School of International Studies

Jawaharlal Nehru University
New Delhi

RESEARCH MANUAL

(For MPhil/ PhD Students)

May 2006

Acknowledgement

There was a long felt need for revision of the School's Research Manual. The then Dean, Professor R R Sharma, set up a committee to revise the manual. After more than a year's deliberations, the new manual is ready.

Manmohan Agarwal
Dean, School of International Studies

Contents

Chapter 1: Research Mandate and Challenges

Broad Mandate and Objectives of Research at SIS

Established in 1955, the *School of International Studies* is the oldest school of the University. During the fifty years of its existence, the School has established itself as one of the premier institutions in the country for the study of International Relations (focusing on facets of Politics, Economics and Law) and Area Studies.

The research mandate of SIS may be broadly categorised as:

- ***Understanding the world***
- ***Understanding systems, institutions and processes***
- ***Understanding India in a global context***
- ***Understanding India's interaction with the world***

In selecting a topic for MPhil/PhD research, students should try to locate her/his research problem in one or more of the above domains.

We encourage:
- ***Empirical research that is theoretically informed***
- ***Theoretical research that is empirically grounded***
- ***Pure theoretical research***

Challenges of Area Studies Research at SIS

The School is the first institution in the country to promote "Area Studies" and to develop expertise on various countries and regions of the world. The challenges of area studies research at SIS can be discussed under the following heads:

- The nature and direction of Area Studies
- The relevance of theory to Area Studies research at SIS
- The indispensability of multidisciplinary approaches
- The value of history as method and as narrative
- Language Proficiency

The nature and direction of Area Studies

Areas Studies in India was conceived as an arm of policy making and the orientation of research has been linked, on the whole, to studying aspects of other states or international institutions that have an impact on India's foreign policy and strategic interests.

However, the end of the Cold War and the emerging imperatives of globalization have forced scholars to rethink notions of areas, constituencies and objectives of Area Studies. Moreover, the emergence of developing country scholarship in the social sciences has allowed Area Studies scholars to use locally relevant concepts such as

caste, lineage, guanxi and diaspora capitalism to understand social and political transformations that are central to contemporary concerns in these regions.

Indeed, if Area Studies is to remain relevant, it must, in the light of the above developments, adhere to the following broad framework:

- *Conceptualize areas not just as nations or states but also as regions, or even as functional parts of the world system;*
- *Redefine the idea of "strategic interests" as including transformations in demography, livelihood, and political structures within and across nations and not just issues related to conventional aspects of conflict;*
- *Widen the constituency of area studies scholarship to include a range of new actors and decision-makers;*
- *Enhance one's familiarity with indigenous scholarship and set up comparative approaches to area studies issues to overcome the problem of imposing culturally and politically contextualized concepts and frameworks.*

The relevance of theory to Area Studies research at SIS

Scholarship in Area Studies has often been event driven and much less oriented towards problems and issues that have a long term relevance to national and regional interests. But scholarship in Area Studies, even if event-driven, must relate to contemporary problems and issues and provide a perspective that makes the discussion meaningful. *To this end it must develop, use and test theory to frame the issues with which Area Studies engage*.

There are distinctive advantages to an effective use of theory in Area Studies scholarship:
- As an analytical tool, the use of theory enables scholars to raise new questions about a problem, present perspectives and be rigorous in research (for instance, theories of globalisation and culture can give us new insights into the formation of Diaspora).
- Testing a theory, or a conceptual framework, also enables scholars to reaffirm or challenge received notions about an issue or a problem, often opening up the possibility of developing better analytical tools to comprehend significant issues (for instance, the debate on democracy and development in the context of the rise of China).
- Theory enables scholars to be self conscious about the intellectual or political premises of their scholarship.

Is Area Studies multidisciplinary?

Most scholars in the field of Area Studies come equipped with training in their respective disciplines. This has often been cited to describe area studies as multidisciplinary.

Yet, the presence of a host of scholars from different disciplines does not make the field multidisciplinary, unless scholarship provides evidence of the use of concepts and theoretical concerns that cut across disciplines, for example, political science and

economics, or, Indian contributions to development economics and Japanese scholarship in sociology.

