgisif{ lgsflnPsf] 5 . -ltdN;]gf, @)^^ M \$÷%\_

a/fn\b\jff ...g]kfnL ;dfrf/ kq?df kfOPsf j0f{ ljGof; ;DaGwL q'l6x?sf] cWoogÚ -@)^\\$ \_zLif{sdf cWoog ul/Psf] 5 . g]kfnL efiff lzlf ljefu :gftsff]Tt/ txsf] z]wkqsf nflu tof/ kfl/Psf] o; cWoogdf sf7df8f}Faf6 k|sflzt rf/ j6f g]kfnL b}lgs ;dfrf/kq? uf]/vf kq, sflGt'/, cGgk"0f{ kf]:6 / gofF klqsf] ;ft lbgf ;ft j6f cªsnfO{ ;dfj]z ul/Psf] 5 . of] cWoogdf lgwf{l/t b}lgs klqsf] klxnf] k[i7df ePsf j0f{ ljGof;Lo q'l6x?nfO{ s]nfp] sfo{ ul/Psf] 5 . j0f{gfTds ljlw ckgfO{ j0f{ ljGof;Lo q'l6x?sf] ljZn]if0f ul/Psf] o; cWoogdf g]kfnL ;dfrf/ kq?df k|z:t j0f{ ljGof;ut q'l6x? kfOPsf] lgisif{ lgsflnPsf] 5 . -ltdN;]gf, @)^^ M \$÷%\_

k"j{sfo{sf] ;dLlff ul/ ;s]kl5 o;} v08df cg';Gwfgsf cfzox?nfO{ cfwf/ agfP/ cWoogsf] ;}b\wflGts 9fFrf tof/ ul/G5 . h;df k"jf{Woogsf] ;dLlffaf6 klxrfg ul/Psf ;d:of;Fu ;DalGwt l;b\wflGtx?nfO{ cfwf/ agfO{ jt{dfg ;d:ofsf] ;dfwfg ug]{ cfwf/ tof/ ul/G5 . o; v08df d"ntM zLif{s;Fu ;DalGwt ;d:ofnfO{ ljleGg l;b\wflGtx?n] s;/L JofVof ub{5g\ eGg] s'/f pNn]v ul/G5 .

**cf}lrTo tyf pkof]lutf**

cfkm"n] cg';Gwfg ug{ rfx]sf] ljifosf] ufpF, ;dfh, JolSt jf /fi6« s; s;sf nflu s] s] dxTTj 5 eg]/ k|:6 kfg]{ sfd o; :tDedf ul/G5 . cg';Gwfgaf6 gofF 1fg k|fKt x'g] ls k'/fgf] 1fgsf] k'gd" {Nof^sg ug]{ eGg] s'/f klg cWoogsf] cf}lrTo / pkof]lutf v08df k|:6 kfg' { k5 { . o; v08df d"nt M lgDg k|Zgx?sf] pQ/ vf]Hgj] sfd ul/G5 M-

!= ;DalGwt ;d:of / zLif{ssf] rog lsg ul/of] <

@= of] cWoogaf6 sf] sf] nfeffGjt x'g]5g\ .

#= pSt JolStx? s;/L nfeffGjt x'g]5g\ <

\$= o; cWoogaf6 s] slt dfqfdf ;d:ofsf] ;dfwfg ;Dej 5 < cflb .

cWoogsf] cf}lrTo / pkof]lutfsf] pbfX/Of M

**zLif{s M** slff ;fts] xfd]f] g]kfnL lstfa / efiff ;fu/larsf] t'ngfTds cWoog

-s\_ o; cWoogaf6 slff ;fts nflu tf]lsPsf] kf7\oqmd / kf7\o k':tssf] ;fdfGo kl/rosf ;fy} oL b'O{larsf] cGt;/DaGw yfxf kfgp ;lsg] 5 .

-v\_ lgwf{l/t kf7\oqmdsf c^ux?;Fu kf7\o k':tsn] ;fldKotf /fVg ;S5 ls ;Sb}g eGg] s'/fsf] k'li6 ug{ ;lsg] 5 .

-u\_ b'a} kf7\o k':tsn] ljb\ofyL{sf ?lr / cfjZostfnfO{ k'/f ug{ ;Sg] of g;Sg] s'/fsf] cfsng ug{ ;lsg] 5 .

-3\_ o; cWoogaf6 b'a} kf7\o k':tssf larsf] ;dfgtf / c;dfgtfaf/] k|:6 x'g] 5 . o;af6 lzlf0f ug{] lzlfS, cWoog ug{] ljb\ofyL{ / n]vs ;d]tnfO{ kmfObf k'Ug] 5 .

-^\_ o; z]wdf lghL ljb\ofnosf lglDt tof/ kfl/Psf] ...efiff ;fu/U / ;fj{hlgs ljb\ofnosf lglDt tof/ kfl/Psf] ...x fd]f] g]kfnL lstfa' sf] t'ngfTds cWoog / ljleGg klf]sf] ljZn]if0f u/L lgisif{ / ;'emfa ;d]t k]; ul/g] x'Fbf efjL lkF9Lsf nflu cWoog / cg';Gwfgsf sfo{df dfu{ k|z:t ug}{ 5 .

-r\_ o; cWoogaf6 k|fKt lgisif{ / ;'emf]sf cfwf/df kf7\o k':ts lgdf{tfnfO{ cl3 a9g ;lhnf] x'g] x'Fbf o; z]wkqsf] cWoogsf] cf}lrTo / pkof]lutf /xg] b]lvG5 . -sf]O/fnf, @)^^ M %÷^\_

**cWoogsf] ;Ldf^sg**

z]w k|:tfjdf z]w]sf] ;Ldf lgwf{/Of ug' { klg cfjZos x'G5 . cg';Gwfgdf oL oL sfo{x? ug{ ;lsG5 tyf oL sfo{x? ug{ ;lsFb}g eg]/ cWoogsf] If]q lgwf{/Of u/L ljzli6Ls/Of ug' { g} cWoogsf] ;Ldf^sg xf] . o;n] cWoogsf] af6f] klxNofO{ cg';Gwfg stf{sf dgdf /x]sf ;Gb]z / z^sf x6fpg db\b t u5 { . cWoogsf] ;Ldf^sg a'Fbfut ;kdf ;n 9^un] ug' { k5 { .

**cg';Gwfg zLif{s M** slff cf7df cWoog/t ljb\ofyL{x?n] jfSo u7gdf ug]{ q'l6x?sf] cWoog .

k|:t't cg';Gwfgsf lgDg lnlt ;Ldfx? /xg] 5g\ M

!= k|:t't z]w slff cf7df cWoog/t ljb\ofyL{x?sf] jfSo u7g ;DaGwL q'l6df ;Lldt eP/ ul/g] 5 .

@= ln^u, jrg, k'?if, sfn, efj, klf, sf/s, jfRo ;DaGwL Jofs/l0fs sf]l6df dfq ;Lldt eP/ cWoog ul/g] 5 .

#= slff cf7df cWoog/t cf7 j6f ljb\ofnosf !)^!) hgf ljb\ofyL{x? u/L hDdf \*) hgf lj\ofyL{x?df dfq k/LIf0f ul/g] 5 .

\$= k|:t't cWoog ;j]n'v'Da' lhNnfsf ltg j6f uf=lj=;= -a^a, ;f]tf^, 5]:sfd\_ / Ps gu/ kflnsf -b"ws'08\_ sf cf7 j6f ljb\ofnonfO{ dfq cfwf/ agfP/ ul/g] 5 . -/fO{, @)&@ M #\_

## Zff]w ljlw

Zff]w ljlwnfO{ cWoog ljlw klg elgG5 . cg';Gwfg k|:tfj n]vgsf qmddf cWoog ljlw cGtu{t gd'gf 5gf]6, cWoog If]q, tYof^s ;^sngsf ;|f]tx?, ljZn]if0f cflb s'/fx?sf] pNn]v ug'{ cfjZos x'G5' . cWoog ljlwdf lgDg adf]lhd tTTjx? /xG5g\ M

- hg;^Vof / gd'gf 5gf]6 -gd'gf 5gf]6 ljlwsf] lgwf{/0f, gd'gf 5gf]6, cWoog If]q cflbsf] lgwf{/0f\_
- ;fdu|L lgdf{0f / lgld{t ;fdu|Lsf] dfgsLs/0f -tYof^s ;^sngsf ;|f]tx? M k|fylds / b\ljt-LoÜ tYof^s ;^sngsf pks/0fx? M k|ZgfjnL, dtfjnL, cGtjf{tf{ / cjnf]sg tyf lgld{t ;fdu|Lsf] ;DalGwt ljifosf l;b\wfGt / ljifo lj]laf6 dfgsLs/0f\_
- tYof^s ;^sng -lgld{t ;fwgsf] k|of]u u/L pTt/bftfaf6 cfjZos tYof^s ug]{\_
- tYof^s ljZn]if0f -tYof^ssf] k|:t'lt tyf JofVof ljZn]if0f k|lqmof\_

## eFlifs ;fdu|Lsf ;|f]tx?

cg';Gwfg sfo{df ;fdu|L ;^sngsf] ljz]if dxTTj /x]sf] x'G5 . eFlifs ;fdu|L cg';Gwfgsf lj]zi6 dfWod x'g\ . eFlifs ;fdu|LnfO{ tYof^s klg elgG5 t/ ;a} tYof^sx? ;^VofTds dfq x'Fb}gg\ . t;y{ ;fdu|L cGtu{t ;^VofTds / u'0ffTds b'a} lsl;dsf tYof^s kb{5g\ . cg';GwfgnfO{ j}w, k|fdl0fs / ljZj;gLo agfpg tYof^s cyjf ;fdu|Lsf] ljz]if e"ldsf x'G5 . Itg} eFlifs ;fdu|L k|df0fsf] ;kdf k|:t' u/L lgisif{ lgsflnPsf] x'G5 . eFlifs ;fdu|Lsf ;|f]tx? b'O{ k|sf/sf x'G5g\ M

s\_ k|fylds ;|f]t (Primary sources)

v\_ b\ljtLos ;|f]t (Secondary sources)

## s\_ k|fylds ;|f]t

cg';Gwfg stf{ ;jod\n] vf]h]sf ;fdu|LnfO{ k|fylds ;|f]taf6 k|fKt ;fdu|L jf k|fylds ;fdu|L elgG5 . o;nfO{ k|f|IDes jf df]lns ;fdu|L klg elgG5 . o:tf ;fdu|Lx? klxn] k6s k|fKt ul/Psf] x'G5, t;y{ o;sf] k|of]u c; s;}af6 ePsf] x'Fb}g . k|fylds ;|f]taf6 k|fKt ;fdu|L pRr ljZj;gLo / df]lns vfnsf x'G5g\ . cg';Gwfg stf{sf] cf^gf] k|of]u, ;j}{If0f, cjnf]sg, k|ZgfjnL, cGtjf{tf{ tyf ljleGg k|ltj]bgaf6 k|fKt ;"rgf cflb ;|f]taf6 k|fylds ;fdu|L lgdf{0f ug{ ;lsG5 . cg';Gwfg stf{n] k|ToIf ;kdf e]6]/ cyjf k|ZgfjnL cflbsf] pko]u u// ;fdu|L ;^sng ug]{ x'gfn] o:tf] ;|f]tnfO{ k|ToIf ;|f]t klg elgG5 . k|fylds ;|f]taf6 k|fKt ;fdu|L ljZj;gLo, e/kbf{ / oyfy{df cfwfl/t x'G5g\ . tYof^ssf k|fylds ;|f]tx? o; k|sf/ 5g\ M-

!= **k|frLg clen]v M** k|frLg clen]v / d"n s[ltx?nfO{ k|fylds ;|f]tsf ;kdf lnOG5 . t/ To:tf clen]v / s[ltsf ;DaGwdf ul/Psf l6Kk0fL, JofVof, 6Lsf / :ki6Ls/0fnfO{ eg] b\ljtLos ;|f]t dflgG5 .

@= ;j}{If0f **M** cg';Gwfg stf{ cfkmF} vf; ef}uf]lns If]qdf uO{ jf x'nfs, O-d]n, OG6/g]6 cflbaf6 k|ZgfjnLx? k7fO{ ;^sng ul/Psf tYof^sx? klg k|fylds ;|f]tsf ;fdu|L dflgG5g\ .

#= **cGtjf{tf{ M** cg';Gwfg stf{ cfkm}Fn] vf; JolSt;Fu u/]sf] bf]xf]/f] s'/fsfgL cGtjf{tf{ xf] . pTt/ stf{n] lbPsf pTt/x? lnkab\w jf /]s8{ u/L cfjZos tYof^s ;^sng ug{ ;lsG5 .

\$= **cjnf]sg M** cg';Gwfg stf{ cfkmF} vf; If]qdf pkl:yt eO{ ljleGg pks/0fx?sf] k|of]u u/L ;^sng ul/Psf ;fdu|L klg k|fylds ;|f]tsf ;fdu|L dflgG5g\ .

%= **k|LIf0f k|Zg M** d'Vo ;j}{If0feGbf klxn] ul/g] k|f|IDes cWoogsf lgldt tyf dgf]j}lflgs ;j}{If0fdf k|of]u ul/g] k|ltglwd"ns k|Zgx? klg k|fylds ;|f]tsf ;fdu|L

<sup>a</sup>\sngdf ;xof]uL x'g ;S5g\ .  
<sup>^</sup>= **k|ZgfjnL M** cGtjf{tf{df h:t} dflg;sf] ljr/ a'em\g cf}krfl/s ĳkdf tof/ kfl/Psf] k|Zgsf] ;"rLnFO{ k|ZgfjnL elgG5 . k|ZgfjnLaf6 klg k|fylds ;|f]tsf ;fdu|L ;<sup>a</sup>\sng ug{ ;lsG5 .  
**&= k|of]u M** cg';Gwfg stf{n] k|of]u zfnfdf k|of]u u/] k|fKt u/]sf tYof<sup>a</sup>\sx? klg k|fylds ;|f]ts} ;fdu|Lx? x'g\ .  
<sup>\*</sup>= **k|ToIf ;Dks{ M** cg';Gwfg stf{ cfkmF} ;DalGwt If]qdf uO{ gd'gf JolStx?;Fu pgLx?sf] eflifs Jojxf/ k/Dk/f, /Lltl:ylt, kl/j]z cflb /fd|L a'em]/ k|fKt u/]sf] ;fdu|LnFO{ klg k|fylds ;|f]taf6 k|fKt ;fdu|L dflgG5 .  
(= **OG6/g]6 M** clxn]sf] lj1fg / k|ljwsf] o'udf OG6/g]6 klg ;fdu|L ;<sup>a</sup>\sngsf] dxTTjk"0f{ ;|f]t dflgG5 . x'g t OG6/g]6sf ;fdu|Lx? b\ljtLos ;|f]t dflgG5g\ t/ k|fylds ;|f]tsf ĳkdf klg o:tf ;fdu|Lsf] pkof]u ug{ ;lsG5 .  
**v= b\ljtLos ;|f]t**  
klxn] cĳ cg';Gwfg stf{ JolSt jf ;+:yfn] ;<sup>a</sup>\sng u/]sf jf cg';Gwfgsf] qmddf cĳn] pkof]u u/]sf ;fdu|LnFO{ b\ljtLos ;|f]taf6 k|fKt ;fdu|L elgG5 . o:tf ;|f]tdf cg';Gwfg stf{sf] k|ToIf ;+nUgtf x'Fb}g . o:tf ;fdu|LnFO{ ;xfos ;fdu|L klg elgG5 . k|d'v b\ljtLos ;|f]tx? o; k|sf/ 5g\ M  
**!= k|sflzt k':tsx? M** ljleGg ;<sup>a</sup>3, ;+:yf, JolSt tyf k|sfzg ;+:yfx?af6 k|sflzt k':tsx? b\ljtLos ;|f]t x'g\ . cg';Gwfgsf nflu o:tf k':tsx? dxTTjk"0f{ ;|f]t aGg ;S5g\ .  
**@= ;dfrf/ kq M** ;dfrf/ kq klg cg';Gwfgsf] nflu dxTTjk"0f{ b\ljtLos ;|f]t xf] . ;dfrf/ kqdf k|sflzt ;"rgf, tYof<sup>a</sup>\s, ljr/ , egFO cflbsf] pkf]u u/] cg';GwfgnfO{ cem a9L ljZj;gLo agfpg ;lsG5 .  
**#= hg{n M** ljleGg ;+3;+:yf tyf ;/sf/L lgsfoaf6 d'vkq, :dfl/sf cflbsf ĳkdf k|sflzt k|ltj]bgx? klg tYof<sup>a</sup>\s ;<sup>a</sup>\sngdf pkof]uL 7x5{g\ .  
**\$= cWoog k|ltj]bg M** ljleGg ;d:ofx?sf] lg/fs/0fsf nflu, pko'St gLlt lgdf{0f tyf of]hgf th' {df ug{sf nflu u7g ul/Psf cfof]uaf6 a'emfOPsf k|ltj]bgx? klg b\ljtLos ;fdu|L ;<sup>a</sup>\sngsf dxTTjk"0f{ ;|f]t aGg ;S5g\ .  
<sup>%</sup>= **ck|sflzt cfn]v M** ;/sf/n] a]nf a]nfd f k|;f/0f u/]sf lj1lKt, ;"rgf, b'O{ b]zlar ePsf ;|Gw, ;Demf}tf tyf clen]vx? ;fy} ;+3;+:yf / bnx?lar ePsf ;xdltf b:tfj]hx? klg ck|sflzt cfn]vsf ĳkdf cg';Gwfgdf k|of]u ug{ ;lsG5 .  
<sup>^</sup>= **cg';Gwfg tyf cg';Gwfg ;f/ M** klxn] ePsf ljlegg cg';Gwfgx? klg e/kbf{ ;|f]t x'g\ . o:t} cg';Gwfgsf] ;f/ lgsflnPsf cg';Gwfg ;f/n] klg ;fdu|L ;<sup>a</sup>\sngdf ;xof]u k'YofpFb5g\ . cg';Gwfgsf qmddf pSt b'j} ;|f]taf6 ;<sup>a</sup>\slnt ;fud|Lx?sf] e"ldsf dxTTjk"0f{ x'G5 . o:tf ;fdu|Lsf] k|of]u cToGt ;ts{tfk"}j{s k|fdfl0fs ĳkdf ug' { k5{ gqeg} zf]wsf] lgisif{ jf ;fdfGoLs/0f ck|fdfl0fs / bf]jfk"0f{ x'g hfG5 .

