

This is a Notification for all interested Master Degree holders that Ph.D admission in various discipline under the **ICFAI University Mizoram** following are now open for the Academic Session **2026-2027**.

AVAILABLE PH.D. SEATS

Sl. No.	Department	No. of Seats
1	Commerce	3
2	Economics	3
3	Education	3
4	English	3
5	Geography	3
6	History	2
7	Hospitality & Tourism	3
8	Management	6
9	Mizo & Cultural Studies	3
10	Political Science	3
11	Social Work	3
12	Sociology	3
13	Psychology	2
Total		40

IMPORTANT DATES

Event	Date
 Admission Notification	29 th June, 2026 (Monday)
 Last Date for Submission of Admission Forms (Online/Offline)	20 th July, 2026 (Monday)
 Written Examination	29 th July, 2026 (Wednesday)
 Examination Venue & Time	The ICFAI University Mizoram, 10:00 AM – 1:00 PM
 Interview	30 th & 31 st July, 2026
 Publication of Selected Candidates List	1 st August, 2026 (Saturday)
 Last Date for Payment of Admission Fees	3 rd August, 2026 (Monday)
 Call for Waiting/Contingency List	4 th August, 2026 (Tuesday)
 Last Date for Payment of Fees (Waiting/Contingency List)	5 th August, 2026 (Wednesday)
 Commencement of Coursework Classes	10 th August, 2026 (Monday)



For further details regarding eligibility criteria, admission procedures, and application forms, candidates may contact the University Admission Office.



**Course Structure and Syllabus for Ph. D Program of the Department of Commerce,
ICFAI University Mizoram.**

The following are the course structure and syllabus for Ph. D program at the Department of Commerce, ICFAI University Mizoram:

Table 1: Ph. D Course Work Structure

Course No.	Course Code	Course Title	Credit
1	IUMPOLPHD1	Research Methodology (Core)	04
2	IUMPOLPHD2	Literature Review and Seminar (Core)	02
3	IUMCOMPHD3	Recent Trends and Emerging Research Issues in Commerce (Elective)	04
4	IUMRPEPHD	Research and Publication Ethics (Core)	02
		Total Credit	12

Course 1 (IUMPOLPHD1): Research Methodology (4 credits)

Course Objective: This is an introductory course to research and it seeks to guide students acquire research skills so that they may objectively examine and analyse social issues and problems. This course is intended to guide the students in writing their dissertation as well as their field projects.

Unit 1: Foundations of Research

Introduction to Research: Meaning, Objectives, and Importance of Research

Types of Research: Basic, Applied, Descriptive, Exploratory, Analytical, Quantitative, Qualitative, and Mixed Methods

Research Process: Steps in the Research Process; Criteria of Good Research

Philosophy of Research: Positivism, Post-positivism, Constructivism, Critical Theory; Ethical Considerations in Research; Plagiarism and Academic Integrity

Literature Review: Purpose, Sources, Process, Writing Review, Identifying Research Gap

Unit 2: Research Design and Measurement

Research Problem: Formulating the Research Problem and Hypotheses

Research Design: Exploratory, Descriptive, Causal

Sampling Design: Probability and Non-Probability Sampling Techniques, Sample Size Determination

Scaling Techniques: Likert, Thurstone, Guttman, Semantic Differential

Questionnaire Design and Survey Methods: Validity and Reliability of Measurement Instruments; Case Study Method, Action Research; Pilot Testing

Unit 3: Data Collection and Analysis

Data Types: Primary vs Secondary; Cross-sectional vs Longitudinal

Methods of Data Collection: Interview, Observation, Focus Groups, Surveys

Introduction to Qualitative Data Collection Tools: Interview Protocols, Field Notes

Quantitative Data Analysis: Descriptive Statistics

Inferential Statistics: Hypothesis Testing, Parametric and Non-Parametric Tests (t-test, ANOVA, Chi-square, Correlation, Regression)

Use of Software: SPSS, R, Excel

Qualitative Data Analysis: Thematic Analysis, Content Analysis, Grounded Theory Approach; Use of Software for Qualitative Data (e.g., NVivo)

Unit 4: Report and Thesis Writing

Synopsis and Report Writing; Referencing: Footnotes, Endnotes and Bibliography; Statistical Analysis and Data Interpretation.