There are advantages of having a truly multidisciplinary approach to Area Studies issues given the wide range of issues that often become factors or variables in any contemporary issue. For example, any study of diaspora communities as a factor in foreign or security policy must take from scholarship in demographic studies, sociology as well as economics and history. Multidisciplinary approaches also often lead to the discovery of comparative studies of an issue which may present radically new perspectives on old issues. For example, studies on the Chinese diaspora have led scholars to review the significance of Indian diaspora communities, studies of which had earlier been cast entirely in a historical mould. In this context, comparative studies enable scholars to combine the best scholarship from other nations and regions with their own interests.

The use and misuse of history

One of the peculiar aspects of Indian Area Studies scholarship is the presence of at least one mandatory chapter on the history of the problem/country being researched. Often a second is smuggled in disguised as the "Introduction". While the objective of the practice was well intentioned — to contextualize, and so ground, the problem in the history of the state – the effect of the practice has been to undermine analysis in favour of narrative.

To overcome this reliance on narrative, while retaining the objective of the practice, researchers need to differentiate between history as background and history as interpretation. Therefore, scholars must not just collect historical facts but also tell us what they make of them in relation to the problem they want to research. Thus, for example, it is less important to recount in detail the history of Dutch colonialism in Indonesia than it is to discuss aspects of it that threaten the security of the state or the people. Or even, the debate that Indonesian historians have set up on Dutch colonialism that is relevant to current concerns in Indonesia.

Periodisation is often used to set the limits of PhD research. In some cases, this is important, e.g., India's economic performance post liberalisation: 1991-2004, or, India's post-Pokhran II nuclear policy: 1998-2004. However, periodisation may not be essential for many research topics, especially when the research focus is theoretically inclined, e.g., China's civil rights discourse and the reconstitution of minority identity. In such cases periodisation should be avoided as far as possible.

Language Proficiency

Area Studies research is critically dependent on knowledge of the area being researched. Without a command over the local language, such knowledge is difficult to acquire. Hence, a working knowledge of the relevant local language is an essential pre-requisite for Area Studies research.

Chapter 2: Research Design

Designing a research project requires skill, which rarely comes without training, practice and sustained effort. While a few students may indeed have an innate ability at research design, it is perhaps best not to rely on your instincts alone to come up with a suitable research project. Research methodology – the study of research method – exists as a compulsory course in all M.Phil. programmes of the School precisely for this reason. You need to learn how research is conducted, and also how it ought to be conducted.

Methods, Techniques and Sources

A good starting point would be to distinguish between methods, techniques and sources, three terms that students often – and incorrectly – use as synonyms.

Methods relate to pathways; they answer the question 'How should I proceed?'

Techniques cater to tools, or, in other words, to a 'what' question: 'What should I use?'

Finally, sources are about locations; they provide answers to the question 'Where should I look?'

Variables

Research in the social sciences almost invariably involves the investigation of relationships between variables. In the natural sciences and in some of the social sciences, a variable is usually a measurable factor, characteristic, or attribute of an individual or a system. More generally, however, in the social sciences, we define a variable as a concept that can take on different values. A concept, incidentally, is an abstract, universal idea, notion or entity that serves to designate a category or class of entities, events or relations. Thus, 'democracy' and 'truth' are both concepts. However, 'democracy' is a variable because the level, type, quality or nature of democracy is likely to vary depending upon the political system that is being studied. 'Truth', on the other hand, is not a variable but a constant. This is because the terms 'more truth' and 'less truth' make no sense; we only have 'truth' and 'untruth'.

At their most basic, there are two types of variables: independent variables and dependent variables. For example:
>   If 'a', then 'b' [a → b]
>   'a' is the independent variable;
>   'b' is the dependent variable.

Remember that you as a researcher are seeking to study the impact of 'a' upon 'b'. You can, using several methods, alter the value of independent variables 'a' and study the impact of this change upon dependent variable 'b'. In other words, independent variables are manipulated while dependent variables are measured and collected as data.

To complicate matters further, we can include a third variable in the research design:

a → c → b

‘a’ is the independent variable;

‘b’ is the dependent variable;

‘c’ is the intervening variable.

Without going into too much detail at this juncture, please note that through the use of ‘arrow diagrams’ such as the ones above we can delineate causal chains and isolate our study variable (the variable that is the focus of our study).

Some Useful Distinctions

Students are often confused between such distinctions as objectivity/subjectivity, description/explanation, and induction/deduction. Let us therefore examine these distinctions briefly.