### gd'gf 5gf]6 k|ljlw

Pp6f efuaf6 ;Dk"0f{ ;fdu|Laf/] 1fg u/fpg' g} gd'gf 5gf]6 k|ljlw xf] . To; }n} ;Dk"0f{ ;fdu|Laf6 Ps c+z lnO{ ;Dk"0f{ ;fdu|Laf/] 1fg u/fpg} k|lqmofnfO{ gd'gf 5gf]6 k|ljlw elgG5 . ;Dk"0f{ ;fdu|Laf6 lnOPsf c+znfO{ gd'gf 5gf]6 / tL c+zdwO] k|To]s PsfOnFO{ gd'gf elgG5 . h:t} M af]/fsf] rfdn ;fdu|L xf] / To;af6 lemlsPsf] Ps d'7L rfdn gd'gf 5gf]6 xf] eg] rfdnsf] k|To]s u]8f] gd'gf xf] . af]/faf6 5gf]6 u/L lemlsPsf] Ps d'7L rfdnaf6} af]/fel/ /x]sf rfdnsf] u'0f:t/ hfFlrg] x'Fbf ;a} rfdnsf] k/Llif0f ul/ /xg' kb{}g . o; k|sf/



;Dk"0f{ hg;<sup>a</sup>\Vofsf] ;6\6fdf cg';Gwfgsf lglDt k|of]u ul/g] lglZrt ;<sup>a</sup>\VofnfO{ gd'gf elgG5 . o:tf] gd'gfn] l;<sup>a</sup>uf] hg;<sup>a</sup>\Vofsf] k|ltlglwTj ug]{ u'0f /fv]sf] x'G5 . gd'gfx? hlt a9L k|ltlglwd"ns x'G5g\, cg';Gwfg klg plt g} z'b\w / ljZj;gLo x'G5 . gd'gf 5gf]6 k|ltlglwd"ns, q'l6xLg, vr{n] Eofpg], Jojl:yt / cWoogsf] kl/0ffd ;fdfGoLs/0f ug{ ;lsg] x'g' k5{ .

**gd'gf 5gf]6 k|ljwsf k|sf/x?**

s\_ ;Defjgf gd'gf 5gf]6 k|ljw

v\_ c;Defjgf gd'gf 5gf]6 k|ljw

**s\_ ;Defjgf gd'gf 5gf]6 k|ljw**

hg;<sup>a</sup>\Vofsf] s'g} klg PsfO gd'gf 5gf]6df kg{ ;Sg] ;DefjgfnfO{ ;Defjgf gd'gf 5gf]6 elgG5 . o;df s'g} PsfO gd'gf 5gf]6df kg]{ gkg]{ s'/f ;+of]udf dfq e/ kb{5 . k|To]s ;fdu|L k"0f{ ;jtGq x'g] x'Fbf k|To]ssf] 5gf]6 x'g ;Sg] plTts} ;Defjgf klg o;df /xG5 . c;Defjgf gd'gf 5gf]6sf t'ngfdf ;Defjgf gd'gf 5gf]6 a9L nf]slk|o / ljZj;gLo ljlw x]f . o;sf] k|of]uaf6 rogut q'l6sf] ;Defjgf sd eO{ x/]s ;d"xsf] rog x'g] ;Defjgf a9L /xG5 . ;fy} ;fdu|Lsf] ;dfg'kflts k|ltlglwTj klg /xG5 . ;Defjgf gd'gf 5gf]6 k|ljwnfO{ lgDg lnltv ju{df ljefhg ug{ ;lsG5 M

**!= ofb[IR5s gd'gf 5gf]6 k|ljw M** ;Defjgf gd'gf 5gf]6sf k|ljw? dWo] of] k|ljw ;a}eGbf ;/n, pko'St / nf]slk|o 5 . x/]s PsfOn] 5gf]6 x'g] cj;/ kfp'g' o;sf] ljz]iftf x]f] . o;nfO{ ;f+of]lus 5gf]6, cfsl:ds 5gf]6 klg eGg] ul/G5 . o; k|ljwdf cg';Gwfg stf{n] cf'gf] OR5f cg';f/ 5gf]6 ug]{ cj;/ kfpFb}g . Ps k6s 5flgPsf] gd'gfnfO{ ;d"xaf6 cnu /flvg] x'gfn] gd'gf bf]xf]l/g] ;Defjgf klg o;df x'Fb}g . o; k|ljwdf lr6'7f k|0ffnL, qmd;"rL k|0ffnL, Kjfn k|0ffnL, sf8{ k|0ffnL cflb tl/sf ckgfO{ gd'gf 5gf]6 ul/G5 . JolStut klfkft gx'g], ;fdu|Lsf] k|ltlglwd"ns ;xeflutf x'g], j:t'lgi7tf, z'b\wtf, ;Totf / ljZj;gLotf cflb o; kb\wltsf ljz]iftf x'g\ .

**@= ju{ut jf :t/Ls[t gd'gf 5gf]6 k|ljw M** c;dfg hg;<sup>a</sup>\Vofaf6 gd'gf 5gf]6 ubf{ of] k|ljw ckgfOG5 . o; k|ljwdf ;Dk"0f{ hg;<sup>a</sup>\VofnfO{ ljleGg :t/ jf ju{df juL{s/0f ul/G5 . pd]/, ln<sup>a</sup>u, If]q, ;jefj cflbsf cfwf/df juL{s/0f u/L x/]s :t/ jf ju{af6 gd'gf 5gf]6 ug]{ cj;/ o;df k|fKt x'G5 . k|ltlglwd"nstf, j:t'lgi7tf, z'b\wtf, ;Totf / ljZj;gLotf cflb o; kb\wltsf ljz]iftf / dxTTj x'g\ .

**#= qmdab\w gd'gf 5gf]6 k|ljw M** ;Dk"0f{ hg;<sup>a</sup>\VofnfO{ Ps} 7fpF qmdab\w u/L pSt ;"rLaf6 lglZrt cGt/fndf k/]sf PsfOnfO{ qmdzM 5gf]6 ug]{ ljlnfO{ qmdab\w gd'gf 5gf]6 k|ljw elgG5 . o;/L rog ubf{ ;fdfGtof bzs]f cGt/fn h:t}M !, !!, @!, #!, \$!, ===== u/] gd'gf 5gf]6 ul/G5 . Jofks k|ltlglwTj, ldtJolotf / ;fdfGoLs/0f ug{ ;/n x'g' o;sf ljz]iftf x'g\ .

**\$=;d"x gd'gf 5gf]6 k|ljw M** ;d"xut ;kdf ;fdu|L rog ug]{ kb\wltnfO{ ;d"x gd'gf 5gf]6 k|ljw elgG5 . nllft hg;<sup>a</sup>\Vofsf cfwf/df ljleGg PsfOsf] lgdf{0f ul/G5 . o:tf PsfOx; ofb[IR5s ;kdf lgdf{0f ul/G5 / 5gf]6 ubf{ l;<sup>a</sup>uf] PsfO jf l;<sup>a</sup>uf] ;d"xnfO{ 5gf]6 ul/G5 . of] k|ljw ;/n, ;:tf], pkof]uL, Jofjxf]l/s / k|ltlglwd"ns klg dflgG5 .

**v\_ c;Defjgf gd'gf 5gf]6 k|ljw**

;Dk"0f{ hg;<sup>a</sup>\Vofsf] k|To]s PsfOn] 5flgg] ;Defjgf /fvT}g eg] o; k|sf/sf] 5gf]6 k|ljwnfO{ c;Defjgf gd'gf 5gf]6 k|ljw elgG5 . o;df ;fdu|Lsf] k|ltlglwd"ns 5gf]6 ug]{sf nflu zf]wfyL{n] cf'gf] k"j}{1fg, ljj]s, cg'ej, ljz]ifl1tf / cGt1f{gsf] k|of]u ug]{ ub{5 .

o;df hg;<sup>a</sup>\Vofsf] x/]s PsfO 5gf]6 x'g] ;Defjgf x'Fb}g . To;} sf/0f ;Defjgf gd'gf 5gf]6sf

t'ngfdf of] k|ljlw sdhf] / / cljZj;gLo x'G5 . o;df k"jf{u|x / kIfkft a9L x'g] ub{5 . of] k|ljlw klG ljleGg k|sf/sf] x'G5 M

!= **lg0ff{os g'dgf 5gf]6 M** zf]wfyL{n} cfkm}F lg0f{o u/] ;fdu|Lsf PsfOsf] rog ug] { lj|wnfO{ lg0ff{os 5gf]6 k|ljlw elgG5 . o;df ;do, >d / zlSt sd nfu] klG jit'ligi7 / bf]jfk"0f{ x'g] x'Fbf o;df ;fdfGoLs/0fsf] ;Defjgf /xFb}g .

@= **k|of]hgk/s 5gf]6 M** ljz]if pb\b]Zo jf k|of]hgfs nflu ul/g] 5gf]6nfO{ k|of]hgk/s 5gf]6 elgG5 . of] k|ljlw lgolGqt eP klG k"jf{u|xsf] ;Defjgf eg] /xG5 .

#= **cfsl:ds 5gf]6 M** lgwf{l/t ickdf geO{ cfsl:ds ickdf pknAw hg;^Vof dWo]af6 gd'gf 5gf]6 ug]{ k|lj|wnfO{ cfsl:ds 5gf]6 k|ljlw elgG5 . o;df cg';Gwfg stf{sf] cufl8 hf] pkl:yt x'G5 To;}nfO{ gd'gfsf] ickdf 5flgG5 . o;af6 5f]6f] ;dodf hgdt ;j]{If0f ug{ ;lsP tflkg k|ltlglwd"ns 5gf]6 eg] x'Fb}g .

\$= **sf]6f gd'gf 5gf]6 M** sf]6f gd'gf 5gf]6nfO{ c+z gd'gf 5gf]6 klG elgG5 . o;df ;du| nllft hg;^VofnfO{ ljleGg ju{ / :t/df juL{s/0f u/] cg';Gwfg stf{n} cf^gf] eg's^n / ljj]ssf] k|of]u u/L tL ;a} ju{ jf :t/af6 s]xL c+z kg]{ u/L gd'gf 5gf]6 ub5{ . o;af6 klG k|ltlglwd"ns gd'gf 5gf]6 ug{ ;lsFb}g .

**lgisif{t M** gd'gf 5gf]6 kb\wlt ljZj;gLo x'g' kb{5 . To;sf nflu c;Defjgf gd'gf 5gf]6sf t'ngfdf ;Defjgf gd'gf 5gf]6 k|ljlw a9L pkof]uL / k|efjsf/L dflgG5 . ;dfgGt/ 5gf]6, pk5gf]6, ;fdu|Lsf] t'ngf / tYo^sLo lj|w cflbb]j/f 5gf]6 k|lj|wsf] ljZj;gLotf lgwf{/0f ug{ ;lsG5 .

pbfx/0f M slff rf/ pTtL0f{ yf?efifL ljb\ofyL{x?sf] zAb e08f/ Ifdtfsf] cWoog hg;^Vof / gd'gf 5gf]6 M k|:t't cWoog slff rf/ pTtL0f{ yf?efifL ljb\ofyL{x?sf] zAb e08f/ ;fdYo{ klxNofpg] s'/fdf s]lGb]t ePsf]n] z}lifs ;q @)^\$÷)^% df slff Rff/ k'/f u/]sf yf?efifL ljb\ofyL{x?nfO{ hg;^Vofsf ickdf lnOg] 5 . ;Dk"0f{ ljb\ofyL{nfO{ cWoogdf ;d]6\g c;Dej ePsf]n] pbok'/ lhNnfsf lqo'uf gu/ kflnsfleqsf b'O{ ;/sf/L / b'O{ lghL ljb\ofnosf !)} yf?efifL ljb\ofyL{nfO{ gd'gfsf ickdf 5gf]6 ul/g] 5 . 5gf]6df k/]sf ljb\ofnosf ljb\ofyL{nfO{ ljb\ofnosf] :jick -;/sf/L / lghL\_ n}^lus b[li6 -5fq / 5faf\_ eflifs k[i7e"ld -klxnf] efiff / bf] ;]j] efiff\_ sf cfwf/df juL{s/0f ul/g] 5 . ;fdu|L lgdf{0f M slff rf/sf] g]kfnL lstfadf /x]sf s]xL zAbx?nfO{ ;"rLab\w ul/g] 5 . ;"rLab\w zAbx?nfO{ gfd, ljz]if0f, lqmosfb, cJoo cflbsf] 5'6\6f5'6\6} ;"rL tof/ u/L juL{s/0f ul/g] 5 . To;kl5 pSt ;"rLsf] cfwf/df ;dfg'kflts k|ltzt x]/L tbg'ick ;^Vofdf x/]s ju{sf zAbx?sf] ;d'lrt k|ltlglwTj x'g] u/L ;"rLab\w ul/g] 5 . pSt zAbx?af6 k|Zg lgdf{0f ul/g] 5 . k|Zgx?nfO{ v08 ... sU df klxrfgfTds k|s[ltsf ^) / v08 ... vU df pTkfbgfTds k|s[ltsf \$) k|Zg u/L hDdf b'O{ v08df ljefhg u/L lgdf{0f ul/g] 5 . klxrfgfTds cGtu{t ax'ljNkL, kof{ojfrL, lj|k/LtlyL{ k|s[ltsf / pko'St zAb 5gf]6 u/L vfnL 7fpF eg{] k|s[ltsf k|Zg lgdf{0f ul/g] 5 eg] pTkfbgfTds cGtu{t kl/efiffsf cfwf/df vfnL 7fpF eg{], jfSodf k|of]u ug{], ;Gbe{sf cfwf/df vfnL 7fpF eg{] k|s[ltsf k|Zg ;dfj]z ul/g] 5 . o;/L k/Lif0fsf nflu agfOPsf] ;fdu|L -k|Zg\_ ljb\ofyL{sf] klxrfgfTds -lgliqmo\_ / pTkfbgfTds -;lqmo\_ zAb e08f/ Ifdtfsf] klxrfg x'g] lsl;dn] tof/ kfl/g] 5 . k"j{ k/Lif0f tyf dfgsLs/0f M k|Zg lgdf{0f ul/ ;s]kl5 ;j{k|yd cfkm}Fn] ;+z]wg / ;'wf/ ul/g] 5 . To;kl5 ;/sf/L ljb\ofnosf s]xL / lghL ljb\ofnosf s]xL ljb\ofyL{x?af6 k|Zgx?sf] k"j{ k/Lif0f ul/g] 5 . k"j{ k/Lif0f kZrft\ k|Zgx?sf] sl7gfO :t/ kTjf nufpg] ;"qs] k|of]u u/L k|Zgx?sf] ljZn]if0f ul/g] 5 . k|Zgx?sf] ljZn]if0f kZrft\ cg'ko'St k|Zgx?nfO{ z]w lgb{]zs tyf ljz]iflx? sf] ;d]t k/fdz{ lnO{ kl/dfh{g ul/g] 5 .

tYof<sup>as</sup> ;<sup>asng</sup> M kl/dfh{g u/L clGtd ĩk lbOPsf !) k|Zgx?nfO{ gd'gdf ;dfj]z ul/Psf \$  
lj\b\ofnosf !)) lj\b\ofyL{nfO{ k/LIffsf] cf}lrTo :ki6 kf/L lgw{Ss eP/ k/LIff lbg cfu|x u/L  
k/LIff ;~rfng ul/g] 5 . k/LIf0f kZrft\ k"j{ lgld{t pTt/ s'l~hsf cg';f/ hfFr ul/g] 5 . l7s pTt/df Ps  
/ a]l7s pTt/df z"Go c<sup>as</sup> k|bfg ul/g] 5 . klxrfgfTds / pTkfbgfTds k|Zgsf] k|fKt<sup>as</sup>s 5'6\6f5'6\6}  
c<sup>as</sup>lst ul/g] 5 .

tYof<sup>as</sup> ljZn]if0f M ljleGg ju{ -;/sf/L÷lghL, 5fq÷5fqf, klxnf] efiff÷bf];] efiff\_ sf k|  
fKt<sup>as</sup>snfO{ 5'6\6f5'6\6} tflnsLs/of ul/g] 5 . To:tf tflnsfdf plNnlvt k|fKt<sup>as</sup>sf] dWodfg  
lgsflng] 5 . dWodfgaf6 cf];t ljrng slt dfly of tn 5 eGg] b]vfpg k|dfk ljrng lgsflng] 5 . pRr  
:yfg / lgDg :yfgdf kg{] lj\b\ofyL{sf] jf:tljs ;<sup>a</sup>Vof kTtf nufpg k|ltzsf] k|of]u u/L u0fgf ul/g]  
5 . zAb e08f/df ln<sup>au</sup>, lj\b\ofnosf] :jĩk / eflifs k[i7e"ldsf] cfwf/df kg{] c;/ k/LIf0f ug{ Z-test  
-Z k/LIf0f\_ k|of]u ul/g] 5 .