Suggested Readings:

Ahuja, R. (2022). *Research Methods* (2nd Edition). New Delhi: Rawat Publication.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Archer, J.E & Dalton, T.H. (1968). *Fieldwork in Geography*. New York: Harper Collins.

Bateson, F.W. (1972). *The Second Critic: An Introduction to Literary Research*. Routledge.

Best, J. W., & Kahn, J. V. (2022). *Research in education* (11th ed.). Pearson.

Bryman, A. (2016). *Social research methods* (5th ed.). UK: Oxford University Press.

- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). London: Routledge.
- Comstock, Gary (2012). *Research Ethics: A Philosophical Guide to the Responsible Conduct of Research*. UK: Cambridge University Press.
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approach* (6th ed.). London: Sage.
- Flick, U. (2011). *Introducing Research Methodology*. London: Sage International (P) Ltd.
- John C. Almack. *Research and Thesis Writing*.
- Kothari, C.R. (2023). *Research Methodology: Methods and Techniques*. New Delhi: New Age International.
- Kumar, R. (2019). *Research Methodology: A Step - by - Step Guide for Beginners*. New Delhi: SAGE.
- Matt, H. Weinstein, et.al. (2006). *A Short Introduction to Social Research*. London: Sage.
- McNabb, David E (2021). *Research Methods for Political Science: Quantitative, Qualitative and Mixed Method Approaches*, New York: Routledge.
- Mishra, H.N. & Singh V.P. (2002). *Research Methodology in Geography*. Jaipur: Rawat.
- Mishra, R.P. (1989). *Research Methodology*. New Delhi: Concept.
- Modern Language Association (2021). *MLA Handbook. 9th Ed., Modern Language Association of America*.
- Modern Language Association of America. (2021). *MLA handbook* (9th ed.). Modern Language Association of America.
- Padgett, D. K. (2016). *Qualitative Methods in Social Work Research*. New Delhi: SAGE Publications.
- Ranjit, K. (1999). *Research Methodology: A Step-by-Step Guide for Beginners*. London: Sage Publications Ltd.
- Sarma, Mukanda (2010). *Research Methodology*. Guwahati: EBH Publishers (India).
- Shamoo, Adil E., and David B. Resnik (2015). *Responsible Conduct of Research*. 3rd Ed., UK: Oxford University Press.
- Stoddard, R.H. (1982). *Field Techniques and Research Methods in Geography*. Dubuque: Kendall Hunt.

Course 2 (IUMPOLPHD2): Literature Review and Seminar (2 credits)

The main intention of this course is to train scholar to understand basics of research work. This will be the application / execution of what they are learning in Research Methodology. At the commencement of Coursework classes, scholars will be asked to choose a research area. Based on chosen research area, a topic/title is to be developed which will guide scholar in pursuing further research programme.

Guidelines:

1. Review of Literature – The Research Scholar shall review at least minimum 15 literatures relating to his/her tentative or proposed research area/topic/title. Review of literature will carry 50 marks.
2. Review of Literature must include the following points in order of sequence:
 - name of author,
 - year of publication (if available),
 - type (article, book, chapter in book etc.),
 - name or title of reviewed literature,
 - name of publisher,
 - place of publication,
 - page numbers (in case of journal article and chapter in book).
 - methodology used in reviewed literature,
 - and major findings of reviewed literature.
 - shortcomings or research gap in relation to his/her tentative or proposed research area/topic/title.
3. The Research Scholar shall make two (2) paper presentations in local/state/national/international level seminar.
4. Two seminar presentations will carry 25 marks; and two full paper submissions to the supervisor will carry 25 marks.
5. Total marks will be recorded by the department and will be submitted to the Examination Department

Course 3 (IUMCOMP3): Recent Trends and Emerging Research Issues in Commerce (4 credits)

Course Objectives: This course will help the students in understanding emerging trends in major domains of commerce, be able to critically evaluate recent research literature and identify research gaps and formulate research problems in their area of research interest.

Unit I: Emerging Trends in Marketing & Consumer Behaviour

Digital Marketing: Social Media Influencer & Social Media Marketing, Consumer Trust, Privacy & Data Protection, Ethical issues in digital marketing.

Contemporary Consumer Behaviour: Online Buying Behaviour & Post-Purchase Behaviour, Sustainable, Ethical & Conscious Consumption, Green washing.

Unit II: Trends in HRM & Organisational Behaviour

Strategic Human Resource Management, Well-being & Behavioural Issues: Talent Management, Performance Management in Knowledge Economy, Work-Life Balance and Remote Work, Job Stress, Burnout & Mental Health, Diversity, Equity & Inclusion (DEI).