Objectivity and Subjectivity

Objectivity involves the focus being upon that which is being viewed, and implies that the perspective does not alter depending upon the viewer; when the focus is on the viewer, and where it is understood that the perspective is viewer-dependent, subjectivity obtains. Please be aware that entire branches of knowledge can be differentiated on this basis, and that most disciplines are internally divided on such issues as the difference between metaphysical objectivity and epistemic objectivity. Whether ‘objective knowledge’ exists, or indeed can exist, is itself the subject of intense debate. It is nevertheless important that you understand the distinction between objectivity and subjectivity.

Description and Explanation

Considerably more important than the above is the distinction between description and explanation. Description is about capturing reality; all statements that answer the questions ‘Who?’, ‘What?’, When?’, ‘Where?’ and ‘How?’ are descriptive statements. Explanation, in contrast, is concerned with ordering reality; all explanatory statements answer the question ‘Why?’ You must understand that description, no matter how detailed and elegant, is not explanation; hence, the narrative cannot replace analysis. Description, by its very nature, thrives on detail: the greater the detail, the richer the description. The intellectual enterprise of explanation, in sharp contrast, involves not detail but simplicity: the more parsimonious the explanation, i.e., the fewer variables it involves, the better it is.[1] The more parsimonious an explanation is, the more applicable it is likely to be in a wide variety of cases. This includes, obviously, future cases as well: thus, to explain is to predict.

There are, broadly speaking, three kinds of description:

---

[1] Clearly some models may require more explanatory variables than others. But the important point to note here is that incorporating a large number of explanatory variables does not necessarily make your model more powerful.

- The Case Study requires 'thick description' or 'deep description', or in other words the anthropological method. The idea is to study of a multitude of variables in a single case. The problem with the case study is that a case proves nothing but itself; no general conclusions can be drawn from the study of a singular case. One must, therefore, clearly identify the criteria for selecting the particular case being studied.

- The Comparative Study is a study of similarities and differences. In comparative studies, case and variable selection becomes all important. As a general rule, the cases ought to be sufficiently similar that comparison is warranted, and sufficiently different that comparison is fruitful.

- The Statistical Study involves "large n" description, i.e., the study of a few variables over a large number of cases. The biggest challenge in statistical studies is quantification or 'operationalizing' the variables, i.e., making the variables amenable to mathematical operations.

Induction and Deduction

The final distinction that is worth highlighting is that between inductive reasoning and deductive reasoning. Inductive reasoning is a form of reasoning that takes one from the particular to the general. Thus, the opinion poll is based on the inductive method. The outcome of inductive reasoning is often novel but always uncertain. This is because of the 'n+1 problem': just because 'x' is true in 'n' cases does not guarantee that it will be true in the 'n+1th' case. Deductive reasoning, on the other hand, is a form of reasoning in which, starting from certain general premises, a particular conclusion is reached. For ease of memory, this can be dubbed the 'Sherlock Holmes method': from a set of (general) clues the detective identifies the (specific) perpetrator of the crime. In deductive reasoning, as long as the premises are true, the outcome is necessarily true. By its very nature, deductive reasoning cannot throw up new data.

An Ideal Research Design

What should a well designed research project be based on? In brief, a good research project is a blend of innovative concepts, rigorous method and substantive content (Przeworski and Salomon, 1995). You need to ask yourself two tough questions: What's new in my research project? What makes my research project worthwhile? The focus here is on value addition: that the outcome of the project will throw up/suggest/point toward something that we do not already know. Please remember that a good research paper always specifies at the very outset exactly how it is 'adding value'. In this context, the utility of a bibliography (literature review) should be evident: it tells the reader what the 'state of the art' is, what we know and what we do not know.

What sort of research problems should a well designed project focus on? Essentially, it should be a research problem that falls under at least one of the following five categories:
- problems that have been understudied or ignored;
- problems with historical significance;

- problems with contemporary relevance (but beware of being just one more contributor in an already crowded field);
- problems with theoretical or conceptual significance;
- problems that need to be revisited because of new evidence or perspectives.

As a good way to begin, you need to come up with the best way to set your problem. Problem setting means getting to the heart of the problem: stating it in a manner that catches the attention of the reader and makes its relevance self-evident. There are principally three ways of setting the problem:

- Posing a non-rhetorical question:
  'Could the LTTE survive without the active support of the Tamil diaspora?'
- Stating a falsifiable proposition:
  'Kashmir is a symptom, not a cause, of discord between India and Pakistan.'
- Focusing on apparently paradoxical data:
  'The percentage of women in the Iranian workforce has tripled after the Islamic Revolution.'