-rf}w/L, @)^<sup>^</sup>M !-!\$ \_

### zf]wkqsf] ĩk/]vf

zf]w k|:tfjdf efjL cWoogsf] ĩk/]vf klg pNn]v ug{ kb{5 . o;nfO{ cWofo of]hgf klg  
elgG5 . zf]w k|:tfjdf lgDgfg';f/ cWofo of]hgf ljefhg ug{ ;lsG5 M  
cWofo Ps M zf]w kl/ro  
cWofo b'O{ M k"j{sfo{sf] ;dLIff / ;}b\wflGts cjwf/0ff  
cWofo ltg M zf]wljlw tyf cWoog k|lqmof  
cWofo rf/ M JofVof ljZn]if0f  
cWofo kfFr M lgisif{ / ;'emfa

### Zff]wkqsf] tof/L

cg';Gwfg ;DaGwL ;Dk"0f{ sfo{ ;DkGg eO ;s]kl5 o;sf pknLAW, JofVof,  
ljZn]if0fnfO{ qmls, Jojl:yt Pjd\ j}1flgs ĩkaf6 tof/ ul/Psf] k|ltj]bgnfO{ zf]wkq elgG5 . of]  
cg';Gwfgsf] clGtd ĩk jf sfo{ xf] . cg';Gwfg sfo{ ug{ nufpg] ;DalGwt ljZj lj\b\ofnodf k|:t't  
ug{ jf efjL cg';Gwftf, kf7s Pjd\ ef]Stfsf] k|of]hgfsf nflu To;nfO{ ;fj{hlgs ug}{ k|lqmof g}  
zf]wkq xf] .

cg';Gwfgdf ;fdu]L ;<sup>asngb</sup>]lv cWoog, ljZn]if0f / ;fdfGoLs/0f;Ddsf sfo{x? hlt  
dxTTjk"0f{ x'G5g\ zf]wkq n]vg klg Tolt g} dxTTjk"0f{ x'G5 . of] lglZrt pb\b]Zosf nflu  
lnlvt ĩkdf tof/ kfl/Psf] cf}krfl/s ;Dkfbg ePsf] x'gfn] o;df tYof<sup>as</sup> ;<sup>asng</sup> / ljZn]if0f clg  
ltgLx?sf] lgisif{ tyf cfjZos ;'emfasf] ;d]t JofVof ul/Psf] x'G5 . cg';Gwfg stf{sf]  
cg';Gwfg ;DaGwL ;Dk"0f{ ljj/0f, 1fg o;} dfkm{t cleJoSt x'g] x'Fbf o;sf] efiff ;/n, ;'af]w,  
cfsif{s / z'b\w x'g' k5{ . o;sf] vf; pb\b]Zo cg';Gwfg sfo{ ug}{ JolStn] cf'gf] sfo{sf] af/]df  
hfGg' dfq geP/ ;DalGwt If]qdf lh1f;f /fVg] ;a} JolStsf nflu 1fgsf] af]w u/fpg' jf hfgsf/L  
u/fpg' xf] .

cg';Gwfgsf qmddf ;Dk"0f{ sfo{x? hlt;s} ;kmntfk"j{s ;DkGg u/] tfklg tL  
;Dk"0f{ s'/fx?nfO{ d"t{ ĩk glbP;Dd To;sf] ;Dk]if0fLo ;kmntf k|fKt ePsf] 7flgFb}g .  
Jojl:yt / cfsif{s k|ltj]bg n]vg Pp6f snf ePsf] x'gfn] o;sf] 9fFrj jf ;<sup>au</sup>7g snfTds / j:t'lgi7 x'g'  
kb{5 . o;sf] 9fFrj jf ;<sup>au</sup>7g ljifo If]q jf k|of]hg / ;DalGwt ljZj lj\b\ofnosf lgod cg';f/ km/s

km/s x'g ;Sb5 . o;/L leGg leGg lgods fcfw/df ;<sup>a</sup>ul7t ag]sf] cg';Gwfg k|ltj]bg tof/ ubf{sf klg ljleGg r/0fx? /x]sf x'G5g\ / o;sf r/0fx?nfO{ k"j} efu, d"n efu / pTt/ efu egL ltg efudf ljefhg ug{ ;lsG5 . cg';Gwfgsf oxL ltg r/0fx? Jojl:yt /fvL tof/ ul/Psf] sfo{ ;+/rgf / 9fFrnfO{ g} jf:tjdf zf]wkq xf] .

**zf]wkqsf] 9fFrF**

zf]wkq lglZrt 9fFrF / ;<sup>a</sup>u7gdf cfab\w Pjd\ ;<sup>a</sup>ul7t ePsf] x'G5 . o:tf] 9fFrFn] cg';G;wfgnfO{ Jojl:yt ug]{ ub{5 . cg';Gwfg ;DaGwL ljleGg tYof<sup>a</sup>sx? kl/>dk"j}{s ;<sup>a</sup>sng u/] tfklg ;xL Joj:yfkg]sf] cefjdf of] ck"0f{ aGg k'U5 . zf]w k|ltj]bgnfO{ ;'Jojl:yt ug]{ 9fFrF lgDgfg';f/ /x]sf] 5 M

**-s\_ k"j}{ jf cflb efu M** zf]w k|ltj]bgsf] o; efudf d'vk[i7, zf]w lgb]{zssf] dGtJo jf l;kmfl;/ kq, ;jLs[lt kq, s[t1tf 1fkg, zf]w;f/, ljifo ;"rL, tflnsf ;"rL, lrGx k|of]u ;"rL, ;+If]kLs[t zAbsf] ;"rL cflb h:tf ljifo? ;d]l6G5 . k"j}{ efudf k[i7<sup>a</sup>sg ubf{ ssf/flb -s, v, u, =====\_ jf csf/flb -c, cf, O, =====\_ sf] qmddf ul/G5 .

**-v\_ d"n jf dWo efu M** zf]w k|ltj]bgsf] o; efudf cg';Gwfg sfo{sf] ;Dk"0f{ ljj/0f /x]sf] x'G5 . cg';Gwfgsf] pb\b]Zo, ;d:of syg, k|of]hg, ljlw, k"j}{sfo{sf] ;dLlff cflb s'/fb]lv cWoog, tYof<sup>a</sup>]sf] ljZn]jif0f tyf lgisif{ nufotsf ;Dk"0f{ s'/fx? o; efudf /x]sf x'G5g\ . zf]w k|ltj]bgsf] o; v08df klg kl/ro v08, cWoog ljZn]jif0f v08 / pk;+xf/ jf lgisif{ v08 u/L ltg v08x? /x]sf x'G5g\ .

**-u\_ pQ/ jf cGTo efu M** zf]w k|ltj]bgsf] o; efudf cg';Gwfg sfo{sf] k|fdfl0fstf / ljZj;gLotfsf nflu cfjZos kg]{ kl/lzi6, cg'qmdl0fsf, kfl/eflifs tyf k|fljlws zAbfjnLsf] ;"rL, JolStut ljj/0f cflb ;"rLx? /xG5g\ .

<b>k"j}{ jf cflb efu</b>	<b>d"n jf dWo efu</b>	<b>pTt/ jf cGTo efu</b>
✓ d'vk[i7	✓ cWofo /	✓ kl/lzi6
✓ l;kmfl;/ kq	zLif{sx?	✓ cg'qmdl0fsf
✓ ;jLs[lt kq	✓ cg'R5]b lj-	✓ kfl/eflifs tyf
✓ s[t1tf kq	Gof;	k fljlws
✓ ljifo ;"rL, tflnsf	✓ pb\w/0f	zAbfjnL
jf lrq;"rL	✓ tflnsf	✓ JolStut ljj/0f
✓ lrGx ljj/0f	✓ kfb l6Kk0fL	
✓ ;+IfKt	✓ ;	
¿ksf] ;"rL	Gbe{ s[lt ;"rL	
	✓ ;Gbef <sup>a</sup> sg	

**k"j}{ efu**

**-s\_ d'vk[i7**

zf]w k|ltj]bgsf] cl3lNt/ /x]sf] aflx/L k[i7 / pSt k[i7af6 kN6fpFbf cfpg] bfofFk6\l6sf] klxnf] k[i7 g} d'vk[i7 xf] . oxF zf]w zLif{s, zf]w;Fu ;DalGwt ;<sup>a</sup>sfo, ljZj ljb\ofno,

zf]wfyL{, zf]w k|ltj]bg k|:t't u/]sf] jif{ cflb /x]sf x'G5g\ . k/Llffsf lglDt tof/ kfl/Psf] zf]w k|ltj]bgdf eg] k/LlffyL{sf] l;Daf]n gDa/ tyf /lh:6<<];g gDa/ klg pNn]v ul/Psf] x'G5 .

**-v\_zf]w lgb]{zssf] dGtJo=l;kmfl/; kq**

zf]w lgb]{zsn] cg';Gwfg stf{sf nflu cf^gf] dftxtdf /xL] cg';Gwfg sfo{ u/]sf] xf] / o; cg';Gwfgaf6 d k"0f{ ;Gt'i6 5' egL d"NOF^sg ;ldltsf nflu n]lv lbg] kq g} zf]w lgb]{zssf] dGtJo jf l;kmfl/; kq xf] . of] pkflwd"ns hg';s} zf]wkqsf nflu clgjfo{ x'G5 eg] cfof]hgf jf kl/of]hgfsf lglDt tof/ ul/Psf] eP clgjfo{ x'Fb}g . zf]wfyL{n] zf]w k|ltj]bg k|:t't ug'{eGbf klxn] cf^gf] zf]w lgb]{zsaf6 k|fKt o; kqnfO{ d'vk[i7sf] k5fl8 5'6\6} k[i7df /fVg' kb{5 .

**-u\_ :jLs]lt kq**

Zff]wfyL{n] lgb]{zssf] l;kmfl/;df cf^gf] zf]w k|ltj]bg d"NOF^sg ;ldltdf k]; u/]k15 pSt ;ldltn] zf]wnfO{ lbPsf] dfGotf g} :jLs]lt kq xf] . o;df d"NOF^sg ;ldltsf ;b:ox?sf] x:tflf/ /ldlt ;dfj]z ul/Psf] x'G5 . :gfts]Tt/ txsf] zf]w k|ltj]bgsf ;Gbe{df zf]w lgb]{zs, ljefuLo k|d'v / afXo k/Llffsf] x:tflf/ clgjfo{ x'G5 .

**-3\_s[t1tf 1fkg**

s[t1tf 1fkg zf]wfyL{n] zf]wsf qmddf ef]u]sf ef]ufO cleJoSt ug]{ :tDe xf] . o;df zf]w sfo{sf] pb\b]Zo, ljz]iftf, ;^u7g cflbnfO{ ;+lIfKt ;kdf pNn]v ul/G5 . o;sf ;fy} zf]w sfo{ ubf{ lgb]{zg ug]{ lgb]{zs, ;Nnfx lbg] ;Nnfxsf/ / ;d:of k/]sf a]nf ;d:ofsf] ufF7f] km'sfpg ;xof]u ug]{ ;xof]uL jf ;fdu]L, ;"rgf, tYof^s cflb ;^sng ubf{ ;xof]u ug]{ ;xof]uL JolSt, ;^3 ;+:yf cflbk|lt wGojfb, s[t1tf, cfef/ JoSt ul/Psf] x'G5 .

**-^\_ ljifo ;"rL**

Zff]w k|ltj]bgdf ;df]ji6 ljifo j:t'x?sf] qmdab\w ;"rLnfo{ ljifo ;"rL elgG5 . zf]w k|ltj]bgdf s'g s'/f sxfF 5 egL t'?Gt kTtf nufpg ljifo ;"rLn] ;xof]u ub{5 . zf]w k|ltj]bgdf l;kmfl/; kq, :jLs]lt kq, s[t1tf 1fkg, tflnsf ;"rL, cWofo, zLif{s, pkzLif{s, kl/lzi6, ;Gbe{ ;"rL cflb lbOPsf] k[i7 ;^Vof /fVg' kb{5 . o;df d"n efueGbf cufl8sf] efunfO{ csf/flb tyf ssf/flb clg d"n efusf] cWofob]lv ljifo j:t'nfO{ qmdf^ssf] cfwf/df !, @, #, ===== u/L k[i7f^sg ul/G5 .

**-r\_tflnsf, gS;f tyf lrqsf] ;"rL**

zf]wkqdf tflnsf, gS;f tyf lrq cflb ;dfj]z ul/Psf eP ltgLx?sf] ljj/0f / k[i7 ;^Vof klg pNn]v ug'{ kb{5 . cg';Gwfgdf k|o'St o:tf tYon] cg';gwfgnfO{ yk k|:6 / ;'af]Wo agfpg] ub{5g\ . cg';Gwfg k|ltj]bgdf Ps b'O{ j6f dfq tflnsf cflbsf] k|of]u ul/Psf] 5 eg] o;sf] nflu 5'6\6} ;"rLsf] lgd{0f gu/] klg x'G5 .

**-5\_lrGx / ;+lIfKt ;ksf] ljj/0f**

zf]w k|ltj]bgdf k|o'St lrGx ljj/0f / ;+lIfKt ;ksf] 5'6\6} ljj/0f k|ltj]bgsf] cflb efudf g} cnu k[i7 v8f u/] lbg' kb{5 . cg';Gwfg k|ltj]bgdf k|of]u ePsf o:tf lrGxsf] cy{ / ;+lIfKt ;ksf] k'/f ;k s] xf] eGg] a'%ogsf nflu o;n] ;xof]u k'YofpFb5 . lrGxsf] k|of]u ;j{dfGo l;b\wfGtsf cfwf/df tyf ;+lIfKt ;ksf] vf]n'jf jf k"0f{ ljj/0f j0ff{g'qmd cg';f/ /fVg' kb{5 .

**d"n efu**

d"n efu eg]sf] zf]w k|ltj]bgsf] d'Vo efu xf], h;sf] lglZrt cflb / cGTo x'G5 . d"n efudf klxn] cWofob]lv clGtd cWofo;Ddsf ;Dk"0f{ s'/fx? ;d]l6Psf] x'G5 . o;df lg/Llfof, k/Llfof, cWoog, k|of]u / ljZn]if0f ul/Psf s'/fx?nfO{ k7gLo ;kdf k|:t't ul/G5 . cg';Gwfgsf] ljzi6 pkn]Aw klg oxL efu xf] . d"n efunfO{ ljleGg cWofo, zLif{s / pkzLif{s?df ljefhg ul/Psf] x'G5 . d"n efu cGtu{t g} ljleGg cWofo, cg'R5]b, pb\w/0f, ;Gbef{^sg, kfb l6Kk0fL, lrq,

tflnsf, gS;f, ;Gbe{ s[lt ;"rL cflb s'/fx?sf] k|:t'lt x'G5 .