Contemporary Organisational Behaviour: Leadership Styles in Digital and Hybrid Workplaces, Employee Engagement, Commitment & Motivation, Organisational Culture & Change Management.

Unit III: Banking, Insurance & Investment Behaviour

Transformation in Banking & Insurance: Digital Literacy, Digital Payments & Cybersecurity, Financial Inclusion and Financial Literacy, Sustainable Finance & Green Banking, Banking Reforms and Risk Management, Insurance Penetration and Consumer Awareness

Behavioural Finance & Investment Behaviour: Market Efficiency, Behavioural Biases in Investment Decisions, Risk Perception & Financial Decision-Making, Investor Psychology and Market Volatility

Unit IV: Finance, Entrepreneurship & Start-Up Ecosystems

Contemporary Issues in Corporate & Financial Management: Finance Functions, Financial Decision-Making under Uncertainty, Corporate Governance and Sustainability.

Entrepreneurship & Start-up Ecosystems: Digital, Social & Sustainable Entrepreneurship, Start-up Ecosystems, Incubation & Innovation, Women, Rural & Inclusive Entrepreneurship.

Suggested Readings:

Armstrong, M., & Taylor, S. (2023). *Armstrong's Handbook of Human Resource Management Practice* (16th ed.). Kogan Page.

Aswathappa, K., & Sadhna, D. (2023). *Human Resource Management: Text and Cases*. McGraw Hill

Audretsch, D. B., & Link, A. N. (2019). *Entrepreneurship and Innovation*. Oxford University Press.

Belz, F. M., & Peattie, K. (2012). *Sustainability Marketing*. Wiley.

Bodie, Z., Kane, A., & Marcus, A. (2021). *Investments* (12th ed.). McGraw-Hill.

Brigham, E. F., & Ehrhardt, M. C. (2020). *Financial Management: Theory & Practice*. Cengage.

Chaffey, D., & Ellis-Chadwick, F. (2022). *Digital Marketing* (8th ed.). Pearson.

Charantimath, P. M. (2006). *Entrepreneurship Development Small Business Enterprises*. Pearson.

Debi, S.S., & Sami, A.K. (2000). *Human Resource Management: Perspectives for the New Era*. SAGE.

Drucker, P. F. (2006). *Innovation and Entrepreneurship*. Harper Business.

Kotler, P., Kartajaya, H., & Setiawan, I. (2021). *Marketing 5.0: Technology for Humanity*, Wiley.

Manimala, M. J., & Nattuvathuckal, B. (2025). *Human Resource Management: Innovations and Best Practices*. Atlantic.

Mishkin, F. S., & Eakins, S. G. (2021). *Financial Markets and Institutions* (9th ed.). Pearson.

Nirmal, K. (2017). *Human Resource Management and Industrial Relations*. Himalaya Publishing House.

Pareek, U. & Rao, T. V. (2015). *Designing and Managing Human Resource Systems* (3rd ed.). Oxford & IBH.

- Ramaswamy, E. A. (2000). *Managing Human Resources: A Contemporary Text*. OUP India.
- Rao, T.V. (1999). *HRD Audit: Evaluating the Human Resource Function for Business Improvement*. SAGE.
- Ratnam, C. S. V. (2001). *Globalization and Labour-Management Relations: Dynamics of Change*. SAGE.
- Robbins, S. P., & Judge, T. A. (2022). *Organisational Behaviour* (19th ed.). Pearson.
- Saunders, A., & Cornett, M. (2022). *Financial Institutions Management* (10th ed.). McGraw-Hill.
- Solomon, M. R. (2020). *Consumer Behaviour: Buying, Having, and Being* (13th ed.). Pearson.
- Sparrow, P., Brewster, C., & Chung, C. (2016). *Globalizing Human Resource Management*. Routledge.
- Tricker, B. (2019). *Corporate Governance: Principles, Policies, and Practices*. Oxford University Press.