Chapter 3: PhD Synopsis

A student is expected to have a good comprehension of the existing literature in her/his chosen field of research before writing a synopsis. The length of the synopsis should ideally be around 12 pages (excluding bibliography) in A4 with Times New Roman Font 12 and 1.5 line spacing. The synopsis must follow the following structure:

Section 1: Background (2 pages)

The student must briefly posit the broad context of her/his research problem.

Section 2: Review of the Literature (6 pages)

The literature should be organised in a thematic structure and not as a listing of summaries of important references. Try to structure the literature review in a manner which highlights the issues relevant to your thesis and identify the gaps therein. Note that more than one corpus of literature might be of relevance to your study.

Section 3: Definition, Rationale and Scope of the Study (1½ pages)

Based on the above critical survey of the relevant literature, you should clearly define the research puzzle that is being addressed and explain the rationale and scope of the study in this section.

Section 4: Research Problem/Question and Hypothesis (1 page)

Present a clear statement of your research problem in this section. Formulate your research questions bearing in mind a clear response to the "so-what?" question. This should be followed by a crisp and cogent statement of your research hypothesis posed in the form of a falsifiable proposition.

Section 5: Research Methods (1 page)

This section should contain a clear description of how the student intends to answer her/his research question(s). We expect a rigorous exposition of the research methods to be employed. Statements like "the study is descriptive/ analytical" will not suffice. In this section the student must also mention the sources of data and information required for the study.

Section 6: Tentative Chapters (½ page)

The student must give a list of tentative chapter headings with a brief description (not exceeding 2-3 lines) of the content of each chapter. The first and the last chapter must be called Introduction and Conclusion respectively.

Bibliography:
All sources that may be relevant to your research should be listed in the style outlined in the Chapter 4 ("Style") of this manual.

Chapter 4: Style

Layout, Font and Structure

The thesis must be printed on one side of A4 paper only, with a margin of 1.5 inches on the left-hand side of each page and 1 inch on the right side. The top and bottom margins should also be an inch.

The main text should be in Times New Roman Font 12 with 1.5 spacing. Long quotations (running over two sentences) should be single spaced and left indented. It is the candidate's responsibility to ensure that the print of the thesis is clear and legible.

Use Indian (British) spellings rather than American spellings except in direct quotations, proper names and source titles. In other words, use "defence" and "labour" normally, but "U.S. Department of Defense" and "U.S. Department of Labor" when referring to these specific bureaucracies.

The thesis will have the following sequence of items
  (1) Title page (sampled as appendix 1)
  (2) Declaration and Certificate page (appendix 2)
  (3) Acknowledgement (Try to make it brief and highlight academic contributions)
  (4) Contents
  (5) List of tables, figures, abbreviations (if applicable)
  (6) Chapters of the thesis
  (7) References

Chapter 1 should be called Introduction containing a clear exposition of the context and rationale of the study, the research question(s), an outline of the structure of the thesis. Chapter 2 should ideally consist of a detailed review of relevant theoretical and empirical literature. The final chapter should be called Conclusion and must briefly restate the research problem and summarise the main findings and implications of the study.

Citation

The purpose of citation is to indicate clearly the sources from which
  (1) You rely on factual information or data.
  (2) You need to quote verbatim.
  (3) You use others' ideas, interpretations, analyses or conclusions even if you summarize or paraphrase in your own language.
  (4) You organize or structure your argument using somebody else's distinctive structure, style or method.
  (5) You state in passing another person's work.

When in doubt, cite – over-citation is better than under-citation. The key to effective citation is to give the reader enough information to locate the source in a clear and consistent manner.

In-text

Among many recognized styles, we recommend the author-year style of in-text referencing, where you indicate in the text itself not only the name of the source author but also the year in which the source was published. The author's name may appear in the sentence itself or in parentheses; the year of publication always appears in parentheses.

The following example illustrates the style:

> A key role of the state is said to be to regulate the conflicts between them in order to realise 'national interest' (Miliband 1977).
> OR
> Miliband (1977) argues that a key role of the state is to regulate the conflicts between them in order to realise 'national interest'.

In case you are quoting or citing from a specific page or page range, use one of the following formats:

> Mattoo and Subramanian expressed India's position at Doha to be 'characteristically but perhaps not unjustifiably defensive', and recommended a proactive stance at future negotiations (Mattoo and Subramanian 2003: 328).