### **cWof**

ljleGg ljZj ljb\ofno, ;<sup>a</sup>sfo / ;+:yf cg';f/ zf]w k|ltj]bgsf] cWof lje fhg km/s km/s x'g ;S5 . d"ntM d"n efunfO{ kfFr cWofodf lje fhg ul/Psf] x'G5 . h; dWo] klxnf] cWofodf zf]wsf] zLif{s, k|of]hg, pb\b]Zo, ;d:of syg, cf}lrTo, k"j{sfo{sf] ;dLIff, cWoog ljlw, ;Ldf<sup>a</sup>sg cflb ;dfj]z ul/Psf] x'G5 . bf];|f] cWofodf ;DalGwt ljifosf] k"j{Wofogsf] ;dLIff / ;}b\wflGts rrf{ ul/Psf] x'G5 . To:t} t];|f] cWofodf cWoog ljlwsf] rrf{ ul/Psf] x'G5 eg] rf};yf] cWofodf cWoog tYof<sup>a</sup>ssf] ljZn]if0f / JofVof ;dfj]z ul/Psf] x'G5 . kfFr} cWofodf eg] cg';Gwfgsf] ;f/f+z, lgisif{ / ;emfanfO{ ;dfj]z ul/Psf] x'G5 .

### **zLif{s / pkzLif{s**

zf]wsf] cfofd, k|s[lt / If]q cg';f/ x/]s cWofonfO{ klg ljleGg zLif{s pkzLif{sdf lje fhg ul/Psf] x'G5 . o:tf cWof, zLif{s lje fhg / gfdS/0f ubf{ v]/L cWo]tfn] ;r]t aGg' kg}{ x'G5 . lsgls cWof / zLif{sn] jl0f{t ljifonfO{ :ki6 tyf k"0f{ ;kdf ;Daf]wg ug{ ;Sg' kb{5 . cWof / zLif{s lje fhgdf ljleGg kb\wlt? k|of]u ePsf kfOG5g\ . h'g ;s} kb\wlt k|of]u eP klg Pp6f cg';Gwfg k|ltj]bgel/ Ps} lsl;dsf] kb\wltnfO{ ckgfpg' ;fGble{s dflgG5 .

### **d"n kf7 / To;sf] k|:t'lt**

cWof lje fhg / zLif{ssf] rog kZrft\ d"n kf7sf] k|:t'lt ug'{ kg}{ x'G5 . s'g} klg zf]w k|ltj]bgsf] ljzi6tf To;sf] d"n kf7af6 g} :ki6 x'G5 . o;}af6 cg';Gwftsf] df]lnstf / uxgtf klg k|s6 x'G5 . To;} sf/0f d"n kf7sf] k|:t'ltcf cg';Gwftf w]/) g} ;r]t aGg' kg}{ b]lvG5 . d"ntM cg';Gwfgsf] d"n kf7 j:t'k/s / tYodf cfwfl/t x'g' kb{5 . ljr/sf] ;<sup>a</sup>u7g plrt tj/n] ldnfpg' klg cTofjZos x'G5 . egfOnfO{ :ki6, ;f]emf] / ts{ ;<sup>a</sup>ut z}nLdf dfgs efiffsf] k|of]ub\j/f JoSt ug'{ klg plTts} cfjZos x'G5 . k|efjsf/L / uxg d"n kf7sf] lgdf{0f csf]{ dxTTjk"0f{ kIf xf] . Pp6} ljifo / k|;<sup>a</sup>udf qmd cg';f/ Pp6f ljifo k|s/0f / k|;<sup>a</sup>usf] qmdzM ljsf; ePsf] x'g' k5 { .

### **pb\w/0f**

c;sf] ljr/ / egfO h:tfsf] t:t} ;fef/ ug]{ sfdnfO{ pb\w/0f elgG5 . d"nkf7df /fVgsf nflu cGo n]vssf s[ltx?af6 pb\w/0fx? ;fef/ ug'{ kg}{ x'G5 . o:tf pb\w/0fx?sf] k|of]u cg';Gwfgdf cToGt cfjZos dflgG5 . ;<sup>a</sup>slnt pb\w/0fx? dWo] cg';Gwftfn] k|df0fsf nflu geO{ gx'g] pb\w/0f dfq 5fg] /fVg' k5 { . pb\w/0f ubf{ lgDg s'/fx?df Wofg lbg' kb{5 M

- Psb]lv rf/ k<sup>a</sup>lSt;Ddsf] pb\w/0fnfO{ d"nkf7sf] k]6leq g} /fVg ;lsG5 . o;/L /fVbf o'un pb\w/0f -æ=====Æ\_ lrGx lbP/ /fVg' k5 { .
- pb\w/0fleqsf] pb\w/0fnfO{ Psn pb\w/0f -...=====Ú\_ lrGx lbP/ /fVg' k5 { .
- Itg k<sup>a</sup>lSteGbf a9Lsf] kb\o pb\w/0fnfO{ 5'6'6} k<sup>a</sup>lStd /fVg' kb{5 . To:tf] k<sup>a</sup>lStd pb\w/0f lrGx lbg' kb}{ g . t/ pb\w[t c+znfO{ lardf kg}{ u/L 7fpF 5f8L /fVg' k5 { / 6fOk ubf{ klg Ps nx/ sd u/L 6<sup>a</sup>lst ug' k5 { .
- b'O{ jf b'O{eGbf a9L k<sup>a</sup>lStsf] kb\ofTds pb\w/0fnfO{ d"n kf7sf] k]6leq g/fvL 5'6'6} cg'R5]bdf /fVg' kb{5 . o:tf] ubf{ O6flns clf/df n]Vg' k5 { eg] pb\w/0f lrGx k|of]u ug' x'Fb}g .
- pb\w/0f pb\w[t ubf{ h:tfsf] h:t} ug' k5 { . d"nkf7df ePsf cz\b\lw cyjf q'l6 lgb]{z ug' k/]df ...oyfÚ jf ...To:t} Ú eg]/ sf]i7sdf ;<sup>a</sup>s]t ug' kb{5 .

- v08sfJo / dxfsfJ0sf] pb\w/0f lbFbf ;u{ ;^Vof ;d]t lbg' kb{5 ;fy} k[i7 ;^Vof ;d]t v'nf-pg' k5{ .
- pb\w[t ubf{ s'g} c+z cfjZos gb]vL 5f]8\g' k/]df # j6f yf]Knf lbO{ 5f]l8Psf] c+zsf] hfgsf/L lbg' k5{ .

**;Gbef{^asg**

d"n kf7leq k];^u cfPs} 7fpFdf ;Gbe{ c^asg ug'{nfO{ ;Gbef{^asg elgG5 . k]:t't ljifonfO{ cem :ki6 kfg{, kl/ro lbg / plNnlvt ljifosf] dxTTj emNsfpg ljj/Of pNn]v u/]s} 7fpFdf sf]i7sdf /fv/ ;Gbe{nfO{ k]:t't ug{ ;lsG5 . o:tf] ;Gbef{^asg nfdf] / 5f]6f] b'a} tl/sfdf ug{ ;lsG5 . nfdf] tl/sfdf n]vssf] y/, gfd, s[ltsf] gfd, k|sflzt ldlt, k|sfzs / k[i7^asgsf] qmddf ;Gbef{^asg ul/G5 . h:t} M aGw', r"8fdl0f cg';Gwfg tyf k|ltj]bg n]vg -sf7df8f}F, /Tg k':ts e08f/, @)%@\_ k[=# . eg] 5f]6f] tl/sfdf n]vssf] y/, k|sflzt ldlt / k[i7 dfq pNn]v ul/G5 .

**;Gbe{ s[lt ;"rL**

of] klq zf]w k|ltj]bgsf] d"n efudf /xg] clgjfo{ c^u xf] . zf]wkq n]vgsf qmddf k|of]u ul/Psf k|ltj]bg, kq klqsf, clen]v, lznfn]v, k':tsx? Pjd\ k|sflzt ck|sflzt ;Dk"0f{ ;fdu|Lsf] ljj/Of jf zf]wkq tof/ kfg{ k|o'St, ;Dab\w / k|f;^alus ;|f]tsf] ;"rLnfo{ ;Gbe{ u|Gy ;"rL elgG5 . ;Gbe{ u|Gy ;"rL j0ff{g'qmddf /flvG5 . Pp6} n]vssf PseGbf a9L s[ltx? eP ltgnfO{ sfnqmd cg';f/ /fVg' kb{5 .

;Gbe{ s[lt ;"rLnfo{ lgDg b'O{ tl/sfn] k]:t't ug{ ;lsG5 M

**P=lk=P= kb\wlt**

cd]l/sq ;fOsf]lnlhn P;f]l;Pg (American Psychological Association) sf] 5f]6s/L ĩk g} P=lk=P= xf] . o:nfo{ g]kfnLdf n]vs ldlt kb\wlt elgG5 . o; kb\wltdf ;Gbe{ ;^s]t ubf{ n]vssf] y/ aflx/ / s[lt k|sflzt ldlnfo{ sf]i7sdf /flvG5 . s[lt ;"rL agfpFbf eg] n]vssf] y/, gfd, sf]i7leq ldlt, s[ltsf] zLif{s, ;+:s/0f, k|sfzg :yfg / k|sfzssf] gfd qmdzM pNn]v ul/G5 . h:t} M aGw', r"8fdl0f -(@)%\*\_ , b/]jsf]6f -t];|f] ;+=\_ , sf7df8f}FM ;femf k|sfzg . g]kfnL ljefudf xfn oxL kb\wltsf] k|of]u ul/Psf] kfoG5 .

**Pd=Pn=P= kb\wlt**

d8{g Nof^u'Ph P;f]l;Pg (Modern Language Association) sf] 5f]6s/L ĩk g} Pd=Pn=P= xf] . o:nfo{ g]kfnLdf n]vs k[i7 kb\wlt elgG5 . o:tf] kb\wltdf ;Gbe{ ;^s]t ubf{ n]vssf] y/÷gfd, k|sfzg jif{ / k[i7;^Vof pNn]v ul/G5, s[lt;"rL agfpFbf eg] n]vssf] y/, gfd, s[ltsf] gfd, k|sfzg :yfg, k|sfzs / k|sflzt ldlt /flvG5 . h:t} M aGw', r"8fdl0f, g]kfnL n]s ;flxTo, sf7df8f}M Pstf a'S;, @)%\* . g]kfnL ljefudf o; kb\wltsf] k|of]u ul/g] k|rng 5}g .

**pTt/ efu**

zf]w k|ltj]bgsf] clGtd efunfo{ pTt/ efu elgG5 . zf]w k|ltj]bgsf] o; efudf kl/lzi6, cg'qmdl0fsf, kfl/eflifs zAbfjnL, JolStj[Tt OToflb /xG5g\ .

**kl/lzi6 M** d"n kf7df /fVg gldNg] ;Gbe{ ;fdu|L, nfdf pb\w/0fx?, k|of]u ul/Psf k|ZgfjnL, tflnsf, gS;f OToflb ;fdu|Lx? kl/lzi6df /flvG5 . a]Unfa]Un} lsl;dsf w]/} ;fdu|L /fVg' k/]df kl/lzi6 s, v, u, 3, ===== jf !, @, #, \$, ===== sf] qmddf /fVg ;lsG5 . o:tf] ;"rLnfo{ ;Gbe{ u|Gy ;"rLeGbf cufl8 /fVg' pko'St x'G5 .

**cg'qmdl0fsf M** cg'qmdl0fsfdf zf]w k|ltj]bgdf k|of]u ul/Psf JolSt, ;^Vof, s[lt / ljifosf] cg'qmd ldnfO{ /flvG5 / k[i7;^Vof ;d]t lbOG5 . o;af6 kf7sx?n] cfk"mn] vf]h]sf s'/fx?

;lhn} e]6\6fpF5g\ . cWoog ;+:yfgsf cg';Gwfgdf cg'qmdl0fsf /fVg] gul/P klg k':tsfsf/sf zf]wu]Gydf cg'qmdl0fsf /flvPsf] kfOG5 .

**kfl/eflifs tyf cGo zAbfjnL M** zf]w k|ltj]bg tof/ ubf{ k|of]u ul/Psf j}lflgs / k|flj]lws zAbfjnLx?nfO{ ltgsf] c^a]u]hL ;kfGt/ ;lxt j0ff{g'qmddf k|:t't ug' { cfjZos x'G5 . h;n] ubf{ To:tf zAbx?sf] cy { ;a} kf7snfO { ;'af]Wo x'g ;S5 . o:tf] ;"rLdf k|o'St sl7g / ckl/lrt zAbsf] cy { klG ;Fu;Fu} k|:t't ug' { ;lsG5 .

**JolStj[Tt M** cg';Gwfg stf{sf] 5f]6f] kl/ro / kfl/jfl/s tyf z}lifs ljj/0fx? ;d]l6Psf] ;"rLnfo{ JolStj[Tt ljj/0f elgG5 . o;df n]vssf] gfd, hGd ldlt, hGd :yfg, afa' cdfsf] gfd / k];f, n]vssf] 7]ufgf, z}lifs ljj/0f tyf cGo dxTTjk"0f{ z}lifs ultlj]w / ljj/0fx? k|:t't ul/G5 .

### **eflifs cg';Gwfgdf k|of]u ul/g] efiff**

efiff cleJolStsf] dfWod xf] / z}nL eg]sf] cleJolStsf] 9^a]u xf] . efiffz}nLn] g} cg';GwfgnfO { ef]lts sn]j/ k|bfg ub{5 . cg';GwfgnfO { uxg, tfls{s, j:t'lg17 / ;';Dk]jif0fLo agfpg To;df k|of]u ul/g] efiff ;/n, ;';Dk]jif0fLo / j:t'k/s x'g' jf~5gLo dflgG5 . cg';Gwfgn] efiffsf lgDg klfd s]lGb|t eO { k|ltj]bg tof/ kfg' { pko'St x'G5 M

!= uxlsnf, sl;nf, cy {k"0f{, 5f]6f / ;fdGofy { jfSox?sf] k|of]u ug' { kb {5 .

@= dfgs, lzi6 / :t/Lo efiffsf] k|of]u ug' { kb {5 .

#= b'af] {Wo / lSni6 efiffsf] k|of]u gu/L ;/n / ;Dk]jio efiffsf] k|of]u ug' { kb {5 .

\$= dWod cfb/fyL {sf] dfq k|of]u ug' { kb {5 .

%= sd {j]fRo / efj]fRosf] dfq k|of]u ug' { kb {5 .

^= k|ltj]bgsf] ;Dk"0f{ efiffdf j0f{ ljGof;ut Ps;ktf sfod /fVg' kb {5 .

&=n]VolrGxx?sf] pko'St k|of]u ePsf] x'g' kb {5 .

\*= k6s k6s bf]xf] / /xg] zAb / kb]jnLsf] dfq ;+lIfKt ;k k|of]u ug' { kb {5 . ;+lIfKt ;k k|of]u ubf{ klxnf] k6s k' / } zAb k|of]u kZrft dfq ug' { kb {5 .

(= k|ltj]bgsf] efiffz}nL k6s k6s ;+zf]wg ug' { kb {5 . Pp6f k]hdf ltg j6feGbf a9L uNtL eP k' / } k]h g} kl/jt {g ug' { kb {5 .

!)=cfTdk/s z}nLsf] kl/Tofu u/L t[tLo k'?if z}nLsf] k|of]u ug' { kb {5 .

!!=k"0f{ / ;dfks lqmofo'St jfSossf] dfq k|of]u ug' { kb {5 .

!@= efj'stfk"0f{ / sNkgfdf cfwfl/t efiffsf] k|of]u ug' { kb {5 .

!#= t6:ytf / k"jf {u|x /lxtfnfO { Wofg lbg' kb {5 .

!\$= n}^alus c;dfgtf, hftLo lje]b tyf ckf^utf h:tf ;fdflhs dof {bdfd cfFr cfpg] efiffsf] k|of]u ug' { x'Fb}g .

dfly plNnlvt klfx?df Wofg lbO { efiffsf] k|of]u u/]df zf]w k|ltj]bg pTs[i6 aGg ;S5 .

### **zf]w k|ltj]bgsf] clGtd ;ksf] tof/L**

zf]w k|ltj]b]gnfO { k"0f{ ;kdf tof/ u/]kl5 To;nfO { 6^a]sg ug' {kg} { x'G5 . 6^a]sg ubf{ z'b\w;Fu / :ki6 a'lemg] u/L kfgfsf] Psflt/ dfq ug' { kb {5 . 6^a]sg ubf{ lgDg s'/fx?df Wofg lbg' kb {5 M

**zAb ljefhg M** 6^a]sg ubf{ s'g} zAb Pp6} nx/df gc6fPdf To;nfO { csf] { nx/df n}hfg' kg]



{ x'G5 . ;fdfGotM ;+o'St j0f{ / c^sx?nfO{ 5'6\ofpg' x'Fb}g . ;d:t zAb, k"j}{u{, ljelSt  
cflbnfO{ eg] of]hs lrGx lbP/ 5'6\ofpg ;lsG5 .