Course 4 (IUMRPEPHD): Research and Publication Ethics (2 credits)

See Annexure



ज्ञान-विज्ञान विमुक्तये

प्रो. रजनीश जैन
सचिव

Prof. Rajnish Jain
Secretary



सत्यमेव जयते

विश्वविद्यालय अनुदान आयोग
University Grants Commission

(मानव संसाधन विकास मंत्रालय, भारत सरकार)
(Ministry of Human Resource Development, Govt. of India)

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D.O.No.F.1-1/2018(Journal/CARE)

December, 2019

Respected Sir/Madam,

University Grants Commission in its 543rd meeting held on 9th August, 2019 approved two Credit Courses for awareness about publication ethics and publication misconducts entitled "**Research and Publication Ethics (RPE)**" to be made compulsory for all Ph.D. students for pre-registration course work (**attached as Annexure**).

In view of the above, you are requested to ensure that the above two Credit courses may be made compulsory for all Ph.D. students for pre-registration course work undertaken in your University from the forthcoming academic session.

With regards,

Yours sincerely,

(Rajnish Jain)

TO THE VICE-CHANCELLORS OF ALL UNIVERSITIES

ANNEXURE

Course Title:

- **Research and Publication Ethics (RPE)**-Course for awareness about the publication ethics and publication misconducts.

Course Level:

- 2 Credit course (30 hrs.)

Eligibility:

- M.Phil., Ph.D. students and interested faculty members (It will be made available to post graduate students at later date)

Fees:

- As per University Rules

Faculty:

- Interdisciplinary Studies

Qualifications of faculty members of the course:

- Ph.D. in relevant subject areas having more than 10 years' of teaching experience

About the course

Course Code: CPE- RPE

Overview

- This course has total 6 units focusing on basics of philosophy of science and ethics, research integrity, publication ethics. Hands-on-sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citations, h-index, Impact Factor, etc.) and plagiarism tools will be introduced in this course.

Pedagogy:

- Class room teaching, guest lectures, group discussions, and practical sessions.

Evaluation

- Continuous assessment will be done through tutorials, assignments, quizzes, and group discussions. Weightage will be given for active participation. Final written examination will be conducted at the end of the course.

Course structure

- The course comprises of six modules listed in table below. Each module has 4-5 units.

Modules	Unit title	Teaching hours
Theory		
RPE 01	Philosophy and Ethics	4
RPE 02	Scientific Conduct	4
RPE 03	Publication Ethics	7
Practice		
RPE 04	Open Access Publishing	4
RPE 05	Publication Misconduct	4
RPE 06	Databases and Research Metrics	7
	Total	30

Syllabus in detail

THEORY

- RPE 01: PHILOSOPHY AND ETHICS (3 hrs.)**

- Introduction to philosophy: definition, nature and scope, concept, branches
- Ethics: definition, moral philosophy, nature of moral judgements and reactions

- RPE 02: SCIENTIFIC CONDUCT (5hrs.)**

- Ethics with respect to science and research
- Intellectual honesty and research integrity
- Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
- Redundant publications: duplicate and overlapping publications, salami slicing
- Selective reporting and misrepresentation of data

- RPE 03: PUBLICATION ETHICS (7 hrs.)**

- Publication ethics: definition, introduction and importance
- Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.
- Conflicts of interest
- Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types
- Violation of publication ethics, authorship and contributorship
- Identification of publication misconduct, complaints and appeals
- Predatory publishers and journals

PRACTICE

- RPE 04: OPEN ACCESS PUBLISHING(4 hrs.)**

1. Open access publications and initiatives
 2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
 3. Software tool to identify predatory publications developed by SPPU
 4. Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.
- **RPE 05: PUBLICATION MISCONDUCT (4hrs.)**
 - A. Group Discussions (2 hrs.)**
 1. Subject specific ethical issues, FFP, authorship
 2. Conflicts of interest
 3. Complaints and appeals: examples and fraud from India and abroad
 - B. Software tools (2 hrs.)**

Use of plagiarism software like Turnitin, Urkund and other open source software tools
 - **RPE 06: DATABASES AND RESEARCH METRICS (7hrs.)**
 - A. Databases (4 hrs.)**
 1. Indexing databases
 2. Citation databases: Web of Science, Scopus, etc.
 - B. Research Metrics (3 hrs.)**
 1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
 2. Metrics: h-index, g index, i10 index, altmetrics

References

- Bird, A. (2006). *Philosophy of Science*. Routledge.
- MacIntyre, Alasdair (1967) *A Short History of Ethics*. London.
- P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:978-9387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition*. National Academies Press.
- Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1–10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Bcall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489(7415), 179–179. <https://doi.org/10.1038/489179a>
- Indian National Science Academy (INSA), *Ethics in Science Education, Research and Governance*(2019), ISBN:978-81-939482-1-7. http://www.insaindia.res.in/pdf/Ethics_Book.pdf