> Once again, in a reverse manner, ethnic conflicts broke out in Bhutan in 1990 as a result of exclusivist Drupka ethno-nationalism, bent on turning Bhutan into a mono-ethnic polity (Baral 1996; Phadnis 1990: 39-40, 79-80, 125-129).

If, however, you have more than one author in your reference list with the same surname, then it is advisable to use the full name and year in parentheses whenever you are refereeing to these authors, e.g.

> Debraj Ray (1998), Rajat Ray (1990).

If a source has two authors, mention all the names in the signal phrase in your sentence or put them in your parenthetic citation, e.g.,

> Dasgupta and Stiglitz (1980) OR (Dasgupta and Stiglitz 1980)

If a source has more than two authors, use the first surname with *et al.* ("and others") in your citation.

Reference

All author-year in text citations refer to an alphabetical list of "References" at the end of the thesis, whose format emphasizes date of publication. Note that it is a list of "references" and NOT a "bibliography". Therefore, you should not include any source that is not cited either in the text or in the footnotes.

The format for the References must meet the following specifications:

- Start your references on a new page, after the last page of your text. The references must be single spaced with a double space between them.

- List all your references (primary or secondary) alphabetically. Put an asterisk mark (*) against (at the beginning on the left side) of the primary sources as and when they appear in the list and mention this after the heading.

- Immediately *before* the consolidated list of references, students may append an alphabetised list of Primary Sources if their supervisor so requires.

REFERENCES
(* indicates a primary source)

- Follow the following style for different types of references:

Books

Surname, First Names/Initials (year), *Title in italics*, Place: Publisher.

Abraham, I. (1999), *The Making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial State*, New Delhi: Orient Longman.

Articles or other work in a journal

Surname, First Names/Initials (year), "Title of the article", *Name of Journal in italics*, vol (no): page numbers.

Arrow, K.J. (1962), "The Economic Implications of Learning by Doing", *Review of Economic Studies*, 29 (3): 155-173.

Article, chapter, or work in an edited volume

Surname, Firstnames/Initials (year), "Title of the article", in Names of Editors (eds.) *Title of the edited volume*, Place: Publisher.

Cox, Robert (1992), "Towards a Post-Hegemonic Conceptualisation of World Order: Reflections on the Relevancy of Ibn Khaldun", in James N. Rosenau and Ernst-Otto Czempiel (eds.) *Governance without Government: Order and Change in World Politics*, Cambridge: Cambridge University Press.

Article in a newspaper or magazine

Surname, Firstnames/Initials (year), "Title of the article", *Newspaper*, Place, Exact date [dd Month yyyy].

Chatterjee, Partha (1999), "Fragile Distinctions: Between Good and Bad Nationalism", *The Times of India*, New Delhi, 20 August 1999.

Unpublished dissertation or paper

Surname, First Names/Initials (year), *Title of thesis*, Ph.D Thesis, Place: University.

Bhattacharya, Abanti (2004), *Chinese Nationalism: The Impact on Policy*, Ph.D. Thesis, New Delhi: Jawaharlal Nehru University.

Translated book

Surname, Firstnames/Initials (year), *Title of the Translated work,* Name of Editor (ed) if any, Translated by Names of the Translators, Place: Publisher.

Borges, Jorge Luis (1999), *Selected Non-Fictions*, Elliot Weinberger (ed), Translated by E. Allen, S.J. Levine and E. Weinberger, New York: Penguin.

Government, International Organisations and NGO publications

Name of the Government/ International Organisation (year), *Title*, Publication Details (number etc) if any, Place.

Government of India (2005), *Economic Survey 2004-2005*, Ministry of Finance, New Delhi.

OR

Ministry of Commerce (2000), Government of India, Ministry of Commerce, *Newsletter of Ministry of Commerce: India and the WTO*, 2 (12) December.

Ministry of Commerce (2001a), Government of India, Ministry of Commerce, 'India reaffirms position on WTO issues at Mexico meet', *Newsletter of Ministry of Commerce: India and the WTO*, 3 (6-7), June-July: 3-9.

Ministry of Commerce (2001b), Government of India, Ministry of Commerce, 'India reaffirms position on WTO issues at Mexico meet', *Newsletter of Ministry of Commerce: India and the WTO*, 3 (9), September.

World Bank (2003), *World Development Report 2003*, Oxford University Press: New York.