**cGt/fn M** kfgfdf slt :yfg 5f]8]/ s;/L 6^sg ug]{ eGg] s'/f o;df x]l/G5 . k"j{ efudf kf7df b'O{  
:k]; 5f]8]/ 6^sg ug' { k5{ . k|To]s cg'R5]blarsf] b"/L cfwf OGr x'g' kb{5 . To:t} gofF  
cWofo ;'? ubf{ gofF k[i7af6} ;'? ug' { kb{5 . kf7sf] b]a]lt/ 8]9 OGr ls/fgf 5f]8'g'  
k5{ . ;fdfGotofM zAb zAblarsf] b"/L Ps :k]; x'G5 eg] n]VolrGxsf] k|of]u kZrft\  
b'O{ :yfg 5f]8'g' k5{ .

**k[i7^sg M** k|ltj]bgsf kfgfx?df ;^Vof c^lst ug]{ sfo{nfO{ k[i7^sg elgG5 . zf]wu|Gysf]  
k[i7^sg x/]s k]h dfly k6\l6 lardf kg]{ u/L dflyaf6 ! OGr 5f]8]/ ug' { k5{ . zf]wu|Gysf]  
d'vk[i7, ;jLs[lt kq / zf]w lgb]{zssf] dGtJo k[i7df k[i7^sg ug' { x'Fb}g t/ s[t1tf 1fkg,  
ljifo ;"rL / ;+lIfKt zAb;"rL v08df eg] /f]dg c^s jf ssf/flbsf] qmddf k[i7^sg ul/G5 .

**6^sg k|ltj]bgsf] ;+zf]wg M** k|ltj]bg 6^sg ul;/s]kl5 uftfaGbL ug' { cufl8 To;nfO{  
;fjwfgLk"j}{s ?h' u/L cz'b\lwnfO{ ;+zf]wg ug' { kb{5 . cz'b\lwnfO{ g;RofPdf >dk"j}{s  
tof/ ul/Psf] k|ltj]bgsf] dxTTj 36\g hfG5 . ;fdfGotof Ps k[i7df ltg rf/ j6f;Dd q'16 ePdf  
ltgnfO{ kmf]xf]/ gb]lv]g] u/L sfnf] d;Ln] ;Rofpg ;lsG5 . To;eGbf a9L cz'b\lw ePdf To;  
k[i7sf] k'gM 6^sg ug' { kb{5 .

**cfj/0f÷lhNbfaGbL M** 6^lst ;a} kfgfnfO{ Pslqt kf/L k':tsfsf/ t'NofO{ / uftf xfNg]  
sfdnfO{ uftfaGbL jf lhNbfaGbL elgG5 . k|ltj]bgsf] aflx/L uftf sfnf] / s8f x'g' kb{5 .  
d'vk[i7df n]lvPsf] Joxf]/f cfj/0fdf klg ;'gf}nf cIf/n] n]Vg' kb{5 . o;/L uftf tof/ u/]kl5  
To;nfO{ alnof] l;nfO tyf aFwfOb\jf/f k|ltj]bgdf 6fF:g' kb{5 .

## ;Gbe{ ;"rL

clwsf/L, x]df^u /fh / e6\6/fO {, ab|L ljzfn -@)^#\_ , k|of]ufTds g]kfnL zAbsf]z, bf];f] ;+ =, sf7df8f}F M ljb\ofyL { k':ts e08f/

sf]O/fnf, s[i0f k];fb -@)^^\_ sIff ;f]tsf] efiff ;fu/ / xfd\]f] g]kfnL lstfasf] t'ngfTds cWoog, ck|= zf]wkq, tfxrn M dx]Gb| /Tg SofDk;

vgfn, k];n -@)^\$ \_ , z}l]fs cg';Gwfg kb\wlt, sf7df8f}F M ;gnfO6 klAns];g

u'/fufO {+, rGb|snf -@)^\*\_ \_ sIff ;ft k'/f u/]sf ljb\ofyL{x?sf] zAb e08f/ Ifdtfsf] cWoog, ck|= zf]wkq, sLlt{k'/ M lq=lj=lj= g]kfnL efiff lzIff ljefu

uf}td, /fd k];fb -@)^!\_ , eflifs cg';Gwfg ljlw, sf7df8f}F M bLIffGt k':ts e08f/

rf}w/L, cfzf/fd -@)^^\_ sIff rf/ k'/f u/]sf yfç efifL ljb\ofyL{x?sf] zAb e08f/ Ifdtfsf] cWoog, ck|= zf]wkq, sLlt{k'/ M lq=lj=lj= g]kfnL efiff lzIff ljefu

hf]zL, k'ik/fh -@)^^\_ , cg';Gwfg kb\wlt, sf7df8f}F M a'b\w Ps]8]lds klAn;; {

lqkf7L, jf;'bj -@)^)\_ , z]w / k|lqmosf l]leGg r/0fx?, z]w / l;h{gf l;b\wfGt, sf7df8f}F M ljb\ofyL { k':ts e08f/

ltdN];gf, lzj k];fb -@)^^\_ uf]/vf kqs] ;Dk]bsLodf k|o'St efiff]sf] cWoog, ck|= zf]wkq, sLlt{k'/ M lq=lj=lj= g]kfnL efiff lzIff ljefu

lgp/] , w]j k];fb / l3ld/] , lbg]z -@)&)\_ , eflifs cg';Gwfg ljlw, sf7df8f}F M ;g;fOg klAns];g

g]kfn, zlSt/fh -@)^^\_ g]kfnL ;dfrf/ kqs] sf6{'g :tDedf k|o'St efiff]sf] cWoog ck|= zf]wkq, sLlt{k'/ M lq=lj=lj= g]kfnL efiff lzIff ljefu

aGw', r"8fdl0f -@)^%\_ , cg';Gwfg tyf k|ltj]bg n]vg -bf] =;+ =\_ , sf7df8f}F M /Tg k':ts e08f/

e6\6/fO {, /fd k];fb -@)^%\_ , eflifs cg';Gwfg ljlw, sf7df8f}F M z'e sfdgf k|sfzg

e08f/L, kf/; dl0f -@)^#\_ , :g]tsf] Tt/ g]kfnL lzIff z]w ljj/0f, sf7df8f}F M Go' lx/f a'S; OG6/ k|fOh]h

e08f/L, kf/; dl0f / cGo -@)^\*\_ \_ , eflifs cg';Gwfg ljlw, sf7df8f}F M lkgfsn klAns];g k|f=ln=

d~h', cfrfo { -@)^^\_ sIff ! sf] d]/f] g]kfnL lstfadf k|o'St gd'gf cEof;x?sf] cWoog, ck|= zf]wkq, sLlt{k'/ M lq=lj=lj= g]kfnL efiff lzIff ljefu

d'lvo, ;'htf -@)^&\_ uf]/vf kqs] d'Vo ;dfrf/ :tDedf k|o'St efiff]sf] cWoog, ck|= zf]wkq, tfxrn M dx]Gb| /Tg SofDk;

/fO {, OGb| axfb' / -@)&@\_ sIff cf7df cWoog/t ljb\ofyL{x?n] j]So u7gdf ug]{ q'l6x?sf] cWoog, ck|= zf]wkq, sf7df8f}F M sf7df8f}F lzIff SofDk;

zdf {, df]xg /fh / n'OF6]n, vu]Gb| k];fb -@)^%@\_ , z]w]w]lw, sf7df8f}F M ;femf k|sfzg



## **Writing Style Errors**

Using APA style standards, as well as the more generally applied style guidelines in Hodges, Horner, Webb, and Miller (1998), this section discusses the most common errors students make in writing academic papers in the social sciences. Errors appear in many forms, but these errors can be generally classified into four categories: (1) format, (2) grammar, (3) punctuation, and (4) citations. Composition encompasses many other important and highly problematic aspects of writing style, such as organization and flow of the text. This section, however, is limited to the discussion of style problems in the above four categories which comprise the more technical and operational aspects of writing academic papers in psychology.

Formatting Errors

Grammatical Errors

Punctuation Errors

Citation Errors

**Format for M.Ed. Thesis Writing**

*TITLE PAGE*

*DECLARATION*

*RECOMMENDATION*

*APPROVAL*

*ABSTRACT*

*ACKNOWLEDGMENTS*

*TABLE OF CONTENTS*

*LIST OF TABLES*

*LIST OF FIGURES*

*ACRONYMS/ ABBREVIATIONS*

**CHAPTER I: INTRODUCTION**

1.1 Background of the Study

1.2 Statement of the Problem

1.3 Objectives of the Study

1.4 Research Question or Hypothesis (If necessary)

1.5 Significance of the Study

1.6 Delimitations of the Study

1.7 Operational definition of the Key Terms

**CHAPTER II: REVIEW OR RELATED LITERATURE AND CONCEPTUAL  
FRAMEWORK**

2.1 Review of Theoretical Literature

2.2 Review of Empirical Literature/ Pervious studies

2.3 Implications of the Review for the Study

2.4 Theoretical/Conceptual Framework.

*\*Recommendation and Approval in letterhead.*

**CHAPTER III: METHODS AND PROCEDURES OF THE STUDY**

- 3.1 Design and Method of the Study
- 3.2 Population, Sample and Sampling Strategy
- 3.3 Study Area/ Field
- 3.4 Data Collection Tools and Techniques.
- 3.5 Data Collection Procedures
- 3.6 Data Analysis and Interpretation Procedure

**CHAPTER IV: ANALYSIS AND INTERPRETATION OF RESULT**

- 4.1 Analysis of Data and Interpretation of the results Summary/Discussion of Findings

**CHAPTER V: CONCLUSION AND RECOMMENDATIONS**

- 5.1 Conclusion
- 5.2 Recommendation
  - 5.2.1 Policy Related
  - 5.2.2 Practice Related
  - 5.2.3 Further Research Related.

**CITATION AND REFERENCING** as Per APA format (American Publication Manual of American Psychological Association, 6<sup>th</sup> Edition, 2010)

**Appendices**

**COMMUNITY HEALTH SURVEY OF CHALNAKHEL, VDC  
LALITPUR DISTRICT**

By  
Group A

**A Survey Proposal**

Submitted to Health and Physical Education Department in Partial Fulfillment of the  
Requirements of the Course HP.Ed....., Field Study in Health Education

KATHMANDU SHIKSHA CAMPUS  
FACULTY OF EDUCATION  
TRIBHUVAN UNIVERSITY  
MARCH, 2014

## TABALE OF CONTENTS

	Page No.
COVER PAGE	i
TABLE OF CONTENTS	ii
LIST OF TABLE (if any)	iii
LIST OF FIGURE (if any)	iv
ACRONYMS (if any)	v
CHAPTER I : INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the Problem	3
1.3 Objectives of the study	4
1.4 Significance of the Study	4
1.5 Limitation and Delimitation of the Study	5
1.6 Definitions of the Terms Used	6
CHAPTER II: REVIEW OF RELATED LITERATURE	7
2.1 Theoretical Literature	7
2.2 Empirical Literature	9
CHAPTER III: METHODOLOGY	12
3.1 Research Design	12
3.2 Sources of Data	12
3.3 Population	12
3.4 Sample Size and Sampling Procedure	13
3.5 Tools of Data Collection	13
3.6 Standardization of Tools	13
3.7 Data Collection Procedure	14
3.8 Methods of Data Analysis and Interpretation	14
REFERENCES	15
APPENDICES	17
Interview Schedule	17
Observation Form	20
Work Plan/Gantt Chart	21
Budget Estimation	22



# Writing Course Papers in Health Education

## A. Proposal Writing Tips

### ***Before you start, follow the tips below***

- A thesis proposal is generally written in the present and future tense. A thesis on the other hand is always written in past tense.
  - The following tips assume that you already have a thesis topic selected.
1. Introduction (1-2 pages)
    - If you are required to write an introduction, write it so it captures the reader's interest in this overview. It does not have to be perfect.
    - You can write this section last. Your best overview of your project most likely will come after you have written the other sections of your proposal.
  2. Problem Statement
    - First formulate a research question. Next restate the question in the form of a statement: note the adverse consequences of the problem.
    - The type of study determines the kinds of question you should formulate, such as is there something wrong in society, theoretically unclear or in dispute, or historically worth studying? Is there a program, drug, project, or product that needs evaluation? What do you intend to create or produce and how will it be of value to you and society?
  3. Background
    - Capture the reader's interest and convince him/her of the significance of the problem.
    - Give at least three reasons why the problem you have chosen is important to you and society, *and* specify at least two concrete examples of the problem.
  4. Purpose
    - Begin with "*The purpose of this study is to...*" change, interpret, understand, evaluate, or analyze the problem.
    - State your thesis goal completely. Remember, it should be some form of investigative activity.
  5. Significance
    - Focus on the benefits of your study not the research problem.
    - Place yourself in the position of responding to someone who says "so what?" Provide a persuasive rationale for your argument by answering the following questions: Why is your study important? To whom is it important? What can happen to society, or theory, or a program if the study is done or not done?
  6. Methodology
    - Describe in technical language your research perspective and your past, present, or possible future points of view.
    - List three research methodologies you could use, and describe why each might be appropriate and feasible. Select the most viable method.
  7. Literature Review
    - Locate and briefly describe those studies and theories that support and oppose your approach to the problem. In other words, place the proposed study in context through a critical analysis of selected research reports.
    - Be sure to include alternative methodological approaches that have been used by others who studied your problem.

## 8. Hypotheses

- State clearly and succinctly what you expect the results of your study to show.
- Focus more on the substantive nature of what you expect to find and less on how you will test for those expectations.

## 9. Definition of Terms

- Describe for the reader the exact meaning of all terms used in the problem, purpose and methodology sections. Include any terms that, if not defined, might confuse the reader.
- State the clearest definition of each term using synonyms, analogies, descriptions, examples etc. Define any theoretical terms as they are defined by proponents of the theory you are using.

## 10. Assumptions

- Describe untested and un-testable positions, basic values, world views, or beliefs that are assumed in your study.
- Your examination should extend to your methodological assumptions, such as the attitude you have toward different analytic approaches and data-gathering methods. Make the reader aware of your own biases.

## 11. Scope & Limitations

- Disclose any conceptual and methodological limitations
- Use the following questions to identify the limitations of your study: What kind of design, sampling, measurement, and analysis would be used “in the best of all possible worlds”? How far from these ideals is your study likely to be?

## 12. Procedure

- Describe in detail all the steps you will carry out to choose subjects, construct variables, develop hypotheses, gather and present data, such that another researcher could replicate your work.
- Remember the presentation of data never speaks for itself, it must be interpreted.

## 13. Long-Range Consequences

- Think ahead approximately one year after the completion of your thesis project. What are the long-term consequences of your having done the study or not done the study?
- If you carry out the study successfully your results will: confirm your hypothesis; contradict your hypothesis; or possibly be inconclusive.

### **A. Some more specific Guidelines for Proposal Writing in Health education**

- Include maximum 3 objectives in your proposed proposal.
- Write a short introduction of your study area (field) within the background of the study. It should be maximum two to three pages.
- The standardization of tools should be included with methods of piloting or trial test. Write how will you discuss with your supervisor and finalize the tool.

- Data collection procedure should be included with administration of tools and ethical consideration.
- Methods of data analysis and interpretation should be included with verification of data, presentation or tabulation / classification, data processing using software/ expert; statistical treatment, use of graphs, tables etc.
- Title heading should be kept in anti pyramid style if more than one line but kept in single space, remaining parts of kept in pyramid design.

**Review of Literature:**

- Review of Theoretical literature and empirical study can be separated or mixed but chronological order should be maintained by following alphabetical order of author or publication data.

**Margin:**

- Left hand Margin-3.5cm, top, right and bottom margins-2.5cm.

**Page No.:**

- Page numbers are placed in the upper right hand corner of the page but the pretext pages are placed in lower case at the center of the page using Roman No. The Page no. of chapter heading should not be printed but counted.

**Line Spacing:**

- The text must be 1.5 line spacing.
- Font: The font size of the English text must be 12 but the title of front must be 14 with all capital letter. If the text is in Nepali, font size must be 14 and title 16.
- The total pages of proposal should be around 15-25
- Bold all headings and sub-headings within the text.

**The Work Plan/Gantt Chart should include:**

S.N, Activity, Dates (Start and End), People Involved, and Remarks.

**Guidelines to Cite Literatures in Text.....**

**Citation Rules**

One Author:

Surname and year, Page No. if required.

(Cross, 1990, P.10)

-----  
-----

Two Authors, one Work:

And/ampersand between Surnames and year, Page no. if required.

Cooper and Mueks (1990)

(Cooper & Mueck, (1990)

-----  
-----

Three, Four or Five authors:

First time: Gorrel, Kularatna, Dharmadas and Abeyratne (1987)

Second time: Gorrell et al. (1987)

-----  
-----

Six or more Authors:

Brightman et al. (1987) or

(Brightman et al., 1987)

-----  
-----

Corporate Author:

(Tribhuvan University [TU], 2007) or

(TU, 2007) or

TU (2007)

-----  
-----

Unknown Author:

Name of the book, article or Anonymous can be written.

