

STUDENT HANDBOOK

course structures · graduation requirements · thesis guidelines



**Master of Arts and Doctor of Philosophy
Program in International Development
Studies (MAIDS-GRID)**

Faculty of Political Science Chulalongkorn
University

www.maid-chula.org

STUDENT HANDBOOK

course structure · graduation requirements · thesis guideline

For students in Master of Arts in International Development Studies (MAIDS) and Graduate Research in International Development (GRID) Program

Faculty of Political Science, Chulalongkorn University

Version 3

2021

ACKNOWLEDGEMENT

The Master of Arts in International Development Studies would like to thank the staff of the Office of Human Rights Studies and Social Development at Mahidol University, in particular Dr. Mike Hayes, for writing the initial version of the MA's Thesis guide. Many thanks also go to Dr. Greg B. Felker, now from Willamette University, USA, for writing the "Developing a Thesis Proposal" section. Any feedback and comments on the thesis guide part should be directed to coordinator.maids@gmail.com

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Disclaimer

The information provided here is correct at the time of publication (July 2021). Some regulations and details are subject to change due to administrative circumstances of the university (i.e. late announcement of timetable from responsible parties, change of university regulations, etc.).

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Introduction

Arriving and Living

Key points:

- Preparing for arrival to Thailand
- Living in Bangkok
- Introduction to Chulalongkorn University
- Introduction to the Faculty of Political Science
- Documentation processes for foreign students

A. Arrival to Thailand

Welcome to Chulalongkorn University!

We are pleased to welcome you to the MAIDS-GRID program, which was established since 2003. In 2019, the QS University Ranking ranked Chulalongkorn University as the best university in Thailand, and the MAIDS-GRID among the 51-100 ranking for development studies in the world.

Visa application

Upon reading this material as a program attendee, you should have received the following materials:

- o Certificate of Admission
- o *Visa Letter*

Our staff will request you to list preferred Royal Thai Embassy or Consulate where you will apply for visa. You will be able to use the aforementioned documents to apply for visa **ONLY** at your listed Royal Thai Consulate or Embassy.

We advise you to apply for the visa at your earliest convenience, since each respective embassy or consulate may require more documentations from you or Chulalongkorn University. We would like to avoid any delay for your arrival to Thailand.

Students shall apply for a **SINGLE-ENTRY NON-IMMIGRANT EDUCATION VISA**. In the short form, this visa is listed as a "**Non-ED Visa**". It will allow you to enter Thailand as a student with a valid period of stay for 90 days.

Once you have arrived in Thailand to pursue your studies, you are eligible to receive an invitation to extend the period of stay. You will do this in Bangkok, at the Immigration Office. The visa extension will allow you to be in Thailand for one year. **Please note** that this one-year extension is still on the basis of a single-entry allowance.

In order to leave Thailand and re-enter while maintaining your visa status, you must apply for a "RE-ENTRY PERMIT". The application process is only possible once you have already arrived in Thailand and can be done on a one-time use basis when you plan to leave. You must receive the permit before leaving Thailand. The other possible option is for you to purchase a multiple re-entry permit. The cost for a single re-entry permit is 1,000 THB, while the cost for a multiple re-entry permit is approximately 4,000 THB. For some students who only plan to leave Thailand one-time for the program's international field trip, the single re-entry permit is recommended. It is more affordable to you than paying for the multiple re-entry permit without fully utilizing it.

For students who prefer to apply for a Multiple Entry Non-ED Visa at the preferred Royal Thai Embassy and Consulate, you will be required to leave Thailand within each 90-day period. However, if you receive the Single-Entry Non-ED Visa, as discussed above, you can stay in Thailand past the 90-days on one entry with a required check-in (referred to as a "90-day notification") at the Immigration Office in Bangkok. Please note that these 90-day notifications are your individual responsibility as each student's 90-day period will vary depending on date of arrival, etc. Therefore, you must keep track and be responsible for ensuring that you complete your notification on time, otherwise you may be fined for overstaying your visa allowance.

Flights and accommodation arrangements

Students are responsible for their own flights and accommodation arrangements coming into Thailand.

Students should be able to arrange flights easily via the Internet. For a place to stay, however, may experience tougher choices. The decision is harder to make over the Internet. Many students, thus, may look up for some places where they would like to stay prior to their arrival (may be 3-4 places as a choice). Then, they would check listed places upon arrival. Students usually book a hotel room at a hostel or a hotel for their first couple weeks in Thailand.

Many long-term rental usually require tenants to pay up-to-3-month deposit. Please be sure you have that detail discussed thoroughly.

Orientation

In 2021, due to the Covid-19 epidemic situation in Bangkok, the orientation is arranged online by Zoom. Students **are strongly encouraged** to attend the program's orientation to familiarize with the program, faculty members, and the campus. The orientation will allow you to meet your new friends with whom you will spend the rest of the year. Also, you will learn about program requirements, course structure, and essential information related to you.

B. Living in Bangkok

For students who are able to come to Thailand, living in Bangkok can be fun. Although many restrictions including lockdown can be a new normal for Bangkok life, there are still plenty of activities for you to enjoy around Bangkok all year round. Varieties of food – ranging from street foods to world-class cuisines – are out there in Bangkok for you to explore.

There are multiple means of transportation in Bangkok. The most convenience way is the rail transportation. Students usually live near **BTS** (Bangkok Skytrain) or **MRT** (Metro Rail Transit) stations which is convenience for accessing major districts of Bangkok.

To get to **Chula** using the BTS/MRT:

By BTS:



Get off at **Siam Station**, and take **PopBus No.1** (Chula pink bus) at the bus stop in front of the Lido Theater

Other attractions near BTS stations:

Siam Center/Siam Paragon (Siam Station)
Central World/Gaysorn Plaza (Chidlom Station)
Terminal 21 (Asoke Station)
Victory Monument (Victory monument station)
Chatuchak Weekend Market (Mochit Station)
Silom (Sala Daeng Station)

For more information

<https://www.bts.co.th/eng/>

By MRT:



Get off at **Samyan Station**, and walk through Chamchuri square.

Other attractions near MRT stations:

Museum Siam (Sanamchai Station)

Chatuchak Weekend Market (Kampaengpetch Station)

Terminal 21 (Sukhumvit Station)

Hualumphong (State Railways of Thailand Grand Station)
(Hualumphong Station)

Central Ladprao/Union Mall (Paholyothin Station)

For more information:

<https://metro.bemplc.co.th/?lang=en>

C. Campus life

Chulalongkorn University offer a friendly and convenience environment with facilities both on and off campus. The university is located at the heart of Bangkok where you will conveniently find nearly everything.

Library Service

The University offers both the central and discipline-based libraries throughout the campus. Please visit <https://www.car.chula.ac.th/chulalinet.php> for more information

Sports Complex

CU Sports complex offers fitness training, indoor sports arena, standard swimming pool, golf course, and other training lessons. To learn more, please visit <http://www.cusc.chula.ac.th/wordpress/หน้าแรก/chulalongkorn-university-sports-center/>

Health Center

The Health Service Center provides medical consultation and treatments for the University's faculty members, students, and employees. Services are provided by physicians from the King Chulalongkorn Memorial Hospital. Visit http://www.cuhc.chula.ac.th/en_US/# for more details.

Location: Chamchuri 9 Building, Mon-Fri 08.00 – 18.00

Student's Wellness Center

Chulalongkorn University's Student Wellness provides mental health support for students, faculty members, and staff. Counseling services and sessions are provided by professional psychologists and psychiatrists. Students may visit the center for study-related problems, relationship concerns, stress, and behavioral disorders. Please visit <http://wellness.chula.ac.th/?q=en> for more details.

To visit the university's facilities, Chula offers free around-the-campus transportation called "Chula PopBus". There is an application *CU PopBus* (available for both iOS and Android) to help your navigation and bus tracking.



Students should familiarize yourself with other locations on campus:

Sala Prakeaw

CU PopBus Grand Station

Also in the building:

Cooperative Shop

CU Bookstore

Office of the Registrar - Chamchuri 5

CU PopBus No. 2 First stop at the opposite campus

You might contact them for:

Transcript

Certificates

Registration matters

Website:

<https://www.reg.chula.ac.th/eindex.html>

Graduate School - Chamchuri 10

CU PopBus No. 2 last stop at the opposite campus before it leaves the campus again

You might contact them for:

Thesis Submission

Website:

<https://www.grad.chula.ac.th/en/index.php>

Most of your class and campus experiences will take place at the Faculty of Political Sciences. The faculty has five buildings, one of them is a parking building. All teachings and faculty's activities are held in the **Kasem Udhyanin Building** or **PolSci Building 3**. We offer students with the political science-focused library, cafeteria, coffee shops, computer laboratory, and co-working space for Ph.D. students. MAIDS-GRID program also has its own co-working space located on the second floor of PolSci Building 2. The PolSci library also offers a cozy working space and study rooms.



Scan for Location

D. Visa Extension

When you need to extend your visa, please contact the Office of International Academic Affairs (IAA), located on the M Floor of PolSci Building 3. We strongly advise you to contact the IAA officer at least one month before your visa expiration date.

Required documents for visa extension

- A photocopy of the passport
- A photo copy of the page of visa expiry date
- A copy of the transcript (please request this from the registrar office)
- A copy of the student certificate (please request this from the registrar office)

After submitting the documents, please allow one to two weeks for us and the university's international affairs unit to process your documentation. When the visa extension letters from the university are ready, the IAA officer will contact you for pick up.

Length of extension

Master's Degree Student:

1. Year-long (1st Extension – to the end of your first academic year),
2. Trimester-long (2nd Extension onward – extended on a trimester-by-trimester period)

Ph.D. Student: Year-long (yearly basis)

Procedure for Visa Application, Visa Renewal, and Change of Visa Type

Visiting professors, researchers, research assistants, lecturers, staff and students, including their dependent(s), who have been granted any type of Non-Immigrant Visa (ED, RS, B, O, F) will be permitted to remain in the country for a period of ninety (90) days upon their arrival in the Kingdom of Thailand. If they wish to stay in Thailand longer than the duration permitted, they can apply for a visa extension prior to the visa expiry date.

Visa Extension

Students who wish to extend their stay in Thailand must apply for a visa extension within a period of forty-five (45) days of the expiry date of their current visa, and they may be permitted to stay in the country up to the maximum of one year. They may continue to apply for a renewal of their stay, on a yearly basis, until the end of their work or study period.

Documents to be submitted to the Immigration Bureau:

- Application form (TM.7)
- 1 passport photo (4x6 cm)
- Fee (1,900 Baht)
- A photocopy of the passport
- A photocopy of the page of visa expiry date
- A departure card
- A letter issued by Chulalongkorn University in support of the application (in Thai)
- Acknowledgement of terms and conditions for a permit of temporary stay in the Kingdom of Thailand
- Acknowledgement of penalties for a visa overstay
- Academic transcript (in case of students)
- Accommodation contract
- A report letter issued by the Faculty of the student's affiliation on the total class and lab hours in the past academic year (for students applying for the visa extension for the second year onwards)

Change of Visa Type

Students, for some reasons, holding a Tourist Visa (TR) granted by a Royal Thai Embassy overseas may request the change of a Tourist Visa to a Non-Immigration Visa at the Immigration Bureau in Thailand. The application must be submitted at least fifteen (15) days prior to the visa expiry date. After the approval, they will be permitted to stay in the Kingdom of Thailand for ninety (90) days. If they wish stay in the country more than ninety (90) days, they are required to apply for the visa extension.

Documents to be submitted to the Immigration Bureau:

- Application form (TM.86)
- 1 passport photo (4x6 cm)
- A photo copy of the page of visa expiry date
- A departure card
- Fee (2,000 Baht)
- A photo copy of the passport
- A letter issued by Chulalongkorn University in support of the application (in Thai)
- Acknowledgement of terms and conditions for a permit of temporary stay in the Kingdom of Thailand
- Acknowledgement of penalties for a visa overstay
- Academic transcript (in case of students)
- Accommodation contract

A Phor.30 or a Phor.90 Form

A Phor.30 (grace period of thirty (30) days) or a Phor.90 (grace period of sixty (60) days) form is a visa exemption for tourism purpose only. Those who are granted a Phor. 30 or a Phor. 90 by the Immigration Bureau upon their arrivals to the Kingdom of Thailand can apply for a Non-Immigrant Visa at the Immigration Bureau in Thailand. The application must be submitted at least fifteen (15) days prior to the visa's expiry date. After the approval, they will be permitted to stay in the Kingdom of Thailand for ninety (90) days. If they wish stay in the country more than ninety (90) days, they are required to apply for the visa extension.

Documents to be submitted to the Immigration Bureau:

- Application form (TM.7)
- 1 passport photo (4x6 cm)
- Fee (2,000 Baht)
- A photo copy of the passport
- A photo copy of the page of visa expiry date
- A departure card

- A letter issued by Chulalongkorn University in support of the application (in Thai)
- Acknowledgement of terms and conditions for a permit of temporary stay in the Kingdom of Thailand
- Acknowledgement of penalties for a visa overstay

Re-entry Permit

Students who wanted to leave the Kingdom of Thailand during their permitted period of stay and want their visa to remain valid upon their returns, they must apply for a re- entry permit before leaving the Kingdom of Thailand, or their Non- Immigrant visa will be cancelled automatically upon their departure. Foreigners holding Non-Immigrant visa can apply for the re- entry permit at the Immigration Bureau on Chaengwattana Road, or upon their departure at Suvarnabhumi International Airport or Don Mueang International Airport.

Documents to be submitted to the relevant office:

- Application form (TM.8)
- 1 passport photo (4x6 cm)
- A photo copy of the page of visa expiry date
- A departure card
- Fee (1,000 Baht for a single re-entry and 3,800 Baht for a multiple re-entry)
- Photo copy of the passport

Important Note:

** Any overstay in the Kingdom of Thailand will cost 500 Baht per day but not exceed the amount of 20,000 Baht. Please note that all the information is subject to change according to the laws and regulations of the Immigration Bureau.

Disclaimer:
Information on visas part are accurate as of March 2019

★★★★★★★★★★

Chapter I

Registration

Key points:

- All registration should be done at www.reg.chula.ac.th within the registration period of each trimester.
- All payments to the university (tuition fee + registration fee) should be paid via **CUNEX** application
- All payments to the faculty (application fee + fieldtrip fee) should be paid to the faculty's account

A. Registration

Students are required to register according to the program's provided course structure. The registration should be done only at www.reg.chula.ac.th within the registration period. Payment should also be made within the payment period to avoid having to pay late registration fee, of which you will have to start all the registration for the trimester again from the beginning.

Calendars and the university's official schedules can be found here: https://www.reg.chula.ac.th/calendar_en.html (Please note that there may be a delay in calendar announcement)

For new students, please follow the steps provided on the registrar website to obtain student ID and password in order to continue with the registration. If you're not in Thailand at the time of registration, the program will facilitate to ask for late fee to be waived. This can be asked only once. However, you must register the courses in the system first in order to qualify for the late fee to be waived.

Students can **add/drop courses** or make **late registration** with applicable fee in the designated period.

B. Key dates for registration

These date will be announced by the office of the registrar. Please check the Office of the Registrar's website for the most updated registration schedule and full calendar. (https://www.reg.chula.ac.th/calendar_en.html)

You will be reminded by the program staff prior to each trimester's registration period. However, please note that you are now informed of the schedule, and according to Chulalongkorn University's announcement, **it is the students' responsibility to complete the registration, or follow up with the requests processes if any difficulties shall occur from failing to register within the designated time period.**

C. Fee structure

The fee structures varies according to the student's study plan. Below are the fee structure for each trimester:

Student Type	Tuition Fee	International Fee	Registration Fee	Total per trimester
Thai – MA	24,500	-	65,000	89,500
Foreigner – MA	24,500	60,700	65,000	150,200
Thai – Ph.D.	24,500	-	65,000	89,500
Foreigner – Ph.D.	24,500	60,700	65,000	150,200

In addition, there will be a fieldtrip fee (paid once) – MA students: THB 15,000; Ph.D. students: THB 20,000 – pay to **the faculty's bank account**:

Faculty's Account: Siam Commercial Bank (SWIFT CODE: SICOTHBK)
Account Name: Faculty of Political Science, Chulalongkorn
Account Number: 045-2-06661-0 (Saving Account)
Bank Branch: Saphakachad Branch
 Please send the copy of transfer receipt to: finance.maids@gmail.com

D. How to register

- For new MA students: First trimester of every academic year

Appearance Register(CR11)
 Third Semester Academic Year 2018

NO	Course no.	Abbreviated name	Section	Credit	Cancel
2	12440601		1 Only	3	<input type="checkbox"/>
3	22440604		1 Only	3	<input type="checkbox"/>
4			1 Only	3	<input type="checkbox"/>
5			1 Only	3	<input type="checkbox"/>
6			1 Only	3	<input type="checkbox"/>
7			Only		<input type="checkbox"/>
8			Only		<input type="checkbox"/>
9			Only		<input type="checkbox"/>
10			Only		<input type="checkbox"/>
11			Only		<input type="checkbox"/>
12			Only		<input type="checkbox"/>
13			Only		<input type="checkbox"/>

1. Click on Registration Request
 2. Enter course details as above
 3. Click Submit

Log in to the system at www.reg.chula.ac.th with your student ID and password

In the first trimester, you will be registering 2 compulsory courses, and 3 elective courses.

Compulsory Courses (required to register all)

2440601 Development Theory and Practice
 2440604 Research Methods in Development Studies

Elective Courses (required to register 3 courses out of 4)

2440607 Development Project Management
 2440608 Environmental Politics and Policy
 2440609 Human Rights and Gender Problems in The Asia and Pacific
 2440616 Critical Issues in Development Studies

For scopes of the courses, please refer to Chapter 2 in this handbook, or visit <https://www.maids-chula.org/courses-offered-1/>

- For new PhD students: First trimester of every academic year
Ph.D. track 1.1

Appearance Register (CR11)
Third Semester Academic Year 2018

NO	Course no.	Abbreviated name	Section		Credit	Cancel
			1	T		
1	2440828		1	Only ▼	6	<input type="checkbox"/>
2	2440894		1	Only ▼		<input type="checkbox"/>
3				Only ▼		<input type="checkbox"/>
4				Only ▼		<input type="checkbox"/>
5		Sample for Ph.D. Plan 1.1 2019 intake		Only ▼		<input type="checkbox"/>
6				Only ▼		<input type="checkbox"/>
7				Only ▼		<input type="checkbox"/>
8				Only ▼		<input type="checkbox"/>
9				Only ▼		<input type="checkbox"/>
10				Only ▼		<input type="checkbox"/>
11				Only ▼		<input type="checkbox"/>
12				Only ▼		<input type="checkbox"/>
13				Only ▼		<input type="checkbox"/>

1. Click on Registration Request
2. Enter course details as above
3. Click Submit

1. Dissertation:

Course No.: **2440828**

The first empty box put in: 1

Section: T

Credit: 6

2. Doctoral Seminar

Course No.: **2440894**

The first empty box put in: 1

Section: Only

Ph.D. track 2.1

Appearance Register (CR11)
Third Semester Academic Year 2018

NO	Course no.	Abbreviated name	Section		Credit	Cancel
			1	T		
1	2440601		1	Only ▼	3	<input type="checkbox"/>
2	2440604		1	Only ▼	3	<input type="checkbox"/>
3	2440894		1	Only ▼		<input type="checkbox"/>
4				Only ▼		<input type="checkbox"/>
5		Sample for Ph.D. Plan 2.1 2019 intake		Only ▼		<input type="checkbox"/>
6				Only ▼		<input type="checkbox"/>
7				Only ▼		<input type="checkbox"/>
8				Only ▼		<input type="checkbox"/>
9				Only ▼		<input type="checkbox"/>
10				Only ▼		<input type="checkbox"/>
11				Only ▼		<input type="checkbox"/>
12				Only ▼		<input type="checkbox"/>
13				Only ▼		<input type="checkbox"/>

1. Click on Registration Request
2. Enter course details as above
3. Click Submit

1. DT&P:

Course No.: **2440601**

The first empty box put in: 1

Section: Only

Credit: 3

2. Research methods:

Course No.: **2440604**

The first empty box put in: 1

Section: Only

Credit: 3

3. Doctoral Seminar

Course No.: **2440894**

The first empty box put in: 1

Section: Only

E. Payments

Tuition fee, international fee, and registration fee must be made via **CUNEX** application only.

To start using the CUNEX application, student must have a Kasikorn Bank (KBANK) account **opened ONLY at either Chamchuri Square Branch or Siam Square Branch.**

If student is not in Thailand to open the bank account and complete all registration step within the first registration period, the program will write off the late fee for you **as long as you register for courses in the registration system within the first registration period.** You will have to start your registration again in the late add/drop registration period before making payment via CUNEX application.

We will accommodate you to the bank to have your bank account open and set up the CUNEX application.

Download the application by searching *CUNEX* on App Store or Google Play.



Chapter II

Courses

Key Points:

- Students are advised to follow the course structure provided by the program
- 1-year graduation is planned for M.A. students
- 3-year graduation is planned for Ph.D. students
- Students may *extend* the period of their study, but will be subject to full fee. Also, the extension period must not exceed the standard study duration.

A. Structure for M.A.

Regular study time for Chulalongkorn University's M.A. students is 4 years. However, **MAIDS is designed for students to graduate within 1 year**. If student wishes to graduate within the one-year structure, student must register and complete the coursework using the following study plan:

Trimester 1	[August - November]	15	Credits
2440601	Development Theory and Practice	3	credits
2440604	Research Methods in Development Studies	3	credits
24406xx	Elective Course	3	credits
24406xx	Elective Course	3	credits
24406xx	Elective Course	3	credits
Trimester 2	[December - March]	12	Credits
2440602	Globalization and Development in the Asia and Pacific	3	credits
2440603	The Politics of Public Policy	3	credits
24406xx	Elective Course or	3	credits
2440615	Development Practicum (Internship)		
2440811	Thesis	3	credits
Trimester 3	[April - July]	9	Credits
2440811	Thesis	9	credits

B. Courses for M.A.

Compulsory Courses

Students must register and pass all of these courses. You must receive at least grade **C** in the following compulsory courses to be considered as passing the course.

2440601 Development Theory and Practice

Survey of social science theories relevant for understanding development problems in different historical and geographical contexts particularly in East Asia, the theoretical and methodological concerns of the “interlocking problem” between theory and practice in development, and the positive contributions of East Asian experience in illuminating the specificity of Euro-centric and positivist development; understanding the thought behind existing development strategies and approaches, liberalism, Marxism, postmodernism, and alternative development ideas.

2440602 Globalization and Development in the Asia and Pacific

Examination of globalization, its socio-economic consequences, and their implications for state power and governance; focusing on the relationship between politics and economy and the interplay of domestic societies and transnational and international forces, opportunities and tensions arising from increasing cross-border transactions and spillovers, differences within and among countries, the autonomy of governments, the changing function of the state, and international governance based on the principle of nation-state sovereignty; analysis of globalization and limits to politics, and impacts on the nature of governance.

2440603 The Politics of Public Policy

Key concepts of public policy and the structure and dynamics of public policy processes; analysis of cases drawn from various policy areas of development using a number of analytic approaches to critically discuss the process of formulation, implementation, and evaluation; understanding political dimensions and multiple roles of various actors in the policy process; the role of non-state actors, collective actions of social and political movements, interest and pressure groups, civil society organizations, and people's participation in political and social change.

2440604 Research Methods in Development Studies

Research methods and techniques, both quantitative and qualitative, currently used and abused in development studies; inferential statistical techniques, social surveys, participant observation, interviewing, and the analysis of documents and census and historical data; examining the process of defining researchable development problems, and analyzing when, where, and why certain quantitative and qualitative methods may be appropriate for exploring particular substantive research problems; enabling students to conduct their own research projects as well as to evaluate the quality of research reports and findings by others from a methodological point of view.

Elective Courses

Students must register and pass the elective courses according to the study plan. Student must receive at least grade **C** in these courses, or receive the letter **S** in Development Practicum course, to be considered as passing the course.

Note: Not all courses listed here will be open every year. Courses that most likely to open every year are **highlighted**.

2440605 Democratization, Communication and Development

Focusing on the role of communication in the political and developmental process of modern democracies, and especially on the way that political and community leaders and ordinary citizens interact within the realm of networked communications; Shows how technological and regulatory changes altered the stakes for key groups concerned with democracy and development and how these groups have adjusted to these changes.

2440606 Conflict Resolution

Understanding conflicts from the post-cold war period to today's increasingly globalized society, focusing particularly on conflicts between the state and the people in the development process; analysis of conflicts as an important step to resolution including evaluation of root causes, dynamics, impacts and consequences of conflicts; the relationship between development and conflicts will be examined with an emphasis on the role of globalization in shaping the nature of conflicts and resolutions; observation of the use of violence in conflict processes and exploration of various possibilities of non-violent approaches to conflict resolution, including mediation, negotiation, and mechanisms in democratic decision-making processes.

2440607 Development Project Management

Focus on adaptive and learning processes for translating development theory to practice; principles and techniques of management, budgeting, finance, and planning; finding problems and defining objectives of development projects, including feasibility studies, assessment of social and environmental impacts, and development project evaluation.

2440608 Environmental Politics and Policy

Environmental policy as a complex and constantly evolving area of public policy; examining major concepts used to define contemporary environmental policy with the aim to understand developments in this field at the regional, national, and international levels; focusing on how these concepts apply to certain environmental issues with particular attention to the political dimension of environmental policy formulation and implementation; developing the analytical

skills needed to deal with a wide range of policy situations concerning the environment.

2440609 Human Rights and Gender Problems in the Asia and Pacific

Application of theories of gender and human rights to contemporary ethical and social issues arising from "development"; exploring specific and controversial topics in the areas of poverty, social justice, individual and group rights, administration of justice, living standards, work, bio-ethics and genetics, environment, sexual and racial equality, child labour, mental health, illness, human and social security, energy, corruption, Asian values, and cultural diversity; linking these specific and practical areas into gender and human rights questions relevant to the experiences of East and Southeast Asia.

2440610 Migration as a Development Issue

Critical framework of economic and sociological approaches to international migration policies; the nature of flows and patterns of population movements in the region and major types of mobility, as well as policy issues in international migration and their implications for regional economic, social and political stability and development.

2440611 Selected Topics in Development and Economy

Exploring selected issues in economic management in developing countries; experience from one or more countries used as case studies; economic reforms, structural adjustment, hunger and famine, etc.; political aspects of economic policy formulation and implementation.

2440613 Individual Studies

2440614 Seminar in Development Problems

An in-depth examination into specific development issues based on students' research interests

2440615 Development Practicum

An opportunity for practical application of previously studied development theories, conceptual frameworks and methodologies, including problem analysis and needs assessment, project development and innovation, assessment and evaluation, and problem solving activities; working with development organizations for a short period of time on a mutually agreed subject.

2440616 Critical Issues in Development Studies

Contemporary fundamental development problems as well as new emerging social phenomena: intellectual property rights, debt crisis, poverty, development assistance, bio-diversity, and new forms of risk societies.

2440617 Innovation for Inclusive Development in Southeast Asia

New ways of thinking about poverty and its alleviation in Southeast Asia; principles, policy planning, technology and innovative methods for inclusive development; work collaboration between students and organizations as guidelines for effective solution to problems related to poverty.

2440618 Urban Development and Water Resource Management

Main characteristics of various issues and dimension of the effects of urban development and water resource management; the link between the urban and water systems during the time of speedy urban development and changes world, effective guidelines of collaborating with communications for solutions to the problems.

2440619 Conceptualizing Human Security

Conceptualizing Human Security: origin and development of the concept, ethical background, and linkages with other development concepts such as human development, human rights, social equality, and social welfare; different schools of thought and approaches to security including comparison with traditional security systems; human security critique and practical implications.

2440620 Seminar in Interdisciplinary Research on Human Security

Analysis of research findings in various disciplines that shape people's security - including environment, food, health, economics, politics, and education – and that can construct knowledge on Human Security thus questioning conventional security definitions and allowing for new definitions to emerge in significant issues such as development, migration, and gender; Interdisciplinary discussion on ontology to identify research questions that can interconnect fragmented knowledge and lead to new insights on Human Security.

2440621 Food Security

Studying the issue of food security and the role of food production in development; development challenges that require interventions in areas such as tackling poverty, hunger, malnutrition and sustainable natural resource management; study of factors such as good governance, strategic food reserves, and market access that relate to accessibility, affordability, availability and sustainability of food security; case studies and policy context, in-depth analysis,

simulation exercises and interactive debates on ensuring food security and mitigating risks.

2440622 Social Risk, Risk Management and Public Policy

A comprehensive understanding of social risks and social crisis and other related issues; social and cultural dimension of risks, politics of risk and actors involvement in risk management; social risk and public policy making, policy implementation, policy change and organizational change in public sector.

2440623 Disaster and Crisis Management

Understanding disaster and its complexity; conventional disaster (floods, tsunamis, earthquakes), emerging threats (climate change-related, infectious disease) and new types of contingencies; Analyzing threats and involving agencies in order to manage crisis before, during and after disaster.

2440624 Selected issues in Development and Environment

Critical issues in development and environment; the relationships between ecosystem and economic systems, socio-cultural aspects of biodiversity, political dimensions of sustainable development, political ecology and green movements, and varieties of environmentalism and post-ecologist politics in the age of globalization; focusing on new theoretical directions of environmental sociology, ecological economics and philosophical discourses on ecologism and eco-postmodernism.

C. Extension past year 1 for M.A.

If any student is unable to graduate within one year, that student may continue the course by requesting for **extension**.

To be able to *extend* the study period, students must registered all the courses according to the provided structure. You have the total of 4 years from enrolling to extend. *However, you are encouraged to graduate within one year, or extend no more than one extra trimester.*

To extend, student **must register in the Thesis course with 0 (zero) credit**, and pay **full tuition and/or international fee** to the university for each trimester you are planning to extend your period of study. (THB 23,000 for Thai student, THB 80,000 for foreign student).