Congressional Hearings, I, (1999), US 106th Congress, Session 1st, Senate, Committee on Foreign Relations, Hearings, The Taiwan Security Enhancement Act, August 4, 1999 (US Government Printing Office: Washington. DC).

Legal case

List cases by title; give volume number and abbreviated name of reporting service, starting page-number in the volume, court that decided the case, and year.

Examples:
Document/agreement obtained from the United Nations Treaty Series (UNTS):

Agreement for the Prosecution and Punishment of the Major War Criminals of the European Axis, (1951), 82 UNTS 280.
Geneva Convention of August 12, 1949 Relative to the Treatment of Prisoners of War, (1950), 75 UNTS 135.

United Nations Documents like General Assembly Resolutions/ Security Council Resolutions:

Rome Statute of the International Criminal Court (Year), UN Doc A/CONF.183/9.
Statute of the International Tribunal for the Former Yugoslavia (1993) UN Doc. S/RES/827, annex.
Statute of the International Tribunal for Rwanda (1994), UN Doc. S/RES/955, annex.

GA Res. (Year), 217 A (III), UN Doc. A/810 (the reference to this GA Resolution and the text etc. would be there in the main text).

Decisions of the International Court of Justice:

Legality of the Threat or Use of Nuclear Weapons, Advisory Opinion, (1996), ICJ Reports, 226, para. 70
LeGrand (Germany v. United States of America), Provisional Measures, Order of 3 March 1999, (1999), ICJ Reports 1, para. 29.

GATT Document in the Basic Instruments and Selected Documents
Agreement on the Interpretation of Article VI of the General Agreement on Tariffs and Trade (GATT, BISD 26 Supp. 171 (1980).

WTO cases
United States-Standards for Reformulated and Conventional Gasoline, Appellate Body Report and Panel Report, WTO Document WTO/DS2/9 of 20 May 1996.

Indian Supreme Court (SC)/High Court cases reported in the All India Reporter (AIR).

Lallubhai Chakubhai Jariwalala vs. Samaldas Sankalchand Shah, AIR, 1934 Bom. 407.
Mahendra Verma vs. Rajendra Verma, AIR 1999 SC 3345.

Some Variants

Two authors
Bhagwati, J and P. Desai (1970), *India: Planning for Industrialisation*, London: Oxford University press.

Three or more authors
Judge, G.G. et al. (1985), *The Theory and Practice of Econometrics*, New York: John Wiley & Sons.

Reprinted book
Schumpeter, J.A. (1954), *History of Economic Analysis*, New York: Oxford University Press, reprinted 1976.

Book in several volumes
Chenery, H. and T.N. Srinivasan (eds) (1988), *Handbook of Development Economics*, Vol. I, Amsterdam: North Holland.

Indirect Source

For a source you know only as it is quoted or cited by another scholar, give full publication data for the original source and for the other scholar, linked by the phrase "quoted in" or "cited in."

Levi-Strauss, C. (1969) *The Raw and the Cooked: An Introduction to a Science of Mythology.* New York: Harper & Row. Quoted in Howard Gardner (1983), *Frames of Mind: The Theory of Multiple Intelligences,* New York: Basic Books.

Internet Sources

Brin, D. (1993), "The good and the bad: Outlines of tomorrow", [Online: web] Accessed 5 Sept. 1995 URL: http://kspace.com/ KM/spot.sys/Brin/pages/piece1.html.

Harvey, G. (1995), *Writing with Sources: A Guide for Harvard Students*, Gordon Expository Writing Program, Harvard University, [Online: web] Accessed 15 May 2005, URL: http://www.fas.harvard.edu/~expos/sources/.

ICTSD (2004), International Centre for Trade and Sustainable Development (Geneva), "India Submits Cautious Services Offer", *BRIDGES Weekly Trade News Digest*, 8 (3), 28 January: 4-5, URL: http://www.ictsd.org/weekly/04-01-28/BRIDGESWeekly8-03.pdf.

IFATPC (2004), International Food and Agricultural Trade Policy Council, "Twenty-Five Ways to Improve the Derbez Draft on Agriculture", 10 February, URL: http://www.agritrade.org/Doha/Derbez/Assessment%20Paper.pdf.

Przeworski, Adam and Frank Salomon (1995), "The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions", New York: Social Science Research Council, revised 1998, [Online: web] Accessed 3 February 2006, URL: http://www.ssrc.org/fellowships/art_of_writing_proposals.page.