For book: (Gender Education, 2001)

For Article : ("Gender Education",2001)

(Anonymous, 2001)

---

Authors with the same Surname:

Dunn and Dunn (2003, P.11)

(K.Dunn, 2001,P.11)

---

Personal Communication:

(S.R.Khadka, Personal communication, 15 setember2007)

Note: There is no reference made of this citation. It is only included in the text.

---

Two ro more works in the same parentheses:

(Robbinson, 2005; Aryal, 2006)

**Quotes in the Text**

Short Direct Quotes:

....."The reference list at the end of a journal article documents the articles and provides the information necessary to identify and retrieve each source" (Wallace, 1992,P.34).

Note: Period (Full stop) comes after the bracket only.

-----  
-----

Short Direct Quotes:

Wallace (1992) says, "The reference list at the end of a journal article documents the articles and provides the information necessary to identify and retrieve each source" (p.34).

Note: Page no. comes after the text only.

-----  
-----

Short Direct Quotes:

Wallace (1992) says that "The reference list at the end of a journal article documents the articles and provides the information necessary to identify and retrieve each source"(p.34).

-----  
-----

Summarized or Paraphrased Quote:

Wallace (1992) says that the reference list at the end of a journal article list only those sources that were used in research and the preparation of the article.

-----  
-----

Summarize or Paraphrased Quote:

The reference list at the end of a journal article lists only those sources that were used in research and the preparation of the article (Wallace, 1992).

---

---

Direct Quote with more than 40 words ( or 5 or more than 5 lines):

Quote the words and sentences in middle by 1 tab left and right only to the quotation.

Highlighting the importance of referencing Wallace (1992) says that

The reference list at the end of a journal article documents the articles and provides the information necessary to identify and retrieve each source. Authors should choose references judiciously and must include only the sources that were used in the research and the preparation of the article (p.34).

---

Secondary Citation:

The reference list at the end of a journal article lists only those sources that were used in the research and the preparation of the article (Wallace, 1992 as cited in brumfit, 2003).

Note: The Brumfit is given in reference.

**How to list Literatures in References.....**

**REFERENCES**

**1. Book: One author:**

Anderson, C. L. (1972). *School health practice*. Saint Louis: The C.V. Mosby Company.

**2. Book with Multiple author:**

Best, J.W. & Kahn, J.V. (2005). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.

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

**3. Book in subsequent edition:**

Best, J.W. & Kahn, J.V. (2005). *Research in Education*. (15<sup>th</sup> ed.). New Delhi: Prentice Hall of India Pvt. Ltd.

**4. Editor as author:**

Wagle, M.P. (Ed.). (1995). *Research methods in education and social sciences*. Kathmandu: Ganesh Himal Education.

**5. Corporate Author, or if author not given:**

College of Education U.P. (1999). *A handbook for research report writing*.

Diliman: University of the Philippines.

United Nations Development Programme. (1998). *Human development report 1998*.

New Delhi: Oxford University Press.

**6. Part of series of books:**

Terman, L.M. & Oden, M.H. (1999). *Genetic studies. Vol.4. The gifted child grows up*. Stanford, CA: Stanford University Press.

**7. Chapter in an edited book:**

Bennet, A. (1993). *The use of qualitative research in AIDS/STD prevention*. In Attig, B.Y., (Ed.) *Qualitative Methods for Population and Health Research*. Nakhon Pattom: Institute of Population and Social Research Mahidol University.

**8. Journal article:**

Bandura, A. (1998). *Regulation of cognitive processes through perceived self efficacy*. *Developmental Psychology*, 25, p.729-735.

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

**9. Magazine article:**

Meer, J. (2000, August). *Pet theories Psychology today*, 60-67.

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

**10. Unpublished paper presented at a seminar:**

Shrestha, M. A. (2005, May). *Problem of adolescent's health*. Paper presented at the annual meeting of the National Health Research Council. Kathmandu.

**11. Unpublished thesis:**



Baidya, P. C. (1982). *Need base study on master degree programme in health education in Nepal*. Unpublished Master Degree thesis, University of the Philippines, College of Education, Diliman.

Maharjan, S. K. (2005). *An investigation into the effectiveness of health and physical programme in the Faculty of Education through systematic approach*. Unpublished Ph.D. thesis, Faculty of Education, Tribhuvan University, Kirtipur.

## **12. Un published manuscripts:**

Poudel, N. L. (2006). *Effects of school health program on health of school children in Bharatpur*. Unpublished manuscript, Tribhuvan University, Sapta Gandaki Campus, Bharatpur.

## **13. Article in a daily Newspaper:**

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

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

## **14. Internet Sources:**

If writer or author is not given.....

*The world population situation*. (2007). <http://worldpopulationbalance.org>. Retrieved on May 2, 2008.

If writer is known.....

Writer. (Date). *Article*. Address of website. Date of retrieve.

**Lesson Plan No. ....**

**Campus:- .....**

**Date: -**

.....

**Subject: - .....**

**Level: -**

.....

**Unit: - .....**

**Period:-**

.....

**Lesson:-.....**

**Time:-**

.....

1. Behavioral Objective: At the end of the topic the students will be able to:-

.....



.....  
.....  
.....  
.....  
.....

7. Assignment:-

.....  
.....  
.....  
.....  
.....  
.....

8. References:-

.....  
.....  
.....  
.....  
.....  
.....

9. Suggestions and feedback/ Self Evaluation:-

.....  
.....  
.....  
.....  
.....  
.....

.....  
.....  
Student Teacher  
Supervisor

.....  
Subject Teacher

College

## Format of Work Plan

Campus:  
Program:  
Subject:  
Student Teacher:

Teaching Session:  
Level:  
Period:  
Time:

S.N.	Date	Unit/Topic	Methods	Materials	Evaluation

.....  
Student Teacher  
Campus Chief

.....  
Subject Teacher

### FORMAT FOR INTENSIVE STUDY (Curriculum Analysis)

#### **Preliminary Part**

Cover Page

Approval Sheet

Acknowledgment

Table of contents

#### **Body Part**

Introduction

Objective

Justification

Critical Analysis

1. National objective based
2. Educational objective based
3. Need and interest based
4. Scope, sequence and continuity based

Teaching learning Methods

Evaluation techniques

### **Terminal Part**

Conclusion

Recommendation (If any)

References

## **FORMAT FOR INTENSIVE STUDY (Text or Reference Book Analysis)**

### **Preliminary Part**

Cover Page

Approval Sheet

Acknowledgment

Table of contents

### **Body Part**

Introduction

Objective

Justification

Critical Analysis

- Physical aspect
  1. Volume of book
  2. Paper and print quality
  3. Color and design
  4. Binding quality
  5. Price
  6. Font size
  7. Line Spacing
  8. Table, Figure and chart
- Academic aspect
  1. Course objectives
  2. Selection of contents
  3. Organization of the contents
  4. Arrangement of topic and sub topics
  5. Language and sentences
  6. Exercises

**Terminal Part**

- *Conclusion*

Recommendation (if any)

References

**FORMAT FOR INTERNSHIP STUDY  
(Extra Curricular Activities)****Preliminary Part**

Cover page

Approval sheet

Acknowledgment

Table of contents

**Introduction**

Background of the topic

Objective

Significance

Delimitation

**Program Analysis**

Organizing committee

Time and area

Participants

Work distribution

Activities

Evaluation and Prize distribution

**Terminal Part**

Conclusion

Recommendation (if any)

References.



**tLg alif{o tyf Ps alif{o lj=P8=sf ljBfyL{x?sf nflu cEof; lzIf0f lgb} {zsf**

cEof; lzIf0fsf] kl/ro (Introduction to Practice Teaching)

cDo;sf] zflAbs cy{ sf]l;,, k|fo;, hdsf]{ x'G5 eg] lzIf0fsf] zflAbs cy{ cWofkg, tflnd cflb eGg] a'lemG5 . o;y{ cEof; lzIf0f eGgfn] k"0f{ lzIf0f;sfOsf] k'j{ ?k eGg] a'lemG5 . cEof; lzIf0f nfO c^u|hLdf Practice Teaching elgG5 . hxF Practice sf] cy{ Performance/Training / Teaching sf] cy{ Teach at School eGg] x'G5 . lg:sif{sf] ?kdf eGg' kbf{ Practice Teaching eGgfn] Teaching Performance at School eGg] a'lemG5 .

lzIfff zf:q ;+sfo :gfts txsf t];f] aif{ / Ps alif{o lj=P8=sfo{qmdsf ljBfyL{x?n] z}bfGtLs ljifox? pQL{0f u/L ;s] k5L sf]/f ?kdf xfl;n u/]sf] ;}bflGts lfgnfO{ Joaxf/Lstfdf ?kfGt/0f ug{ \$% lbgf] cEof; lzIf0f sfo{qmd clgjfo{ ?kdf ug'{kg}{ x'G5 . h;n] plgx?nfO{ laifo a:t'df cg'ejL tyf kl/kSs agfpb\5 To; }n] lzIfff zf:q ;+sfodf cWof; lzIf0f sfo{qmdnfO{ ;+sfos} cToGt dxTjk"0f{ sfo{qmdsf] ?kdf lnOG5 . ;fdfGotof :gfts txdf ul/g] cEof; lzIf0f sfo{qm lgDg :j?ksf] x'G5 .

!= k"j}{ cEof; lzIf0f cjlw	@ xKtf
@= ljBfno cEof; lzIf0f cjlw	^ xKtf
<b>hDdf</b>	<b>* xKtf</b>
#= k"j{cEof; lzIf0fsf] k"0ff{Í	@)Ü
\$= k"j}{ cEof; lzIf0fsf] pQL0ff{Í	*Ü
%= ljBfno lzIf0fsf] k"0f{Í	*)Ü
^= ljBfno lzIf0fsf] pQL0ff{Í	#@Ü
<b>hDdf k"0ff{Í</b>	<b>)Ü</b>
<b>hDdf pQL0ff{Í</b>	<b>)Ü</b>

**k"j}{ cEof; lzIf0f ÷ cled'vLs/0f sfo{qmd (Pre-Practice Teaching/Orientatin Programme)**

k|To]s 5fq÷5fqf lzIfsn] ;xof]uL ljBfnodf cEof; lzIf0f sfo{ k|efjsf/L 9Ën] ;+rfng ug{ ;s"g\ eGg] p2]Zon] ljBfno hfg' eGbf klxn] SofDk;x?n] b'O{ xKtf cf^g} xftfleq lgoldt 9Ën] ul/g] lzIf0fsf] k"j}{ cEof; u/fO{g} sfo{nfO{ k"j}{ cEof; lzIf0f elgG5 . of] Ps k|sf/sf] gd'gf lzIf0f n3' lzIf0fsf] ;}4flGts cjwf/0f eP klg s]xL leGg x'G5 . n3' lzIf0fdf d"ntM lzIf0f ;Lkdf hf]8 lbOG5 eg] k"j}{ cEof; lzIf0fdf lzIf0f ;Lk nufot cEof; lzIf0fsf ;}4flGts P+j Jojxfl/s lfg / ;Lk ;DaGwdf k"j}{ cEof; u/fOG5 . o;y{ jf:tljs÷ljBfno lzIf0fnfO{ a9L k|of]ufTds÷JOjxfl/s agfpg ul/g] k"j}{ tof/Lsf ?kdf k"j}{ cEof; lzIf0fsf] pkof]u ul/G5 . o;df !)-!\$ hgf ;Ddf 5fq÷5fqf lzIfsx? ;xefuL x'G5g\ . ;dof]lw klg 5f]6f] x'G5 .

**k"j}{ cEof; lzIf0fsf nflu 5fq÷5fqf lzIfsn] ug'{kg}{ sfo{x? (Things to be done by the Student Teacher during Pre-Practice Teaching/ Micro Teaching)**

k|To]s 5fq÷5fqf lzIfsn] SofDk;n] lgwf{/0f u/]sf] b'O{ xKtfsf] k"j}{ cEof; lzIf0f sfo{qmddf clgjfo{ ;+nUg eO{ pQL{0f x'g' kb{5 . pQL{0f gx'g] 5fq÷5fqf lzIfsx?

nfO { ljBfno lzIf0fdf ;+nUg u/fOb}g . k"j { cEof; lzIf0fsf qmddf ljBfyL {x?n} lgjf{x ug' {kg} { bflOTjx? o; k|sf/ 5g\ .

!= k"j { cEof; lzIf0f sfo {qmddf k|To} s ljBfyL {sf} b}lgs ;+nUgtf clgjfo { x'g' k5 { .

@= k|To} s ljBfyL {n} ljBfno txd f k9fOx'g] ljifox?dWo]af6 cf~cf`gf ljlzi6Ls/0f ljifodf kf7of]hgf agfO { sDtLdf #-% j6f slff lzIf0f -n3'lzIf0f jf ;"Id lzIf0f\_ ug' {k5 { / lzIf0f kZyft\ ;xkf7L / ;'kl/j]lfs ;+u JolQmut P+j ;fd"lxs ?kdf 5nkmndf efu lng'k5 { .

#= k|To} s kf7sf nlu z}lifs ;fdfu|Lsf] ;Ing / lgdf {0f u/L lzIf0f sfo {df ;+nUg x'g'k5 { .

\$= cfk"mn] k9fPsf] kf7af6 sDtLdf!) j6f ljifout / @) j6f a:t'ut k|Zgx? lgdf {0f ug' {k5 { .

%= a:t'ut k|Zgsf] pQ/ s'l~sf (Answer Key) / ljifout k|Zgsf] cÍ of]hgf (Scoring Scheme) ;d]t tof/ ug' {k5 { .

^= k|To} s ljBfyL {n} cf`gf] ljifosf] ;xkf7Ln] lzIf0f u/]sf] sDtLdf b'O { slff cjnf]sg u/L ;xkf7L slff cjnf]sg kmf/fd k|of]u u/L l6Kk0fL / ;'emfj lbg'k5 { .

&= lzIf0f l;sfOsf gjLgtd ;Defjgxf? vf]hL sfo { If]qdf k|j]z ug' { cfwf/ tof/ ug' {k5 { .

\*= ljZj]ljBfno÷SofDk;x?af6 k|fKt ;"rgf / lgb} {zgcg';f/ cfr/0f ug' {k5 { .

(= cg'dlt ljgf sfo {qmddf cg'kl:t x'g'x'Fb}g .

### **ljBfno lzIf0f÷jf:tljs lzIf0f sfo {qmd (School Teaching/ Real Teaching Programme)**

k"j { cEof; lzIf0f kl5 5fq÷5fqf lzIfsnfO { lglb {i6 ljBfno÷SofKk;df cEof; lzIf0fsf nflu k7fpg] sfo {qmdnfO { jf:tljs lzIf0f sfo {qmd elgG5 . ;xof]uL ljBfno÷SofDk;df 5fq÷5fqf lzIfsn] k"j { cEof; lzIf0fdf l;s]sf 1fg, ;Lk / blftfx?sf] k|of]u ug' {k5 { . h:t} M

!\_ 5fq÷5fqf lzIfssf cfwf/e"t sfo {x? (Basic Duties of Student Teacher)

cEof; lzIf0f kf7\of+z cGtu {t ljBfno lzIf0f sfo {qmddf k|To} s 5fq÷5fqf lzIfsn] v6fOPsf] ;xof]uL ljBfno jf SofDk;sf] cwLgdf /xL lgDg lnltv sfo {x? ;Dkfbg ug' {k5 { .

s\_ ;xof]uL ljBfnosf] laifo lzIfssf] cg'dlt lnP/ pgn] k9fPsf] sDtLdf tLgj6f slff cjnf]sg ug' {k5 { .

v\_ k|To} s 5fq÷5fqf lzIfsn] tf]lsPsf] cjlw -%÷^ xKtf\_ ;Dddf cf`gf] ljlzi6Ls/0f ljifodf sDtLdf @)÷#) cf]6f kf7 of]hgf agfO { slff lzIf0f ug' {k5 { .

u\_ k|To} s 5fq÷5fqf lzIfsn] ljifo lzIfs÷k|wfgfWofks÷cfGtl/s ;'kl/j]lfsf] pkl:yltf k|To} s xKtf Pp6f slff lzIf0f ug' {k5 { / lghx?af6 k|fKt ;'emfjcg';f/ cf`gf] lzIf0fnfO { kl/isf/-kl/dfh {g ub} { hfg'kb}5 .

3\_ k|To} s 5fq÷5fqf lzIfsn] kf7of]hgf agfO { lgoldt ?kn] slff lzIf0f ug' {sf ;fy} slffsf]7fsf] pko'Qm Joj:yfkg / tbg'?ksf] lzIf0f k|l]lwsf] k|of]u ug' {k5 { .

a\_ slffut?kdf kf7\ofGt/ / cltl/Qm lqmofsnfk ;fd"lxs ?kdf ;~rfng ug' {, ljBfnosf] lzIfs a}7ssf] 5nkmndf efu lng] / b}lgs clen]v /fVg] ug' {k5 { .

r\_ k|t]s 5fq÷5fqf lzIfsn] cfGtl/s ;'kl/j]lfsf] pkl:yltf ;xkf7L 5fq÷5fqf lzIfsn] k9fPsf tLgj6f slff? cjnf]sg u/L pknAw u/fOPsf kmf/fd cg';f/ pQm ;fyLsf] lzIf0fsf] ljZn]jif0f ug' {k5 { .