D. Structure for Ph.D. Plan 1.1

Regular study time for Chulalongkorn University's Ph.D. students is 6 years. However, **GRID is designed for students to graduate within 2 or 3 years**. If student wishes to graduate within the 2-to-3 year structure, student must register and complete the courses following this study plan:

Trimester 1	[August - November]		YEAR 1
2440828	Dissertation	6	credits
2440894	Doctoral Seminar (Guided reading group) Domestic Fieldtrip		
Trimester 2	[December - March]		
2440828	Dissertation	6	credits
2440894	Doctoral Seminar (Guided writing group) International Fieldtrip		
Trimester 3	[April - July]		
2440828	Dissertation	9	credits
2440894	Doctoral Seminar (Presentations on research progress)		
2440897	Qualifying Examination		
<i>Student must pass the QE in order to proceed with proposal defense</i>			
Trimester 4	[August - November]	Suggested Proposal Defense	YEAR 2
2440828	Dissertation	9	credits
2440894	Doctoral Seminar		
Trimester 5	[December - March]		
2440828	Dissertation	9	credits
2440894	Doctoral Seminar		
Trimester 6	[April - July]	Potential Dissertation Defense	
2440828	Dissertation	9	credits
2440894	Doctoral Seminar		
Student must defend their proposal within this trimester, if they have not done so. Failing to pass the proposal defense in this trimester will result in termination of your student status.			
Trimester 7	[August - November]		YEAR 3
2440828	Dissertation	6	credits
2440894	Doctoral Seminar		
Trimester 8	[December - March]		
2440828	Dissertation	6	credits
2440894	Doctoral Seminar		
Trimester 9	[April - July]	Dissertation Defense	
2440828	Dissertation	6	credits
2440894	Doctoral Seminar		

E. Structure for Ph.D. Plan 2.1

Regular study time for Chulalongkorn University's Ph.D students is 6 years. However, **GRID is designed for students to graduate within 2 or 3 years**. If student wishes to graduate within the 2-to-3 year structure, student must register and complete the courses following this study plan:

Trimester 1	[August - November]		YEAR 1
2440601	Development Theory and Practice	3	credits
2440604	Research Methods in Development Studies	3	credits
2440894	Doctoral Seminar (Guided reading group) Domestic Fieldtrip		
Trimester 2	[December - March]		
2440602	Globalization and Development in Asia and The Pacific	3	credits
2440603	The Politics of Public Policy	3	credits
2440894	Doctoral Seminar (Guided writing group) International Fieldtrip		
Trimester 3	[April - July]		
2440826	Dissertation	9	credits
2440894	Doctoral Seminar (Presentations on research progress)		
2440897	Qualifying Examination		
<i>Student must pass the QE in order to proceed with proposal defense</i>			
Trimester 4	[August - November]	Suggested Proposal Defense	YEAR 2
2440826	Dissertation	9	credits
2440894	Doctoral Seminar		
Trimester 5	[December - March]		
2440826	Dissertation	9	credits
2440894	Doctoral Seminar		
Trimester 6	[April - July]	Potential Dissertation Defense	
2440826	Dissertation	9	credits
2440894	Doctoral Seminar		
Student must defend their proposal within this trimester, if they have not done so. Failing to pass the proposal defense in this trimester will result in termination of your student status.			
Trimester 7	[August - November]		YEAR 3
2440826	Dissertation	9	credits
2440894	Doctoral Seminar		

Trimester 8		[December - March]	
2440826	Dissertation	9	credits
2440894	Doctoral Seminar		
Trimester 9		[April - July] Dissertation Defense	
2440826	Dissertation	9	credits
2440894	Doctoral Seminar		

F. Courses for Ph.D.

2440826 *Dissertation*

2440828 *Dissertation*

2440894 *Doctoral Seminar*

In the first year, doctoral seminar sessions in each trimester will be conducted as indicated in each trimester (Guided reading group, guided writing group, and presentation on research progress). From the second year onwards, students will be presenting and updating the progress of their research by appointment.

G. Extension past year 3 for Ph.D.

If the student is unable to graduate within three years, student may continue the course by requesting for **extension**.

To be able to *extend* the course, student must register all the courses according to the provided structure. You have the total of 6 years from enrolling to extend.

To extend, student **must register in the Thesis course with 0 (zero) credit** and pay **full tuition and/or international fee** to the university for each trimester you are planning to extend your period of study. (THB 23,000 for Thai student, THB 80,000 for foreign student).

H. Graduation request

Students who have completed program requirements and expect to graduate by the final semester must submit their request for graduation online via the Office of the Registrar's website: <http://www.reg.chula.ac.th> under the subheading, "Request for Graduation". Below is an overview of steps requesting for graduation:

1. Verify "personal information, educational background, and study program and plan" by clicking "correct" or "incorrect." Should 28 Graduate Handbook Academic Year 2011 any item needs to be corrected or changed, students may contact the Office of the Registrar and provide necessary documents (if any). Once the Faculty announces the name list of graduates, any further correction is prohibited.

2. Having verified the information, students must confirm this step by clicking "Request for Graduation," before leaving the system; otherwise, this step will be nullified.
3. Students who have missed the deadline in the academic calendar must pay a fine (1,000 baht) at the Office of the Registrar before completing steps 1 and 2.

After you have completed the request for graduation, the graduate list and date of graduation approved by the University Council can be found at <http://www.reg.chula.ac.th> under the heading "Request for Graduation." Students whose names are not on the graduate list may inquire at the Faculty Registrar. Once the University Council has approved the graduate list, students can request the following items:

- Two copies of their transcript (available in English only)
- A copy of the qualification certificate in Thai/English, two copies in English for international programs.

The documents aforementioned can be collected 5 working days following the date of the University Council approval. The Office of the Registrar reserves the right to cancel those documents if they are not collected within 60 days following the date of the University Council approval. If you are not able to collect the documents yourself the following arrangements may be made:

- Authorize someone to take collection on your behalf by showing an identify card, government/state enterprise official card, driver's license or any other picture ID. (Document of authorization can be downloaded from the Office of the Registrar website)
- Arrange for them to be sent by post by downloading and filling out a 42/2 request (request for delivery of documents by post service)
 - Purchase a postal order for the value specified in the 42/2 request from the post office payable to "The Office of the Registrar, Chulalongkorn University"
 - In an envelope, send the postal order together with the 42/2 request you have filled out addressed to "The Office of the Registrar, Chulalongkorn University, Phya Thai Road, Patumwan District, Bangkok 10330"

I. Commencement Ceremony

Commencement ceremony rehearsals usually take place between mid-August to mid-September. (This varies year by year)

Commencement ceremonies usually take place around the middle of September to Early October year.

Commencement ceremony rehearsal schedules for each of the Faculties as well as commencement day schedules will be posted on the website <http://www.reg.chula.ac.th>

Our Program Office will send you a detailed, updated steps and information on graduation request and commencement ceremony in a reminder email around the graduation request time.



Chapter III

Regulations

Key Points:

- Selected sections on general regulations issued by the Graduate School, Chulalongkorn University.
- The texts in this regulation are from *Chulalongkorn University Graduate Studies Regulation, 2008*
- This translation of the regulation is for your reference. Legal interpretation will be based on the original Thai version.

A. Chulalongkorn University's Regulation

The following are selected sections from Chulalongkorn University's Graduate Studies Regulations for your reference.

Academic Administration

Part 1

Academic System

1. The Graduate School operates a credit system. The academic year is divided into two semesters, or three terms or any other period divisions as may be prescribed by the University Council.

2. Academic year is divided into two types, as follows:

(1) The bi-semester academic year is divided into two semesters:

First and second semesters. There may also be an additional summer session after the conclusion of the second semester.

(2) The tri-semester academic year is divided into three terms:

First, second and third semesters.

Each semester consists of not less than 15 weeks, while the summer session is made up of approximately 6 to 8 weeks, with the number of class periods for each course subject equaling those of a regular semester.

3. Semester hour units representing the volume of academic work shall be referred to as "Credits". The number of credits granted for each course subject is determined as follows:

(1) Theory-based courses entailing at least 30 hours of lectures or seminars over one full semester shall yield one credit

(2) Laboratory-based courses entailing at least 30 hours of training or laboratory sessions over one full semester shall yield one credit

(3) Training or fieldwork practice entailing at least 45 hours over one full semester shall yield 1 credit.

(4) Independent study or thesis/dissertation work entailing at least 45 hours of research over one full semester shall yield 1 credit.

In the case of a different academic system, the criteria for and details about the calculation of credits and their equivalent values in the bi-semester system shall be spelled out in the documents of the Program concerned.

4. The subjects specified in the curriculum as course that students must study and pass examinations in order to receive an "S" grade but do not merit a grade to be accumulated for the overall credit requirements in the program shall be referred to as "Non-Credit Courses"

Students who receive a "U" grade in a non-credit course, as explained above, must re-register for that course.

5. "Credits" are divided into three types, as follows:

(1) "Credits studied" mean the number of credits for the courses students have registered for.

(2) "Aggregated Credits per Semester" means the total number of credits for every subject taken and students receive the letter grades of A, B+, B, C+, C, D+, D and F in a particular semester.

(3) "overall Cumulative credits" mean the total number of credits for all subjects which students have gained every time they receive grades of A, B+, B, C+, C, D+, D and F at the conclusion of a semester. Acceptance of credits from re-registration for any one self-same subject shall be subsumed under this regulation.

(4) "Credits Completed" mean the number of credits for subjects students shall have passed any course more than once or where they have passed any additional course specified equivalent to the course already completed, only the number of credits gained at the first pass shall be awarded. Notwithstanding this regulation, students may, with the permission of the Graduate Studies Committee, re-register and have the credits for both subjects in question validated, provided that the additional subject's content is significantly different from that of the previous one.

Part 2

Period of Study

1. "Period of Study" means a total period of time which students spend on studying and producing academic works, as required by the curriculum, namely taking courses, conducting research, writing up a thesis or dissertation, as well as having his/her thesis published.

The Period of Study, as defined above, shall commence from the date of first registration for graduate study in the program and finish when students pass the examinations and complete all of the Program's requirements.

2. The period of study for a Graduate Diploma and an Advanced Graduate Diploma shall not exceed that determined by the Policy Board.

3. The maximum period of study for a master's degree shall be 4 academic years.

4. The maximum period of study for a doctoral degree shall be

(1) 6 academic years with regard to candidates who hold a master's degree,

(2) 8 academic years with regard to candidates who hold a bachelor's degree.

In cases where a student succeeds in a thesis or dissertation examination and submits a copy of his/her thesis/dissertation within the appropriate period of time, as indicated above, but is still waiting for his/her research to be published in an international journal, the student may request an extension of the study period, which shall be the maximum of 2 semesters. Each granted extension shall not exceed 1 semester. To request an extension of the study period, students are required to provide evidence for the submissions of their research papers for publication and maintain their status as a Graduate Student during the semester in which he/she has been granted an extension.

5. In cases where there are unavoidable cases that prevent a student from completing his/her study within the period of time stipulated, he/she shall submit his/her case to the Program Committee and the Faculty Board, respectively, for their consideration. Should the Faculty Board agree to allow the student an extension of the period of study, he/she shall proceed to submit the matter to the Graduate School Board and the President of the University for an approval.

6. The period of study for the foregoing programs with regard to regular part-time students shall not be 1.5 times longer than the duration specified above.

Admission

Part 1

Qualifications of Candidates

1. Candidates for each Program must complete their studies from the programs endorsed by the Ministry of Education, have the qualifications required by each Program and other qualifications prescribed by the Program Committee.

Prescription other qualifications, as mentioned above, must be approved by the Faculty Board and shall be conducted annually.

2. Candidates for the Graduate Diploma Program must hold a bachelor's Degree or its equivalent.

3. Candidates for the advanced Graduate Diploma Program must hold a bachelor's degree from a six-year program or master's degree or its equivalent. However, for a vocation-oriented Program, a candidate with a bachelor's degree is deemed qualified for admission.

4. Candidates for a Master's Degree Program must hold a bachelor's degree or its equivalent.

5. Under the Regulations, candidates for a Doctoral degree Program must hold either;

(1) A master's degree or its equivalent or

(2) A bachelor's degree or its equivalent in the same field of study as that of their doctoral degree programs or in any other field as may be approved by the Program Committee. They should in addition have graduated with an undergraduate academic record demonstrating a cumulative average quality-point ratio equivalent to an Honours-degree level of attainment.

For Continuing Programs, candidates for a Master's Degree Program or a Doctoral Degree Program must have either the above-mentioned qualifications or the ones stated in Number 40. The candidates must also pass a foreign language test for a Master's degree Program, required by the Academic Policy Board.

6. Applicants whose status as a graduate student has been terminated after having completed their studies specified in the curriculum of a program of study but have failed to graduate or after failing to maintain the minimum cumulative grade required may gain re-admission to the same program of study only at the discretion of the Graduate Studies Committee.

Part 2

Criteria and methods for admission

1. Admissions to the Graduate Program may be by way of an examination, a selection or any other method that the program committee deems appropriate.

In cases where the results of the selection process indicate that an applicant's performance is inadequate or that the applicant's performance surpasses the level he/she is applying for, the Program Committee may consider accepting the applicant at a level a step lower or higher of the program the applicant is applying for.

The execution of the selections, whether those stated in the first or second paragraph above, must be approved by the Faculty Board.

2. Acceptance to Doctoral and Master's levels is contingent upon the applicant's passing of a foreign language test according to criteria announced by the Academic Policy Board or set up by the Program.

The foreign language to be tested is normally English. However, languages other than English may be tested if they are approved by the Program Committee. In such case, the language to be tested must not be that which a candidate regularly uses in ordinary communication. For a language-related program of study, the language must not be the one a candidate is using in his/her application as a major concentration.

3. In cases where an applicant is awaiting the results of his/her bachelor's or master's degree course, whichever is applicable, admission will be complete only when the applicant has submitted the necessary evidence of completion of a degree at whichever level within the period of time stipulated by the Office of the Registrar.

4. Graduate students may not enroll in more than one program at the same time.

5. The Faculty Board is responsible for the final approval of the admissions.

Part 3

Categories of students

1. Successful applicants for any level of diploma or degree will enjoy the status of student in any of the following categories:

(1) Regular student

(2) Conditional student

The Faculty Board may allow an applicant to be admitted as a conditional student on a trial basis in certain programs except for areas of study in the A (1) type of plan A in the master's program and type 1 of the doctoral program.

2. Students of a Continuing Program shall enjoy the status of a graduate student, without being indicated as a PhD or MA student until they pass the criteria stated in Part 1 of Section 8 and are officially admitted to a Doctoral or Master's degree Program.

3. Those who enter a program of study but will not receive a diploma or degree at whichever level are divided into three categories:

- (1) Visitors
- (2) Research students
- (3) Inter-university student

Admission of the students in the above categories must be approved by the Faculty Board.

4. Consideration may be given by the Program Committee to those other than graduate students of Chulalongkorn University to be visitors in certain subjects. However, they are allowed to register no more than 6 credits of coursework per semester and must complete the registration at the Office of register within the period of time determined by the Office if the Register.

5. Consideration may be given by the Program Committee to accept a graduate student from another program, or another program, or another institution within Thailand or abroad, to undertake research on a specific topic in one particular semester or at a certain time as deemed appropriate.

The program Committee may revoke the status of a research student should it be apparent that the research shows inadequate progress or that the student has been guilty of misconduct.

The acceptance of a research student and revocation of the status of a research student must be reported to the graduate School. In cases where a research student comes from overseas, the Graduate School shall further notify the matter to the Office of International Affairs.

6. Consideration may be given by the Program Committee to accept graduate students from another institution within Thailand and abroad as an inter-university student in order to register for certain course(s) so as to transfer the credit(s) and grade(s) to the program of the institution of their affiliation. The registration must be done at the Office of Registrar within the period of time determined by the Office of Registrar

Registration

Part 1

Registration for entry to the University

1. Those who are admitted to the University as a student must register for their entry to the University by presenting the documents and evidence prescribed by the Office of Registrar, for their courses of study and pay tuition fees as well as, if applicable, other fees.

Part 2

Course registration

1. Registration for courses of study is divided into 2 categories:

(1) Regular registration takes place before the beginning of every semester.

(2) Late registration takes place within the first two weeks of the semester or the first week of the summer of the semester.

The registration schedule, date, time and method shall be in accordance with those announced by the office of register.

In cases where exceptional circumstances render it possible for a student to register within the stipulated period of time special permission may be granted on a case by case basis by the director of the registrar's Office.

2. Registration by a regular student is categorized according to his/her student status:

(1) Full-time students must register no more than 15 credits for course and/or thesis in each semester.

(2) Part-time students must register no more than 6 credits for coursework and/or thesis in each semester. Students can register no more than 6 credits for coursework and/or thesis for the summer semester.

Registration that do not comply with the abovementioned stipulations can be conducted only when they gain approval from the Director of the office of registrar.

3. A student may register as a visitor in certain courses only with the consent of the course instructor and the Program Committee. If a particular course limits the number of students, the visitor should be given the lowest priority.

4. Students may register for Thesis from the first semester of their study. Should a student have achieved the number of credits for thesis as prescribed by the Program but have not yet completed his/her thesis, he/she must still register for thesis but the credits will not be counted. The student is also required to pay a full amount of tuition fees and other fees (if any).

5. A student may register for courses in another institution instead of courses stipulated in the program of study in order to be computed for a grade point average of not more than one third of the total credits in his/her program of study. Before doing so, consent must be given by the Program Committee and the Faculty Board.

In cases where a special course of study has been organized, such as in a joint program, registration should proceed according to the stipulations of the program.

Instruction and Examination

Part 1

Instruction

1. Arrangement of courses, course schedules and course instructors shall be in accordance with the stipulations set by the Program Committee.

2. Instructors of courses in a graduate program shall be full-time lecturers, special lecturers or external scholars with experiences in teaching and doing research, which is not part of the study for a degree. They must also have the following qualifications:

(1) For graduate diploma, advanced graduate diploma and master's degree programs, a course instructor must hold at least a master's degree or its equivalent, or have achieved an academic title, at the minimum, of Assistant Professor in the field of study relevant to the course for which he/she is responsible.

(2) For doctoral degree programs, a course instructor must hold at least a doctoral degree or its equivalent, or have achieved an academic title, at the minimum, of Associate Professor in the field of study relevant to the course for which he/she is responsible. A course instructor is responsible for teaching, conducting activities and assessment of a course assigned to him/her.

3. A student shall have one supervisor for his/her thesis writing. However, for academic benefits, a student may also have the maximum of two co-supervisors.

A full-time lecturer shall assume the role of main supervisor for no more than 5 students in master's and doctoral degree programs. Exceptions are given when the Faculty Board has agreed that a lecturer of the program has enough potential to supervise more than 5 students. In this case, a lecturer can be assigned to be the main supervisor of more than 5 students in the program, with the maximum of 10 students in his/her charge.

The number of students mentioned above includes all those who have not completed their studies while a faculty member is assuming the role of the main supervisor. A student shall be counted only when his/her thesis proposal has gained approval from the Faculty board.

4. A thesis supervisor must have the following qualifications.

(1) The main thesis supervisor must be a full-time lecturer.

(2) A co-supervisor may be a full-time lecturer, a special lecturer or an expert from outside the University.

A thesis supervisor must have experiences in conducting research, which is not part of his/her study for a degree, and hold at least a doctoral degree or its equivalent, or have achieved an academic title, at the minimum, of Associate Professor in a field of study relevant to the research he/she is supervising. Exceptions are given to those who have been appointed as Specialist in a particular field of study.

For Scheme 1 of a doctoral degree program, the main thesis supervisor must have academic publications that are internationally recognized and can clearly indicate his/her capability to supervise a student's research.

For a field of study which is in demand and suffers a lack of experts, an expert from outside the University may be appointed to perform the role of the main thesis supervisor. In such case, the matter must initially gain consent from the Faculty Board before it is proposed to the Graduate School Board for further consideration. The result will afterwards be forwarded to the Academic Policy Board for final consideration before approval is granted on a case-by-case basis.

5. The main thesis supervisor has the following responsibilities:

(1) Giving a student advice on preparing research proposals and arranging for the proposals to be submitted within the prescribed period of time;

(2) Supervising the students' theses so that they correspond to the proposals that have passed the examination and approved by the Faculty Board;

(3) Giving students advice on the theories, approaches and methodologies relevant to the student's research, as well as assisting them in solving the problems that may arise along the course of their research;

(4) Giving students advice on thesis writing and language use;

(5) Ensuring that a student's work progresses in accordance with his/her work plan, assessing the student's work performance as well as reporting his/her work progress to the Program Committee every semester until the thesis is completed;

(6) Giving consent to a student's proposal for entering a thesis examination

(7) Being an examiner of a thesis and taking part in the examination of his/her supervisee

(8) Giving the students advice on the way to have their PhD research published, which is in accordance with these Regulations and the criteria set by the Academic Policy Board.

6. A co-supervisor shall have the following responsibilities:

(1) Joining in supervising the students' theses so that they correspond to the proposals that have passed the examination and approved by the Faculty Board;

(2) Joining in giving students advice on theories, approaches and methodologies relevant to the student's research, as well as assisting them in solving the problems that may arise along the course of their research;

(3) Joining in giving students advice on thesis writing and language use;

(4) Joining in ensuring that a student's work progresses in accordance with his/her work plan, assessing the student's work performance as well as reporting his/her work progress to the Program Committee every semester until the thesis is completed;

(5) Joining in examining a thesis and taking part in the examination of his/her supervisee.

Part 2

Course examination

1. Course examination is aimed at testing a student's knowledge in a particular course. It may be a written examination or other form(s) of assessment.

Students must be informed in advance at the beginning of the semester of the type of assessment. Students must be tested for all the courses registered except for courses where they are registered as visitors or courses from which they have been appropriately withdrawn according to regulations or when they have been granted permission to obtain leave of absence.

2. Students must demonstrate at least 80% of class attendance in each course in order to be entitled to take an examination except where dispensation is granted by the instructor.

3. Final examination schedules are to be according to Faculty or University announcements. Examination schedule announcements are made in advance. Examinations that take place during the semester are scheduled at the discretion of the instructor or the Faculty.

Part 3

Qualifying examination

1. A qualifying examination for the doctoral program is aimed at testing a student's basic knowledge, analytical skills and potential to conduct an independent study, in order to determine whether he/she is prepared to write a doctoral level dissertation.

2. The qualifying examination committee must comprise no less than 3 people, with the Department Head, or a permanent graduate studies faculty member assigned by the Department Head, as Chairperson, 1 faculty member of the program and 1 full-time faculty member or faculty member of the program. In certain cases, an expert from outside the University may be appointed as an additional committee member.

The Graduate Studies Committee shall propose a list of the qualifying examination committee members to the Dean for consideration and appointment.

3. The Graduate Studies Committee is responsible for organizing qualifying examinations at least twice in each academic year by making an announcement in the semesters when the examinations take place before the regular registration period of the first semester.

4. A qualifying examination is a written exam and may also include an oral exam.

5. Students are entitled to take a qualifying examination only when they have gained consent from the Graduate Studies Committee and registered for Qualifying Examination in the semester they wish to take the exam. They must also have the following qualifications:

(1) Those holding master's degrees or bachelor's degrees with honors upon their entry to the program are entitled to register for Qualifying Examination from the first semester of their studies.

(2) Those holding bachelor's degrees without honors must register no less than 12 credits of courses in the program and obtain a GPA of no less than 3.5.

6. The student must be able to attain an S result in the qualifying examination within the following periods of time:

(1) Doctoral degree programs which are not a continuing MA – PhD program: full-time students must be able to attain an S result within 4 years from the first semester they enroll in, or within 6 years for part-time students.

(2) MA – PhD continuing programs:

(a) For students holding master's degrees upon their entry to the program and wish to pursue a doctoral degree, they must obtain an S result within 3 semesters from the first semester they enroll in if they are full-time students, or within 4 semesters if they are part-time students;

(b) For students holding bachelor's degrees, they must obtain an S result within 4 semesters from the first semester they enroll in if they are fulltime students, or within 6 semesters if they are part-time students

The period of time in which students are on leave of absence shall not be counted as part of the time conditions specified above.

The Program Committee, with consent from the Faculty Board, may require the students in the program to take a qualifying examination and obtain an S result before the period of time specified above. However, this must be announced before admission of students to the program.

7. When a qualifying examination has been completed, the Qualifying Examination Committee is responsible for submitting a report on the result of the examination to the Faculty Board through the Chair of the Program Committee within two weeks from the day the examination is completed.

8. A student who receives a U after taking the qualifying examination the first time is entitled to submit an application for re-examination one more time.

Part 4

Thesis/ Dissertation proposal examination

1. An examination of thesis/ dissertation proposal is aimed at testing a student's knowledge and understanding of the research topics, methodologies, approaches, and techniques in solving possible problems in their research.

A thesis/ dissertation proposal examination in a doctoral program must test a student's knowledge, both at the basic and in-depth levels, that is essential for conducting research. This is to ensure that the student has enough essential knowledge to conduct research. A thesis/ dissertation proposal examination shall be organized by a thesis/ dissertation proposal examination committee, which may comprise an expert from outside the University.

2. The thesis/ dissertation proposal examination committee, both at the master and doctoral levels, must comprise no less than 3 members. There are two types of the committee, i.e.:

(1) The Thesis/ Dissertation Proposal Examination Committee, formed by the Program Committee;

(2) The Thesis/ Dissertation Proposal Examination Committee for a particular thesis/ dissertation proposal, appointed by the Program Committee

3. The Thesis/ Dissertation Proposal Examination Committee have the following responsibilities:

(1) Examining a student's knowledge and understanding by considering the scope of the study, its duration and benefits gained from the study;

(2) Report the result of the examination to the Program Committee and the Faculty Board, respectively, for consideration

4. A student must submit a thesis proposal to the Program Committee according to the criteria and within the period of time stipulated by the Committee. A student's thesis proposal, the name of the thesis advisor and the thesis examination committee (see Number 94) must be approved by the Program Committee and the Faculty Board, respectively. This must take place within the period of time and comply with the criteria stipulated by the Program Committee.

The criteria and time conditions mentioned above shall be put as the Faculty's announcements.

5. Students must gain approval of their thesis/ dissertation proposals within the following periods of time:

(1) For a master's degree program: within 2 academic years, starting from the first semester they enroll in the program;

(2) For a doctoral degree program: within 3 academic years, starting from the first semester they enroll in the program,;

(3) For an MA – PhD continuing program: any semester, as long as it is in accordance with Number 97 (2);

(4) The period of time for part-time students shall be 1.5 times longer than those specified in (1) and (2).

The Program Committee, with consent from the Faculty Board, may require the students in the program to take an examination and gain approval of their thesis/ dissertation proposals before the above-mentioned periods of time. This must be announced before admission of students to the program.

Failure to gain approval of their thesis/ dissertation proposals within the aforementioned period of time shall result the termination of the student's status as graduate student. Exception may be granted in extreme cases where the Faculty Board will grant an extension of another semester following the last semester when the proposal was due for submission.

6. After the thesis proposal has been approved, the Faculty must make an announcement of the topics and the names of persons writing the theses as well as the names of the thesis advisors for submission to the Graduate School to publicize.

Changes of thesis/ dissertation supervisors or the thesis/ dissertation examination committee can be made only for extreme cases. The change must be approved by the Program Committee and the Faculty Board, respectively, before it is submitted to the Graduate School for information.

Part 5

Thesis examination

1. The thesis examination committee for a master's degree program must consist of no less than 3 but not more than 5 members while that for a doctoral degree program must comprise 5-7 members. The Committee comprise:

(1) Chairperson, who is the Chair of the Program Committee, or a person assigned by the Chair of the Program Committee;

(2) The thesis supervisor and co-supervisor (if applicable), in which case both are taken as one member of the committee;

(3) At least 1 expert from outside the University

For a master's degree program, a full-time faculty member may be appointed as an additional committee member. However, for a doctoral degree program, at least 2 fulltime faculty members must be appointed as members of the committee.

In certain cases, where academic advantages can be achieved, a committee may consist of more members than the numbers stated above.

A thesis supervisor cannot perform the role of Chairperson of the Thesis Examination Committee.

2. The chairperson and members of a thesis examination committee must have the following qualifications:

(1) Being a full-time faculty member, a special lecturer or an expert from outside the University;

(2) Holding a doctoral degree or its equivalent, or an academic title not lower than Associate Professor in a particular field of study, or having been appointed as Specialist;

(3) Having experience in conducting research which is not part of the study for a degree

3. The Thesis Examination Committee is expected to read a thesis, discuss with each other on the day of the examination and test the student's knowledge by interviewing the student or by other means. They are also responsible for granting an approval of a change in the topic of a thesis, which shall not affect the research proposal previously approved.

In cases where there are changes in students' research topics, the chairperson of a thesis examination committee shall inform the Graduate School and the Office of Registrar.

4. Students can take a thesis examination only when:

(1) They have registered for all the courses required by the Program;

(2) Their research proposals have been approved by the Faculty Board no less than 60 days before the day of the examination;

(3) There are evidence that the students have submitted research articles, which are part of their theses, to academic journals for publication, or that the students have been accepted to present their research in academic conferences. This shall be in accordance with the Regulation Numbers 103 or 104.

5. A student who wishes to take a thesis examination shall submit the final version of his/her thesis, which has already gained approval from his/her supervisor, to the Graduate School no less than 2 weeks before submitting a petition for an appointment to be made for the thesis examination.

After the thesis format has been checked by the Graduate School, the student, with the consent of his/her thesis supervisor, shall submit a petition for an appointment to be made for the thesis examination to the Faculty within the period stipulated by the Program Committee. The petition must be submitted no less than two weeks before the exam date.

The Program Committee shall make an announcement publicizing the examination date no less than 1 week before the examination date.

6. The thesis examination shall be conducted openly and people from outside may be allowed to observe the examination. Exceptions are given when it is deemed necessary for certain part(s) of the information must be protected, in which case the Chairperson of the Thesis Examination Committee or the thesis supervisor may arrange to have the examination conducted otherwise.

On the day of the thesis examination the Thesis Examination Committee, including the Chairperson and Committee Members, must consist of a minimum

of 3 people for an examination of a thesis at the master's degree level and a minimum of 5 people for that of a doctoral thesis. In cases where the members fall short of the aforementioned number and components, the examination is to be postponed.

In inevitable cases where the Chairperson or Members of the Committee cannot attend the examination, the examination may be conducted via information technology networks or an assessment of a thesis is made in writing. In such cases, the reasons and result of the assessment must be notified to the Chairperson of the Thesis Examination Committee before the examination takes place.

Once the thesis examination has been completed, the Thesis Examination Committee should convene in private in order to determine the outcome of the exam. Afterwards, the Chairperson of the examination shall submit a report of the results, through the Chairperson of the Program Committee and Department Head, to the Faculty Board within 2 weeks from the day the examination was completed. The results must be notified to the student within 3 weeks from the day of the examination.

With respect to the assessment of a thesis, the Chairperson and members of the Examination Committee shall have one vote each. The votes from the thesis supervisor and a co-supervisor shall be counted as one vote. The result shall be decided by the majority votes. In cases where the number of votes is equal, the Chairperson of the examination shall decide on the result. Exceptions to this practice are given in cases where the Program Committee agree to have a different method of assessment, in which case an announcement of the method(s) must be made in advance.