Class lecture, conference paper, speech, or performance

Lal, Deepak (2005), "Globalizing Capitalism", Lecture delivered on 19 April 2005 at the Centre for International Trade and Development, School of International Studies, Jawaharlal Nehru University: New Delhi.

Prior to citing lectures and conference papers, ensure that the author has not specified that the lecture/paper is not for citation.

Personal or phone interview, letter or e-mail

Agarwal, M.L. (2005), e-mail to the author, 5 April 2005.
Weeramantry, C.G. (2000), personal interview, Baudholoka Mawatha, Colombo, 28 April 2000.

A document authenticating the content of the interview is mandatory.

Use of Footnotes

You will occasionally want to tell the examiner/reader something that neither directly advances your argument nor acknowledges or documents a source. For this you use a discursive footnote. Example:

> It has often been argued that economic reforms in India have been carried out within the framework of long drawn democratic processes.[1]
> -----------------------
> [1] There is, however, a minority view that Indian economic reforms have scuttled democratic processes by adopting tactical and clandestine, though legitimate, strategies. (Jenkins 1999)

Sometimes, you may need to use a footnote to elaborate the nuances of an argument without disrupting the flow in the main text. Example:

> The tightening of monetary policy and reduction of the fiscal deficit through strict control of expenditures required under the IMF structural adjustment programme are deflationary.[1]
> ----------------------
> [1] While the programmes of the IMF are only applicable to countries borrowing from it, developing and transitional economies, there has been a broad move towards restricting fiscal deficits, e.g., the Maastricht Treaty requirements, and increasingly independence of the Central Banks, with very often the sole specified goal of reducing inflation.

Use footnotes only when the note is really interesting and relevant enough to mention.

Footnotes should be placed at the bottom of each page (single spaced) with footnote numbers appearing in the text in superscript (Times New Roman, font 10).

Plagiarism

Plagiarism refers to the use of another's ideas, information, language, or writing, as one's own without proper citation of the original source. This is a very serious academic offence that may ruin your entire academic career. People have even lost their jobs on charges of plagiarism. This indicates the gravity of the offence.

We would like to dispel some of the misconceptions regarding plagiarism.

- It is a misnomer that plagiarism only refers to verbatim reproduction from a source without citation. Even if you paraphrase, summarise or otherwise use an idea, information, interpretation or analysis from another source without citation, it is plagiarism.

- Use of "common knowledge" factual information does not constitute plagiarism, e.g., Bamako is the Capital of Mali. If you are unsure whether the information you are using is "common knowledge", it is always advisable to cite the source.
- Plagiarism always involves an element of dishonesty. Even if you plagiarise inadvertently, you are liable.
- It is conceivable that two or more unrelated people working in different parts of the world come up with exactly the same idea/analysis at the same point in time. This would not constitute plagiarism. ***However, this is a very rare coincidence.*** It is possible that close to the conclusion of your thesis, you may discover that your idea overlaps with that of a recent publication. Don't get alarmed and don't pretend to ignore the source. Be candid in citing it as supportive of your thesis. Remember that no two ideas/ analyses are likely to be mirror images of each other. Please do not treat this recent reference as undermining the value of your research.
- When you get an idea/ comment from another person in the course of discussions and you use that in your research, you must acknowledge. Likewise, if you use an idea jointly conceived by a research team (that includes you), you can not pretend to present it in your work as your own idea. In both cases, citation is a must; else you commit plagiarism.

APPENDIX 1: Title page

TITLE OF THE THESIS

Thesis submitted to Jawaharlal Nehru University
for award of the degree of

DOCTOR OF PHILOSOPHY

NAME OF THE CANDIDATE

JNU LOGO

Division Name (if applicable)
Centre Name
School of International Studies
JAWAHARLAL NEHRU UNIVERSITY
New Delhi 110067
YEAR

APPENDIX 2: Declaration and Certificate

<div align="right">Date</div>

DECLARATION

I declare that the thesis entitled "**……….**" submitted by me for the award of the degree of **Doctor of Philosophy** of Jawaharlal Nehru University is my own work. The thesis has not been submitted for any other degree of this University or any other university.

NAME OF THE CANDIDATE

CERTIFICATE

We recommend that this thesis be placed before the examiners for evaluation.

NAME OF CHAIRPERSON   **NAME OF SUPERVISOR**
Chairperson, Centre Acronym   **Supervisor**