5\_ k|To]s 5fq÷5fqf lzlfns] k9fPsf kf7x?af6 ax'a}slNks, hf]8f ldnfpg], 7Ls-a]7Ls, vfnL 7fpF eg]{, ;+lIfKt pQ/fTds, nfd] pQ/fTds k|Zgx? / pQ/ s'l~hsf ;d]t tof/ ug' {k5} .

h\_ ljBfno k|ltj]bg tof/ ug' {k5} .

em\_ c;fwf/0f aflnsf jfafnsf] ;dli6ut cWoogsf] k|ltj]bg tof/ ug' {k5} .

`\_ ljBfnodf s'g} Ps c|tl/Qm lqmofsnfk ;~rfng u/L ;f]sf] of]hgf tyf sfo {qmd ;+rfng ul/Psf] k|ltj]bg;d]t ;Fu;Fu} /fVg'kg]{5} .

6\_ afXo ;'kl/]If0f x'Fbf k|To]s 5fq÷5fqf lzlfns] Ps gd'gf lzlf0f k|bz {g ug' {k5} .

7\_ ;xkf7L s|ff c]nf]sg kmf/fd, afnj {Q cWoog k|ltj]bg / s|ff lzlf0fdf k|of]u ul/Psf z}l|fs ;fdfu|Lx? afXo ;'kl/]lfsnfO { pknAw u/fpg'kg]{5} .

8\_ lzlf0f lsg, s;/L / s;sf nflu eGg] cfwf/e"t sfo {af]w ug' {k5} .

**lalzi6 p2]Zo lgdf{0f ubf{ Wofg k'¥ofpg'kg]{ s'/fx? (Pecautions to be taken while formulaty specific objectives)**

!= ;^1fgfTds, efjgfTds / dgf]lqmofTds k|fx? ;d]6]/ l]lzi6 p2]Zo lgwf{/0f ug' {kb {5} .

@= lzlf0f l;sfO lqmofsnfk15 ljBfyL {x?n] s:tf 1fg, ;Lk / wf/0f ljsf; ug]5g\ eGg] s'/f Jojxfl/s ÷l]lzi6 p2]Zon] k\i6 kfg' {k5} .

#= p2]Zox? l]lzi6, a:t'ut, k|:6, c]nf]sg ug';lzg], hfFRg dfkg ug';lsg] / ;+lIfKt x'g'kb {5} .

\$= p2]Zox? lgwf{/0f ubf { lqmofTds lqmofk bdf n]lv'g'kb {5 t/ hfGg]5g\ , a%'og]5g\, yfxf kfp]5g\ h:tf cdfkgLo lqmofkb k|of]u ug' {x'Fb} g .

%= lalzi6 p2]Zox? SMART ;"qsf cfwf/df lgdf{0f ug' {k5} . SMART eGgfn],

S: Specific

M: Measureable

A: Achievable

R: Reliable

T: Timely

^= bf]xf]/f] cy { nFUg] / cd"t { zAb÷zAbfjnLx?sf] k|of]u ug' {x'Fb} g .

**b}lgs kf7of]hgfsf] kl/ro (Introduction to Daily Lesson Plan)**

:jf:Yo lzlfnsf] lgwf{/l/t ljifoa:t' ljBfyL {x?nfO { k|efjsf/L 9+un] lzlf0f ug {sf nflu k|To]s kf7df cfwf]/t eO { tof/ kfl/Psf] of]hgfnfO { kf7 of]hgf elgG5 . cyf {t :jf:Yo lzlfnsf s'g ljifoa:t', s'g p2]Zo k"/f ug {, s:tf s:tf z}l|fs ;fdfu|L tyf lzlf0f l]lw ckgfP/ , s:tf d"Noflg / u[xsfo {sf pkfo th' {df u/L lzlf0f ug} { egL tof/ kfl/Psf] k"j { tof/LnfO { kf7of]hgf elgG5 . sfo {of]hgf Pp6f ljifosf] agfOG5 . PsfO of]hgf Pp6f PsfO leq ;d]l6Psf] laifa:t'sf] agfO|G5 eg] kf7of]hgf x/]s lbg Pp6f 306L jf \$)÷\$ % ldg]6sf] nflu agfOG5 To; }n] sfo {of]hgf / PsfO of]hgf sf] ;kmntf kf7of]hgdf lge{/ /x]sf] x'G5 . af]l;^sf cg';f/ ...kf7of]hgf eg]sf] cg'dfg ul/g] pknAwx?sf] j0f {gsf] Pp6f zLif {s xf] / lzlfssf] ky k|bz {g, ljBfyL {x?n] cf'gf] lbg k|ltlbg]sf] lqmofsnfkx?sf] kl/0fd:j?k k|fKt ug] { pknAwx?sf] l]lzi6 ;fwg xf] .Ú (" Lesson Plan is the little given to a statement of the achievement to be realized and the specific means by which these are to be attained as a reaselt of the activities engaged day by day under the guidance of the teacher" - Bossing)

lzIfsn] kf7 of]hgfsf] lgdf{0f cfk"mn] sIffdf lzIf0f ug] { ljifoa:t'sf] tof/Lsf nflu ub{5 . kf7of]hgf agfP/ sIffsf]7f leq lzIfs kl]z u/]df lzIfsnfO{ s] k9fpg], s;/L k9fpg], s'g p2]Zo k"/f ug{ k9fpg], s'g / s:tf z}lIfs ;fdfu|L k|of]u ug]{, d"Noflg s;/L ug]{ cfbL af/]df cNdlno{ /fVg' kg]{ l:ylt x'Fb}g\ . h;n] ubf{ lzIfsn] cftd ljZjf;sf ;fy kl efjsf/L / cfsif{s tl/sfn] lzIf0f ug{ ;Sb5 .

### **kf7of]hgfsf cĒx? (Components of Lesson Plan)**

kf7of]hgfnfO{ kl/rofTds efu / d'Vo efu u/L b'O{ efudf ljefhg ug{ ;lsG5 . kl/rofTds dfu eGgfn] kf7of]hgfsf] zLif{ssf] gfd, ljBfnosf] gfd, ljifosf] gfd, PsfO zLif{s, kf7 zLif{s, k9fpg] 306L, ;do, ljBfyL{ ;+vof, sIff, ldlt cflbsf] kl/ro lbO{Psf] x'G5 . ;fdfGo tyf pk/f]Qm kl/rofTds hfgsf/Lx? n]Vbf ;+VofTds ljj/0f n]Vg' kg] { ljj/0fnfO{ jfFof kl§ n]Vg'kb{5 . kf7of]hgfsf] d'Vo efu cGtu{t p2]Zo, ;fdfu|L, lqmofsnfk, d"Noflg / u[xsfo{ h:tf cĒx? kb{5g\ h'g kf7of]hgfsf klg cĒ x'g oxfF ltg} cĒx?sf af/]df rrf{ ul/Psf] 5 .

### **!= ljzi6 p2]Zo (Specific Objectives)**

s'g} klg ljifoa:t' k9fO;s]kl5 ljBfyL{n] l;Sg' kg]{ s'/f s] xf], jf ljBfyL{sf] Jojxf/df s:tf] lsl;dsf kl/jt{g Nofpg] xf] elg klxn] g} ls6fg ul/Psf] sygnfO{ ljzi6 p2]Zo elgG5 . o:tf p2]Zox?nfO{ Jojxf/s p2]Zo (Behavioural Objective) klg elgG5 . of] kf7of]hgfsf] klxnf] dxTjk"0f{ cĒ xf] . o:tf] p2]Zo :ki6 , dfkgLo, Jjxf/s, bf]xf]/f] cy{ gnfUg] x'g' kb{5 . o;/L p2]Zo agfpFbf 1fgtx, ;Lktx, clej[14 txsf lgdf{0f ug' { /fd|f] dflgG5 .

### **@= lzIf0f ;fdfu|L (Teaching Materials)**

ljifoa:t'n] l;sfpg vf]lhPsf] s'/f k|i6 kfg{ / l;sfOnfO{ k|efjsf/L / ?lrk"0f} agfpg lzIf0f ;fdfu|Lsf] k|of]u ul/G5 . o;nfO{ z}If0fs ;fdfu|L (Instructional materials) klg elgG5 . ;s];Dd :yfgLo ?kdf tof/ kfg{ ;lsg] ;fdfu|Lx?sf] k|of]udf lzIfsn] k|fyldstf lbg' kb{5 . o;df b}lgs k|of] x'g] rs, 8:6/, sfnf]kf6L h:tf ;dfu|L afx]s km/s km/s ljifoa:t' ;sfpFbf k|of]u ug{ ;lsg] lzIfs lgld{t jf cGo dfWodaf6 h'6fOPsf ;fdfu|Lx? klg ;dfj]z ug{ ;slG5 .

### **#= lzIf0f l;sfO lqmofsnfk (Teaching learning Activities)**

kf7of]hgfdf pNn]v ul/Psf] p2]Zox? k"/f ug{sf nflu lzIfs / ljBfyL{ aLr ul/g] 5nkmm g} lzIf0f l;sfO lqmofsnfk xf]. lqmofsnfk ubf{ p2]zo k"/f x'g] u/L ug' { kb{5 . k|To]s pb]Zo k"/f u/fpFg 5'§-5'§} lqmofsnfk ug' { kb{5 . ;fy} lqmofsnfk ubf{ p2]zosf] qmdcg';f/ ug' { kb{5 . cyf{t a'Fbfut kdf eGg'kb{f} lqmofsnfk ubf{ lgDg klfnfO{ ;d]6'g' kb{5 .

### **\$= d"Noflg (Evaluation)**

of] kf7of]hgfsf] rf}yf] cĒ xf] . kf7of]hgfn] /fv]sf p2]Zox? k"/f eP jf ePgg\ egL n]vf hf]vf ug' { g} d"Noflg xf] . of] d"Noflg lnlt, df}lvs / c]nf]sgsf ?kdf ug{ ;lsG5 . d"Noflg klg p2]Zo h'g qmddf /flvPsf] 5 To; } cg'?k ubf{ /fd|f] x'G5 . o;n] ljBfyL{nfO{ k[i7kf]jf0f (Feed Back) k|bfg ug]{ s'/fdf ;xof]u ub{5 . lzIf0f lqmofsnfk cuf18 a9fpb} hfFbf aLr-aLrdf d"Noflgsf lqmofsnfk klt ;Fu-;Fu} n}hfg' kb{5 . d"Noflgsf nflu ;f]lwg] k|Zgx? 1fg, af]w, k|of]u, ;Lk / df]Instfdf cfwf/t x'g' kb{5 .

### **%= u[xsfo{ (Home Work / Assignment)**

sIffsf]7fdf l;s]sf ljifoa:t'x?nfO{ cem ;'b[9 kfg{ jf vf; s'/fdf cltl/Qm cEof;sf nflu u[xsfo{ lbg kb{5 . u[xsfo{ kf7sf] k|s[lt tyf cfjZostfcg;f/ lbOg' kb{5 . u[xsfo{ lbFbf l;sf?sf] dfgl;s lfdtnfO{ ljr/ u/L ;/n ?lrs/ tyf ;[rgfTds cleJolQm k|bz{t ug{ ;xof]u u/fpg] sfd lbg kb{5 .

**:jf:Yo lzIff cGtu{t b}lgs kf7of]hgfsf] gd"gf**  
(Model of Daily Lesson Plan for Health Education)

**kf7of]hgfg+= =====**

ljBfnosf] gfd M u'x]Zj/L pRr df=lj= sf7df08f}+ sIffM !)  
lzIffsf] gfd M lai0f k|;fb a/fn 306L M kfFrF}  
ljifoM :jf:Yo tyf zf/Ll/s lzIff ldlM (@)&!)\*.)\$  
PsfO{ M b'O{ ;do \$% ld=  
kf7 zLif{s M :jf:Yo klj4{g, /f]usf] /f]syfd tyf lj/fdLsf] x]/rfxsf] cjwf/0ff ljBfyL{ ;  
+Vof M \$)

**!= ljzi6 p2]Zo (Specific Objective)**

o; kf7sf] lzIff0f l;sfO{ lqmofsnfk kZrft ljBfyL{x? lgDg sfo{ ug{ ;lfd x'g]5g\ M  
s\_ k|d'v :jf:o ;d:ofx?sf] af/]df atfpg,  
v\_ :jf:Yo klj4{g / :jf:Yo klj4{gsf sfo{qmdx?, atfpg,  
u\_ /f]usf] /f]syfdfs ljleGg r/0fx? atfpg,  
3\_ lj/fdLsf] x]/rfx ug]{ tl/sf atfpg .

**@= z}lIffs ;dfdu|L (Instructional Materials)**

s\_ b}lgs ?kdf k|of]u x'g] ;dfdu|x?,  
v\_ ^nf6Lg af]8{ ,  
u\_ rf6{k}k/M :jf:Yo klj4{gsf sfo{qmdx? n]lvPsf],  
3\_ zAbklQ M /f]usf] /f]syfdfs] r/0fx? n]lvPsf] .

**#= lzIff0f l;sfO lqmofsnfk (Teaching Learning Activities)**

s\_ sIffsf]7fsf] jftfj/0f zfGt kfb{ } k"j{ kf7sf] ;f/fz+sf] k'g/fj[lQ ub{ } cfhsf]  
kf7tkm{ ljBfyL{sf] Wofg s]lGb|t ug]{ ,  
v\_ ljBfyL{x?nfO{ k"j1fg 5 ls 5}g egL a'e\mgsf] nflu ;'df :jf:Yo ;d:of eg]sf] s] xf] /  
tL s]-s] x'g\ eg]/ ;f]\Wg],  
u\_ To;kl5 ljBfyL{x?n] lbPsf pQ/sf] ;xL / unt 5'6\ofO{ ;xL pQ/ l6kf]6 ub}  
{ ljBfyL{x?nfO{ k|d'v :jf:Yo ;d:ofsf af/]df :ki6 kfl/lbg] .  
3\_ ljBfyL{x?nfO{ :jf:Yo klj4{gsf] kl/efiff :ki6 kf/L o;sf sfo{qmdx? n]lvPsf]  
rf6{ k}k/ ^nfl6g jf]8{df 6f;L :jf:Yo klj4{gsf sfo{qmdx? k|i6 kfl/lbg] / rf6{ k}k/df  
ePsf s'f/x? sfkLdf l6Kg nfufpg] .  
a\_ To;kl5 ljBfyL{x?nfO{ /f]usf] /f]syfdfs] af/]df :ki6 kfb}{ o;sf r/0fx? n]lvPsf]  
zAbklQ PsPs u/L ^nfl6g af]8{df 6f;L /f]usf] /f]syfdfs r/0fx? :ki6 kl/lbg] / sfkLdf  
l6Kg nufpg] .  
r\_ ljBfyLx?nfO{ ljf/dLsf] x]/rfx / lj/fdLsf] :ofxf/ af/] k|Zgf]Q/ u/L pgLx?af6 cfPsf]  
pQ/nfO{ ;d]6L lzIffsn] yk :ki6 kfl/lbg] .  
5\_ cGTodf ljBfyL{x?nfO{ kf7sf] ;f/f+z atfOlbg] .

## \$= d" Noflg (Evaluation)

lgDg df}lvs k|Zgx? ;f]wL d"Noflg ul/g]5 M

s\_ k|d'v :jf:Yo ;d:ofx? s] s] x'g < s'g} rf/j6f ;d:ofx? eg .

v\_ :jf:Yo klj4{gsf s'g{ kfFrj6f sfo{qmdx? eg .

u\_ /f]usf] /f]syfdsf r/0fx? s]-s] x'g <

3\_ lj/fdLsf] x]/rfx eg]sf] s] xf]< eg .