Part 6

Thesis/ dissertation format, copyrights and publicizing research work

1. The format of the thesis/ dissertation should comply with the Graduate School's instruction manual. (Current format: iThesis system)

Students must submit the copies of their complete theses to the Graduate School in the number and form within the period of time announced by the Graduate School each academic year.

Students who submit their complete theses later than the deadline stipulated by the Graduate School will not graduate in that semester and still have to register for Thesis/ Dissertation in the next semester.

2. Copyrights to all these/ dissertations and output from independent study belong to Chulalongkorn University.

3. Research articles which are parts of the MA theses/dissertations and output from student's independent studies in Plan B of the master's degree programs in the scientific field of study, must be published or accepted to be

published in academic journals or other sorts of academic publications, or presented to academic conferences of which complete proceedings are produced afterwards.

4. Research articles from doctoral theses or parts of the doctoral theses must be published or accepted to be published in accordance with the following criteria:

(1) For doctoral research in physical and biological science,

(a) Plan 1: the studies must be published in at least 2 academic journals, one of which must be an international journal

(b) Plan 2: the studies must be published in 1 international journal

(2) For doctoral research in social science and humanities, the studies must be published in academic journals or in other types of academic publications which have peer review and are accepted in that field of study, or in international academic journals.

(a) Plan 1: the studies must be published in at least 2 academic journals or other types of academic publications;

(b) Plan 2: the studies must be published in at least 1 academic journal or other types of academic publications

5. In cases where a doctoral thesis/dissertation takes the form of an invention, registration for patent may be regarded as equivalent to publication, as stated in Numbers 3 and 4. This must gain consent from the Graduate School Board.

6. Publication of (part of) a doctoral thesis or acceptance of it to be published in journals or other types of academic publications, or presentation of it at a conference, of which a complete proceedings is produced, as stated under Numbers 3 or 4 in this section, are conditions for graduation, which must be fulfilled within the period of time stipulated in this regulations.

Assessment

Part 1

Assessment levels

1. A thesis/ dissertation shall be assessed by the following criteria:

- (1) Very Good
- (2) Good
- (3) Pass
- (4) Fail

2. Courses taken will receive a letter grade and equivalent grade point as follows:

Grade	Interpretation	Score
A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
B+	Fairly Good	2.5
C	Fair	2.0
D+	Poor	1.5
D	Very Poor	1.0
F	Fail	0.0
I	Incomplete	-
P	In Progress	-
S	Satisfactory	-
U	Unsatisfactory	-
V	Visitor	-
W	Withdrawn	-
M	Missing	-
X	No Report	-

All MAIDS' elective and compulsory courses are graded using letter grades (A to F, W), except for Thesis and Development Practicum course, which students will be given S or U evaluation.

Part 2

Criteria for assignment of letter grades

1. Assessment of the courses is performed at the end of each semester in accordance with criteria spelled out below.

Petition for changes to course assessments must be executed within the first semester of the subsequent semester to that in which the assessment took place and by consent of the Faculty Board.

2. Letter grades of A, B+, B, C+, C, D+, D, and F can be issued in the following cases:

(1) A student is assessed for a subject taken with an examination or other requirement(s)

(2) When an assessment has taken place resulting in the change of the I (Incomplete) within the first two weeks of the subsequent semester that the student registers for courses

(3) When there is a change from an M (Missing) P (In Progress) or X (No Report)

3. The issuance of an F (Fail) for reasons other than that which is stipulated in Number 2 of this section may be done in the following cases:

(1) Courses where the instructor will not permit a student to take the examination;

(2) A student has cheated in examination or violated the rules, regulations or orders related to examinations of the University, Faculty or Department and the Faculty Board deems it sufficiently serious to result in the issuance of an F;

(3) When an assessment has not taken place resulting in the change of the I (Incomplete) within the first two weeks of the subsequent semester that the student registers for courses;

(4) When the change of the M (Missing) has not taken place because the student is unable to produce sufficient evidence explaining his/her absence from an examination within the first two weeks of the subsequent semester.

4. The issuance of an I (Incomplete) may be done in the following cases:

(1) A student becomes ill before the end of the semester and remains ill up until the examination time and is thus unable to take the examination in some or all subjects and the Dean of the Faculty of his/her affiliation has considered the petition furnished with the opinion of the instructor of that subject and the Department Head;

(2) A student has completed his/her studies at the end of the semester and becomes ill during the examination period is thus unable to take the examination in some or all subjects and the Dean of the Faculty of his/her affiliation has considered the petition;

(3) A student misses an examination in extreme circumstances and has immediately submitted a petition to the Dean of the Faculty of his/her affiliation who deems it deserving of an I (Incomplete);

(4) A student is unable to complete the work that is a partial requirement of the course and the instructor approves of the postponement of the final assessment and receives the consent of the Department Head and informs the Office of the Registrar in writing together.

In cases (1) and (2) the grade I may be changed afterwards to another grade not higher than B.

5. For the circumstances described in Numbers 4 (1) or (2), the student must submit a petition to and the Dean of the Faculty of his/her affiliation within one week from the day of the illness furnished with a physician's certificate from Chulalongkorn University Health Service Center or a medical facility of a government or state enterprise or a private medical facility with government accreditation.

6. The issuance of a P may be done only at the end of the first semester that a student is registered in a course being taught and/or other requirement(s) for no more than two consecutive semesters.

7. The issuance of an S (Satisfactory) may be done when assessment has yielded satisfactory results in following cases:

(1) In courses stipulated in the curriculum as a non-letter grade course or as a non-credit course;

(2) In a thesis supervisor's assessment of the student's progress in his/her work on the thesis/dissertation each semester;

(3) In a comprehensive examination, assessed by the Comprehensive Examination Committee;

(4) In a qualifying examination, assessed by the Qualifying Examination Committee;

8. The issuance of a U (Unsatisfactory) may be done when assessment has yielded unsatisfactory results.

9. An assessment of progress in thesis/ dissertation writing shall be conducted in accordance with the criteria and methods stipulated by the Faculty Board. This should be done as Faculty Announcement.

10. The issuance of a V (Visitor) may be done and the student is deemed by the instructor to have been sufficiently attentive in his/her studies.

11. The issuance of a W (Withdrawn) may be done for a registered course and may be done after the first six weeks of a semester or the first two weeks of the summer semester in the following cases:

(1) The student has withdrawn from the course;

(2) The student becomes ill before the end of the semester and remains ill up until the examination time and is thus unable to take the examination in some or all subjects providing that the student has complied to the regulations in Number 113 and hence leniency is granted.

(3) The student has applied for proper leave of absence;

(4) The student is ordered to suspend his/her studies in a particular semester for reasons other than a violation of the rules or regulations or orders enforced by a Program, Department, Faculty or the University.

(5) The Dean of the Faculty of the student's affiliation has granted the approval for an I (Incomplete) to be changed according to the stipulations in number 4 (1) or (2) or (3) of this section should it become apparent that the illness or extreme circumstance has not ended within the first two semesters of the subsequent semester to that which the student is registered in.

(6) The student registers in a course as a visitor and the instructor is of the opinion that the student is sufficiently attentive in his/her studies.

(7) The student has not complied with the regulations or conditions in registering for the course.

12. The issuance of an M (Missing) is permissible in a course if the student fails to take an examination and is, as yet, unable to provide sufficient evidence for the reason of this absence.

13. The issuance of an X is possible only in the courses where there is a failure to report the result of the assessment in accordance with the deadline of the Office of the Registrar.

Part 3 GPA Computation

1. A GPA is to be computed at the end of a semester.

2. There are two types of GPA, which are computed as follows:

(1) The GPA for a semester is to be computed from a student's academic performance for each semester by taking the total number of credits derived from the multiplication of the numeric value assigned to the letter grade that the student has received for each course and dividing by the addition of the number of credits accrued per semester.

(2) Accumulated GPA is to be computed from a student's academic performance from the time of enrollment to the semester being computed by taking the total number of credits derived from the multiplication of the numeric value assigned to the letter grade that the student has received for each course and dividing by the addition of the total number of credits accrued.

The grades obtained in the courses taken during the summer semester are added and computed with the grades obtained in the subsequent semester and the grades are to be computed in accordance with the semester those courses were taken.

Leave of Absence

1. A student who wishes to suspend his/her academic pursuit shall submit a petition for leave of absence and relevant documents to the Dean, after he/she gained consent from the Program Committee. In cases where the leave of absence is to take place while the student is writing his/her thesis/dissertation, the consent must be granted by the Faculty Board.

The submission of a petition for leave of absence must be performed before the last day of the examination of that semester or of the summer semester, as prescribed in the University's academic calendar.

Approval for leave of absence outlined will be given no more than two consecutive semesters at a time. If needed, a student will need to submit another request in order to extend his/her leave of absence.

2. Upon the receipt of an approval of leave of absence, the students must make a payment of fees in order to maintain his/her student status except for the semester(s) that tuition and other fees have already been paid.

During their leave of absence, student shall not be permitted to use any of the University's equipment or facilities and may not carry out any activities related to studies.

3. A student may apply for special leave of absence only after he/she has registered for a graduate level course for at least one semester and achieved a grade point average of no less than 3.00, except in the following cases:

(1) Military service or conscription

(2) Overseas research undertaking, which is part of his/her thesis

(3) An illness that requires more than three weeks of medical treatment in a clinical settings

(4) An illness that requires more than three weeks of medical treatment on physician's orders

(5) Acceptance as a foreign exchange student or any other scholarship that is not directly related to the student's graduate studies

(6) Extreme circumstances barring the student from his/her studies in that semester. In such cases, the student must be able to demonstrate the reason or provide evidence to support the necessity.

A petition for leave of absence in case (3) and (4) must be certified by a medical doctor of Chulalongkorn University's Health Clinic or government or state enterprise medical facility or a private medical facility with government accreditation. In case (3), a request must be furnished with a receipt which states the amount of the fee for a room.

4. The period of the absence must be computed as part of the duration of study with the exception for leaves of absence of the types outlined in Number 3 (1), (2), (3), or (5) in this section.

The leave of absence for the reason in Number 3 (2) in this section will not be counted a part of the duration of study for only one semester. Should it take longer than that, the exceeding period shall be counted towards the duration of study.

The leave of absence for the reason in Number 3 (5) in this section will not be counted a part of the duration of study for one year only. Should it take longer than that, the exceeding period shall be counted towards the duration of study.

The leave of absence for the reason in Number 3 (4) and (6) in this section may not be counted as part of the duration of study if it is approved by the Graduate School Board.

Termination and restoration of status as a Graduate Students

1. Student status will be terminated under the following circumstances:

(1) Death

(2) Resignation

(3) After they have completed all the requirements of their program and have been conferred with a certificate or a degree

(4) Failing to register after the first two weeks of the semester or failing to pay the fee to maintain their status as a graduate student

(5) At the end of the first semester of their registration, regular students have obtained less than a 2.50 GPA, or less than 2.50 GPAX

(6) At the end of any semester, regular students, who have obtained a minimum of 2.50 GPA but less than 3.00, a state termed "on probation" for two successive semesters

(7) Obtaining "U" in two comprehensive examinations

(8) Obtaining "U" in two qualifying examinations, except for students in Doctoral – Master Continuing Program who have gained approval by the Program Committee to change to the MA program/scheme.

(9) Failing to pass the thesis/dissertation proposal examination with in the period of time stipulated.

(10) The thesis/dissertation proposal has not been approved by the Board of Faculty within the period of time stipulated.

(11) Obtaining "U" in two successive assessments of the student's progress in his/her thesis/dissertation. In cases where a leave of absence takes place between the two semesters in which the "U" is assigned, the student shall be taken as obtaining "U" in two consecutive semesters.

(12) Obtaining an "F" in thesis/dissertation examinations

(13) Students registered for the full duration but failed to graduate

(14) Their status as a graduate student is terminated by order of the University due to their being disqualified as applicants to or as students of the Graduate School, or due to an offense, or taking part in an offense, against the rules concerning examinations or other rules of the University

Students who wish to resign from the program shall submit their petition for resignation to the Faculty's Registration Unit and must gain approval by the Dean of the Faculty of their affiliation.

2. Students whose status as a graduate student is terminated not more than 1 semester, because of failure to register or pay the fees to maintain their status or other related fees, may submit a petition to restore their status with the approval by the President.

Eligibility of degree

1. To be qualified for a certificate or a degree, students must have all qualifications as follows:

(1) Being enrolled in the program and having achieved the number of credits required by the Program, with a GPA of no less than 3.00;

(2) Having pursued his/her studies for the duration no longer than the time required by the program.

(3) For the program that requires a thesis/dissertation as part of the study, (part of) a thesis has been published, accepted to be published, or fulfilled the condition considered by the Graduate College Board as equivalent to publications.

2. Students for plan A of a master's degree program must pass the course and thesis examinations and observe all other stipulations designated by the Program, Faculty, or University, so that they are eligible for the degree.

3. Students in doctoral programs must pass the course examinations required by the Program, qualifying examination, thesis proposal examination, thesis examination, and observe all the other stipulations designated by the Program, Faculty, and/or the Academic Policy Board, so that they are eligible for the degree.

4. Students who have all qualifications as stated in this section must submit a petition to the Office of the Registrar within the designated period of time stating their intent to be conferred with a degree. Failure to do so will result in fines according to the University's announcement and their names may not be submitted to the University Council for approval of a certificate or a degree in time for graduation in that particular semester.

(Number 4 – a so called “Graduation Request” – must be made via registrar website only)

The students who have gained consent by the Faculty Board to complete their studies by the last day of the academic year, as prescribed by the University, and whose graduation have been approved by the University Council, are eligible to be conferred with a degree in that academic year.



Chapter IV

Thesis Guide for MA

A. Introduction

The objective of this Thesis Guide:

- Outline the requirements of the Master's thesis
- Give suggestions on how to prepare yourself for the thesis
- Detail common problems and ways to help avoid or minimize them

In short, the aim of this guide is to prepare students who are about to embark on their thesis project.

This Thesis Guide is an introduction for students of M.A. in International Development Studies at Chulalongkorn University who are about to write their thesis. The guide intends to take the student through the process of designing and undertaking this important academic research project, from the very first thoughts about a topic, to the research and final submission of the thesis. The guide will help the student decide on the topic, develop a research plan, formulate the research, and then propose and defend the thesis.

Completing a Master's thesis is a demanding task. This is not to say that writing a thesis is impossible, but the commitment and amount of work needed to complete the project are significant. Not only are the educational and intellectual challenges of graduate work demanding, the student must often deal with personal, financial, career and cultural difficulties. With good preparation, dedication, and commitment, a student should be able to complete the thesis and the program without too many difficulties.

If the student is well prepared and understands the type of work, and what is demanded of them, they can better prepare for the likely problems before they occur. One of the main aims of this guide is to describe what graduate research entails so the student is not surprised by what he or she must accomplish. Preparation means the student is more likely to succeed, and graduate with a degree that is useful, interesting and valuable to society.

Writing a thesis involves three dimensions: academic, administrative, and "formatting". The academic and administrative aspects of the thesis are dealt with in this guidebook. The "formatting" dimension, that is, all the "formatting requirements" of a final thesis is up to the discussion between you and your advisor.

The thesis: a major component of the master's program

The thesis is a major component of your degree and needs substantial organization.

The thesis is worth 12 credit points out of a total of 36. It is equivalent to 4 semester long courses. In terms of credit points it should be worth nearly a semester's work. However, the thesis is the most important component of a Master's program and will require more work than a regular semester. Normally the thesis is done after the student has completed coursework, during the third semester of the program.

Writing a thesis is a year-long process that should begin early in the FIRST trimester.

The length of the main body of the thesis should be a minimum of 15,000 words (equivalent to 50 pages of time new roman 12 fonts and 1.5 spacing) and no longer than 30,000 words (not including bibliography, appendices and figures), which is equivalent to approximately 60-100 pages.

Basic definitions

There are many terms used in the Master's program - and many countries use these words differently. Knowing each of these definitions helps. Here is a list of the most common terms, and some of their different meanings.

Auditing a course

Graduate students may 'audit' a course. This means they can attend lectures and seminars but do not have to undertake assessment. This can be done for the candidate to learn some background information, to acquire language or some other technical skills, or to meet other students.

Dissertation or Thesis (plural: Theses)

Basically, these two words mean the same thing, and either can be used. The thesis is a written report of an independent research project undertaken by the student. These vary in length according to the degree and subject, ranging from 50 pages for course work theses to 500 pages for doctorate dissertations. The terms have changed over time: a thesis was once smaller than a dissertation (so one does Honors Thesis and a Doctoral Dissertation). There is now a tendency for Americans to use dissertation and British/Australians to use thesis.

Drop out and Failure

There is quite a difference between these two terms. To drop out means to voluntarily leave the program. To fail is to either be asked to leave, or to have your final piece of work fail to meet the requirements. While the drop out rate for

Master's is high in comparison to undergraduate degrees, the failure rate is extremely low - this only occurs in extreme circumstances.

Research

To research means, literally, to go back (re-) and look for something again (search). Research is a very common word, but the practice of research itself is often unfamiliar to some students. Research means the student works independently on a topic they have selected. Research can be done in a laboratory, in a library, or in a public place. It involves investigating, problem solving, and analyzing. It differs from course work where the structure of the course and the lecturer, guides the student.

Supervisor and Advisor

These words are the same, but Chulalongkorn University uses supervisor (which tends to be the British term) while the British use supervisors. Supervisors are the academics who assist the candidate with the research thesis. The number of supervisors for a candidate can vary from 2 to 4. They are like a guide who suggests what to do and helps when the candidate has a problem.

Thesis Examination Committee

This is the Committee that will examine both the student's thesis proposal and final thesis draft. This committee is composed of a chairperson and your thesis supervisor, who generally are faculty members of Chulalongkorn University, and an external examiner.

Oral Defense

The thesis is examined at Chulalongkorn University by an oral defense. This means that the written text is discussed in a public forum by the Thesis Examination Committee. Students will be questioned about their thesis and must defend its findings, methods, theory, and so on.

B. Plagiarism

To plagiarize

“verb take (the work or idea of someone else) and pass it off as one's own.
— DERIVATIVES plagiarism noun plagiarist noun plagiarizer noun.
— ORIGIN from Latin plagiarius 'kidnapper', from Greek plagion 'a kidnapping'.”

What is plagiarism?

Plagiarism is to copy someone else's work and imply that it is your own.

Plagiarism is the most severe academic offense and a breach of intellectual honesty. Plagiarism in the context of the master's thesis will result in a failure and impossibility to graduate. It is important to see there are two vital components of plagiarism, and two things you cannot do:

1. Claim other work is your own. This means you are lying about the work you have done. You are expected to read and discuss other people's work, by distinguishing their work and ideas from your own. If you copy what someone says without adequately stating that it is someone else's idea, then the lecturer and thesis examination committee will assume you did this work. Hence it is important that your reader knows what you have written and researched, and what other people have done.

2. Not acknowledge other people's work. This often happens when students are not familiar with quoting and referencing systems. Other people's work must be cited in your work using the approved bibliographic system – in this case the Harvard Style. Further details on the bibliographic system is available on the Graduate School website. Knowing and respecting these rules will ensure that you do not inadvertently plagiarize someone else's work.

American political scientist Charles Lipson has written extensively on the topic of plagiarism and academic integrity. For more information consult <http://www.charleslipson.com/>

All thesis, before submission, are checked for plagiarism by your supervisor using the "TurnItIn" software (http://turnitin.com/en_us/home).

Guidelines for avoiding plagiarism

USE YOUR OWN WORDS AND IDEAS

Practice is essential to learning. Each time you choose your words, order your thoughts, and convey your ideas, you can improve your writing.

GIVE CREDIT FOR COPIED, ADAPTED, or PARAPHRASED MATERIAL.

If you repeat another's exact words, you **MUST** use quotation marks and cite the source. If you adapt a chart or paraphrase a sentence, you must still cite. Paraphrase means that you restate the author's ideas, meaning, and information in your own words (see examples).

AVOID USING OTHERS' WORK WITH MINOR "COSMETIC" CHANGES.

Examples: using "less" for "fewer," reversing the order of a sentence, changing terms in a computer code, or altering a spread sheet layout. If the work is essentially the same, give credit.

THERE ARE NO "FREEBIES."

ALWAYS cite words, information, and ideas you use if they are new to you (learned in your research). No matter where you find it -- even in an encyclopedia or on the Internet -- you cite it!

BEWARE OF "COMMON KNOWLEDGE."

You don't have to cite "common knowledge," BUT the fact must really be commonly known. That Abraham Lincoln was the U.S. President during the Civil War is common knowledge; that over 51,000 Union and Confederate soldiers died in the Battle of Gettysburg is not.

WHEN IN DOUBT, CITE.

Better to be safe than not give credit when you should!

Example of ETHICAL SCHOLARSHIP

Citing a source for factual information:

In describing the role of the Los Angeles Times in the conflicts and events surrounding the diversion of water from the Owens Valley, I have relied upon the factual account given in *Thinking Big The Story of the Los Angeles Times* (Gottlieb and Wolt, 1997).

Identifying the source "up front" means the student doesn't need a page cite until the end of this paragraph, but additional page citations would be required to reference facts used later in the paper.

How to Cite Correctly

The Original Source:

"In research writing, sources are cited for two reasons: to alert readers to the sources of your information and to give credit to the writers from whom you have borrowed words and ideas."

Plagiarism (same words, no quotation marks):

In research writing, sources are cited to alert readers to the sources of your information and to give credit to the writers from whom you have borrowed words and ideas.

The student has used the author's exact words, leaving out only a phrase, without quotation marks or a citation.

Plagiarism (incorrect paraphrase):

In research writing, we cite sources for a couple reasons: to notify readers of our information sources and give credit to those from whom we have borrowed. (Hacker).

The student has made only slight changes, substituting words such as "a couple" for "two", "notify" for "alert", and "our"/"we" for "your"/"you," leaving out a few words, and giving an incomplete citation.

A Solution (appropriate paraphrase):

A researcher cites her sources to ensure her audience knows where she got her information, and to recognize and credit the original work. (Hacker, 1995, p. 260).

This student has paraphrased in her own words, while accurately reflecting and citing the author's ideas.

A Different Solution (quotation with cite):

In her book *A Writer's Reference*, Diana Hacker notes, "In research writing, sources are cited for two reasons: to alert readers to the sources of your information and to give credit to the writers from whom you have borrowed words and ideas." (1995, p. 260).

C. Thesis stages and timeline

Completing a Master's thesis at Chulalongkorn University involves a number of academic and administrative stages. Each stage is important and many must be followed exactly. Please note that the timeline given here is approximate while precise dates will be announced once the date is available.

Key stages of your thesis preparation

The table below summarizes the key steps in your thesis preparation.

<u>Timeframe/Deadline</u>	<u>Stage</u>
First trimester	Thesis topic selection. In the first semester you must determine a thesis topic. Selection of a thesis topic is an active process, which involves reading and discussion with professors, who can become your potential supervisors.

<p>Beginning of second trimester; December</p>	<p>Submission of thesis topic; selection of Thesis Examination Committee members.</p> <p>By the end of the first trimester you should have a clear idea of your thesis topic. A thesis topic is not a full thesis proposal; it is simply a topic, a field of interest that will allow the student to find or approach an appropriate supervisor and discuss with their supervisor in searching for the Thesis Examination committee.</p> <p>The selection of a supervisor and Thesis Examination Committee members is a mutual process. You may have already approached a professor with whom you feel comfortable. At the very least a supervisor must be familiar with your suggested topic</p>
<p>January-February</p>	<p>Preparation of Thesis Proposal</p> <p>In the second trimester you should also start developing your research proposal, with the help of your supervisors. This stage should take around 3 months.</p>
<p>Beginning- Mid-March</p>	<p>Thesis Proposal Examination</p> <p>This is a formal academic stage where you must publicly discuss and defend your thesis proposal. The purpose of the defense is to publicly announce what you wish to study, and how you are going to study it. This means that anyone who is interested, or who can assist the research can give you advice. The purpose is also to ensure that the research you will be undertaking is feasible, ethical and of a suitable standard for a Master's program.</p> <p>When you and your supervisor believe you are ready for a proposal defense you must notify the MAIDS Office. At this stage you will have to present a full proposal.</p> <p>The student normally prepares a brief 15 minute talk about their topic, which covers:</p> <ul style="list-style-type: none"> • the key issues of the topic • conceptual framework • research questions • objectives or hypothesis • research methods

	<p>The outcomes of the defense are:</p> <p><i>Pass without condition:</i> the student goes ahead with the research.</p> <p><i>Pass with conditions:</i> the student has to do some further work, and modify the thesis proposal, before starting the research. A student who obtains a pass with conditions does not have to go through another defense. Fail. Student must re-write a proposal.</p> <p><i>Note that a failing grade is very rare.</i> Supervisors will not let their students defend their proposal if there is a chance of failure. This can result from a student who insists on defending their thesis against the advice of their supervisor(s).</p>
<p>End of March</p>	<p>Deadline for students to submit the approved and revised thesis proposals to the program committee. Once, you are done with the proposal, you should upload it on the iThesis program</p> <p>In cases where a student gets a pass with conditions they must resubmit the proposal within a stipulated time before they proceed with their research.</p> <p>Please refer to iThesis manual that will be send out to you.</p> <p>MAIDS may held a session in conducting the initial stage of iThesis. Your program coordinator will notify you of the schedule (if any).</p>
<p>End of the second trimester.</p>	<p>Registration.</p> <p>You must register the Thesis course (2440811) for 9 credits. Please refer back to Chapter I and II for registration process and course structure.</p>
<p>Third trimester; April - May</p>	<p>Research and/or fieldwork.</p> <p>This is where the real work begins. During this stage you do your field work and/or archival research, meet regularly with your supervisors, and write up your findings. In order to complete your thesis within the third semester, the research stage should normally take no more than 3 months.</p>

<p>Third semester; May-June</p>	<p>The write-up, submit the first draft and upload it to the iThesis</p> <p>The final write up is also known as completion. The write up does not mean that the student has written nothing by this stage. Rather, it is where the student concentrates exclusively on writing. As the guide details below, it is best to have done a considerable amount of writing at this point. At this stage the student should be drafting material already written into the final thesis. Once the research has been undertaken the student needs to hide in his/her room and write the thesis.</p> <p>The timeframe for the research, fieldwork and write-up is the same simply because there is no fixed rule as to when you should stop "researching" and start "writing-up". During this period your supervisor will certainly want to have a look at a first draft of your thesis, so you will want to begin early converting your research findings into a presentable form.</p>
<p>Two weeks prior to thesis examination</p>	<p>Setting a Final Thesis Examination Date & Submitting Draft Copy to Graduate Office for Format Examination</p> <p>Before requesting a thesis examination, your thesis supervisor must approve your final draft. Because thesis examination committee members are extremely busy people, the committee and the student should make a confirmed appointment and inform the MAIDS Office at least TWO WEEKS prior to the proposed examination date, so that the office can arrange and prepare the required documentations.</p>
<p>Deadline: Beginning of July</p>	<p>Thesis examination</p> <p>The thesis examination or defense is much like the proposal defense. The student prepares a presentation of around 20 minutes, explaining their research and findings. Here they outline their objectives and how they were completed. The examination normally takes one to two hours.</p> <p>The Thesis Examination Committee will decide on the outcome of the defense.</p>

	<p>Outcomes:</p> <p>Pass without conditions: the thesis is submitted within two weeks of defense sometimes with minor corrections.</p> <p>Pass with conditions: The examiners states what corrections need to be made to the thesis and gives a period of no more than 1 month to correct them – or compliance with the deadline of Graduate School deadline.</p> <p>Failure: the thesis must be substantially corrected and the student must redo the defense.</p> <p>Most students get pass with conditions. It is rare to fail, and uncommon to get pass without conditions, for there are often small errors and omissions which must be corrected.</p>
<p>Two weeks after the thesis examination</p>	<p>Thesis revision. Once the revision is done, please uploaded to the iThesis, and print it out to hand the hard copy to the graduate school.</p> <p>Students should plan to stay at Chulalongkorn University at least two weeks after the thesis examination, in order to complete the changes and revisions requested by the Thesis Examination Committee.</p> <p><u>IMPORTANT NOTICE:</u> You are NOT free to go home right after your thesis examination. The MAIDS Program strongly advises all students to make provisions to stay in Bangkok until the submission steps are done.</p>
<p>Third week of July</p>	<p>Deadline for submission of approved and revised theses to the MAIDS program committee.</p> <p>Graduate School will announce the last day of thesis submission around the beginning of the trimester. To complete the thesis submission steps, please make sure to submit the copy of your thesis to:</p> <ul style="list-style-type: none"> • iThesis system

	<ul style="list-style-type: none"> • Hard copy with THB 200 binding fee (paid to the Graduate School) <p>Please refer to the iThesis manual on this step.</p>
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Please note that the exact time will be sent to you via email, along with other detailed instructions. We are unable to provide the exact date and time as the date and time change every year, and we will have to wait for the announcement from the Graduate School.

D. Choosing a thesis topic

Deciding on a topic

You should decide on a topic early in your coursework, ideally during the first semester. Choosing a topic is something that is either very easy, or very hard. Some students have a quite clear idea of what they want to research even before starting the program, others are undecided throughout most of their coursework. Selecting an appropriate topic is the first critical aspect of your research.

Remember that a topic is specific. Subjects like 'Development Studies in Thailand,' 'South East Asian International Relations and Development Studies,' or 'Human Trafficking' are not specific enough. These are large areas and there are too many potential topics in them. You need to think of a specific event, idea, or issue such as "Thai Women's Rights in the 1997 constitution," "Malaysia-Singapore relations on Development Studies, 1990-2000," or "The Trafficking in Children in Cambodia." Notice how each of these topics has a more specific geographical area and time frame. Even these topics themselves are too broad, but the research itself will focus on one aspect within each of them.

You need to be specific because you cannot write a thesis on such a broad area. It will be about everything and nothing.

The more precise your research interests and topic, the easier it will be for you to approach a qualified supervisor. Remember that you can and probably will change and adapt your topic. However, begin thinking and talking about your work in terms of research topics because this will make it both easier to find a good supervisor and plan your research work.

Another good suggestion is to look at previous research topics to see how students have focused their research on a specific issue. The list of past MAIDS students' research topics is available at the office and on the program's website.

Some considerations and advice

When looking for a topic, some students are lucky to find a topic that interests them, and that the supervisor will accept right away. Others have to go through two or three different proposals and are still unsure when the coursework finishes. Generally, students know what they want to research, but they do not know how to turn this into a research topic. Do not worry, this is expected. Before you commit yourself to a topic, consider the advice given below.

Advices for choosing a topic

The topic must interest you.

This does appear obvious. However, be careful if you are doing a topic because someone else told you to, your work wants you to or you think it is the right thing. If you are not interested in the topic, imagine how you will feel after concentrating on that one issue for a year. Chances are you will dislike the topic, find it hard to motivate yourself to research it, and also be unwilling to put in extra time to produce a good quality thesis. However, if the topic is interesting, then you will enjoy researching and talking about it. At this level of research, the student is expected to be highly self-motivated and even passionate about the subject. If you are not interested, then you cannot get passionate about it.

The topic must be a manageable size.

The most common problem at the beginning of Master's research is that students pick a topic which is beyond the realm of possibility. Often research projects start out as potentially three or four PhDs, and gradually the student cuts out the unnecessary work and research before finding the thesis topic. Refining your topic is a normal research process. From the start, be aware that you cannot do everything, and some ideas or investigations must be ignored. When you have to drop part of your research, be pleased rather than disappointed. Similarly, be careful that you have picked a topic which can, if necessary, be expanded if you are short of material. While this is a very uncommon outcome, and one which the supervisor nearly always picks up early in the project, it is good to start on a topic that can move either way (that is, grow into a bigger project, or be cut down into a smaller one).

The topic must be within range of competence.

Remember that if you are completing a Master's thesis, this is the very start of your research career, and that you are a novice in the field of research. You will be learning the skills of research as you go. However, it is expected that you have completed an undergraduate degree so you know the basics. Students should not commit to undertake field research in which they have no knowledge or where research skills are beyond their capabilities (for instance language or travel). If you want to do a thesis on corporate law but have a degree in Biology, and have never studied law, then you will be working in a field which you have no background. This does not mean that you only research what you know.

Rather, design your topic in awareness of your competencies. Similarly, if your reading or analysis skills are limited do not take on a detailed theoretical or philosophical topic. You must find the right balance between working with what you already know and challenging yourself in new areas of inquiries.

The topic must demonstrate a student's mastery in an area.

Related to the above point, it is best to have a research project in the areas where you are competent. The project should show off your skills, so look at ways to highlight them. If you are good at field work, then base your research project on field work. If you are good at archival research, then do a project that involves archival research. If you have access to certain groups or areas, such as minority groups or INGOs, use this. Skills such as textual analysis, legal analysis, statistics, philosophy, or field research can be highlighted if the student is good in these. Additionally, if you are doing something you are good at, and in turn, you produce good work, then this should have a positive effect on you.

The topic must contribute to knowledge.

A good thesis should positively impact people's lives. You should think about who and to what your thesis will contribute, because the more it contributes, the more important your thesis will be.

By definition a thesis must be a contribution to knowledge. This means the research to some extent must be new, and could be used by different people. It is difficult at this early stage to know if your topic is a worthy contribution, but your supervisor can help you there. This is not as difficult as you think - for you will be making your own opinions and own experimental or research findings. However, there must be some element of critical analysis and application of your own judgment.

E. Thesis Proposal

What is a research proposal?

The research proposal is a document that outlines the research you intend to undertake.

The proposal ensures the research you intend on doing is of a suitable standard and size for a Master's thesis. It also ensures that you are capable of doing research and are suitably prepared.

The proposal must essentially do the following:

- Prove the research is of an appropriate standard. That is, the topic is at an appropriate level for an international degree, and the topic fits the definition of a thesis: it is a contribution to knowledge.
- Prove the research is feasible.
- Prove the student is capable of undertaking the research.
- Outline your research methods: Chulalongkorn University must approve all research before it is undertaken. This ensures that research ethics are respected, and that there is no risk in undertaking the research.

Proposal structure

- The proposal should be Times New Roman 12 point, spaced at 1.5 lines.
- No special binding is needed.
- You need a cover page.
- The size of a proposal varies greatly, from around 8 to 15 pages.

The structure of the proposal contains the following sections.

1. Introduction or Statement of Research Problem (2-3 pages)

This is an overview of the topic you will study. The introduction gives the context of the issues and a general overview of the main points. Here you state the question or issue you intend to answer. This section gives the reason why the research needs to be undertaken. The research must answer a problem (or a question). The Statement of Research Problem gives you the opportunity to outline why you need to study the area you are studying.

Be careful not to confuse a problem in the 'real world,' for instance violence or any other violation, with a research problem. A research problem is a theoretical or conceptual problem which your thesis should provide an answer for. A problem in the real world is something that is going wrong and that your thesis will address indirectly. A research problem does not mean something is going wrong, it means there is some issue which nobody knows the answer to, and you plan to find this answer or the issue which has not been answered satisfactorily. This section,

together with literature review, will lead to thesis question. In other word, it provides a basis for justifying your research question.

This section should answer this question:

- What is the issue I'm looking at?
- What further do we need to know about the issue?
- Why the issue is significant in term of the exiting socio-political and/or economic context?

2. Literature Review (10-15 pages)

Here you must detail what has been written in the field to demonstrate that you know the field, and have done some thinking about what you want to study. The objective of literature review is to identify the knowledge gap in the field. This will lead the student to identify his/her research problem and questions. The literature review should demonstrate that you have read and researched what literature is already available, and what research has already been done. You must provide descriptions of relevant texts, analyses of important research, and criticisms of work related to your research. The literature review will be probably the largest section of the proposal, and will need about 3-5 pages. It is too difficult to determine how many texts you should refer to, but 10 would be an absolute minimum. Literature review must be related to the issues you want to address.

This section should answer the questions:

- What have other people written and said about the topic?
- How does the literature relate to my research?
- What is the knowledge gap related to the area of your research interest?

3. Conceptual framework (2-3 pages)

A concept links your study to a body of knowledge or an area of problem, previously or contemporary presented in an academic or practical field. Your conceptual framework, therefore, is a set of concepts that is linked systematically for your study and analysis. You conceptual framework will draw on relevant theories, which are generalized explanations.

By defining your thesis conceptual framework, it will help you to: focus on you subject matter; link and contribute to an academic or practical field; formulate your research question(s); generate your hypothesis; and relate your work to an existing methodology.

Some examples of key concepts relevant to international development studies include: Poverty; Growth; Sustainability; Human Rights; Human Development Human Security; Globalization; Civil Society;

Welfare State; Inequality; Social Justice; Marginalization; Identity; Participation; Social movements; Network Society; and Risk Society.

Building on your conceptual framework, you may want to describe the relationship between key variables of your conceptual framework within a model

This section should answer the following questions:

- What concepts are relevant to the issue that I will study?
- How can I use the concepts to help explain or critically engage with the issue?

4. Research questions

The questions summarize the direction of your research. When you undertake research, your thesis will answer these questions. The easiest way to write questions is to restate your objectives in question form. Generally, you will have 2-3 questions which focus on the central concerns of your research. The questions are basically a summary of the research objectives, but stated in question form.

This section should answer the following question:

- What questions does the research answer?

5. Objectives of research

The objectives section is very similar to the statement of problems. However, in the objectives section you discuss exactly what the research will do and what the potential outcomes will be. The objectives are a crucial aspect of the thesis as it summarizes the whole direction you will be taking, and the key issues you will address. The objectives will state what the outcomes of the thesis will be if the research is undertaken.

The objectives are generally stated in terms such as:

- To identify ...
- To compare ...
- To evaluate...
- To analyze ...
- To define ...
- To assess ...
- To criticize ...
- To determine ...

You cannot use broad terms like 'to explore,' to understand', or 'to think about' because these are your personal objectives, and not the research project's objectives. Also, be careful with using terms like 'to suggest' or 'to propose' because these may be recommendations coming out of the research, and not research findings. Objectives are normally done in point form. Generally a proposal has between 3-4 objectives.

This section should answer the following questions:

- What will the thesis achieve?

Please note that Research question section comes before Objectives of research.

6. Hypothesis (Expected Outcomes)

You are expected to give a brief assessment of what you expect to find. This enables you to guess what your research will show, and to provide a theory about why the results will be as you anticipate. It is not necessary for your final thesis to agree with the outcomes, they can be the exact opposite (and, in fact, many good theses disagree with their original hypothesis). The purpose of this section is for you to think ahead to how you will analyze your findings. This may only need to be 1-2 paragraphs. Your hypothesis should link to the key concepts of your conceptual framework.

This section should answer the following questions:

- What do I think the research results will be?
- Why will the results demonstrate this?

7. Research Methods

You must detail your research methods because the Thesis Examination Committee must decide if your methods are appropriate for the research you will undertake, if they are ethical, and if you are capable of doing the research. Here you describe how you will find your answers. This can be through qualitative or quantitative documentary research, semi-structured questionnaires, case-study based surveys, site visits, and so on. The committee checks that the methods will allow you to find what you are looking for; also that the objectives match the methods, so you will be collecting data on the issue that you are exploring.

The size, obviously, depends on the type of methodology as most research in the program involves fieldwork, interviews, and questionnaires. This section is normally about 2-4 pages.

This section should answer the following questions:

- What research tools will I use?
- How will these tools allow me to find what I am looking for?

8. Research Scope (Unit of Analysis)

Many students include a section on the scope of the research. The scope describes the area that you will research. It may be the conceptual, physical, subject or temporal (time) area. The scope will detail the exact limit of the issue under research.

This section should answer the following question:

- What is the size of the subject area I am researching?

9. Significance of research

In this section you detail what contributions the thesis will make. Reasons include practical applications (for example advances in NGO monitoring), contribution to knowledge (for theoretical or social topics), or social benefits (for example in education, politics, or health). Here you need to think of potential outcomes of the research topic, or where the thesis will be practical. The contributions occur in three areas: contributions to knowledge, to the research subjects, and to the community in general. While Master's research tends most to contribute to the academic community, the student should consider any other ways the thesis may contribute to groups, communities, or organization. This may only need one page.

This section should answer the following questions:

- To whom my research will impact?
- What will this research contribute to the academic world?

10. Ethical Issues

You need to announce if you may have any ethical research concerns. This may be researching vulnerable subjects, or if there is any risk involved in the fieldwork. This section may be 1 paragraph, and generally less than a page. Further details are given in Research Ethics.

This section should answer the following question:

- What are the ethical issues of my research?

Developing a thesis proposal

Section above describes the sections that must be included within your research proposal. This section provides some advice on how to formulate your thinking on your research proposal. There are many good books in the library at Chulalongkorn University on how to undertake research in the social sciences, and you are highly encouraged to read some books that are most relevant to the type of thesis that you plan to write.

Analyzing your topic

Identify your research goals / purposes

Distinguish them from your research topic / questions. How well does your research topic or question serve your research goals? How could you modify your research topic or question to better achieve your goals in carrying out this project? What other topics / questions could also achieve the same research goals? Note: identifying your research goals are an attempt to justify your research question, which you should do in your thesis proposal. The other part of justifying your research question is by showing how it will make a contribution to existing academic or policy literature, something we will cover later.

Map the issues related to your topic

Brainstorm ("think freely about") the various issues that are related to your topic by drawing a "spider-web" graph. Then, decide whether any of the issues are actually specific aspects or sub-topics of others. Group these together. Ask yourself: have I already picked the most interesting issue, or could I focus my research project more easily on a different, related issue? Could I focus my research project on one of the sub-topics of my issue, in order to narrow the focus and make the thesis project more manageable?

Re-phrase and sharpen your research question

Change the question from a 'how' question to a 'why / under what conditions' question. Ask yourself these two questions: a) what is the most interesting or troubling problem involved in this issue or topic?; b) what would be the most interesting outcome or result or resolution (good or bad) to that problem? Now, re-frame your thesis question in this format: "Why does [your issue / problem] have [result or outcome]?" Note: it could be either a good or bad outcome; a high level or low level outcome; or a resolution or failure of resolution. Or try to re-phrase your question by using "Under what conditions" instead of "Why".

You can also have secondary research questions. These can ask about other outcomes that are related to your main problem and outcome. Or, your secondary questions can ask about different ways your main cause affects your main outcome. HOWEVER, even if you have several research questions, it's usually good to have one clear, focused, main question.

Building a model of your thesis research project

Working within your conceptual framework on the thesis topic that you have selected, you may want to create a model to explain the relationship between the variables of your concept. Your suggested relationship between these variables can be stated in your hypothesis and then tested in the research itself.

Goal

We want to graph what you think you will find in your thesis research. We want to choose possible causes or influences on the outcome of your research question. We want to guess which cause is the most important one, and focus special attention on that cause. Perhaps in doing the research, you will find that a different cause has a bigger influence on the outcome or result of the problem you are studying. That would be fine. For now, we just want to make an educated guess or hypothesis about the primary cause or causes, in order to guide the project. We also want to graph the ways in which you think your main cause will influence your outcome.

Definitions and usefulness

Model: An abstract arrangement of relationships between different phenomena (or "issues"). Most social scientists and academics are interested in creating and testing models for their own sake – that is their job! But for practitioners and students who aim to understand or influence some specific part the "real world", creating a model is also very useful.

First, having a model will make your thesis more organized and easy to research and write. Focus your research and your writing on evaluating (or "measuring") and describing the variables in your model. If you organize your thesis according to a simple model (maybe each chapter will describe what you found or what you know about one specific issue or variable), then the thesis can practically "write itself"!

Second, a model will help you get deeper understanding of some aspects of your research subject (that is why academics believe in models), even if it ignores many aspects or details. Remember, your thesis cannot, and should not, try to capture all aspects of the full reality of the

issue or community that you are studying. Some people do not like being forced to make a simple model. Because they care so much about a community or issue, and know so much about its complex aspects, they find it strange or even “false” to “force” their research and thesis to fit an unrealistic, overly simplistic model. You know that the issue is more complicated, and you cannot really say that there is one major cause! For example, if the goal of your project is to research the welfare of the Karen community, or the advancement of human rights in southern Thailand, you may feel it is inadequate or misleading to pick some small aspect of those topics and then focus all your effort on explaining only that specific issue. It can feel very “artificial” to ignore many things seem relevant or important to discuss.

However, consider this: while you want to gain a true, deep understanding of your topic, you cannot and need not explain everything about it. Rather, your model only tries to find the most important reason(s) for the most important specific outcome about which your research question asks. That specific outcome is often only one aspect of the overall issue, but it can and should represent the larger issues that you care about. Again, you do not need to cover the whole broad topic in your research, but rather your goal can be to clearly explain one aspect that stands for the broad topic. Also remember that if you care and know a lot about a topic your knowledge, concern and experience will show in your writing, even if you limit your discussion only to a simple model.

Hypothesis: A hypothesis is a suggested relationship between two or more phenomena (or variables, for example, “X causes Y”). In your model, you want to guess or propose which causes / factors are most important in explaining the specific outcome in your issue or case study, and then investigate whether those really are the most important causes. That is your hypothesis. “A is the most important cause of Z”. Or, “A and B are the most important influences that determine whether X [issue] occurs at a high level or low level.”

Theories: Theories are hypotheses that have been tested successfully (they have not yet been shown to be false). Theories also say how one thing (or set of things) causes an outcome. By researching your hypothesis, you are actually building a theory.

Types of variables (“factors”, “conditions”, and “issues”) to put in your model

We will use the social-science terminology of “variables”. But you do not have to use those words. You can call them “issues” or “explanations” or “causes” and “outcomes” in your proposal or thesis.

Variable: situation, factor, condition, or “issue” that can be different under different circumstances.

Dependent variable: the outcome of the key issue that your research question focuses on

“Why / under what conditions does Z [the resolution / outcome to the key problem / issue in your topic] occur?” The resolution / outcome is your dependent variable. Sometimes we see a resolution, sometimes we don’t. Sometimes we see a high level of outcome, sometimes a low level. That is the “variation” of the “variable”. Remember – even if the case/issue/community that you are studying actually does not change at all, it is still a “variable”. If you can imagine a different outcome than the actual one, or if you can think of the same issue having a different outcome in a different country or a different period of history, then your “outcome” is a variable, even if it doesn’t change in the case you are studying.

Independent variables: also called “explanatory” variables.

These are all the issues or factors or things that can influence the outcome of your key issue / problem. There are three main kinds of independent variables, but let’s just focus on two of them:

Key or study variables - these are the issues or things that you think will most affect the outcome that you are studying. So, your hypothesis is in this form: Research question – “Under what conditions does Z [the most interesting outcome / resolution of your topic] occur? My hypothesis X [the key variable] is the most important cause of Z.” Or else, “My hypothesis is that X and Y [two key variables] are the most important influences on whether Z is achieved.”

Control variables – these are alternate explanations, or other issues or things that might affect the outcome you are studying. You mention and examine (one or two or three) control variables in your project in order to compare their influence against the influence of your key variable. You might find that

some of these control variables are things that do affect the outcome of your question, but they are secondary causes - you think they are less important than the key variable(s). Other control variables can be issues that do not really affect the outcome, but people often mistakenly believe they are important influences on your question. You want to include both kinds of control variables.

ADVICE: You can pick control variables by asking this question: What are the different key variables emphasized in the articles and books that I read for my literature review?

Example of dependent/independent variables

Let's say that international terrorism is the issue / problem you are trying to explain, and the level of terrorism is the outcome or result that is most important about that issue. The level of international terrorism is your dependent variable. So, what things influence the level of international terrorism, or cause the level to be higher or lower? Anything you think might influence that level is an independent variable. Does poverty help fuel international terrorism? Maybe, maybe not. But if your hypothesis is that lack of democracy in the Middle East is the key variable that provokes terrorism, you still want to include poverty in your study as a control variable. Also, some people think that resentment of U.S. foreign policies generally, or the level of violence in Israeli-occupied Palestinian territories specifically, are major influences on the level of international terrorism. In your study, you will focus on showing that the lack of democracy [key independent variable] influences the level of terrorism [dependent variable]. But you also want to examine whether poverty, resentment of U.S. foreign policies, and level of violence in Israel's occupation of the Palestinian territories [three control variables, or two with one having a specific sub-variable] are closely associated with the level of international terrorism. You examine them because you want to show that these three control variables have less influence or are less closely linked to the level of international terrorism than lack of democracy, your key / explanatory variable.

Intervening variables: the specific ways or mechanisms by which your key variable influences your outcome [dependent variable]

This is where your special knowledge of the topic really becomes useful. Most of you started your proposals with research questions that began with the word "How?", as in, "How does this affect that?" In the step 1 above "Analyzing your topic", you then changed your question to the format: "Why / under what conditions does that [outcome] occur?" Now, however, after you have picked your dependent variable and your

key independent variable(s), you can go back to ask the question “how?” The various answers to the “how” question can be called intervening variables. Think about how your topic works in the real world. What are the ways that things actually happen in your topic? What is the sequence of events that occurs in your organization or community? List all the specific ways that your main cause affects the outcome of your topic issue.

IMPORTANT TIP / LESSON: identify the possible implications of the key independent variable(s) in your model. Pick the most important (and also the most obvious) implications. Look for them in your research, and discuss them in your thesis. Try it this way: Forget about your outcome / dependent variable for a moment. Focus only on your main cause [your key independent variable]. If that variable or cause is strongly present, what are the various things we should expect to see? How will that cause affect other issues, groups, and situations, besides the one you're interested in?

Hint: one usual implication of a key variable is that “actors” (the people or groups that you are studying) talk about that variable, or that cause, in their own writing or discussions. Thus, their writings or their speeches can be an important intervening variable.

Example of key variables found in actors' discourse

If our hypothesis is that resentment of the U.S. is the key cause of terrorism, then we would expect to find a lot of discussion of U.S. foreign policy in terrorist groups' speeches and web-sites. If neo-liberal ideology is a key cause of the World Bank's policies in Thailand, we would expect to see lots of citations of major neo-liberal theories in the World Bank's training manuals. If a rights-based development approach is key to youth welfare, then, in communities with high youth welfare, we would also expect that leading NGOs' planning documents would mention the key principles of a rights-based approach, such as beneficiaries being involved in project design, etc.

NOTE: some of the implications of your main cause / independent variable are not intervening variables, because they don't influence the specific outcome you are studying. Still, you can list them, look for them in your research, and mention them in your thesis, because they help to show that your key cause / independent variable is strong.

Example of intervening versus non-intervening implications of independent variable

In Greg B. Felker's PhD Dissertation, entitled "Upwardly Global? The State, Business, and MNCs in Malaysia and Thailand's Technological Transformation." (1998, Princeton University), he argues that the level of dominance of government over private business is the key independent variable explaining the pattern of technology development [dependent variable] in Malaysia and Thailand. He argues that Malaysia's government has a higher level of dominance whereas Thailand's government had a lower level.

To prove this (in other words, to check / measure the key independent variable), he checks and report several implications of a high level of government dominance over private business. One implication: if government is dominant over private business, the share of corporate income tax in total government tax revenue is likely to be high. By contrast, if private business is politically strong, the government will have to find tax revenue elsewhere, because the share of corporate income tax in the tax total will be lower. He shows that Malaysia has a much higher share of corporate income tax in its overall tax revenues, and Thailand's is much lower. The share of corporate income tax was not an intervening variable, because it did not directly influence the pattern of technology development [the dependent variable] in those countries. But, it did help prove that the assessment of the key independent variable was correct.

Meanwhile, he identified other implications of the key independent variable that were intervening variables. Example: if government dominance over private business is high, then government agencies that promote technology development will be able to "pick and choose" which individual businesses get subsidies or tax breaks. If government dominance is low, such agencies will have to give subsidies automatically to all qualified (or even unqualified) businesses that demand them. Thus, the degree of government discretion in industrial & technological agencies became one of the key intervening variables, because it was a crucial mechanism to determine how the level of government dominance affected the pattern of technological development.

Making a model of your thesis project in the form of flow-charts

Make two graphs or flowcharts

One graph shows your independent (key and control) variables and your dependent variable (your outcome). Another graph shows your key independent variable, intervening variables (causal mechanisms or ways of influence), and the dependent variable.

- Identify and state clearly your dependent variable (the most important specific outcome of the most interesting or important problem in your topic).

- Identify and state clearly some main independent variables – think about and list the main causes or things that influence or might be thought to influence the outcome of your problem. Refer to the literature review that you have already done, and think of the main things that those books & articles emphasize in explaining or studying your topic.

First graph/ flowchart showing your outcome / dependent variable, as well as the major possible causes / influences / independent variables. Highlight the cause or causes that you think are the most important influence on the outcome, and which you will probably argue should be emphasized.

- LESSON: YOU CAN GO BACK LATER AND CHANGE YOUR MODEL AS YOU DO RESEARCH AND THINK MORE. IN FACT, YOU ARE VERY LIKELY TO CHANGE YOUR MODEL – IT'S QUITE O.K. – BUT IT'S STILL USEFUL TO START WITH A CLEAR ONE IN MIND.

Second graph/ flowchart showing some intervening variables or mechanisms. Think of all the ways that your key explanatory / independent variable can influence your outcome. This is where you can think about and answer the “how” questions that you first had when you started thinking about your project. Next, forget your outcome for a moment, and just think of all the possible effects of your main explanation / key independent variable. How does that factor affect other groups or issues? Are any of these effects easy to see and report?

Why / how is this practical or useful for your thesis?

Organizing your research

You can focus your research on examining, measuring (qualitatively or maybe with some interview or statistical data), and reporting (describing clearly) those specific variables / issues. As long as you know and can say why you have chosen those variables, you can focus solely on them. You do not need to gather information and write about all aspects, background, complexities, counter-examples, of your topic. DECIDING WHAT TO INCLUDE AND WHAT TO LEAVE OUT IS VERY IMPORTANT IN RESEARCHING AND WRITING YOUR THESIS. In this way, the

model helps you to limit and focus your research – to decide what to include and what to leave out. As you do your research, look for any evidence of the variables in your model. Also, do the reverse – take whatever data or observations you gather in your research, and group them under each of your model's variables. You can use note cards to physically organize the data under each variable, or do it electronically in different files.

Organizing your writing – The model can help you the same way with your writing.

Part of your thesis can be just a report of how & why you made your model. Why is your question important? Why / how did you select it? Why / how did you form your hypothesis? Describing these questions to your reader can make up your introduction, literature review, and / or theory/argument chapters. (Below are some specific comments about the literature review).

The main part of your thesis can be organized in chapters or sections according to your model. There are different ways of doing this. For example, each intervening variable can be discussed in a single chapter. Or else, you can make one chapter for each specific aspect of your dependent variable (mentioning various relevant influences / mechanisms / intervening variables within each chapter).

Thus, the writing begins to “organize itself”. You can simply discuss each intervening variable / mechanism, how it works, what evidence you found about it in your case, and what is your assessment of each variable in the real-world situation you researched. You can write as though you are a “news reporter” discussing what you found about each variable in the model. Otherwise you can write as if you are telling your friend what you found about each variable. You can also look at different examples or sub-aspects of your outcome, and then just describe evidence of those aspects, or your assessment of each aspect or case-example.

Revising your literature review

Your literature review should give the reader an understanding of the different major arguments or approaches to your topic, and especially your major research question / dependent variable. It is not just a list of books and articles on your topic.

IMPORTANT POINT – You can organize your literature review according to the major independent variables in your model. Think especially about your control variables – the causes that you do not think are the most important influences on your outcome. Some other people probably do think that these things are the most important causes that affect your outcome. Therefore, after reading relevant authors and sources (books,

articles, etc.) group together or classify them according to which cause / key independent variable they emphasize. Use these various categories as "sub-headings" in your literature review.

For example, you can say, "Some observers stress that targeting policies to reach particular populations in need is the most important factor in achieving higher social welfare. Such targeting-based arguments are one specific type of a needs-based approach to development programming, because they assume that the main way to achieve social welfare is to match program more closely to needs. Examples of targeting arguments include A, B, and C authors. Author A did a study of...." After the literature review, when you get to your own hypothesis, you draw a contrast between that literature and your own study by emphasizing the different independent variables that you think are key. "In contrast to targeting and other needs-based approaches to social development program, I hypothesize that a rights-based approach is more effective. The key factor in achieving higher welfare among vulnerable groups is adopting rights-based programming in its various aspects: involving beneficiary populations in programme planning; working to change laws or government policies to make those rights clear", etc.

As you go back over the books and articles that you read for your literature review, ONLY summarize the relevant parts of the sources, meaning, those parts of the sources that discuss the independent variable and its effects (the sources' key variable, which is usually a control variable in your model, except for those sources that you agree "got the argument right" by picking the most important cause). KEY POINT: You do not need to give a full summary of the various sources that discuss your topic.

As you finish each section (each section defined by the key independent / explanatory variable the authors' emphasize), mention why you think that these sources are wrong. Why are they wrong to emphasize these causes more than the key cause that you will study? What have they left out or given insufficient emphasis? What is it about their explanation that is not fully satisfying or convincing?

Another section of your literature review can discuss some sources that emphasize the same key independent variable as your hypothesis but explore that variable's effect on a different outcome. In other words, they make a similar argument to the one you want to make, but they ask a different research question. Perhaps it is a related question. In any case, summarize how the variable works in causing that outcome, and explain how it is similar / different to the way you think that this same variable will cause the outcome in your own study.

A good research proposal

What makes a good research proposal?

While there are many different research proposals, there are some basic elements that make a proposal good. Great proposals clearly answer these questions:

- Is the research problem of a Master's degree size and standard?
- Are the objectives and questions clearly stated?
- Does the literature review demonstrate the student's knowledge of the area?
- Will the methodology provide the tools to answer the research questions?

At the proposal examination, the committee will basically be looking at the following points:

The topic is suitable for a thesis

The topic must be of a suitable size; that is, neither too big nor too small.

The topic must be a thesis: it must contain an argument. You cannot describe an event, as this is not a contribution. The topic must contribute to knowledge. You will offer some new analysis of a research problem. The topic is a social contribution: stakeholders in the topic will benefit from your research

You will find what you are looking for

Here the committee will determine if the research methods you suggest will allow you to locate what you are looking for. Without accurate research methods you may not be able to find your data, or to analyze your material.

You know enough about the field to enter it

This is determined by the literature review. Here you must demonstrate that you have done enough research to show that you will not get lost, and that you can find your way about the issues, concepts, and people; also, that you will be able to navigate yourself out of trouble.

Project is well coordinated

The objectives of the research, the questions, the literature review and the methods are all focusing on the same aspect of research. You must make sure that the methods answer your research questions, not other questions, and the literature review provides information on your

objectives, and so on. A good proposal is closely focused on your thesis topic.

There are some other basic ingredients of a research proposal that can help make it successful.

Clearly written

The expression and presentation should be professional, clear, and concise. The supervisory panel wants to know if you are serious about your topic, and you are organized enough to undertake a significant research project. A poorly presented, unclear proposal will not convince them.

A proposal that shows enthusiasm

This may be hard to convey in a proposal, but the best proposals convey this enthusiasm. Here the student demonstrates their interest in the project, and their enthusiasm will tell the committee that the student will complete the project. Most important, the committee will know why the student is doing the project.

Demonstrated knowledge of the research subject

You only have a couple of pages to convince the committee that you know what you plan to study. A well-organized literature review, and a thorough bibliography should convince the committee of your research and knowledge on the issue.

For more information

Van Evera, S. (1997). *Guide to Methods for Students of Political Science*. Ithaca: Cornell University Press.

F. Research

What is research?

Researching is a demanding task of study at the graduate level. Research is also a solitary activity: the student must design, organize, initiate, and undertake all aspects of their research on their own, but with advice from the supervisors. Good student researchers must be very independent and self-sufficient. This chapter outlines what skills makes a good student researcher, and also what are the important activities a researcher must be aware of.

There are three main features which distinguish a good researcher:

- Independent
- Investigative
- Analytical

Independent

Research is mostly an individual activity. While it is possible to research in groups, and it is important to discuss research findings with colleagues and friends, the actual work of research for the master's thesis must be done alone. A good student will be able to organize their own time, decide which direction to take, and locate good resources, books, or experiments themselves. There is much more emphasis on the student taking the initiative in this master's project. Do not be afraid to ask for help if you need it, but remember you cannot always rely on the supervisor. A good researcher is a problem solver who - with the initiative and creativity - can teach themselves how to analyze new material. The reason for having a research project, such as a thesis, is to enable the student to learn skills so that they can undertake research on their own after graduation.

Investigative

Good research answers a question that no one has answered before. You will be covering new ground, and looking at original problems. The student must be curious about the subject, and pay attention to details. Often the research does not come easily and the student will need to work hard to find data on the project. Hence, the skills of investigation are critical. These skills are asking questions (why does something behave as it does?, why did she write that?); inventing approaches or solutions (is this the best way to do find the answer?); and finding alternatives (is there a better place to look for this data?). Much like a detective or investigative reporter, the student must be a quick and original thinker.