## %= u[xsfo{ (Homework)

tn lbOPsf k|Zgx?sf] pQ/ n]v]/ Nopm .

s\_ k|d'v :jf:Yo ;d:ofx?sf] ;"rL agfO{ s'g} kfFrj6f ;d:ofx?sf] 5f]6s/Ldf JofVof u/ .

v\_ :jf:Yo klj4{gsf] kl/efiff lbb} o;sf sfo{qmd pNn]v u/L /f]usf] /f]syfdsf r/0fx?sf] af/]df n]v .

sIff lzIfssf] ;xL

;'kl/j]Ifssf] ;xL

5fq lzIfsf] ;xL

**Model of Daily Lesson Plan for Physical Education**

=====

Class ( )  
 Date / /  
 Teacher ( )  
 Topic ( )  
 Duration ( )  
 Learning Objectives ( )  
 Materials ( )  
 Procedure ( )  
 Evaluation ( )

( )

**Specific/Behavioural Objectives**

1. To understand the importance of physical education.  
 2. To develop good habits of regular physical activity.

3. To learn the basic skills of Trapping and Passing.

4. To evaluate the performance of students during the lesson.

Time	Content	Teaching Activity	Class Organization	Teaching Materials	Evaluation
10-15	Introduction (Part 1)	Trapping and Passing Trapping / Passing sf] dxTj / tl/sf atfO { lbg] .			
15-20	Introduction (Part 2)	Trapping and Passing Trapping / Passing sf] dxTj / tl/sf atfO { lbg] .			

		lhp ttfpg] s;/t (Warm up exercis e)	lzIfs :jo+n] g]t[Tj u/L z/L/ ttfpgsf] nflu jl/k/L afĒf] l6Ēf] l56f] l9nf] u/L bf}8fpg] .			k  ToIf c]nf ]sg
@ % ldg ]6	d'V o efu (Ma in part)	ljsf;fT ds efu (Devel opment al part)	ljBfyL {x? nfO { @),@) hgfsf] ;d'xdf ljefug u/L Trapping and passing nfO { ;xof]u x'g] u/L an u'8fpg], xfjfdf kmfNg] To;nfO { Trap ug { / pass ug { nufpg] .		k' m 6a n, l; 7 L	k  ToIf c]nf ]sg
		d'Vo ; Lk (main Skill)	v]n d}bfgsf] b'O { lsgf/fdf b'O { ;d''xsf ljBfyL {nfO { p EofO { ljleGg lbzfaf6 ljleGg ;j?kdf (Grass, High, Sky) cfPsf] annfo { s;/L 6«ofk (Trap) ug] { / k]m/L s;/L ljleGg ;j?kdf ;fyLx?nfO { an kf; ug] { eGg ;Lk k bz {g u/L b]vfpfg] / kl5 ljBfyL {nfo { kf n}kfnf] 6«oflkĒ / kf];Ē ug { nfupg] .		k' m 6a n, l; 7 L	k  ToIf c]nf ]sg tyf lgl/I f0f .
!) ldl g]6	clG td efu Endi ng Part	6«ofl kĒ kfl;Ē ; Lk k  of]u u/L uf]n kf]i6d	b'a} ;d''xsf ljBfyL {nfO { b' a} lsgf/fdf /x]sf uf]n kf]i6 cufl8 nlu lglZrt b'/Ldf lrGx nufO { uf]n kf]i6df 6«oflkĒ /		k' m 6a n, l; 7 L	k  ToIf c]nf ]sg



		f uf]n xfGg] v]n	kfl;Ësf ;Lk k  of]u u/L uf]n xfGg nufpg] / uf]n xfGg] / uf]n /f]Sg] lsk/ kfn}kfnf] kl/jt{g ug}{ / kfn}kfnf] To;qmddf w]/} uf]n xfGg] v]nf8LnfO{ ljh oL 3f]if0f ug]{ .			
--	--	------------------------	--	--	--	--

sIff lzIfssf] ;xL  
;'kl/]Ifssf] ;xL

5fq lzIfsf] ;xL

lj=P8= t[tLo aif{ ;fd'bflos :jf:Yo (H.Ed-335) / Pd=P8= k|yd aif{ :jf:Yo lzIff  
cGt{ut ;fd'bflos :jf:Yo tyf ;fd'bflos ;+u7g (H.Ed.517) sf] k|of]ufTds sfo{ cGtu{t  
;fd'bflos :jf:Yo ;j]{If0f ubf{ k|:tfjgf tfyf k|ltj]bg lgDgfg';f/sf] gd'gfd tof/ ug' { kb {5 .  
;fd'bflos :jf:Yo lzIff tyf k|j4 {g sfo {qmddf nflu ;fd'bflos ;j]{If0f tyf ;^u7g  
k|:tfjgf  
cWoog ;d"x ...sÚ  
lqe'jg ljZjljBfno, lzIff zf:q ;Ífo, :gftsf]Q/ tx k|yd aif{ :jf:Yo lzIff ljifo cGtu{t  
;fd'bflos :jf:Yo tyf ;fd'bflos ;Ë7g ;j]{If0f (H.Ed.517) sf] cf+lzs k|of]ufTds kf7\oef/  
k"/f ug { tof/ ul/Psf] k|:tfjgf  
ljZjljBfno SofDk;, lzIffzf:q ;Ífo :jf:Yo / zf/L1/s tyf hg;^Vof lzIff ljefu  
ljZjljBfno SofDk;, sLlt{k/

# Guidelines and Format for M. Ed. First Year: Community Health and Community Organization (H. Ed. 517) Field Study Report

## Format of Proposal

cWofo—!

kl/ro (Introduction)

!=!= ;j] {If0f tyf ;fd'bflös ;Ë7gsf] k[i7e"ld (Background of the survey and community organization)

!=@= ;j] {If0f tyf ;fd'bflös ;^u7gsf] k[i7e"ld (Rationale of the survey and organization)

!=#= cWoog ;fd'bfosf] kl/ro (Introduction to study community)

!=\$= cWoogsf] p2]Zo (Objectives of the study)

!=%= ck]lft pknlAw (Expected outcome)

!=^= cWoogsf] dxTj (Significance of the study)

!=&= cWoogsf] ;Ldfíg (Delimitation of the study)

!=\*= k|of]u u/]sf d'Vo zAbfjnLsf] cy { (Definition of the key terms used)

cWofo —@

cWoog ljlw (Methodology)

@!= cWoogsf] 9fFrf (Study design)

@=@= cWoog ljlw (Study methods)

@=#= cWoog :ynsf] 5gf]6 (Selection of study site)

@=\$= cWoogsf] hg;+Vof (Population of the study)

@%= gd'gf cfsf / gd'gf 5gf]6 k|lqmof (Sample size and sampling procedures)

@^= tYofí ;+sngsf nflu ;fwg tyf k|ljlwx? (Tools and techniques for data collection)

@=&= tYofí ;+sngsf] j} wtf÷;j] {If0f ;fwgsf] k"j { k/LIf0f (Validation of tools/pre-test of survey tolls)

@\*= ;fd'bfo k|j]z / cWoog sfo { ;~rfng (Gaining entry into community and conducting field work)

@=(= tYofí ljZn]if0f k|lqmof (Data analysis procedures)

lfg rf6 { (Gantt Chart)

;Gb{e ;fdfu]Lsf] ;"lr (Bibliography)

tYofí ;Íng ;fwg (Data collection tools)



**Format of Report;fd'bflos :jf:Yo k|a4{g sfo{qmdsf nflu ;fd'bflos ;j}  
{If0f tyf ;^u7g cWoog k|ltj]bg**

cWoog ;d"x ...sÚ

lqe'jg ljZjljBfno, lzIff zf:q ;Ífo, :gftsf]Q/ tx k|yd aif{ :jf:Yo lzIff ljifo cGtu{t  
;fd'bflos :jf:Yo tyf ;fd'bflos ;Ë7g ;j] {If0f (H.Ed.517) sf] cf+lzs k|of]ufTds kf7\oef/  
k"/f ug{ tof/ ul/Psf] k|ltj]bg

ljZjljBfno SofDk;, lzIffzf:q ;Ífo  
:jf:Yo / zf/Ll/s tyf hg;^Vof lzIff ljefu  
ljZj ljBfno SofDk;  
sLlt{k'/, sf7df08f}+

!\_ l;kmfl/; kq (Recommendation letter)

:ynut cWoog k|ltj]bg tof/ ubf{ ljifo lzIfssf] lgb]{zgd /x]/ ;j]{If0f sfo{ x'G5 / o;/L  
tof/ ul/Psf] k|ltj]bgsf] bf];|f] k]hdf ;DalGwt ljifo lzIfsâf/f d"NofÍgsf nflu ;jLs[lt k|  
bfg ug{ l;kmfl/; kq tof/ u/]sf x'g' k5{ . ljifo lzIfsn] d"NofÍgsf nflu l;kmfl/; kqdf  
x:tfIf/ u/]kl5 dfq :jf:Yo, zf/Ll/s tyf hg;+Vof lzIff ljefudf a'emfpg' kb{5 . l;kmfl/;  
kqsf] gd'gf o; k|sf/ 5 .

@=:jLs[lt kq (Approval letter)

:ynut cWoog k|ltj]bg tof/ u/L ljifo lzIfsåf/f d"Nofígsf nflu l;kmfl/; ul/;s]kl5 k|  
ltj]bgsf] g];|f] k]hdf clGtd d"Nofíg sfo{ ;DkGg u/L :jLs[lt k|bfg ul/Psf] kq tof/  
ug' { kb{5 . :jLs[lt kqsf] gd'gf o; k|sf/ 5 .

#= ;f/;+If]k (Abstract)

o;df cWoog If]q, ;j]{If0fsf] ljifo, p2]Zo, gd'gf cfsf/, gd'gf 5gf]6 k|lqmof, cWoog  
lj]w, tYofÍ ;+sng, ;fwg, k|ltj]bgsf] pkn]Aw cflbsf] lgrf]8 n]lvG5 . ;f/;+If]k n]Vg'sf]  
p2]Zo kf7sn] ;du| k|ltj]bgleq s] n]lvPsf] 5 eGg] s'/f] a'og ;lsof];\ eGg' xf] . ;f/;+If]k  
;s];Dd ! k]hsf] x'g' k5{ .

\$= s[t1tf 1fkg (Acknowledgement)

o; cGtu{t ;j]{If0fstf{ ;d"xn] ;j]{If0f ug'{sf] sf/0f atfpFb} :ynut k|ltj]bg tof/ ug]  
{ qmddf ;xof]u ug]{ ;j} txsf ;xof]uLx?nfO{ wGojfb 1fkg k|bfg ug'{ kb{5 . o;/L  
wGojfb 1fkg ubf{ ;j}eGbf klxnf ljifo lzIfsnfO{ ug'{ kb{5 .

%= ljifo ;"rL (List of Content)

ljifo ;"rL /fVg'sf] k|d'v p2]Zo k|ltj]bgdf s'g s'g zLif{s 5g\ / ltgLx? s'g s'g k]hdf  
/flvPsf] 5 k]h g+= ;lxt pNn]v ug'{ xf] . o;sf] gd'gf tn pNn]v ul/Psf] 5 .

^= tflnsf ;"rL (List of Table)

ljio ;"rL h:t}- 5'§} k]hdf k|ltj]bgdf ePsf tflnsfx?nfO{ tflnsf ;"rLdf tflnsf g+=, tflnsf  
zLif{s / k]h g+= pNn]v ul/G5 .

^= lrq ;"rL (List of Figure)

tflnsf ;"rL h:t}- 5'§} k]hdf tflnsf ;"lrkl5 k|ltj]bgdf ePsf lrqx?nfO{ lrq ;"rLdf lrq  
g+=, lrqzLif{s / k]h g+= pNn]v ul/G5 . h:t} M

&= ;^a\IfKtLs/0f (Abbreviation)

k|ltj]bg n]vgqmddf sltko zAbx?sf] ;^a\IfKt ?k n]Vg] klg ul/G5 . o; k[i7df k|ltj]bgdf  
pNn]v ePsf lrGxsf] cy{ / zAbsf] ;^a\IfKt ?knfO{ a0f{g'qmd (Alphabetical order) df  
k]:t't ug]{ ul/G5 . h:t} M

## d'Vo efu (Main Body)

of] v08 k|ltj]bgsf] ;a}eGbf dxTjk"0f{ efu xf] . o;df k|ltj]bgsf] klxnf] cWofob]lv  
clGtd cWofo;Dd pNn]v ul/Psf] x'G5 . o; v08df kl/ro, cWoog ljlw, tYofÍsf]  
ljZn]if0f / JofVof, cWoogsf] ;f/f+z, glthf, lgisif{ / ;'emfj tyf ;fd'bflos :jf:Yo lzIff  
sfo{qmdx?nfO{ lj:t|t ?kdf k|:t't ul/G5 . of] d'Vo efunfO{ klg b'O{ v08df ljefhg ug' {  
kb{5 . klxnf] v08df ;j}{If0f ;DalGwt ljifo / bf];|f] v08df ;d'bfodf ;~rfng ul/Psf PS;g  
sfo{qmd ;Fu ;DalGwt kIfx? ;dfj]; ug' { kb{5 .

v08 –s (Section A) ;fd'bflos :jf:Yo ;j}{If0f (Community Health Survey)  
!= cWofo PsM kl/ro (Introduction)

!=! cWoogsf] k[i7e"ld (Background of the study)

!=@ cWoogsf] cf}lrTo (Rationale of the study)

!=# cWoog ;d'bfosf] kl/ro (Introduction to study community)

!=\$ cWoogsf] p2]Zo (Objectives of the study)

!=% ck]lIf t pknLAw (Expected outcome)

!=^ cWoogsf] dxTj (Significance of the study)

!=& cWoogsf] ;Ldf<sup>a</sup>sg (Delimitation of the study)

!=\* k|of]u u/]sf zAbfjnLsf] cy { (Definition of the terms used)

@= cWofo b'O{ M cWoog ljlw (Methodology)

@=! cWoogsf] 9fFrf ( Study design)

@=@ cWoog ljlw (Study methods)

@=# cWoog :ynsf] 5gf]6 (Selection of study site)

@=\$ cWoogsf] hg;+Vof (Population of the study)

@=% gd'gf cfsf/ / gd'gf 5gf]6 k|lqmof (Sample size and sampling  
procedures)

@=^ tYofÍ ;Íngsf nflu ;fwg tyf k|ljlx? (Tools and techniques for data  
collecion)

@=& tYofÍ ;Íngsf] j}wtf÷ ;j}{If0f ;fwgsf] k"}j { k/LIf0f (Validation of tools /  
Pre-test of survey tolls)

@=\* ;d'bfo k|j]z / cWoog sfo { ;~rfng (Gaining entry community and  
conductiong field work)

@=( tYofÍ ljZn]if0f k|lqmof (Data analysis procedures)

#= cWofo tLgM glthf (Findings/Analysis and interpretatin of Data)

#=! ;fdflhs hg;f<sup>a</sup>lVos ljj/0f

#=!;! ;d'bfosf] ;fdflhs cj:yf -;fdflhs gS;f\_

#=!=@ pd]/ tyf lnËsf] cfwf/df hg;+Vofsf] ljj/0f

#=!=# hfltut cfwf/df hg;+Vofsf] ljj/0f

#=!=\$ wd { cg';f/ hg;+Vofsf] ljj/0f

#=!=% j}jflxs :t/ ;DaGwL ljj/0f

#=! =^ sIffsf] :t/ cg';f/ z}lIfs l:ylt

## Conclusion

This document provides a synopsis of the latest edition of the *Publication Manual* (2010) as well as an overall guide for writing academic papers in the social sciences at AUS. Although the *Publication Manual* designates the standards for writing articles for professional journals, this style guide sets forth the relevant standards drawn from the APA manual that AUS students can use to write academic papers. In reflecting these standards in their academic work, we hope that this guide will serve as a useful resource for AUS students to further their development and participation in scholarly discourse.

## References

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
- Hodges, J., Horner, W. B., Webb, S. S., & Miller, R. K. (1998). *Harbrace college handbook* (13<sup>th</sup> ed.). New York, NY: Harcourt Brace Jovanovich.



**Budget: Expenditure and Tax clearances**

<b>SN</b>	<b>Items of Expenditure</b>	<b>Number</b>	<b>Rate</b>	<b>Days</b>	<b>Amount</b>	<b>Tax/bill</b>
01	Power Backup(Generator)	1	@1000	3	3,000	Pan bill
02	Water for Participants	5	60	3	900	Pan bill
03	Breakfast to the participants with supporting staffs	75	65	3	14,625	Pan bill
04	Dinner in the Closing session	75	200	1	15,000	Pan bill
05	Certificate to the Participants with design	75	100	1	7,500	Pan bill
06	Batch to the Guests	10	100	2	2,000	Pan bill
07	Flowers to Guests ( Khada/ Maala)	20	50	1	1,000	Pan bill
08	Banner of the Program	1	1,000	1	1,000	Pan bill
09	Stationary to the Participants	75	100	3	7500	Pan bill
10	Photocopy of the Materials	75	50	3	11,250	Pan bill
11	Remuneration to the experts	13	1,000	1	13,000	1825
12	Transportation to the experts and participants	40	500	1	20,000	Voucher
13	Report production Remuneration to the experts ( Contribution from KSC)	2	5,000	1	10,000	1300 Voucher
14	Chair for the participants	50	10	3	1,500	Pan bill
15	Photography of the program	1	1,000	3	3,000	Pan bill
16	Tea/Biscuits for the participants	75	20	3X2 times	9,000	Pan bill
17	Transportation for program Management and Miscu. (Sanitation)	lumsum			5,000	Voucher and petrol bill
17	Total Expenditure				1,25,275	