Analytical

To analyze is to examine something by discovering how it works. This is not merely describing it, or stating what it does, but outlining how and why it does what it does. The student must have a desire to know how something works. They cannot accept anything without question, and they should have a good enough knowledge to propose why something works as it does. Analysis is also a skill of observing (seeing how things work) and paying close attention to detail (either in a text or in the field). Also, a good observer quickly understands what they are seeing, and is able to detail and explain the observation. Skills of analysis are a combination of investigation and problem solving, with the student putting forward their own ideas and proposals.

There are more necessary skills in conducting research, but these are the most important. They are skills which are difficult to teach, but they can be learned by experience.

Good research practices

A good researcher does these things:

- Writes often and writes early
- Keeps extensive and detailed notes
- Thinks critically about the subject: always questions why things are as they are
- Knows the computer programs
- Talks to the supervisor about progress

While there are no real secrets to completing a Master's thesis other than hard work and dedication, the following suggestions will assist the student:

Write often and write early

A thesis is a written project, and the student is assessed on their written work. The writing is the most difficult part, and is also the skill the student must learn the most about. Therefore it is best to start writing early. Do not spend a year reading before putting the pen to the paper. It is much easier to re-draft a document that is already 12,000 words long, than to write 12,000 in the final month. The earlier the student starts writing, the less they will have to write further on, the more practice they will get, and finally they will have more written material to show and discuss with their supervisor.

Students should start writing during the second semester. Time should be set aside every week for writing (perhaps only 4 hours, but this should be enough).

Always take careful notes and keep a bibliography

The bibliography for the average Master's thesis consists of around 50-100 entries or more. Managing such a large number of references is a serious task; misplaced information can take days, perhaps weeks, to relocate. The student needs to have a well-developed system of note taking, bibliography, and referencing.

Whenever you read an article, read it with a pen and paper and take notes, as you cannot expect to remember everything. Make sure to detail where all your quotes come from as well as the page numbers. From the first day the student should begin organizing their bibliography, starting by learning the official referencing system (the APA Style), and by recording the full reference of everything they read. A good system will save weeks of work at the end of the thesis. Nowadays programs like Endnote make compiling a bibliography very easy. These programs, as detailed below, are crucial to know.

Know your computer programs

The Master's candidate should expect to spend a great part of their lives during the thesis in front of their computer (perhaps 8 hours a day for three months). The revolution in computing, with word processing, bibliographic programs, statistics packages, and spreadsheets, means the production of a thesis now is far more easier than it was ten or twenty years ago. But in order to take full advantage of these advances the student must know the various programs. It is essential that the student knows basic programs like Word, Excel, PowerPoint, Endnotes, Internet Explorer, and email software. The quicker you are with these programs, the less time you need to spend typing and formatting, and the more time you can spend reading and thinking. Make sure if you are not familiar with these programs that you learn them in the first months of research.

Chulalongkorn University is now using the *iThesis* system together with Microsoft Word in writing your thesis. Please refer to the *iThesis* manual provided by the program.

Talk to your supervisor about your progress, and be honest with your progress

Supervisors are your guide for the project. It is crucial that s/he know exactly what is going on. The supervisor can do nothing if you do not admit you do not understand, that you need more help, or that you are confused, because the supervisor does not know you are having trouble. You need to make sure you are honest with your progress. If you cannot understand what your supervisor wants you to do, s/he must know. If you do not pass on this information it may be too late to fix the problem. If you are having difficulties the supervisor will need to reassess the project and find ways to assist you. Similarly, if you find the tasks too simple, or the supervisor is too strict about what you must do, you must let him/her know.

Key features of research

Arguments

A thesis cannot simply be a description of a topic because a description does not show your engagement in the topic. Rather a thesis must argue a particular point. For instance, you must state why you think something happens as it does, or argue what you consider is the best way to fix - or to understand - a problem. An argument is not necessarily emotional or forceful, but it is a thoughtful evaluation or assessment about your topic. The argument will help you read and critically analyze material related to the research because you consider the material based on your argument.

An argument is the organizing principle of a thesis, and this is where you offer an explanation or an evaluation of your topic. Students can have great difficulty deciding what their argument is going to be. A thesis must say something about what you (as the researcher) think about your topic. That is, an argument is always a personal engagement with the topic. By personal, we are not talking about opinions or emotions, we are talking about your well-informed evaluation. This concept is critical: you must reach your argument and your explanation of the research problem by a well-researched and evaluated analysis.

Wayne Booth, in *The Craft of Research*, gives a clear and detailed outline of an argument. A central point he makes is that an argument is made up of three parts:

A Claim

The claim is what you consider to be the most appropriate explanation.

- Claims are substantive: they must make a contribution because this is the basis of a thesis.
- Claims must be contestable: you cannot argue that if you stand in the rain you will get wet. We all know this already and you cannot contribute anything by arguing for something that we already know.

Evidence for the claim

Evidence is the facts, theories, and previous research you use to justify your claim. This is all the background information you use to inform your claim.

Qualifications

- Qualifications limit and specify the argument.
- Qualifications give opposing points of view and create a dialogue for discussion.

When planning a research topic it is important to think about these three parts of the argument. It can be useful to think about what the three parts are in your own topic. If you have a clear idea this will greatly help you develop both your research proposal, but also, plan the research itself. It also means that from an early stage you are well-prepared to search, and research, on the specific issue.

Theory

Much has already been mentioned about this in Chapter 5, under the section "Building a model of your thesis research project". A theory is

the explanation of why something occurs. Arguments and theories are almost the same things. In fact, it could be said they are two different aspects of the same thing: an argument is why you believe a certain thing occurs, and the theory is the explanation of why this particular event occurs. The main difference is that your argument is more personal, and the theory is based on more formal explanations. Most often the theory you use is derived from other theories which you adapt for your own project.

A theory is made up of concepts which describe and classify the events or objects studied, and the relationships between concepts. For example, a thesis on foreign aid and MAIDS involves the two central concepts of MAIDS and foreign aid, and the relationship between them can be the positive (or negative) impact aid has on MAIDS. An argument may be that the more aid there is, the greater chance for the respect of MAIDS, because of the theory that more aid leads to higher levels of education and more government accountability.

Theories always occur in a context. Students must examine other theories from previous research and adapt these to their own research. Most theory is determined by schools of thought, such as Marxist or Feminist theories. Sometimes theories are quite explicitly stated, for example, Marxist theories mostly work on the theory that the main divisions in society are social class. Other times theories are more subtly implied and the student needs to read the article closely to understand what the actual theory is. The main point, however, is that a student needs to put their theory in a context of other people's work, and justify why their particular theory is the best one for the situation.

At the early stages it is not crucial for the student to locate their arguments and theories. However, the sooner it occurs, and the clearer these two aspects are, the easier the research and writing will be.

G. Research ethics

Ethics can be defined as the "principles or standards set by a community which regulates what is considered legitimate or acceptable behavior." Many universities have very formal ethical guidelines. At this stage, Chulalongkorn University's guidelines are more general. However, at MAIDS we are very serious about research ethics, and insist all students closely address ethical considerations of research. Because human rights form an important part of the MAIDS curriculum, it is logical that they themselves should place emphasis on their respect of other people's rights, in particular the rights of their research subjects.

Ethics are principles or guidelines, not rules. So sometimes there is no clear answer to an ethical decision and students and supervisors must address the problem by finding a balance between the importance and impact of the research. However, there are some clearly explained rules which are detailed below and cannot be broken: minimal risk, no deception, and you must take care

of your research subjects. Most importantly, as a researcher, you have power and authority and at no time can this be abused.

These are the main ethical concerns for you to consider

Risk

Risk is any potential threat or danger that the research may cause (directly or inadvertently) to the subjects of the research. Risk can take many forms; a physical risk is when the subjects are part of a medical experiment, or if the subjects are exposed to dangerous conditions (for instance traveling in dangerous areas); risk can also be psychological: if the subjects are exposed to harmful ideas (of a political or sexual nature, for instance); or must talk about traumatic experiences (such as domestic violence or other violations).

Much of this information on risk closely follows guidelines set for Australian universities, which has been slightly adapted to the MAIDS context. Risk can be classified into the following categories.

No Risk

Non-invasive projects where there is no risk to subjects above the everyday norm and where subjects are not identified.

- Research involving the use of standard tests and questionnaires administered appropriately to normal subject populations, and where data are recorded in such a manner so that the subjects are not and cannot be identified
- Research or evaluative procedures involving observation of public behavior on unidentified subjects, where data are recorded in such a manner so that the subjects are not and cannot be identified
- Research or evaluative procedures involving collection of existing publicly available data, documents, records or specimens
- Research carried out in an educational setting using groups of subjects (rather than individual subjects), where data are recorded in such a manner so that the subjects are not and cannot be identified.

Projects classified as no risk do not need to be monitored by the thesis committee.

Minimal Risk

Research risk classified as minimal when subjects are considered not to be exposed to physical, psychological and social risk above the everyday norm, but which may contain an

element of slight risk to the subjects. It would include, for example non-invasive research involving minors. It may also refer to people who are in a vulnerable situation, such as in custody or prison, school children, people engaging in illegal activities, people who have suffered violations which have caused them distress. In these instances, the committee will recommend the student to take the utmost care when dealing with these subjects, and the committee will request to see all surveys and interview plans before they are undertaken.

In these instances it is expected that the Thesis Examination Committee will monitor the student's activities. This will include:

- Checking all questionnaires and interview outlines before they are administered.
- Get feedback promptly on the result of fieldwork and discuss any issues arising.
- Documenting all necessary approvals for interviews and questionnaires.
- Assisting the student in data security, such as making sure subjects are anonymous if they wish to be.

At risk

Research which involves risk to subjects above the everyday norm. This risk is of particular concern and any research which involves risk must get approval from the Thesis Examination Committee, and be closely monitored by the main supervisor. Research at risk includes:

- May cause discomfort (either physical, psychological or social) beyond normal levels of inconvenience. For example talking about serious violations either witnessed by the subject, or occurred to the subject.
- Examines potentially sensitive or contentious areas (such as sexual violence, domestic violence, political subversion, illegal activities)
- Seeks disclosure of information which may be prejudicial to participants (e.g. information which is potentially incriminating and may put the subjects in jail, or political beliefs, or sexual orientation)
- Involves circumstances where the purpose of the study is not fully disclosed. This may be where the researcher must lie to get access to information.
- Uses a highly vulnerable subject population (such as children, handicapped populations, or people subject to serious violations).

In these instances, the Thesis Examination Committee will monitor the student's activities. This will include all the activities from minimal risk, and in addition:

- Determine if candidate is capable of working in this risky environment.
- Ensure the student has thoroughly researched the issue and will not put subjects or themselves at risk.
- Closely monitor fieldwork while it is being undertaken. This may include asking for weekly updates on activities.

Some very important rules for the research:

- You cannot harm the subject or yourself in the course of research
- You cannot put yourself at risk. Even if you wish to be brave and undertake dangerous research, say in conflict situations or illegally border crossings, this kind of research is not supported by the university for many reasons, such as insurance, university reputation, and so on.

Consent

Consent is important because to respect your subjects' rights, they must know they are part of a research project. It is disingenuous to lie to subjects. However, you often need to be aware of what information you can give to ensure you get the information you need. Subjects of research who are identified in the research by name will need to know more details of your project. They don't need to know precisely the claim of the research, but must know what the subject of the research is. If you are criticizing a particular organization or idea, you may not want to give this information because the subjects may refuse to talk. However, they may also wish to have the right to reply. Those subjects who are not identified do not necessarily need to know or understand the nature of the research, but they do need to know they are the subject in a research project.

You must gain consent for interviewing vulnerable people.

This includes:

1. Children under 18: parental consent needed.
2. Children at school – the school must give written permission.
3. People under guardianship or care: Patients, prisoners, mentally handicapped, or any other detained person. You should get written permission from the relevant authorities to speak to these people.

Deception

Deception is where you gain information, without consent, through disguise (as an example, using disguise to gain entry into a group or location). There is much debate about using deception. As of yet, no research undertaken at MAIDS has used deception, and it is unlikely approval would be given for this. This must be discussed with the committee.

Privacy

All research subjects have the right to privacy. You can offer confidentiality, but this is not legally binding. The researcher and subject do not have the same legal status as doctor and patient. However, there has never been a case of a court requesting a researcher to disclose the identity of a subject. You have to note in your thesis if the subject asked for confidentiality by noting in a footnote "the subject requested not to be named or identified in the research." Privacy also includes the safe keeping of your information. You should not let unauthorized people read your notes or access interview tapes if they contain sensitive information. It is assumed that the only person allowed to examine this data is the researcher.

Illegal activities

A student cannot deliberately undertake any illegal activities during the research. This includes crossing borders illegally, participating in drug taking, visiting restricted areas (such as illegal gambling houses, entertainment areas if under the required age, entering private property without permission), illegal protests, and so on. Under special circumstances research whose legality is unclear, but it is considered of low risk – for instance interviewing protestors or visiting groups in borderland areas – may be conducted. However, permission from the committee must be granted.

Vulnerability

As a researcher you are given a certain power and demand, a trust which cannot be misused. You must consider if the participants are vulnerable (for instance if they are minors, prisoners, patients or the intellectually handicapped). This also includes psychological vulnerabilities, for instance battered women, people with low self-esteem (for instance people with eating disorders), or recovering addicts. If the group is vulnerable first think if it is essential that the investigation uses the particular group. Care is needed to ensure that consent is informed and freely given. The subject's well-being is YOUR responsibility. Post-research counseling may be necessary.

Collectives

If you intend to deal with a social group, you need to consult the leaders first. These can be indigenous groups, or even schools and offices. This also makes research sense because you will need to understand how the group operates from a variety of viewpoints.

Research misconduct

All research findings must be reported accurately and honestly. No cheating, fraud, plagiarism, inventing findings, adjusting results, and so on. This will result in immediate failure and expulsion from the program.

H. The student and supervisor relationship

The relationship with the supervisor is perhaps the most important aspect of the research. This section:

- Describes different types of relationships
- Suggests ways to formalize the relationship
- Describes common problems faced by the student and supervisor

The most important part of your research project will be the relationship with your supervisor. Basically, the quality and difficulty of your Master's thesis will be determined by the relationship with your supervisor. The supervisor plays many roles to the student. They offer academic advice, they give project management advice, they may be of moral support; also they will help the student with networking and career choices. Sometimes the supervisor is at a distance and there will be little contact for months, and, at other times, there will be daily contact. The supervisor's knowledge of the field and managerial skills will determine the quality and the success of the thesis. The success is not really about how good the supervisor is, but how good the relationship is. All relationships are different, for some students want a lot of leadership, discipline, and close contact. Other students want the supervisor to take a distant role and to be able to step in if troubles arise.

The University of Melbourne Postgraduate Association has written an excellent article on what to expect from your supervisor. They detail how important a supervisor is to your research project:

A good supervisor is as important as an interesting research project, and choosing the right supervisor can be a complex task. Your supervisor can smooth the path of your research, spare you months of frustration and time lost through poor project planning, keep you on track to meet shorter than expected completion times, and keep you motivated. ("Postgraduate Life", University of Melbourne Postgraduate Association, 1995)

The nature of the relationship is personal, and for this reason it is something the student and supervisor need to negotiate early. The two extremes of supervision are close supervision, and distant supervision.

Types of Supervisor and Student Relationships

Close supervision	Supervision at a distance
<p>Regular meetings and regular submission of work in progress. Structured timetable</p>	<p>Student decides when to meet, and what work to hand in.</p>
<p>Supervisor has input on most student decisions: The project outline and plan is determined by the supervisor, who will also decide on experimental or research models.</p>	<p>Students work independently from supervisor: Supervisor will allow the student make all the decisions on how to structure and manage the research project.</p>
<p>Structured program: A timetable is made early in the supervision, and the student must stay within this plan</p>	<p>Unstructured program: There is no overall plan and the student decides what action to take as events arise</p>
<p>Professional: Supervisor and student keep to formal agreements about the supervision.</p>	<p>Sociable: The meetings are informal, and the student and supervisor are friendly, perhaps meeting off-campus.</p>
<p>Attention to details: Supervisor closely monitors all the details of the project and reads all the drafts</p>	<p>Relaxed: supervisor leaves the minor details up to the students</p>

Design your supervision: organize a contract

Because of the potential differences it is wise for the supervisor and student to set out a plan early in the supervision. Most universities now suggest the student and supervisor draw up a plan of how to conduct the project. They will informally agree on the supervisor's role and determine things such as when to meet, what each person is expected to put into the project, and the timetable of events. Some suggested items to organize are:

- Frequency of meetings
- Timetable of expected workload.
- Specific accomplishments (either books to read, field trips to undertake, or writing to accomplish)
 - Reading the student expects the supervisor to do
 - Other activities the student should undertake, such as courses, training, or conference papers.

Some students may need more contact time early in the supervision to assist with the reading, learn new concepts and getting familiar with the university system. They should organize this with their supervisor and also discuss potential problems they may encounter. The supervisor may have some special requests for the student, as well.

How many supervisors are best?

Most MAIDS students work with only one supervisor. However the program can also support supervisor panels of two. Any more is not recommended. A student can have two supervisors: a major supervisor and a co-supervisor. The best number will be a decision reached by the student and the major supervisor. If the supervisor travels a lot or plans a study leave mid-candidature, it would be wise to have perhaps two alternative supervisors. The advantage of multiple supervisors is that you gain extra input on your thesis. The problem is trying to synthesize multiple different points of view and incorporate them in your thesis.

Students must have one supervisor from within the program itself. This is to ensure the supervisor committee undertakes all the proper administrative and academic requirements, and that the standard of theses from the Program is maintained. The second supervisor can be someone from outside the Faculty of Political Science or Chulalongkorn University, e.g. a staff member from an NGO or international organization with expertise in your research topic. All supervisors must be approved by the MAIDS program.

The responsibilities of student and supervisor

In some ways the thesis is a shared project. However, the responsibilities are quite distinct, and the student must be aware of what their obligations are. The primary responsibility for oversight of a student's work rests with the supervisor, and the final responsibility for the thesis rests with the student." So while the supervisor is expected to know the subject matter of the research, offer opinions and criticisms, direct the student, and ensure there is continuing progress made, the student must make sure they submit something of a required standard. However, each person has specific responsibilities.

In the case where there is more than one supervisor, it is also important to distinguish each supervisor's role. The basic differences can be summarized as:

The Major supervisor has a primary responsibility for the thesis.

- Determines the main objectives of the thesis
- The main source for the student
- Decide when the proposal and thesis are ready to defend
- Manage the administrative tasks associated with the thesis.
- Read all the drafts of the thesis

The Co-supervisor(s) will provide feedback on drafts.

- Provide an alternative point of view to the major supervisor
- Assist the student with certain aspects of the project
- Read material requested by the student
- Examine the proposal and final thesis of the student

Sometimes the supervisors work closely together and they do not clearly separate their tasks. However, it is fair not to rely on the co-supervisor to do the work the major supervisor is also doing.

What a student should expect from the supervisors

A good supervisor fulfills many responsibilities: determining a topic and approach, advising on problems, teaching, providing feedback on work, finding resources (contacts or documents), monitoring progress, supporting progress, and moral support.

Supervise research

Most obviously, students must expect their supervisor to provide academic guidance and monitor their academic work. Supervisors need to look over students shoulders and observe their progress, stepping in when it is going nowhere; being supportive when the work is difficult, keeping out of the way when progress is good; and finally to ensure that the research is of the necessary standard.

Managing the topic

The supervisor should assist with the outline of the topic. This starts with formulating the topic at the very beginning, and continues when constructing the necessary actions to complete the research project. These skills are many: time management; recognizing expected outcomes, designing work plans, designing the research agenda, recognizing strengths and weakness of the student, the argument, and the research work.

Provide adequate time for the student

The contact time needed by a master's student will vary according to the state of the project, and also on the personalities of supervisor and student. Meetings could be weekly at some stages, and monthly at others. However, early in the supervision both the supervisor and student should agree on set meetings, and both are expected to keep to these commitments.

Provide constructive criticism on the project

The supervisor must be available to regularly read, comment, discuss, and criticize the student's work. They must do this in a reasonable amount of time and not take a long time to respond to student's written work.

Moral support

This is a difficult skill, but supervisors should provide the necessary enthusiasm, encouragement, and emotional support to the student. Sometimes the student encounters difficulties, cannot see the end and perhaps loses confidence. It is crucial the supervisor can step in and provide support for the student during this time. Like a coach, they must be able to inspire and motivate. Also, they must be able to communicate with the student on some personal or emotional issues related to the project.

Manage administrative procedures

The supervisors must be fully aware of all the administrative procedures for the Master's thesis, including enrolling, regular progress reports, and submitting the thesis. They must inform the student of all the necessary obligations at the university regarding enrolling, intellectual property, and so on. They should know the standard Codes of Conduct for Research, research ethics, and thesis guidelines.

Network support

The supervisors should include their students in academic life. This can be involvement in Program seminars, speaking at conferences, or meeting academics studying in similar areas. Participating in the academic community is a central factor of academic life, and the supervisor should introduce the student to this group.

Disseminating research

Academic careers are mainly judged on publications. The supervisors should encourage the students to publish, and assist them in presenting work of a publishable standard.

What supervisors should expect of their students

Of course, the supervisor is not the only one providing input. Here are some of the other things students are expected to demonstrate:

Discuss progress openly on the work

The supervisor can only determine how the project is going by what the student reports. If the project is not progressing, they need to know, and as early as possible. It is a big mistake for the student to mislead the supervisor about progress. The best means of monitoring progress is regularly submitting work to the supervisor for comment. The project plan can include deadlines where the student will submit draft copies of chapters or other material for the supervisor to look over.

Mutually agreed meeting times

The supervisor is generally a busy person, so well-structured and well-organized meetings are important. The supervisor does not want the student knocking on her/his door every day and taking up time. Neither do they want the student to disappear for a couple of months with no contact. Regular meetings should be organized as early as possible, and this can be reassessed every semester, according to the needs of the student/supervisor.

Student responsibility for the thesis

The student must take ultimate responsibility for managing the project and obtaining their degree. While the supervisor has an investment in the completion of the project, it is the student who must be the one accountable for successes and failures. If the project is in trouble, it must be the student who addresses the issues and asks for help. The student should not wait for the supervisor to step in and sort out a problem, but should seek help. The supervisor cannot be blamed for any major problems. While the supervisor is responsible for the final thesis being of a graduate standard, the student must accept total responsibility for the content, presentation, and defend the ideas of the thesis. Remember, it is your argument, not the supervisor's.

Student must balance conformity and independence

There are certain times the student must follow directions and advice, and others, they should break some rules or go against popular opinion - after all they are attempting to contribute original ideas. The supervisor will expect the student to have the initiative to discover work and ideas on their own, to generate their own research. However, in some cases they must also follow the advice of their supervisor(s). Knowing when to follow/break the rules is a skill of a great Master's student.

Regularly produce legible written work

The thesis is written work, and is assessed as such. The only measure the supervisor has of progress is what the student has written. Therefore, the supervisor expects regular written work, and of a reasonable standard so that it can be commented on. There is no point in submitting notes to the supervisor; however, it is not necessary to always give fully detailed, final versions for review. But the student must produce written material that is properly set out, neat, and coherent.

The student will ask others for advice

The supervisor should not be the single but rather the main source of advice. The student should get comments from their peers and other academics on their work. This will both provide new ideas and criticisms, and also relieve the workload of the supervisor. The sources of alternative advice can be fellow students, or more importantly, academic conferences and seminars.

The student shows initiative, enthusiasm, and originality

While these are not necessarily difficult, these skills are very useful. The supervisor will expect the student to give most, if not all, direction and ideas to the project. The supervisor cannot contribute original ideas to the project, because it is the student's job. The supervisor expects the student to work with a genuine interest in the research, and to be self-motivated.

Common student problems with supervisors

A common question for students at the start of their thesis is "What happens if I start having problems with the Supervisor?" While major problems are not that common, they do happen. The actions depend on the nature of the problem. With academic differences of opinion, these are expected during a candidature, and should be resolved with the supervisor. If this fails then a third party may be necessary - the third party may be someone from the program or a neutral academic. With personal problems, such as personality differences, the program chair should sort these out.

The best rule is to sort out the problem sooner rather than later, and always keep your supervisor fully informed of your ideas. Try to deal with difficulties as they emerge rather than letting them overwhelm you. Here are some other common problems:

Supervisor is never there

Academics are busy people. Also, they can travel extensively, and may work overseas for a period of time. It can be difficult for a student to see their supervisor regularly. In this case, contact your second supervisor, and try to organize meetings in advance.

Supervisor takes a long time to read work

After handing the supervisor 30 pages of work, the student will want back comments in a reasonable period (about 2 weeks). If the supervisor is busy, s/he may take over a month. A supervisor should be prompt in reading and returning a student's work. If the supervisor is regularly late with work, something should be done - a note to the supervisor is the first action. If it does not make a difference please speak to the MAIDS Director.

Insufficient feedback from the supervisor

Some supervisors give little response if the work is progressing satisfactorily, or give few comments on written work. This can be upsetting for the student who may have put in weeks or months of work, only to get a mild 'good' in response. It is best for the student to ask for more feedback, or else take their work to someone else for a second opinion.

Difficulty communicating with supervisor

A handbook by the Australian National University gives some good advice for personal differences between student and supervisor:

Try to determine the specific areas you feel you are unable to communicate about. Is it just a personality difference or do you feel you are getting inadequate feedback on your ideas or research? Be creative. Have an informal lunch. Remember that communication can take many different forms. Try to encourage intellectual interaction by structuring meetings differently. For example, provide written agendas or minutes of the meeting for comment. Make sure that you are being understood! Ongoing inadequate feedback suggests a change of panel might be in order.

Common supervisor problems with students

Remember that just as many supervisors have trouble with their students. Here is a list of common problems for supervisors.

The student is constantly asking questions and asking for help

Remember your supervisor will expect you to initiate and plan most of your work yourself. Only go to the supervisor for advice on what you think, and not for answers to all your problems.

The student is totally unrealistic about their research plan and the resources that are likely to be available

Many students have a research plan that is more appropriate for 2-3 PhD dissertations. They also are overly optimistic about how much work they can do, and how long it will take them. Even if you do not believe the supervisor that it could take a year to read and research a topic, it is more likely to be correct because of their experience.

The student does not incorporate ideas and suggestions from the supervisory panel

This is the problem of the student who is too independent or is trying to hide the fact that the research is not going well. Also, the student does not incorporate comments made by the supervisor and either forgets, or refuses to make changes to their work. This can be frustrating for supervisors who give much advice, only to see it ignored. Remember, you need to balance your own ideas and initiatives with advice from the supervisor. It can be foolish to ignore the advice of your supervisor; at the very least you must consider it.

The student seems overly dependent on advice and direction

Here the student lacks initiative and is dependent on the supervisor for ideas. The student must show initiative and generate new ideas or criticisms. The supervisor should mention to the student that they need to do this work themselves and become more independent.

The student lacks confidence in themselves and their project

A Master's thesis is hard, and some students find the amount and quality of work too much. However, remember you have demonstrated academic excellence to be admitted into the course, and that the supervisor believes you will complete the project, or else they would not have taken you on. All students find writing a thesis to be difficult and a lot of work, but you will complete one.

The student disappears

Often when students leave campus and go into the field they quickly forget about the program and supervisor. Remember it is the student's responsibility to keep the supervisors informed. Even if you have not done anything, you should still keep in contact with your supervisors at least every month. It is not the supervisor's job to initiate communication with the student, so if you do not contact your supervisor, you will never speak to them.

I. Common study problems

Intellectual and learning demands

The culture of learning

While every student faces unique problems with research and study, there are some common and recurring problems. By knowing these problems it may help the student find solutions to some difficulties they are having. One of the most significant problems for Master's candidates is academic differences. In one of the best books written for Asian students coming to Australia, Brigid Ballard and John Clanchy state, and this point needs emphasis:

“Intellectual Demands are greater than Language demands”

This is not to say that language problems are not important, but that intellectual demands are often ignored or down played and this has a significant impact on the effectiveness of the student's research and study

This section will look at some of the intellectual demands in which a Master's student must be competent.

Learning

Discussion based learning

Learning in the MAIDS Program is based more on seminars where students are made to discuss ideas. The supervisor will expect the student to discuss ideas, and have much to say on the topic. Meetings with the supervisor are not small lectures but a conversation; they are not about learning specific facts but about debating ideas, detailing progress, or working through problems. Discussion based learning can be difficult at first for some students due to language difficulties. But, students also find difficulty in putting their ideas in front of the supervisor because of **kreng jai** (shyness) or a lack of understanding of the topic in question.

Wide list of reading

Supervisors will expect their students to spend much time reading. This can mean around 15 hours a week minimum of reading, and this could entail one book and perhaps 5 articles. Further, the supervisor does not want the student to only read the texts, but also to understand them enough to comment on and criticize them. Students must have a thorough understanding of the texts, and thus, be able to form opinions on them. Much of graduate learning is based on reading and analyzing books and articles. You will find the amount of reading and analyzing daunting, but again, with practice it is not that difficult.

Vague outlines of studies

There is sometimes little or quite vague direction from the supervisor. It is up to the student to initiate the work. At first this can be confusing, because you are unsure if you are doing the research correctly. But this is all part of the learning process, for you need to discover individually how to research on your own time. The self-learning process, again, gets easier through time. Students should see the vague outlines as freedoms rather than limitations for they can research and explore whatever topic they want, and fully manage their own project.

Cultural Variations in Styles of Thinking

Reproductive versus original

Many educational systems train students to reproduce valued sources of knowledge. A good student will find the most accurate information for their research and reproduce this information. Often it is better if they do not criticize this work, as that can be considered insulting to the academic who wrote it. However, for your thesis you are expected to develop your own ideas about the subject, and to express them. Students are expected to criticize all ideas, regardless of who wrote them, and if they only agree with what they read it, is seen as poor research. Students are expected to comment, evaluate, and analyze other thinkers when they give their opinion. They are judged by their unique, individual, and original approach to the topic.

Correct versus Creative

Master's research often is not clear or neat. Sometimes the answers to questions cannot be accurate, or methods to find data may be unusual because graduate research is influenced more by individual approaches, and is more interested in original and creative responses. Correctness, while a factor, is not the most important way to assess a response. Thus an approach which may be totally wrong - but uses original ideas - may be rewarded. Your research should be based on asking questions, and only sometimes, on finding answers.

Following the supervisor versus self-initiated work

An important study skill for Master's students is to initiate, organize, and carry out their own research. Sometimes the supervisor will have little advice to give, and expect the student to discover research ideas on their own. During research, the student must learn to teach themselves, and organize their own

research and work plan. They will come to the supervisor with details of how the research is going, questions, and suggestions how to improve the research. The supervisor will give suggestions and opinions, but will not organize the student's research for them. A student may ask for advice on a topic and the supervisor will not offer assistance, but rather, suggest a book to read. Also, the supervisor will expect the student to come up with alternative ideas and arguments. The supervisor may organize very little for the student and expect to student to be self-motivated and highly organized.

Summaries versus analysis

The balance between description and analysis is one of the most difficult tasks for any student. While descriptions, literature reviews, and summaries are necessary components of a thesis, these must be balanced with an analysis of the subject.

To analyze means to break down something into the pieces, and discover how it all works. Analysis does not happen by repeating other people's opinions but by criticizing them. Hence many lecturers prefer student to minimize the amount of summarizing or 'glossing' of other writers and get the students to write their own ideas.

Supportive versus critical

Criticisms are expected of the student. The student must look for where ideas or methods don't work, and criticize their failures. The student is expected to offer negative views of well-respected thinkers, and give suggestions for improvement. Criticism means to evaluate something. While not all criticism is negative, the student is expected to take a negative stance on a number of occasions. Some students can find this critical approach difficult because they are forced to think and say negative things and thus show a lack of respect to other academics. Supervisors, on the other hand, will be disappointed if poor ideas or poor arguments are not criticized because it means nothing is being improved, and the student is not reading and thinking about the topic carefully enough.

What is active and passive reading?

One way to approach this problem is to think how to read. One can read passively or actively. A passive reader believes all that is written, and does not consider the implications. An active reader thinks whether the writer's views are correct; they also wonder why the author wrote this, what the implications of the argument are, and how the writing relates to the thesis. Clearly, active reading is far more work than passive, and takes longer. But the student must be an active reader to understand the material for the thesis.

Common study problems

All students face study problems. The following section lists a range of problems facing the student, from more general problems to those specific to a master's project. Most reasons why students have trouble are not to do with study, but events in other parts of their lives. However, there are some reasons why students do have trouble finishing their theses. This is looked at in two sections. If you want to make sure you complete your study, it is useful to see the common reasons why students drop out. Avoiding these problems will ensure the student has a much greater chance of success.

Non-academic reasons

By far the most common reasons for study problems are nothing to do with academic work. Rather, one cause is a change of interest from the student who may get bored with study and want to work in a job or take a holiday, or change careers. Also, pressures from life outside campus, in the form of money, employment opportunities, or other personal reasons, are other reasons why students quit. Students find a well-paying job and decide not to stay a poor student. Otherwise they do not have enough money to continue studying and decide to work. Finally, marriage, parenthood, moving away, or a change in career takes the student away from the Master's program.

Employment

Many students are working full-time and think they can continue to study part-time while working. They plan to work on their thesis at night or on the weekends. In reality, away from campus, the discipline of the supervisor, and the support of fellow students, it is difficult to maintain an interest in the thesis. Refrain from working full-time during your thesis research and writing. Work part-time if necessary.

Isolation

Because of the lack of class structure, regular contact with other students, and with focusing so much on the research project, the Master's student can become isolated from the program and other fellow students.

This is a problem that should be avoided. The student should keep in touch with other students in similar situations and work through their problems together. Isolation is a common problem faced by all students, but it is also the easiest to avoid.

Problems specific to the thesis

Losing focus on topic

Early in the project the student can begin to lose the research focus. This occurs because of the vague guidelines of study, or lack of supervisor direction, or the student covering too many topics in their research. The beginning of the thesis is often a very exciting time as there are many possibilities and the student has the freedom to research what they like. Sometimes the student is too general in their research and they wish to research every area, cover all topics, and investigate all possible theories. This enthusiasm is great, but unless the student learns to define the topic and locate the specific issue, the thesis will become too broad and impossible to complete as a thesis project. If the student feels they are not sure what they are doing, it should be discussed with the supervisor. Perhaps the supervisor needs to give more direction, perhaps non-relevant research needs to be dropped, or perhaps the objectives need to be more clearly defined.

Difficulty writing

Many students often find written English difficult, even students whose first language is English. Much practice and learning need to be put into academic writing. Like learning to speak English, the best way to learn how to write is to practice. Never avoid writing, as it is a bad idea to put writing off until later in the project. Approach writing early, for you will find it much easier to complete a thesis that is half done than one where the writing has not even started.

Poor relationship with supervisor

This is a problem which some students face and it is important to acknowledge it here. For further information see Chapter 8: The student and supervisor relationship.

Student is too casual

In these cases, the student is unaware of the required standard of research. They are willing to conduct poor research, not accurately record research and readings, and put little emphasis on the written product. The supervisor will mention the shortcomings of the thesis, and the student must start again and work to a higher standard.

Student is too much of a perfectionist

This is the reverse of the above case, especially when the student is unaware of the required standard and quality of research work demanded. Many students consider the thesis as the pinnacle of a research project. They are precise about their topic of research to the point of being fussy, and want to read every book on the topic, interview all the relevant people, and conduct numerous experiments. The student is not willing to submit the thesis until it is nearly perfect. Unfortunately, this does not work. All research is limited by academic, experimental, or physical factors. The student must recognize when a thesis is of an acceptable standard, even if it is not the best possible thesis.

Not balancing research and writing

Reading and taking notes is easy. Writing is more difficult. A golden piece of advice for students already stated is to start writing early, and write a lot early on in the project. It takes some time to get use to writing academic work. But once this skill is mastered writing becomes easier. By writing early - and writing a lot - the student will not be left in the troublesome position of having to convert 6 months of notes (which could be hundreds of pages) into 20,000 words in a month. Also, it is far easier to edit than to write. Some students consider 1,000 words a day as an excellent output, and others say they can write 2,000 – 3,000 words a day regularly. The best practice is to not be in a situation where the student must put out a sizeable amount of words, but rather, have the luxury of editing already written work.

Too long in the making

A very interesting study some time ago of research theses showed that the longer one spends on a thesis, the less likely it will be completed. The reasons are that the initial interest is gone, the topic has probably changed, and there will be more new research in the area forcing the student to restart the literature review. This is not to say that the thesis will not be written. However, it is better to seriously plan for a completion date of one year, and keep to this plan or else the student will risk losing interest and focus of the field.

Too independent

While independence is a valuable skill for the Master's student, too much is detrimental. Often students who have not produced as much work as they wanted will hide out and lose contact with the program. Or, in other cases, students sometimes do not listen to the advice of their supervisors. However, if they do not follow their supervisor's advice or ignore suggestions from other researchers, they risk submitting work which is inappropriate for a Master's thesis. While the student may have great

knowledge of the field, they are not familiar with the academic requirements. They may also become too independent from the university and not keep in contact with fellow students, or the academic community. In this case, they lose contact with the research and field, often lose interest and drop out.

From these common stumbling blocks, it is easy to see why students have difficulties. Students must balance perfection with casual research, independence and dependence, quality and quantity, initiative with advice. Finding a balance to manage these extremes is crucial for the student.

J. Thesis examination

At Chulalongkorn University, all theses are examined by a Thesis Examination Committee. This means the student must write a thesis, submit this to the examiners, and then publicly defend the findings and arguments in front of the examiners.

Examiners

The thesis will be examined by the Thesis Examination Committee, who will assess and ultimately pass the thesis.

Preparing for the defense

The student must give a presentation of around 20 minutes, detailing the major aspects of the thesis. The core components will be

- Description of the research topic
- Outline of the research methods used
- Discussion of the principal findings

The main task of the defense is for the student to defend the academic quality of the thesis. This means defending its importance, findings, and theoretical or conceptual framework. The student should think about what questions are likely to be asked, and how to defend them. The answers in the defense can persuade the examiners that an issue does not need to be modified.

There will be questions taken from the audience as well as the examiners. The defense will go for about two hours. Afterwards the examiners will meet and decide on the result. This may not come immediately, as it may take some time to decide upon conditions but expect it to be no more than a week.

Thesis examination guidelines

Standards

Academic Quality

It is difficult to describe the academic standard expected of the students. The thesis should be of an international standard; hence it must have a strong argument, and a relatively developed theoretical context; it must demonstrate original research which has been undertaken using a rigorous and valid research method.

The working definition for a thesis in the program is a major research project which provides a distinct analysis on an international development issue and contributes to the understanding of the field. The thesis according to this definition must demonstrate analysis, and also actively engages in the topic.

The context for the students is that they are producing a thesis in a coursework major, and the thesis comprises one third of their total workload. It is expected that they have worked full-time on their thesis for four months, and have conducted a considerable amount of original research (and this may be in the library, or in the field). The thesis is not expected to be of an academic publishing quality. However, the better theses will be of this standard, and all theses are expected to be capable of becoming academic publications.

Referencing

The thesis should be correctly formatted using Harvard style. The final version must have a complete bibliography, and all quotes must be properly referenced.

Expression

As a majority of students are English as a second (or third or fourth) language, the expressions may not be necessarily sophisticated; it should, however, be fully comprehensible.

Grading

There are three possible results the examination committee will award for the oral thesis defense.

Pass Without conditions

This means the version the committee examines is ready to be submitted. The thesis does not need to be in its final form, but must be very close. The thesis may still have minor editing, or other technical faults to correct. There may be some minor theoretical shortcomings or issues of argument to be corrected. The main criteria for no conditions is that any changes must be minor, and must be completed within two weeks.

Pass with condition

The student is given a list of the conditions necessary for the thesis to pass. Conditions can vary greatly, from significant re-writes of chapters, to minor conceptual, theoretical, or other modifications. If the conditions are minor, supervisors may consider giving a pass without conditions.

- The conditions must be completed in a set time (between 1-3 months).
- The conditions must be done to the satisfaction of the major supervisor.
- The conditions are determined by consensus of the members of the Thesis Examination Committee. If there is no consensus the decision may go to a vote between the members (which is the official policy of Chulalongkorn University), and if this fails to reach a conclusion, the final decision rests with the Chair of the thesis supervisory committee. Examples of conditions include redrafting chapters, correcting methodology, or rewriting conceptual or theoretical arguments.

Fail

A fail is a very unlikely outcome. The only time this could happen is when a student insists on an examination against the advice of their supervisors. A fail indicates a re-write, and re-defense of the thesis.

Additional grading categories

A thesis that is passed, with or without conditions, is also eligible to the following grades:

Good

Questions/objectives clearly answered, thorough analysis, hypothesis being discussed and substantiated with sufficient data or theoretical arguments; well-written.

Very good

Some degree of originality, questions clearly answered and fully substantiated with particularly in-depth analysis, furnished with rare data or information, nicely concluded, well-written, coherent and ready for publishing.



Chapter V

Dissertation Guide for PhD

A. Introduction

Overview of study plan

Plan 1.1: Research Mode

This study plan applies to students who have a MA Degree in Social Science or any related fields to International Development. A minimum of two years enrollment is required.

Students on this plan must be responsible for passing the Qualifying Exam (QE) no later than Trimester 4. As the QE may only be attempted twice, the GRID program requires the first attempt to be conducted no later than Trimester 3.

The QE is divided into two main portions:

- Course content of three core MAIDS-GRID modules
- Application of learned theory to tentative research topic

In order to successfully pass the QE, then, it is highly recommended to sit in on the MAIDS-GRID core courses for a S/U score. Two of these core courses are offered per trimester in Trimesters 1 & 2

However, if a student has graduated from the MAIDS MA Program, or another relevant Development Studies program, they are permitted to seek approval from their supervisor and the MAIDS-GRID Board of Directors to forego the course modules and instead begin supervised work on their dissertation. This can be on a part - time (3 credits, one course) or full-time (6 credits, 0 courses) basis.

It is therefore the responsibility of the student to ensure that you are equipped to pass the QE without attending the core modules, and is subject to approval by the MAIDS-GRID Board of Directors. The student must submit the Course Waiver Request form.

The **Proposal Defense Exam** must be completed by the end of a student's second year (Trimester 6 at the latest), but can only be requested after passing the QE. The GRID Program will allow proposal defense exams beginning in Trimester 2, upon the supervisor's approval.

Students must allow a 60 - day period between the date their proposal is approved and the date of their **final Dissertation Defense**. Following the Dissertation Defense, students must allocate an appropriate amount of time to make revisions in response to comments by their committee.

Therefore, in order to complete the GRID Program within 2 years, the student must be able to schedule their Dissertation Defense no later than the beginning of Trimester 6.

Simplified Outline: Identify research topic, select advisor and committee, Qualifying Exam, proposal defense, revision (if necessary), undertake research and prepare thesis, thesis defense, revision (if necessary) and approval by committee, graduation.

Plan 2.1: Research & Coursework Mode

This study plan applies to students who have a MA Degree in any related fields with a GPAX of at least 3.25. A minimum of two years enrollment is required. Students on this plan must be responsible for passing the Qualifying Exam (QE) no later than Trimester 4. As the QE may only be attempted twice, the GRID program requires the first attempt to be conducted no later than Trimester 3.

The QE is divided into two main portions:

- Course content of three core MAIDS-GRID modules
- Application of learned theory to tentative research topic.

Students are required to enroll in two core module courses during Trimester 1 and Trimester 2, scored on a S/U basis. In addition to compulsory courses, students are welcome to sit-in on all MAIDS courses, including electives.

The **Proposal Defense Exam** must be completed by the end of a student's second year (Trimester 6 at the latest), but can only be requested after passing the QE. Therefore, students on Plan 2.1 can request their Proposal Defense Exam beginning in Trimester 4. Students must allow a 60 - day period between the date their proposal is approved and the date of their final **Dissertation Defense**. Following the Dissertation Defense, students must allocate an appropriate amount of time to make revisions in response to comments by their committee.

Therefore, in order to complete the GRID Program within 2 years, the student must be able to schedule their Dissertation Defense no later than the beginning of Trimester 6.

B. Qualifying Exam (QE)

The QE consists of a written exam and an oral exam. The written exam is based on course theory and research methodology. Guidelines will be provided two weeks in advance for preparation, however it is a closed-book exam (no notes will be allowed in the exam room). The written exam is three questions based on the three core courses, has a three-hour time limit, and is worth 70% of the overall score. One week following the written exam will be an oral exam in the form of a defense of your written exam. There will be three examiners and this portion is worth 30% of the overall score. In order to pass (S score), you must receive at least 70%. If you do not pass the first attempt, another round will be organized the following trimester. You must pass in the second round to continue studying in the GRID program.

Questions Announced	Date to be announced
Date of Written Exam (70% overall score)	Date to be announced
Date of Oral Exam (30% overall score)	Date to be announced
QE Results Announced	Date to be announced

The exam measures students' foundation knowledge, analytical skills, potential for independent research as well as their preparedness to study at the Ph.D. level. Eligibility for the qualifying examination is conditional on the approval of the Examination Administration Committee. Criteria for registering for the exam are as follows:

- Students who enter a Ph.D. program with a Master's degree or with a Bachelor's degree with honors may register for the qualifying examination in their first semester.
- Other students may register for the qualifying examination only after having registered for not less than 12 credits of coursework in their program and having obtained a GPA not lower than 3.5.

Ph.D. students must receive a satisfactory grade (S) on the qualifying examination. Students who have received an unsatisfactory grade (U) on the qualifying exam will be allowed to retake the exam only once. If they receive an unsatisfactory grade again, they will lose their student status.

C. Proposal (Structure and Process)

Proposal Defense

In order to prepare for your Proposal Defense Exam, work with your advisor to determine the External Examiner, who will serve in both the Proposal and final Dissertation Defense Exams. Additionally, you must provide your completed proposal (hard or soft copy as preferred by the committee member) to each member of the committee at least one week in advance of your defense exam date.

Your committee must consist of five persons. At minimum, you must have your advisor, a chairperson, and three committee members. Your external examiner must serve as the chairperson. The required qualifications are as follows:

1. Be a faculty member, program lecturer, or external examiner;
2. Faculty members and program lecturers must:
 - a. Hold a PhD, or be a MA graduate who is an Associate Professor;
 - b. Have three (3) publications within the last five (5) years. One of the three publications must be research.
3. External Examiners must:
 - a. Hold a PhD and have five (5) international publications related to the topic and accredited by the OCSC;
 - b. If the external examiner doesn't have these required qualifications, the person must be approved by the University's Board.

Note that your first opportunity to defend your proposal can be scheduled for after the QE, contingent upon your passing of the exam. An electronic request form will be provided for those who pass the QE and are ready to defend their proposal within Trimester 3. If this applies to you, please consult with the MAIDS-GRID Program Officer to complete your request. We expect most Proposal Defense Exams to begin in Trimester 4 (first trimester of second academic year) and the process will be the same – an electronic request form provided by the MAIDS-GRID Program Officer.

In order to set up your proposal defense, work directly with your advisor. Keep in mind that you must have already passed the QE in order to defend your research proposal. Your advisor will help to determine the committee and date of defense, which will then be organized and facilitated by the MAIDS-GRID Program Officer. The oral defense of your proposal typically lasts between 90 minutes to 2 hours, divided into three parts. First, you are invited to make a 20 minute presentation of your proposal (using a PowerPoint Presentation). Please keep in mind that the committee has already read the complete submission, so you should focus on the key aspects of your proposal (introduction, research questions, concept, methods, limitations...). This is followed by questions from the committee to which you must respond; and finally the committee will have a short discussion to reach their conclusion on your exam result. Your result will be provided immediately after your defense is finished. You may receive one of the following results: pass, pass with revisions, or fail. If you pass with revisions, the revisions must be accepted by the committee prior to moving on to next steps.

Please note that upon completion of your proposal defense, you must receive approval from the University's Ethics Committee prior to beginning your fieldwork.

Proposal Structure

The proposal must essentially do the following:

- Prove the research is of an appropriate standard. That is, the topic is at an appropriate level for an international degree, and the topic fits the definition of a thesis: it is a contribution to knowledge.
- Prove the research is feasible.
- Prove the student is capable of undertaking the research.
- Outline your research methods: Chulalongkorn University must approve all research before it is undertaken. This ensures that research ethics are respected, and that there is no risk in undertaking the research.

Proposal structure

- The proposal should be Times New Roman 12 point, spaced at 1.5 lines.
- No special binding is needed.
- You need a cover page.
- The size of a proposal varies greatly and is subject to agreement with your supervisor and committee.

Proposal Outline

- Introduction or Statement of Research Problem (2-3 pages)
- Literature Review (25-30 pages)
- Conceptual Framework (2-3 pages)
- Research Questions (2-3 questions)
- Objectives of Research (3-4 objectives)
- Hypothesis or Expected Outcomes (1-2 paragraphs)
- Research Methodology (2-4 pages)
- Research Scope or Unit of Analysis
- Significance of Research (1 page)
- Ethical Issues (1 paragraph – 1 page)

Each portion of the proposal is covered in depth in the Research Methodology Course. Please bear in mind that for the advance study of a PhD, you will need to draw on additional research methods beyond the scope of the Research Methodology course. Please work with your advisor to identify which ones may be suitable for your thesis. Literature on additional methods can be found in the Faculty Library.

D. Research and Ethics

Ethics Committee Review & Approval Process

Following the approval of your proposal, you must then apply to have your research approved by the Ethics Review Committee of Chulalongkorn University. The Research Ethics Review Committee for Research Involving Human Subjects: The Second Allied Academic Group is tasked with the following:

- Considering full research proposals/full thesis proposals and reviewing the research procedure, with emphasis on the steps and methods used in collecting information from humans and the ethics in research involving human subjects as well as the researcher's readiness to conduct research projects submitted to the Committee.
- Reviewing, at the appropriate time and at least once a year, the progress of the research and risks to the research sampling population/participants. The Committee also has the right to observe the consent process involving the research sampling population/ participants as well as other processes related to their rights and welfare.
- Imposing suspension, withdrawal or termination on the research project in cases where it might cause more risk to the research sampling population/participants than had been expected or in cases where the research fails to comply with the ethical principles of research involving human subjects or fails to observe those principles in a consistent manner. Such a decision has to be made by the consent of a full board meeting of the Research Ethics Review Committee and evidence of this consent must be recorded in writing.
- Limiting the scope of the research project or suspending the execution of certain parts of it in cases where the researcher fails to comply with the ethical principles of research involving human subjects according to those specified by the Committee, which are a condition required for the approval of the research project which may only be conducted after the researcher has complied with the said specifications and the principles.

The website for The Research Ethics Review Committee for Research Involving Human Subjects: The Second Allied Academic Group can be accessed in English here: <https://www.research.chula.ac.th/home-eng/irb-2/>

There are three categories for review: Exemption Review, Expedited Review, and Full Board Review:

Exemption Review

According to the Standard Operating Procedures (SOPs), research projects that are eligible for exemption review are those whose collected information is about/from/ in human subjects but is information that is in no way connected with the research sampling population/participants as individuals (except for some cases that do not affect the risks or individual rights). Research projects with the following characteristics may apply for the exemption review:

- A research project in education that deals with regular classroom teaching and learning processes and research conducted in an educational institution whose standards have been certified.
- A strategic research project that is educationally innovative according to the national policy or the institutional policy in educational development; for example, research for assessing the efficiency of pupils/students in order to modify or change teaching and learning methods or research to assess the curriculum and to create or improve the curricula for educational quality assurance.
- A research project searching for a method of educational assessment in terms of thinking processes that create a person's cognitive ability or that is diagnostic and deals with aptitude and achievement, without recording the information in a way such that the identity of the research participants is revealed.
- A research project that uses information from online sources, public information databases or from secondary documentary research works that do not directly or indirectly reveal anyone's identity in order to analyze, interpret, compile or synthesize findings from other research works which involve a person/a group of people in order to reach a conclusion, a perspective or an end, which is considered to be a new idea or a new body of language.
- A research work that is a survey of facts or opinions of the population of a community or a society from an extensive circle, without bias or presupposition, conducted via telephone interviews and/or requesting the research participants to answer questionnaires which do not indicate, directly or indirectly, the names of the people who are answering the questionnaires.
- A research work conducted by observing or recording the behaviour of the population in a community or a society, without voice recordings or photos, clips, videos or film, in order to analyze or synthesize it by means of theory or to use it as basic information

for making decisions or setting up policies or plans for the government or the private sector.

- A research work that deals with languages, folklore, art and culture as well as society in general, which collects information from documents, together with conversations as well as interviews with local sages or learned people who are knowledgeable in local history and take pride in their invaluable local wisdom and, also, artists. The research may be accompanied by sound/voice recordings as well as photos and videos in order to search for a new body of knowledge, for sustainable conservation and development or for the production of creative works and for conservational/creative tourism. (In cases where the research sampling population/participants are minority groups from different racial and/or religious backgrounds, they should not be considered to belong to a vulnerable/deprived group).
- A creative or design research work which is part of the research procedure and deals with collecting information about taste, attitude and people's satisfaction with objects, items, goods, constructions or residences, public services, the ambience of events or exhibitions, nature and the environment. The research is conducted by interviewing people and/or requesting that they answer questionnaires without their names appearing. The research results will be presented as a holistic research report.
- A research to build or develop an application for language translation or language teaching and learning or for language self-learning, using human voices to accompany the lessons and directed at specific professions, for example, souvenir vendors, traditional Thai masseuses, taxi and tuk-tuk (tricycle) drivers, hotel employees, tourist and immigration police. For items 5-9, in cases where the research is conducted on a vulnerable/deprived group, it will not be considered as eligible for the exemption review

Expedited Review

Research projects that are eligible for expedited review are those whose research process or research procedures are of a low level risk—meaning that the risk does not exceed the kind of risk that may affect people's daily lives in general and for which the researcher has appropriate measures and methods to prevent such low level risk. The research must not be conducted on a vulnerable/deprived group and research projects should comply with the characteristics of one of the following items:

- A research project which collects the information from research sampling population/participants, who are normally children under 18 years of age and complies with items 5 -9 in the exemption review.
- A research project that is conducted through in-depth interviews and/or group conversations and/or answering the questionnaires, which may risk violating privacy or reveal confidential information about the research sampling population/participants in spite of the researcher's prepared appropriate measures and preventative methods.
- A document research project which combines the technique of using oral history about well-known characters of the past and present and could have an impact on the politics, the administration, the economy or the peace and stability of the country.
- A research project which uses secondary information from the personal records of a person or a group of people who have already been made known to the public and/or primary information that has never been publicized. The information may be in the form of handwritten or typed documents or illustrations whose information and content are criticisms or opinions expressed towards one particular person.
- A research project whose sampling population/participants may be affected or damaged, for example, by being subjected to the anger and hatred of people in society or being fined or sued or losing the opportunity to pursue their occupation.
- All types of research projects in art and performing arts whose displayed subject matter is about people who risk moral principles and ethics or is capable of stirring up social currents that are unwanted by most people in society.
- A research project which is a comparative or contrastive study of the tastes or preferences of people of different occupations, statuses, races, sexes and ages and involves their perception of stimuli in the terms of form, taste, smell, sound, light, colour or touch and which may affect the physical or psychological condition of the research participants.
- A research project in language or linguistics on the speech of people of different sexes with the information being collected by voice recordings, conversations and/or interviews and questionnaires, taking photos, clips and videos. With the consent

of the research participants, when the research project is completed, the researcher may keep the recorded information for the benefit of the academic circle and/or society in the future.

- A research project on sounds in language which requires phonetic instruments, tests and experiments in the perception of language sounds, the perception and learning of the mother tongue, the perception and learning of a second or foreign language where the researcher has direct contact with the research participants.
- A research project on creating language maps and maps of ethnic groups in Thailand and neighboring countries using primary information obtained from questionnaires and/or through interrogating the authorities or knowledgeable people in the locale.

Full Board Review

A research work involving human subjects might present risks at a high level—that is risks that are higher than those that happen in people's daily lives. Also, this applies to a research project involving human subjects who belong to a vulnerable/deprived group, which requires special care and, especially, experimental or semi-experimental research and research conducted through workshops or complicated research; all have to go through the full board review.

Vulnerable/Deprived Group

"The Vulnerable Group" and the "Deprived Group" consist of:

1. neurosis patients
2. children under 18 years of age
3. the elderly with memory deficiency
4. patients with dementia
5. waiters/waitresses in night entertainment venues and massage parlors
6. people with mental deficiency or with a short attention span
7. patients with seriously infectious diseases
8. minority groups from different racial/religious backgrounds
9. inmates/the accused/defendants in criminal cases
10. gamblers/waiters in gambling houses
11. the crippled
12. men /women who sell sexual services
13. people of an alternative sex
14. pregnant women

15. immigrants/displaced persons/transnational laborers,
16. conscripts
17. drug addicts

Some of the people in items (1) to (17) are not considered to be vulnerable or deprived, for example, pregnant women who are asked to answer online questionnaires about their purchasing behavior or normal children of 15 years of age, being asked to answer online questionnaires about their reading behavior.

How to Apply for an Ethics Review of Research Involving Human Subjects

Documents required

1. Full proposal,
2. A letter stating the researcher's intention to submit the research project for an ethics review of the research involving human subjects (AF 01-07/AF 02-07),
3. A form requesting an ethics review of research involving human subjects (AF 03-07),
4. Documents providing information for the research sampling population/ participants (AF 04 -07); a research at graduate level must be signed by the advisor.
5. A consent letter from the research sampling population/participants (AF 05 -07); research at the graduate level has to be signed by the advisor.

The researcher may request for exemption from a consent form in cases where the risk of the research is at a low level, for example, a research project that uses questionnaires that do not state the names of responders, a research that collects information from telephone interviews, a research about human subjects that uses secondary information for analysis or where signing the consent form may cause damage because it is a way of revealing confidential information about the participants, for example, collecting information from drug addicts, from HIV infected patients, from those who have sexually transmitted diseases and from service women.

However, the researcher must provide all information necessary for the research participant's decision even though they are exempt from signing their names in the consent letter.

6. A research execution plan that covers the whole period and a schedule indicating every stage of the research activity,
7. The CVs of the researcher/team of researchers to show their experience and their readiness to conduct the research,

8. A full research proposal/full thesis proposal that is printed on both sides of the page and each page being provided with a page number,
9. Other documents related to the research project, namely, detailed programs of activities, questionnaires, posters for advertising, leaflets and brochures.

When submitting all the documents of a research project to the Office of the Research Ethics Review Committee, be sure to arrange the documents from 1 to 8, following the 1-8 list above. The documents should be compiled into 6 sets and stapled together at the upper left hand side, (1 original set and 5 photo copied sets) for exemption review, expedited review and full board review.

Submit your research documents and related documents to:

The Office of the Research Ethics Review Committee for Research Involving Human Subjects: The Second Allied Academic Group in Social Sciences, Humanities and Fine and Applied Arts, Chulalongkorn University

Chamchuri Building 1, First Floor, Room 114,
Phayathai Road, Wang Mai SubDistrict, Pathum Wan District,
Bangkok 10330
Telephone 0 228 3210-11

E-mail curec2.ch1@chula.ac.th

The website for The Research Ethics Review Committee for Research Involving Human Subjects: The Second Allied Academic Group can be accessed in English here: <https://www.research.chula.ac.th/home-eng/irb-2/>

Criteria and Results of Ethics Review

The ethics review is based on three main criteria: research procedure and management of the research project, protection of the rights of the research participants and a review of the researcher and what has been used in conducting the research.

Research Procedure and Management of the Research Project:

- A research procedure that is correct, appropriate and in accordance with the research objectives,
- The criteria for selecting the research participants treating everyone equally,
- The appropriate criteria for selecting people to join the research project, for sorting them out and for removing them from the project,

- Appropriate preventative and cautious measures for risk, illness, inconvenience or unsafe situations that may affect the research participants,
- Appropriate proportion between risks and benefits expected to be gained from the research,
- Research participants should not be coerced, deceived or inappropriately persuaded to join the research project; they have the right to reject or withdraw from the research at any time without losing the benefits to which they are entitled,
- There should be specific guidelines for keeping information about the research participants confidential,
- There should be sufficient supporting reasons for bringing the vulnerable/the deprived into the research project and there should be logical measures for danger prevention.

Protection of the Rights of the Research Participants:

- Documents providing information for the research sampling population/ participants (AF 04-07), with sufficient information that is comprehensive, concise and written in language that is easy to understand,
- A letter of consent from the research sampling population/participants with statements describing the characteristics of the research project, what the research participants have to do, the duration of their participation, their willingness to take part in the research project and how to keep information about the research participants confidential.
- Providing the research sampling population/participants with a photo copy of documents that provide information for them and a photo copy of their letter of consent, to be kept as evidence thereof.

Review of the Researcher and Things Used for Conducting the Research:

- The researcher's knowledge and abilities, experience and readiness to conduct the research,
- Sufficient facilities/objects/instruments,
- An appropriate budget for administering the research project according to the plan (This can be the researcher's own budget or the budget allocated by the source of financial support).

Results:

- Exemption Review (the First Category):
If the proposal passes the exemption review, the Office of the Research Ethics Review Committee will issue a certificate for the research project to the researcher within seven working days.
- Expedited Review (the Second Category):
The results of this category of review fall into 4 types as follows:

The 1st type (A)

When the proposal is approved or certified without the requirement of corrections the Office of the Research Ethics Review Committee will notify the review result and issue a certificate for the research project to the researcher within ten working days.

The 2nd type (B)

After the researcher has made the corrections specified or has provided more explanation on some issues, the Office of the Research Ethics Review Committee will notify the review result to the researcher within ten working days.

*** The researcher must submit three copies of the corrected version of the research proposal/thesis proposal or additional explanations within two weeks.

The 3rd type (C)

The proposal requires correction even though the research procedure and different research stages have been appropriate or certain issues concerning ethics in research involving human subjects need to be improved; for example, an unclear framework or concepts, random sampling, random sampling techniques, research instruments (for example, questionnaires, statistics used for analyzing a research work that depends on statistics), different stages of checking while collecting the information and risk prevention having been not sufficiently secure. All these may affect the risk for the research participants. The Office of the Research Ethics Review Committee will notify the review result to the researcher within two weeks.

*** The researcher must submit three copies of the corrected version of the research proposal/thesis proposal within three weeks. If submitted after the deadline, the proposal will be considered as having been submitted for the first review because the changing situation may affect the research procedure.

The 4th type (D)

There are some points in the research procedure or in the ethics review of research involving human subjects that have caused the researcher to go through his/her research proposal/thesis proposal again; for instance, adjusting the research procedure or the method of collecting the information to make it more appropriate, increasing preventative measures for high risk that may affect the research participants, and the benefit gained from the research not being worth the risk to the research participants. The Office of Research Ethics Review Committee will notify the review result to the researcher within two weeks.

*** The researcher must submit three copies of the corrected version of the research proposal/thesis proposal within four weeks. If submitted after the deadline, the proposal will be considered as having been submitted for the first review because the changing situation may affect the research procedure.

- **Full Board Review (the Third Category):**

This category of review is used because the research sampling population/participants belong to a vulnerable/deprived group so the risk is quite high. The review results come in 5 types; namely, the 1st - 4th types (A-D), like those in the 2nd category of review, as stated above. The 5th type of review, or F, is added. The difference between the 2nd category and the 3rd category of review is that the 3rd category must be considered and approved by the Committee's full board meeting, following the steps specified in the Standard Procedure Methods, which is a full board review procedure. Therefore, more care, more caution and more time are needed. Another important addition is the result of the 5th type of review (F), which is not available in the 2nd category or the expedited review.

1st type (A)

The proposal is approved or certified without requiring any correction. The Office of the Research Ethics Review Committee will notify the result of the review and issue a certificate within two weeks of the Committee holding a full board meeting for reviewing the proposals.

2nd -4th types (B -D)

The Ethics Review Committee will hold a full board meeting once or twice a month, depending on the number of the research proposals submitted for review. The Committee will notify the review results, together with their suggestions for corrections, within two weeks after the meeting. The researcher must submit the corrected version of his/her proposal in line with the following

deadlines the result of Type B review, within two weeks, the result of Type C review, within three weeks, the result of Type D review, within four weeks. If the researcher fails to meet the deadline, his/her proposal will be considered as having been submitted for the first time for full board review (3rd category). After the proposal has been corrected, the researcher must submit six copies of the research proposal/thesis proposal for full board review. If there is no problem, the Office of the Research Ethics Review Committee will notify the review result to the researcher within two week after the meeting.

5th type (F)

No Approval/No Certification is granted to the research proposal because the research procedure and the steps in the research procedure have been totally inappropriate and the research contains many issues that contradict the ethics of research involving human subjects. This may have a negative impact on or cause harm to the research sampling population/participants that belong to a vulnerable/deprived group.

*** The Office of the Research Ethics Review Committee will notify the review result to the researcher within two weeks after the full board meeting of the Committee.

Notes:

- In cases where the research proposal/thesis proposal needs corrections—whether it be major or minor correction— the researcher can contest this if he/she does not agree with the review result or the opinions and suggestions of the Committee.
- In some cases, the Committee may invite the researchers for discussions in order to make the corrections more convenient and rapid.
- The researcher must make corrections within the deadline specified in the document notifying the review result. Failure to proceed with the corrections will be taken as his/her decision not to receive certification from the Research Ethics Review Committee for Research Involving Human Subjects: The Second Allied Academic Group at Chulalongkorn University.
- If the researcher does not correct the research proposal/thesis proposal and resubmits the uncorrected version for the Committee to review, whether it be the 2nd or the 3rd category of review, the Office of the Research Ethics Review Committee

will proceed with those steps which have been taken during the first review.

Conditions after the Research Proposal Is Approved:

- The applicant for a certificate (a faculty member, a researcher or a graduate student) must note that it is unethical if he/she collects information for the research before the application for an ethics review has been approved or certified by the Research Ethics Review Committee.
- If the certificate of the research project expires but the collection of the information in/with/from human subjects has not yet finished, the researcher must halt the collecting process and re-apply for approval. This has to be done one month or thirty days in advance before the expiry of the certificate, together with the submission of a research progress report. If the research only requires compiling the information results, analyzing the information or writing a research report, the researcher does not have to apply for a new ethics certificate.
- The researcher must conduct the research strictly in accordance with what is specified in the full research proposal/the thesis proposal.
- The researcher must only use documents that provide information for the research sampling population/participations, their letters of consent and the letters inviting them to take part in the research (if any), which have been endorsed with the seal of the Committee.
- If any seriously untoward incident happens to the place where the research information, which has requested the approval of the Committee, is kept, the researcher must report this to the Committee within five working days.
- If there is any adjustment or change in the research procedure, the researcher must submit the adjustment or change for review by the Committee before he/she can continue with his/her research.
- For a research project of less than one year, the researcher must submit a report of the research termination (AF 03-13) and an abstract of the research outcome within one month or thirty days of the research being completed. For a research project which is a thesis, the researcher must submit an abstract of the research

outcome within one month or thirty days of the research project being completed and the thesis being submitted.

Notes:

The officers of the Office of the Research Ethics Review Committee will affix the seal of the Research Ethics Review Committee for Research Involving Human Subjects: The Second Allied Academic Group at Chulalongkorn University, the number of the research project, the date of certification and the expiry date on the documents that provide the information for the research sampling population/participants, their letters of consent, instruments and other related documents that are used to accompany the research; for example, publicizing documents. The researcher must use those aforementioned documents whose contents match the ones bearing the seal of the Committee. When such documents are legitimately used, the researcher must submit a set of the documents to the Office of the Research Ethics Review Committee to be kept as evidence.

Overview of Ethics

Ethics can be defined as the “principles or standards set by a community which regulates what is considered legitimate or acceptable behavior.” Many universities have very formal ethical guidelines. At this stage, Chulalongkorn University’s guidelines are more general. However, at GRID we are very serious about research ethics, and insist all students closely address ethical considerations of research. Because human rights form an important part of the GRID curriculum, it is logical that they themselves should place emphasis on their respect of other people’s rights, in particular the rights of their research subjects.

Ethics are principles or guidelines, not rules. So sometimes there is no clear answer to an ethical decision and students and supervisors must address the problem by finding a balance between the importance and impact of the research. However, there are some clearly explained rules which are detailed below and cannot be broken: minimal risk, no deception, and you must take care of your research subjects. Most importantly, as a researcher, you have power and authority and at no time can this be abused.

These are the main ethical concerns for you to consider:

Risk

Risk is any potential threat or danger that the research may cause (directly or inadvertently) to the subjects of the research. Risk can take many forms; a physical risk is when the subjects are part of a medical experiment, or if the subjects are exposed to dangerous conditions (for instance traveling in dangerous areas); risk can also be psychological: if the subjects are exposed to harmful ideas (of a political or sexual nature, for instance); or must talk about traumatic experiences (such as domestic violence or other violations).

Much of this information on risk closely follows guidelines set for Australian universities, which has been slightly adapted to the GRID context. Risk can be classified into the following categories.

No Risk

Non-invasive projects where there is no risk to subjects above the everyday norm and where subjects are not identified.

- Research involving the use of standard tests and questionnaires administered appropriately to normal subject populations, and where data are recorded in such a manner so that the subjects are not and cannot be identified
- Research or evaluative procedures involving observation of public behavior on unidentified subjects, where data are recorded in such a manner so that the subjects are not and cannot be identified
- Research or evaluative procedures involving collection of existing publicly available data, documents, records or specimens
- Research carried out in an educational setting using groups of subjects (rather than individual subjects), where data are recorded in such a manner so that the subjects are not and cannot be identified.

Projects classified as no risk do not need to be monitored by the thesis committee.

Minimal Risk

Research risk classified as minimal when subjects are considered not to be exposed to physical, psychological and social risk above the everyday norm, but which may contain an element of slight risk to the subjects. It would include, for example non-invasive research involving minors. It may also refer to people who are in a vulnerable situation, such as in custody or prison, school children, people engaging in illegal activities, people who have suffered violations which have caused them distress.

In these instances, the committee will recommend the student to take the utmost care when dealing with these subjects, and the committee will request to see all surveys and interview plans before they are undertaken. In these instances it is expected that the Thesis Examination Committee will monitor the student's activities. This will include:

- Checking all questionnaires and interview outlines before they are administered.
- Get feedback promptly on the result of fieldwork and discuss any issues arising.
- Documenting all necessary approvals for interviews and questionnaires.
- Assisting the student in data security, such as making sure subjects are anonymous if they wish to be.

At Risk

Research which involves risk to subjects above the everyday norm. This risk is of particular concern and any research which involves risk must get approval from the Thesis Examination Committee, and be closely monitored by the main supervisor. Research at risk includes:

- May cause discomfort (either physical, psychological or social) beyond normal levels of inconvenience. For example talking about serious violations either witnessed by the subject, or occurred to the subject.
- Examines potentially sensitive or contentious areas (such as sexual violence, domestic violence, political subversion, illegal activities)
- Seeks disclosure of information which may be prejudicial to participants (e.g. information which is potentially incriminating and may put the subjects in jail, or political beliefs, or sexual orientation)
- Involves circumstances where the purpose of the study is not fully disclosed. This may be where the researcher must lie to get access to information.
- Uses a highly vulnerable subject population (such as children, handicapped populations, or people subject to serious violations).

In these instances the Thesis Examination Committee will monitor the student's activities. This will include all the activities from minimal risk, and in addition:

- Determine if candidate is capable of working in this risky environment.
- Ensure the student has thoroughly researched the issue and will not put subjects or themselves at risk.

- Closely monitor fieldwork while it is being undertaken. This may include asking for weekly updates on activities.

Some very important rules for the research:

- You cannot harm the subject or yourself in the course of research
- You cannot put yourself at risk. Even if you wish to be brave and undertake dangerous research, say in conflict situations or illegally border crossings, this kind of research is not supported for various reasons such as insurance, university reputation, and so on.

Consent

Consent is important because to respect your subjects' rights, they must know they are part of a research project. It is disingenuous to lie to subjects. However, you often need to be aware of what information you can give to ensure you get the information you need. Subjects of research who are identified in the research by name will need to know more details of your project. They don't need to know precisely the claim of the research, but must know what the subject of the research is. If you are criticizing a particular organization or idea, you may not want to give this information because the subjects may refuse to talk. However, they may also wish to have the right to reply. Those subjects who are not identified do not necessarily need to know or understand the nature of the research, but they do need to know they are the subject in a research project.

You must gain consent for interviewing vulnerable people. This includes:

- Children under 18: parental consent needed.
- Children at school – the school must give written permission.
- People under guardianship or care: Patients, prisoners, mentally handicapped, or any other detained person. You should get written permission from the relevant authorities to speak to these people.

Deception

Deception is where you gain information, without consent, through disguise (as an example, using disguise to gain entry into a group or location). There is much debate about using deception. As of yet, no research undertaken at GRID has used deception, and it is unlikely approval would be given for this. This must be discussed with the committee.

Privacy

All research subjects have the right to privacy. You can offer confidentiality, but this is not legally binding. The researcher and subject do not have the same legal status as doctor and patient. However, there has never been a case of a court requesting a researcher to disclose the identity of a subject. You have to note in your thesis if the subject asked for confidentiality by noting in a footnote "the subject requested not to be named or identified in the research." Privacy also includes the safe keeping of your information. You should not let unauthorized people read your notes or access interview tapes if they contain sensitive information. It is assumed that the only person allowed to examine this data is the researcher.

Illegal Activities

A student cannot deliberately undertake any illegal activities during the research. This includes crossing borders illegally, participating in drug taking, visiting restricted areas (such as illegal gambling houses, entertainment areas if under the required age, entering private property without permission), illegal protests, and so on. Under special circumstances research whose legality is unclear, but it is considered of low risk – for instance interviewing protestors or visiting groups in borderland areas – may be conducted. However, permission from the committee must be granted.

Vulnerability

As a researcher you are given a certain power and demand, a trust which cannot be misused. You must consider if the participants are vulnerable (for instance if they are 58 minors, prisoners, patients or the intellectually handicapped). This also includes psychological vulnerabilities, for instance battered women, people with low self-esteem (for instance people with eating disorders), or recovering addicts. If the group is vulnerable first think if it is essential that the investigation uses the particular group. Care is needed to ensure that consent is informed and freely given. The subject's well-being is YOUR responsibility. Post-research counseling may be necessary.

Collectives

If you intend to deal with a social group, you need to consult the leaders first. These can be indigenous groups, or even schools and offices. This also makes research sense because you will need to understand how the group operates from a variety of viewpoints.

Research Misconduct

All research findings must be reported accurately and honestly. No cheating, fraud, plagiarism, inventing findings, adjusting results, and so on. This will result in immediate failure and expulsion from the program.

E. Dissertation (Structure and Process)

Dissertation components

Overall, your dissertation should be no more than 100,000 words, comprised of:

- Preliminary Section
- Text Section (Body of Text)
- References Section
- Preliminary Section

This includes the section from the front cover to the last page before the text section. It is comprised of:

- **Outer Cover**

The Graduate School will be responsible for the binding and covering after the thesis has been approved.

- **Title Page**

This page contains details of the thesis title, author's name and title. The author's academic qualifications should be omitted from this page as it will appear in the author's profile at the end of the thesis. However, the author's rank, rank of nobility, title conferred by the kings, or religious rank should appear on this page. Also included are the title of degree, field of study, department, faculty/program, academic year, and ISBN (International Standard Book Number). The last line must state that the thesis is the copyright of Chulalongkorn University. There are two title pages. If the thesis is in English, type the first page in English and the second page in Thai.

- **Approval Page**

For GRID students, this page will be in English and provided by the program.

- **Abstract**

This page contains a short, concise, and clear summary of the thesis that allows readers to quickly comprehend the topic of the thesis. The abstract must not be more than 1 page. All GRID theses must include an abstract in English, as well as its translation into Thai. The abstract should include:

- Objectives, goals, and scope of the research
- Research methodology, including equipment, data collection method, number and type of the group under study
- Research findings including statistical significance (if carried out)
- Additionally, a good abstract should meet these criteria:

- Accurately indicate the objectives and contents of the thesis topic
- Complete acronyms or uncommon words must be written in full when they first appear. Citation of document, example, text, equation, or drawing is not necessary. The abstract should contain key words that can be used for database indexing.
- Precision, conciseness, and clarity. Each sentence, especially the leading sentence of a paragraph, should be as meaningful and as concise as possible.
- Coverage rather than evaluation. An abstract should only report significant findings and statistical data of the research and should not contain any critiques.
- Articulation and coherence. An abstract should contain complete sentences using an active voice. Use present tense when summarizing research findings and suggesting research application; use past tense when referring to research methodology and experiments.

- **Acknowledgements**

This includes statements of gratitude to any individual, institution and/or agency that provided assistance or cooperation during the course of the thesis. They may be extended to the members of thesis examination committee, financial sponsor, individual who provided suggestions and information as well as those who permitted the use of writings and research equipment. Acknowledgements are considered an academic and ethical obligation that a researcher should fulfill, but should be confined to most significant support only.

They should be written in plain academic style; avoid using spoken and colloquial language. Individuals should be referred to by their real names and last names along with appropriate titles; do not use nicknames. Also indicate their rank/academic titles and positions. Acknowledgements page is preceded by an abstract page. It must not exceed 1 page and the name of the thesis author must not appear at the end.

- **Contents**

This page outlines important sections of the thesis in proper order of page numbers. Chapter titles, main headings, and minor headings must be consistent with those in the thesis body of text. The first page of the contents is counted but contains no page number while all the following pages are numbered.

- **List of Tables (if any)**

This page lists the captions and page numbers of all the tables that appear in the thesis; it follows the table of contents page.

- **List of Figures and Illustrations (if any)**

This page lists the page numbers of all figures (figures, maps, charts, and graphs) in the thesis; it appears on a new page following the List of Tables page.

- **List of Abbreviations (if any)**

This page describes symbols and abbreviations used in the thesis and appears on a new page following the List of Figures page.

- **Body of Text**

There is no defined structure for the body of the text – please work with your advisor to determine how to structure this according to your research topic.

- **References Section**

The references section is comprised of references, appendices, thesis author's biography, curriculum vitae, and vita.

References

Each thesis must have a list of references that details titles of the books, publications, audiovisual materials, and data collection methods used in the thesis. The list of references is preceded by the main text and contains all the documents cited in the body of text of the thesis only. If the author wishes to include other references used but not cited in the text, they should appear on a new page titled Bibliography.

Appendices

Supplementary texts that cannot be included in the body of the text but can enhance thesis comprehension and any relevant research data that were not directly cited in the thesis are included in appendices. The first page of this section, center aligned, is titled Appendices. The page is counted but contains no page number. If there are many appendices they should be labeled Appendix A, Appendix B, Appendix C and so forth. Each appendix begins on a new page and all pages contain a page number. If the appendix contains footnotes they must be numerically ordered and appear separately in each appendix. Footnote style and fonts must be the same as those employed in the body of the text.

The Author's Biography

Appears on the last page of the thesis and must be numbered. The biography text must not exceed 1 page and should include the following information of the author:

- First and last names with applicable title, rank, rank of nobility, title conferred by the king, and religious rank;
- Date and place of birth;
- Educational credentials from bachelor degree or an equivalent upward together with details of relevant academic institution and year of degree completion;
- Work experience;
- Academic publications;
- Award or scholarships received;
- Current Work position and office.
- References Section

Dissertation Exam and Committee

At Chulalongkorn University all theses are examined by a Thesis Examination Committee. This means the student must write a thesis, submit this to the examiners, and then publicly defend the findings and arguments in front of the examiners. The Thesis Examination Committee will assess and ultimately pass the thesis.

Your committee must consist of five persons. At minimum, you must have your advisor, a chairperson, an external examiner, and two committee members. Your external examiner may serve as the chairperson, in which case you will need to select three additional committee members. The Thesis Examination Committee will most likely be the same as your Proposal Examination Committee, however under some circumstances changes may occur. The required qualifications are as follows:

- **Advisor**
Must be a Political Science Faculty member; or member from another Faculty at Chulalongkorn University (requires University approval).
- **Chairperson**
Political Science Faculty member with PhD or Associate Professor Position; or person from outside of the Faculty or University, who has a PhD and 10 National Publications or 5 International Publications relevant to your research topic.
- **External Examiner**
Person from outside of Chulalongkorn University who has a PhD and 10 National Publications or 5 International Publications relevant to your research topic; or person from outside of Chulalongkorn University with strong work experience in the field relevant to your research topic (requires University approval).
- **Co-Advisor or Committee Member**

Chulalongkorn University's Faculty member who has a PhD; or a person from outside of Chulalongkorn University who has a PhD and 10 National Publications or 5 International Publications.

Eligibility for Dissertation Defense

A PhD student seeking to defend his/her thesis must prepare an eligibility package two weeks in advance, consisting of the following documents:

1. Copy of complete thesis;
2. Proof of acceptance for publication in journal(s)*;
3. English qualification result (if necessary);
4. List of Committee Members

The listed documents must be submitted to the GRID office, upon prior approval from the advisor, in order to request scheduling for their thesis defense within the timeline set by the GRID Program. However, the date of requesting the defense and the actual thesis defense date must not be less than two weeks apart.

*Students in Plan 1.1 must have articles published in at least two academic journals or publications according to the regulations below. Students in Plan 2.1 must have articles published in at least one academic journal or publication according to the regulations below.

According to Chulalongkorn University's announcement on February 27, 2019 on Guidelines and Criteria of Journals and Proceedings for Graduate Studies publishing requirements, the publishing must be made to the journals or proceedings following these guidelines:

- Thai Journals: Publication must be made to journals ranked in Tier 1 or Tier 2 of Thai-Journal Citation Index Centre (TCI) (GRID Students must publish in English language only)
- International Journals: Publication must be made to journals in the following database:
 - ISI Web of Science (Science Citation Index Expand, Social Sciences Citation Index, Art and humanities Citation Index) or Web of Knowledge (<http://wokinfo.com>)
 - Scopus (<http://www.info.scopus.com>)
- Discipline-based journals:
 - Academic Search Premier (<http://www.ebsco.com/home>) (select ebsscohost and then academic search premier)
 - Agricola (<http://agricola.nalusda.gov>)
 - BIOSIS (<http://www.biosis.org>)
 - CINAHL (<http://www.ebscohost.com/academic/cinahl-plus-with-full-text>)

- Ei Compendex (<http://www.ei.org>)
- ERIC (<http://www.eric.ed.gov>)
- H.W. Wilson (<http://www.ebscohost.com>) (select evscohost and then H.W.Wilson)
- Infotrieve (<http://www.infotrieve.com>)
- Ingenta Connect (<http://www.ingentaconnect.com>)
- INSPEC (<http://www.theiet.ore/publishing/inspec>)
- MathSciNet (www.ams.org/mathscinet)
- MEDLINE/Pubmed (<http://www.ncbi.nlm.nih.gov/pubmed>)
- PsycINFO (<http://www.apa.org/pubs/databases/psycinfo/index.aspx>)
- Pubmed (<http://ncbi.nlm.nih.gov/pubmed>)
- ScienceDirect (<http://www.sciencedirect.com>)
- SciFinder (<http://scifinder.cas.org>)
- Social Science Research Network (<http://papers.ssrn.com/sol3/DisplayAbstractSearch.cfm>)

Conference Proceedings are not acceptable.

PhD students who have submitted their complete thesis but fail to have their thesis or individual research published within the time limit of the Graduate School shall follow the steps below:

- The students who have not run out of their academic time shall submit a request for their status maintenance and pay the fee at the rate specified in the University's Notification.
- The students who have finished their academic time and are refused to extend their academic period shall be deprived of their student status.

Preparing to Defend

The student must give a presentation of around 30-45 minutes, detailing the major aspects of the thesis. The core components will be:

- Description of the research topic
- Outline of the research methods and concepts used
- Discussion of the principle findings and argument
- Significance of the research

The main task of the defense is for the student to defend the academic quality of the thesis. This means defending its importance, findings, and theoretical or conceptual framework. The student should think about what questions are likely to be asked, and how to defend them. The answers in the defense can persuade the examiners that an issue does not need to be modified. There will be questions taken from the audience as well as the examiners. The defense will go for about

two hours. Afterwards the examiners will meet and decide on the result. This may not come immediately, as it may take some time to decide upon conditions, but expect it to be no more than a week.

Thesis Examination Guidelines

Standards

Academic Quality

It is difficult to describe the academic standard expected of the students. The thesis should be of an international standard; hence it must have a strong argument, and a relatively developed theoretical context; it must demonstrate original research which has been undertaken using a rigorous and valid research method. The working definition for a thesis in the program is a major research project which provides a distinct analysis on an international development issue and contributes to the understanding of the field. The thesis according to this definition must demonstrate analysis, and also actively engages in the topic. The context for the students is that they are producing a thesis in a coursework major, and the thesis comprises one third of their total workload. It is expected that they have worked full-time on their thesis for four months, and have conducted a considerable amount of original research (and this may be in the library, or in the field). The thesis is not expected to be of an academic publishing quality. However, the better theses will be of this standard, and all theses are expected to be capable of becoming academic publications.

Referencing

The thesis should be correctly formatted using Harvard style. The final version must have a complete bibliography, and all quotes must be properly referenced.

Expression

As a majority of students are English as a second (or third or fourth) language, the expressions may not be necessarily sophisticated; it should, however, be fully comprehensible.

Format

In order to graduate, students must submit a final copy of his/her copy that is formatted correctly utilizing the online thesis submission portal.

Grading

Pass without Conditions

This means the version the committee examines is ready to be submitted. The thesis does not need to be in its final form, but must be very close. The thesis may still have minor editing, or other technical faults to correct. There may be some minor theoretical shortcomings or issues of

argument to be corrected. The main criteria for no conditions is that any changes must be minor, and must be completed within two weeks.

Pass with Conditions

The student is given a list of the conditions necessary for the thesis to pass. Conditions can vary greatly, from significant re-writes of chapters, to minor conceptual, theoretical, or other modifications.

The conditions must be completed in a set time (between 1-3 months).

The conditions must be done to the satisfaction of the major supervisor.

The conditions are determined by consensus of the members of the Thesis Examination Committee. If there is no consensus the decision may go to a vote between the members (which is the official policy of Chulalongkorn University), and if this fails to reach a conclusion, the final decision rests with the Chair of the thesis supervisory committee. Examples of conditions include redrafting chapters, correcting methodology, or rewriting conceptual or theoretical arguments.

Fail

A fail is a very unlikely outcome. The only time this could happen is when a student insists on an examination against the advice of their supervisors. A fail indicates a re-write, and re-defense of the thesis.

Result

Good/Very Good

A thesis that is passed, with or without conditions, is also eligible to the following grades:

Good

Questions/objectives clearly answered, thorough analysis, hypothesis being discussed and substantiated with sufficient data or theoretical arguments; well-written.

Very Good

Some degree of originality, questions clearly answered and fully substantiated with particularly in-depth analysis, furnished with rare data or information, nicely concluded, well-written, coherent and ready for publishing.

After your defense, the Committee will convene briefly to determine your grading result. You will then be notified, in person, directly following their discussion and decision.

iThesis Process

In order to submit your dissertation, you must submit via iThesis at: <http://thesis.grad.chula.ac.th/>

Note that references must be managed using EndNote. EndNote is available free for Chulalongkorn University students here: <http://www.car.chula.ac.th/endnote.php>

Overview of steps

1. Download and set up iThesis software on your computer;
2. Activate iThesis from Microsoft Word;
3. Log into your account on the iThesis website, then fill out the requested information, including your proposal, thesis, background, etc;
4. Open a new word document, then log into your iThesis account on your word document;
5. Click on the generate button to create a proposal/thesis form from the new word document;
6. After completing the generated form, scroll down to copy and paste your proposal/thesis content after the page "Table of Contents". Then copy and paste the list of your references after the page "References";
7. Click the "Save to Cloud" button to upload to the iThesis system. Save your document in .docx and wait until the upload is complete;
8. Go to the iThesis website and check your uploaded document at "Revision and Approval". Then, click on "Plagiarism Detection";
9. Choose your document and save as your proposal/thesis. There is an option to include a message to your advisor if needed. Click on save;
10. Next you will receive an automatic email from the iThesis system informing that your proposal/thesis has been submitted successfully.

Please refer to iThesis manual from the program for more details

F. Graduation

In order to be eligible for graduation, the following requirements must be met:

- Complete 48 Credits (36 credits from dissertation and 12 credits from compulsory courses. S/U courses are also required – i.e. Doctoral Seminar)
- Complete the QE prior to, or within, Trimester 4
- Pass the Proposal Defense Exam prior to, or within, Trimester 9 (end of Year 3)
- Pass the Dissertation Defense Exam and submit completed dissertation prior to, or within, Trimester 18 (end of Year 6)
- Publication:
 - Plan 1.1: At least two (2) articles published in academic journals or publications according to the regulations

- Plan 2.1: At least one (1) article published in academic journals or publications according to the regulations

To graduate within three years, you would need to complete the following:

- Pass QE in Trimester 3
- Pass Proposal Defense Exam in Trimester 4
- Pass Dissertation Defense Exam prior to, or in the beginning of, Trimester 9*

*If you plan to defend prior to Trimester 9, there must be a 60-day period between the approval of your proposal and your final dissertation defense date.

Exact dates for Graduation Request will be provided on a trimester-by-trimester basis. To be eligible to receive a diploma in any given academic year, students must have their graduation approved first by the Faculty Board no later than the last day of the academic year as set by the University, and then by the University Council. If you do not register for graduation by the deadline in any given trimester, you may register late and pay the applicable fee. Additionally, if you have already request for graduation but will not be able to complete the requirements on time, there is a process to withdraw the request and student will have to enroll and register in the following trimester.

★★★★★★★★

Chapter VI

iThesis

Key Points:

- Student, both MA and PhD, must use iThesis throughout Thesis/dissertation process. However, many students start the process after the proposal defense.
- It is recommended that the students work with the iThesis system at least one week prior to the deadline to avoid system failure due to crowded Internet traffic.

A. Introduction

iThesis is a system which students across Chulalongkorn University are required to use in order to keep track of the thesis. While this system digitized the approval system, keep in mind that the paperwork and formalities outside of the iThesis system are still required. iThesis, in general, served as a way for Graduate School to easily process students' theses and their graduation process. In doing so, it requires a lot of parties involved, not only students as a user, but also the thesis advisors, the entire committees, staff, and the Graduate School,.

This chapter will provide the guideline and step-by-step recommendation for navigating the iThesis system.

Students may access to the iThesis system via this link:
<https://ithesis.grad.chula.ac.th/>

B. Preparing information

As you are a *new* user to the system, you will need to prepare your personal information to put into the system. The information you provided to the university at the enrolment is not linked with this iThesis system.

Information that you should have:

1. Information about yourself.
2. Information about your entire committees. (current email address and working phone number, academic ranking, title, etc.)

C. Using the iThesis

Login

On the panel on the right side of iThesis webpage, you will see a login module looking like this:

LOGIN

ชื่อผู้ใช้ / Username

รหัสผ่าน / Password

Remember me

LOGIN

Your username and password:

Username: first 8 digits of your students ID, i.e. if your student ID is 618 12345 24, then your username is **61812345**

Password: Your password is the same one you use to access registration/ reg.chula website.

Enter your personal information

After logged in, you will see this window:

YOUR PROFILE	Basic Information	Contact Information
ELECTRONIC FORM	Topic (TH) : (no data)	
REVISION & APPROVAL	Topic (EN) : (no data)	
REPORT DATA	Student ID : 618	
SUBMISSION DOCUMENT	Fullname (TH) : น.น	
LITERATURE SEARCH	Fullname (EN) : Mr.	
	Field of Study (TH) : การศึกษาระดับปริญญาโท	
	Field of Study (EN) : International Development Studies	
	Faculty / College Name (TH) : ภาควิชาการศึกษาระดับปริญญาโท	
	Faculty / College Name (EN) : Faculty of Political Science	
	Degree Name (TH) : ปริญญาโทศึกษาระดับปริญญาโท	
	Abbrivate Degree Name (TH) : อ.น.	
	Degree Name (EN) : Master of Arts	
	Abbrivate Degree Name (EN) : M.A.	
	University Name (TH) : มหาวิทยาลัยบูรพา	
	University Name (EN) : Chulalongkorn University	
	Last Update : 14:42:10 28/06/2016	

Some data will be shown as *no data*, leave it. It will show a correct data later after you have follow the upcoming steps.

What you should check at this stage is your name and student ID. If they are correct, go to the next step by clicking on the **Contact Information** tab.

If the information needs to be change, please contact the office of the registrar.

<https://www.reg.chula.ac.th/eindex.html>

Contact Information tab

Basic Information **Contact Information**

Student's email :

Student's mobile phone number :

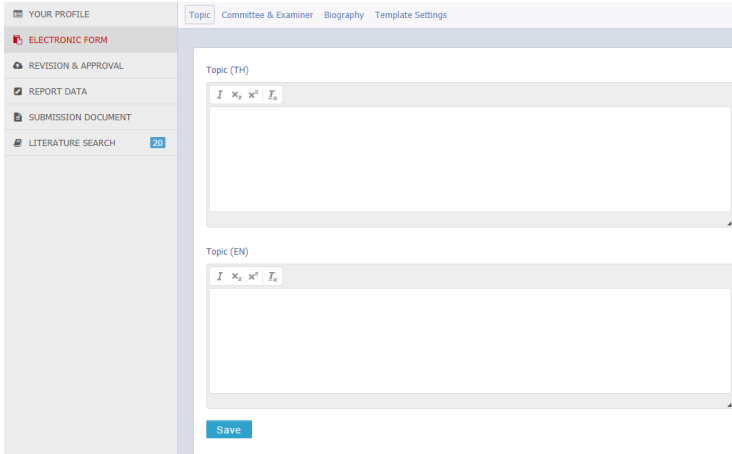
Graduate Staff :

In this page, please provide your current email address in the given box, then click add. There's a default email generated by the system

(yourstudentid@chula.ac.th), leave it. Enter your current telephone number. Click Save.

General thesis details

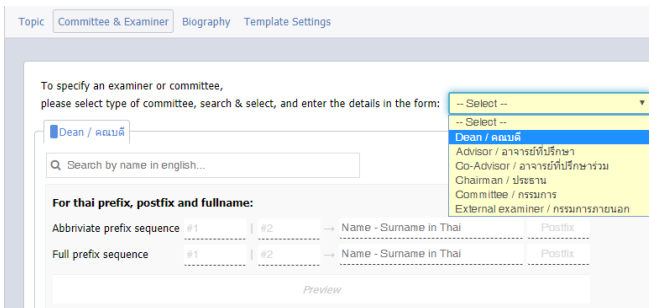
On the right tabs, click on *Electronic Form*. This window will appear:



Topic: Enter you Thai topic on (TH) box, and English topic in (EN) box. The Thai and English name can be requested with the Program Officer. Normally, if students – especially the MA – defense their proposal within the time frame provided, the file with complete Thai and English thesis filte will be sent to you.

This part can be change at anytime. Ask our staff for you updated Thai language of your title (the topic will usually change after the thesis/dissertation defense)

Committee & Examiner: Enter the details in the following steps:



In a drop-down menu, select the type of your committee.

The list must include the dean as well. (This step is require for the approval page in your final thesis.)

To add the name, type a part of their name in the search box. For example, if we are going for the dean:

To specify an examiner or committee,
please select type of committee, search & select, and enter the details in the form: Dean / คณบดี

Dean / คณบดี

Q tangsup

AKE TANGSUPVATTANA - Chulalongkorn University

For thai prefix, postfix and fullname:

Abbrivate prefix sequence	#1		#2	→	Name - Surname in Thai	Postfix
Full prefix sequence	#1		#2	→	Name - Surname in Thai	Postfix

Preview

For english prefix, postfix and fullname:

Abbrivate prefix sequence	#1		#2	→	tangsup	Postfix
Full prefix sequence	#1		#2	→	tangsup	Postfix

Dean / คณบดี

AKE TANGSUPVATTANA

For thai prefix, postfix and fullname:

Abbrivate prefix sequence	#1		#2	→	เอก ตั้งทรัพย์วัฒนา	Postfix
Full prefix sequence	#1		#2	→	เอก ตั้งทรัพย์วัฒนา	Postfix

เอก ตั้งทรัพย์วัฒนา
เอก ตั้งทรัพย์วัฒนา

For english prefix, postfix and fullname:

Abbrivate prefix sequence	#1		#2	→	AKE TANGSUPVATTANA	Postfix
Full prefix sequence	#1		#2	→	AKE TANGSUPVATTANA	Postfix

AKE TANGSUPVATTANA
AKE TANGSUPVATTANA

Email

Add/Save committee

type in *tangsup*, part of his last name, the name of people with similar last name will show up.

In this case, there's only him alone. Click on his name.

(Tips: Thai first names are somewhat commons (like John, Sara, etc.), go for last name.)

After clicking the name, his Thai and English name will be automatically add to the boxes.

(This step means to prevent typos – some professors are okay to sign, some are not. Most of the time it's this small mistakes that delays the graduation.)

If the name in the system is not correct, use the one that's available, even if it's incorrect.

There are also these boxes in both Thai and English:

For thai prefix, postfix and fullname:

Abbreviate prefix sequence	#1		#2
Full prefix sequence	#1		#2

#1: Enter their academic ranking
#2: Enter ดร. In the Thai box only, if they have a Ph.D.

Note: There's also a *postfix* box, leave them blank in Thai. Enter *Ph.D.* in postfix box in English, if your committee have a Ph.D.

The filled box should look like this:

Tips: Only enter the abbreviate prefix, and click on the item that pops up, the system will automatically add full prefix to the blanks.

List of Prefix, ranking, will be sent to you in the same file of thesis topics.

Please check their ranking, Ph.D., properly. The system cannot check this details for you.

Repeat this steps for all the committees. Make sure you select their type (advisor, external, etc.) correctly.

Academic rankings:

	Professor	Associate Professor	Assistant Professor	Doctor
Abbreviated prefix (TH)	ศ.	รศ.	ผศ.	ดร.
Full Prefix(TH)	ศาสตราจารย์	รองศาสตราจารย์	ผู้ช่วยศาสตราจารย์	ดร.
Abbreviate prefix (EN)	Prof.	Assoc. Prof.	Asst. Prof.	Dr.

Biography: Enter your personal details in each of the boxes. If any information is not available, leave it blank. Click save.

Topic
Committee & Examiner
Biography
Template Settings

Name	<input style="width: 95%;" type="text"/>
Date of Birth <small>Ex. 18 May 1989 or 18 พฤษภาคม 2531</small>	<input style="width: 95%;" type="text"/>
Place of Birth	<input style="width: 95%;" type="text"/>
Institutions attended	<input style="width: 95%;" type="text"/>
Home address	<input style="width: 95%;" type="text"/>
Publication	<input style="width: 95%;" type="text"/>
Award received	<input style="width: 95%;" type="text"/>

Topic Committee & Examiner Biography **Template Settings**

Template language & font

Language: ไทย English

Theme font: Times New Roman

Page font size (.pt)

Committee page font size: 16

Abstract thai page font size: 16

Abstract english page font size: 16

Acknowledgement page font size: 16

Biography page font size: 16

Other

List of tables Yes No

Heading: List of tables

Caption label (table): Table

List of figures Yes No

Heading: List of figures

Caption label (figure): Figure

Save

Template settings: For MAIDS-GRID program:

- Template language & font:
 - o Select **English**
 - o Theme font **Times New Roman**
- Page font size: leave as is.
- Other: If you have the list of table or figures, check Yes. If not, left it at No. Click save.

After completing this step, please click on the **icon** on the upper right corner of you screen, then click **setting**, a screen below will appear:

Notifications not allowed. (click to enable)

University EN

Settings Recent activity

Add-in Activate Key : **ACTIVATE KEY**

Profile photo :

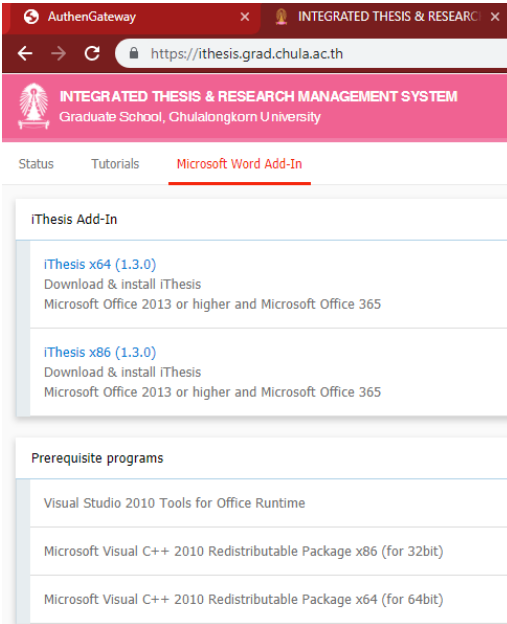
Choose File No file chosen **Upload**

File must be an image (.jpg, .png, .gif).
Maximum file size: 1MB.

- Home page
- Service request
- Settings
- Help
- Logout

Copy the **Add-in Activate Key** and paste it somewhere (Another Word file, notepad, etc.)

Log out from iThesis



The screenshot shows a web browser window with the URL <https://ithesis.grad.chula.ac.th>. The page header includes the logo of Chulalongkorn University and the text "INTEGRATED THESIS & RESEARCH MANAGEMENT SYSTEM Graduate School, Chulalongkorn University". The navigation menu has "Status", "Tutorials", and "Microsoft Word Add-In" (which is highlighted). The main content area is titled "iThesis Add-In" and contains two sections:

- iThesis x64 (1.3.0)**
Download & install iThesis
Microsoft Office 2013 or higher and Microsoft Office 365
- iThesis x86 (1.3.0)**
Download & install iThesis
Microsoft Office 2013 or higher and Microsoft Office 365

Below this is a section titled "Prerequisite programs" with three items:

- Visual Studio 2010 Tools for Office Runtime
- Microsoft Visual C++ 2010 Redistributable Package x86 (for 32bit)
- Microsoft Visual C++ 2010 Redistributable Package x64 (for 64bit)

You will now be redirected to the main page, click on the Microsoft Word Add-In tab.

Click to download iThesis Add-In.

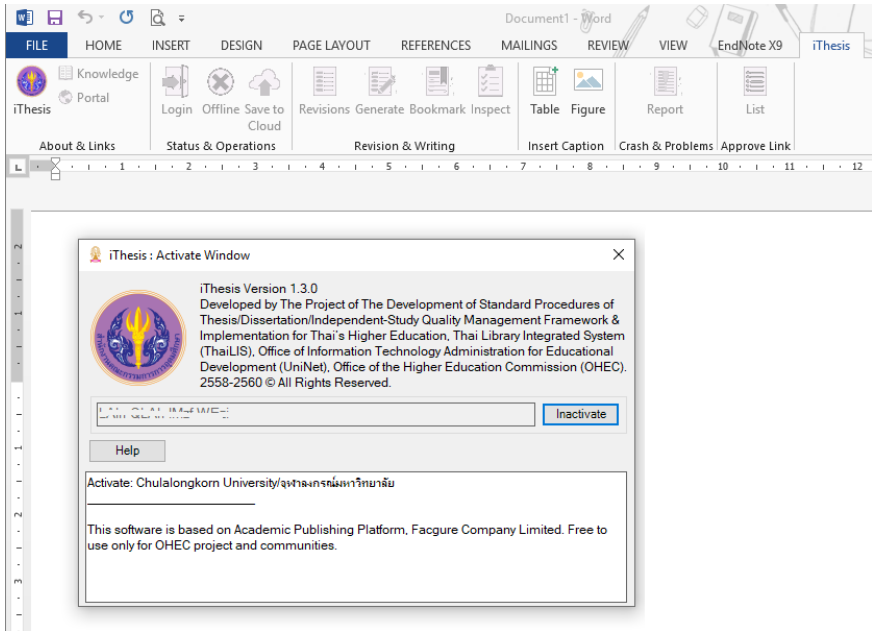
In general, if your computer is not too old, choose [iThesis x64](#) and install the add-in like regular program installation.

If you cannot install the first version, try installing the other version, or check if you need to install prerequisite programs.

To find out how to check your version of Windows, search it on Google.

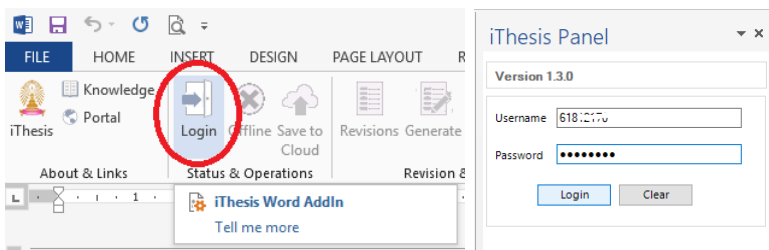
If you completed the installation, open **Microsoft Word**.

In MS Word, go to iThesis tab, click on the Purple logo. A new window will appear. Enter the **Add-in Activate Key**, click Activate, then it should show this window:

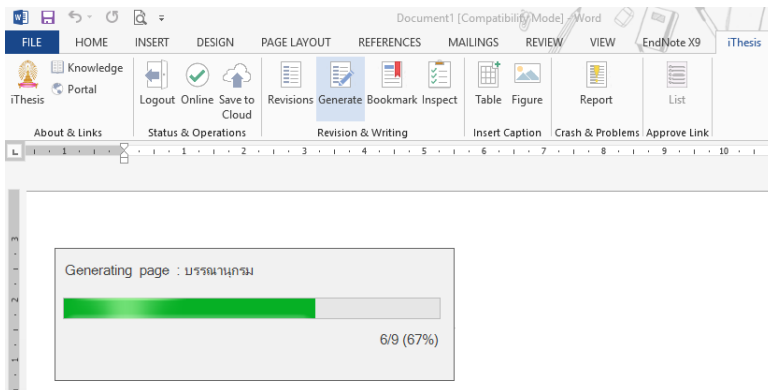


You can now close the small activation window.

Prepare your Username/Password that you use to login in iThesis system again to start pairing your work in MS Word to iThesis system.



After the activation, click on Login button. A login module will appear on the right side of the MS Word screen labeled iThesis Panel. Enter your username/password, click login.



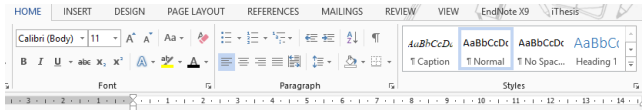
After login, all the buttons in iThesis tab will be activated. Click on the Generate button to create a template for your thesis. The window showing progress will appear. It will bring the details you have keyed in to the iThesis system into this file.

You can now start working on the generated template. If you have been working on another MS Word file, you can now copy and paste your work from that other MS word file on to this file. Paste it on the **blank page** between Table of Content and Reference. You can now style and format the content of your thesis.

To help with creating table of content, you can use the functions to help as follows:

Suppose you paste the content of your thesis onto the blank page, then you style it yourself:

From this:



Chapter 1

Introduction

Introduction text, usually just to give the reader a general outline of what this thesis or writing will be about, how it will be systematically analyzed and present. It could be a paragraph or longer, but shouldn't be too long to bore the reader.

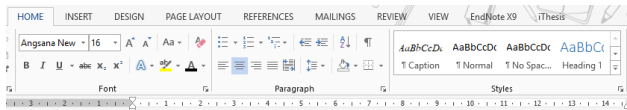
1.1 Topic 1

Intro of topic 1/ content and text. May be this paragraph will explain why you want to study or conduct this thesis. What is it that got your attention or interest you in doing this [research](#). If you have additional bullet to apply to the content, enter and tab.

1.1.1 Subtopic 1

Write about it.

To this:



Chapter 1

Introduction


Introduction text, usually just to give the reader a general outline of what this thesis or writing will be about, how it will be systematically analyzed and present. It could be a paragraph or longer, but shouldn't be too long to bore the reader.

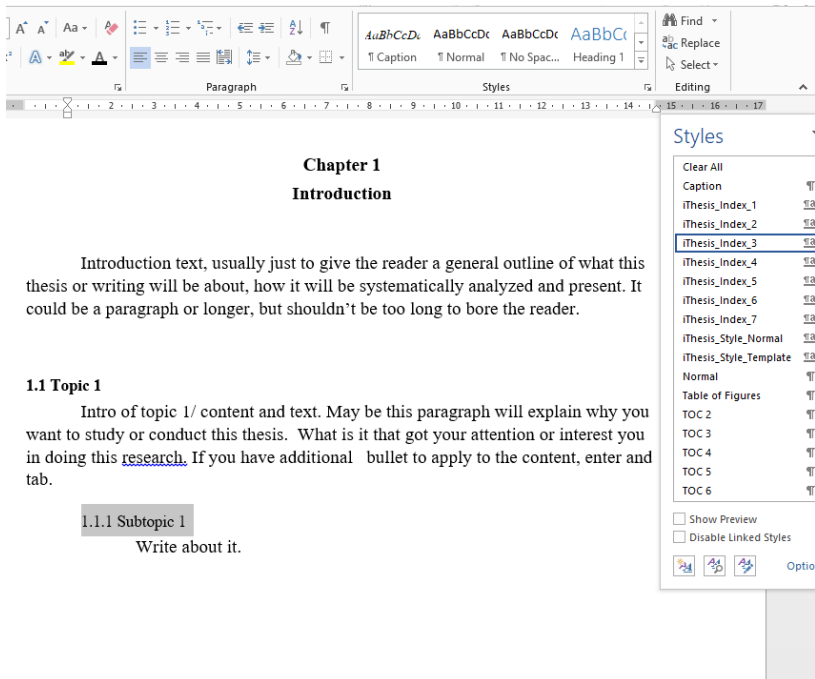
1.1 Topic 1

Intro of topic 1/ content and text. May be this paragraph will explain why you want to study or conduct this thesis. What is it that got your attention or interest you in doing this [research](#). If you have additional bullet to apply to the content, enter and tab.

1.1.1 Subtopic 1

Write about it.

To bring the topic/content of your chapter to the table of content, please choose the Style option from the little arrow under the style box (). A drop down menu will allow you to choose the headings to appear in the table of content.



Highlight the part that should be in your table of content, then click on the style.

This goes by logic, i.e. the **Chapter** is the first part of the chapter, then it should be highlight (darken) and click on *iThesis_Index_1*. The next subtopic, **1.1 Topic**, then, should be *iThesis_Index_2*, and so on. When you update the table of content, it should be updated according to what you have select.

This is regular MS Word functions. To find additional help, tricks and tips, Google.

Now, after finish editing you must save your work by clicking *Save to Cloud* button on the iThesis bar. The system will ask you if you want to save the file locally, up to you.

The versions of your work will appear in the module on the right panel of MS Word after you logged in, you can download any versions you'd like to continue working.



Chapter 1
Introduction

Validate margins (10%)

Pre-Qualifying Questionnaire of the Document

- Validate file signature and file structure
- Validate margins
- Validate complex sections
- Validate references
- Update Table of Contents, List of Tables, and Table of Figures
- Prepare bundle to save to cloud
- Check available disk space on the cloud

OK

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After you click save to cloud, there will appear a new window showing save progress. There will be windows asking for reference or EndNote, if you don't have it yet just skip, your work will still be save on the system anyway.

Tips & Tricks on how to use EndNote or how to convert your references saved in other software to EndNote (in case you had been using other software), search on Google. (i.e. Convert Zotero to EndNote, etc.)

The saved files of every versions will appear on the right panel of the screen. You can choose and download any file that has been saved to comeback and edit. **Remember to always Save to Cloud.** (Cloud in this case is the iThesis system, you don't need additional account for it.)

iThesis Panel ▼ ×

Version 1.3.0

Mr. ...
61...
Faculty of Political Science
Master of Arts
Chulalongkorn University

5.00 GB free of 5.00 GB

Revisions		References
No.	File size	Date time
1	44.20 KB	12/06/19 12:48:31

Important steps:

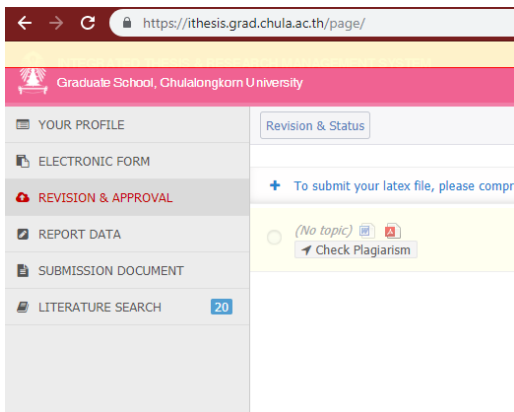
After you completed the first version and click *Save to Cloud*, login to iThesis again to submit for your committee for approval. This stage it would be labeled as *Proposal* stage.

You will need to run the file in Turnitin, and upload the Turnitin version to the system as well. Please submit to Turnitin website with the following details:

Class: MAIDS-GRID iThesis
Class ID: 23016267
Key: iThesisChula (This code/class works until Dec 2022)

Then upload each of the stage of your thesis to appropriate assignments.

You will also need to click the *Check Plagiarism* in the system, too. After completed plagiarism check, you will be need to submit the proposal for you committees to approve **ONLINE**. This will be done via iThesis system:



Check the file that you want to send to your committee to approve then click submit. The email with the link for your committee to approve will be sent to the email address provided in the beginning.

If you've gotten their email addresses wrong, you will not complete this process and cannot continue working on the system. You yourself will receive a confirmation email as well.

After you have submitted the proposal, and your committee approve the proposal (or reject for that matter), you will be continue working on your thesis, **repeat the same step** for editing and saving your work to the system, including for first draft submission prior to the defence, and final complete version submission.

When you're ready to defend your thesis, do submit the draft for your committee. The draft has to go thru Turnitin as well.

At this stage, go back to the **Electronic Form** module to add Thai and English abstract. (This module will appear only after you have submitted your proposal)

After the draft has been sent, and you defend your thesis already, you will be revising your thesis based on the result of the defence. You will revise and submit the final version again to the Graduate School and your committee. (Also this final file has to run through plagiarism check)

In the tab **Submission Document**, please check and see the list of documents you will need to be submit. After you submit the final version, you will need to print out:

- Your final thesis that has barcode on it – Do not bind/staple just clip it



with paper clip:

- Other documents listed in the system
- Prepare THB 200 for binding fee to the Grad school

If you have difficulties using Endnote, MS Word, page set up, etc.:
Google.

FAQs

You're using MacBook:

You will need to install Windows OS as a second OS in your MacBook **or**

Work on your MacBook, and when you're ready to upload your thesis to the iThesis system, use the computer at the computer lab on the 7th Floor of Building 3). The computer room opens:

Monday - Thursday 08:00 – 19:00, Friday 08:00 – 17:00

You have not been using EndNote?

It is recommended that students use EndNote from the beginning. However, many reference software can be import/export across platform.



Chapter VII

People

Key Points:

- List of the lecturers of the program and their expertise and research focus
- List of the contact persons in the program

A. Executive Board



Bhanubhatra Jittiang, Ph.D.

MAIDS-GRID Director

Ph.D. in Sociology

University of Wisconsin-Madison, USA

bhanubhatra.j@chula.ac.th

Research interest

Sociology of Refugee, International Migration, Urban and Community Sociology, International Development

Deputy Director: Assistant Professor Dr. Carl Middleton

Board of Committee

Advisory committee: Emeritus Professor Dr. Amara Pongsapitch
Emeritus Professor Surichai Wun'Gaeo

Chair of the committee: Associate Professor Dr. Ake Tangsupvattana

Board of Committee: Assistant Professor Dr. Chulanee Thianthai
Assistant Professor Dr. Carl Middleton
Assistant Professor Dr. Kasira Cheeppensook
Assistant Professor Dr. Naruemon Tahbchumpon
Assistant Professor Dr. Natthanun Kunamas
Dr. Sirima Thongsawang
Emeritus Professor Dr. Supang Chantavanich
Associate Professor Dr. Thanapan laiprakobsup

Board Secretary: Dr. Bhanubhatra Jittiang

Assistant to Board

Secretary: Ms. Thanida Sangsophon

Program coordinator: Mr. Pong Neetiwanapong

B. Program's lecturers

Program lecturers are the one who are eligible to be your thesis advisor. Please approach them early to guarantee your chance of working with them.

Every contact should be formal and must be done through appropriate channel (i.e. proper subject, self-introduction, stating what you need). If you're approaching them to become you advisor, please provide them with a draft proposal of the prospective topic you plan to work on



Associate Professor

Ake Tangsupvattana, Ph.D.

Dean, Faculty of Political Science
Ph.D. in Sociology
University of Essex, UK

Ake.t@chula.ac.th

Research interest

Globalization and Government, Politics
and Business, Social and Political Theory.

Assistant Professor

Carl Middleton, Ph.D.

Deputy Director, MAIDS-GRID Program
Director, Center for Social Development Studies
Ph.D. in Environmental Chemistry
Manchester University, UK

carl.chulalongkorn@gmail.com



Research interest

Politics of Environmental Policy, Political Ecology of
Water, Energy and Land, Environmental Justice



Associate Professor
Chulanee Thianthai, Ph.D.

Ph.D. in Bio-Cultural Anthropology,
University of Oregon, USA

chulanee00@hotmail.com

Research interest

Cultural Anthropology, Business Anthropology,
Qualitative Research,
Gender, Youth, Disability and Urban Studies

Associate Professor
Jakkrit Sangkhamanee, Ph.D.

Ph.D. in Anthropology,
The Australian National University, Australia

jakkrit.sa@chula.ac.th

Research interest

Political and Cultural Ecology, Sociology of
Knowledge, Border Studies



Assistant Professor
Kasira Cheeppensook, Ph.D.

Ph.D. in International Relations,
London School of Economics, UK

kasira.c@chula.ac.th

Research interest

International Norms and Organizations, ASEAN and
Human Security, Human Rights, Gender



Assistant Professor

Naruemon Thabchumpon, Ph.D.

Ph.D. in Politics,
University of Leeds, UK

nthabchumpon@gmail.com

Research interest

Comparative Democratic Studies, Politics of
Human Rights and Development, Politics of Civil
Society and Grassroots Movements



Associate Professor

Natthanan Kunamas, Ph.D.

Ph.D. in Politics and International Studies,
University of Leeds, UK

kunnamas@gmail.com

Research interest

Public Policy, European Union Integration

Associate Professor

Soravij Jayanama

M.Sc. in Theory and History of International
Relations,
London School of Economics, UK

soravis@hotmail.com

Research interest

US Foreign Relations, Empire, Political Theory and
Continental Philosophy, Gender Studies





Emeritus Professor
Supang Chantavanich, Ph.D.

Program Advisor
Ph.D. in Sociology,
Grenoble, France

chansupang@gmail.com

Research interest

Refugees and Migration Studies, Ethnic Chinese Studies, Sociology of Occupations, Behavior in Local Government Organizations, Sociology of Education, Qualitative Research

Emeritus Professor
Surichai Wun'Gaeo

M.A. in Sociology,
University of Tokyo, Japan

surichai1984@yahoo.com

Research interest

Sociology of Development, Environmentalism and Sustainable Development, Social Movements and People's Participation, Endogenous Social Theory



Associate Professor
Thanapan Laiprakobsup, Ph.D.

Ph.D. in Political Science,
University of Houston, USA

tlaiprakobsup@hotmail.com

Research interest

Politics of Development, Comparative Public Policy, Political System and Public Policy, Democratic Development



C. Program's officer

Program officers are those you will contact on a regular basis. All staff shall be available at **the Unit of International Academic Affairs (IAA)** located on the M Floor of Building 3 (Kasem Udyanin Building) or by phone call at 02-218-7313



Mr. Pong Neetiwanpong

Program Coordinator
coordinator.maids@gmail.com

Role:

- Coordinates matters in the programs
- Student consultation



Ms. Thanida Sangsophon

Program Office/IAA Education Innovation
officer.maids@gmail.com

Role:

- Arrangements of examinations
- Administrative documents



Ms. Chatkaew Kruidang

International Affairs
chatkaew.kr@chula.ac.th

Role:

- Documentations regarding visa (extension, change of visa type, etc.)

Chapter VIII

Contacts

A. Chulalongkorn University

Registration (course registration, add/drop, withdrawal, etc.)

The Office of the Registrar

Monday – Friday 08.00 – 16.00

<https://www.reg.chula.ac.th/eindex.html>

Here, you will also find:

Registration guidelines for incoming students

<https://www.reg.chula.ac.th/newstudentsen.html>

Login page for registration:

<https://www2.reg.chula.ac.th/cu/reg/eng/logon/logonframe.html>

Student related matters

<https://www.reg.chula.ac.th/studentsen.html>

Academic calendars:

https://www.reg.chula.ac.th/calendar_en.html

Request forms: (Request forms must be filled for all request/contact for changes with the registrar)

<https://www.reg.chula.ac.th/dlforms.html>

Health

Small illnesses, clinical treatment (i.e. headache, preliminary check for the sickness)

Chulalongkorn University Health Service Center (Chamchuri 9 Building)

Monday – Friday 08.00 – 18.00

http://www.cuhc.chula.ac.th/en_US/

King Chulalongkorn Memorial Hospital received a transferring patients from the University Health Service at Chamchuri 9

King Chulalongkorn Memorial Hospital

24 Hours

<https://chulalongkornhospital.go.th/kcmh/>

Health related contacts

Ambulance: **1669** (Free public service)

Police/emergency: **191**

B. Faculty of Political Science

The MAIDS-GRID Program

Monday – Friday (except public holidays)

08.00 – 17.00

Phone: (+66) 0 2218 7313

Email address: coordinator.maids@gmail.com

Office: Kasem Udhyanin Building (PolSci Building 3), M Floor

Professors

By appointment, via email first.

Write a formal, concise, proper-styled email; introducing yourself, state what you need, etc., and wait for a reply.

★★★★★★★★★★