DEPARTMENT OF ENGLISH



DOCTOR OF PHILOSOPHY IN ENGLISH

Syllabus w.e.f. 2025

ICFAI UNIVERSITY, MIZORAM

Course Structure

COURSE STRUCTURE OF Ph.D. ENGLISH COURSE WORK						
Core						
Course Code	Title of Paper	L	T	P	Total credits	Marks
IUMPhD1	Research Methodology	3	1	0	4	100
IUMPhD2	Research Publication & Ethics	2	0	0	2	100
ENGPhD1	Literature Review and Seminar	0	0	2	2	100
Subject Specific (Compulsory)						
ENGPhD2A	Critical Theory	3	1	0	4	100
Total					12	400

Ph.D. Course Work

Program Outcome (PO):

The main objective of this course is to offer rigorous training in interpretative thinking and intelligent expression. It will prepare students for acquiring specialized knowledge on relevant fields and genres of their interests. Completing the Ph.D. program prepares a student for full participation as a scholar and a literary critic in the profession. They will learn methods and techniques of presenting their ideas with a fair measure of objectivity, analysis and competence by arguing out their points and positions. The course will enable scholars to do research/ in depth study across various disciplines touching literary, socio-cultural and ethnic issues.

The course will try to adhere to the recommendations made by the UGC (Minimum Standards and Procedure for awards of Ph.D. Degree) Regulation, 2022. And in consonance with ICFAI University, Mizoram Rules and Regulations, 2025. The course work is designed conforming to extensive interactive sessions by minimizing lecture methods.

Component I: Research Methodology (4 Credits)

- a) The objective is to give candidates a foundation in methods of interpretation and critical thought, which is primarily based on Literary Theory/ critical paradigms drawn from across genres and literary traditions. The course will help scholars to:
- i) Identify the main issues, findings and common themes.
 - ii) Present the current debates on these issues and identify a problem.
 - iii) Explain how research adds to, or contradicts, this body of knowledge.
 - iv) Position the thesis within a theoretical framework.
 - v) Lend support to the scholar's arguments.
 - vi) Show how the study will make an original contribution to the field.
 - vii) Documentation of sources.
- b) Research Scholars shall identify with the help of their supervisor some of the key concepts with which they intend to work and prepare a bibliography of recent work in the field. Issues such as structuring, readability, idioms, and judicious quotations, follow-up quotations, foot- noting and referencing will be primary.
- c) Research Scholars shall have the knowledge of both quantitative and qualitative research as both types of research involve writing research questions and hypotheses. Scholars will identify the research problem at the outset of the research, within a specific timeframe.

Course Title: Research Methodology		
Course Code: IUMPhD1	PhD Coursework	Program: Ph.D. English
Credits: 2L + 2T + 0P	Total Credits: 4	
<p>Course Description:</p> <p>This course introduces Ph.D. scholars to research methodology, covering research design, data collection, basic analysis, and academic writing. Emphasis is placed on identification of research problems, literature review, qualitative and quantitative methods, and publication skills. It equips students with knowledge and tools to design, conduct, and present scholarly research relevant to various fields of education.</p>		
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To provide a thorough understanding of research methodology concepts relevant to research. 2. To enable scholars to identify and formulate research problems and hypotheses. 3. To design appropriate research frameworks using suitable qualitative and quantitative approaches. 4. To develop skills in data collection, sampling techniques, and basic statistical analysis. 5. To enhance competencies in academic writing, referencing, and dissemination through research papers and presentations. 		

Course Contents	
Unit 1: Foundations of Research	<p>Introduction to Research: Meaning, Objectives, and Importance of Research</p> <p>Types of Research: Basic, Applied, Descriptive, Exploratory, Analytical, Quantitative, Qualitative, and Mixed Methods</p> <p>Research Process: Steps in the Research Process; Criteria of Good Research</p> <p>Philosophy of Research: Positivism, Post-positivism, Constructivism, Critical Theory; Ethical Considerations in Research; Plagiarism and Academic Integrity</p>

	<p>Literature Review: Purpose, Sources, Process, Writing Review, Identifying Research Gap</p>
<p>Unit 2: Research Design and Measurement</p>	<p>Research Problem: Formulating the Research Problem and Hypotheses</p> <p>Research Design: Exploratory, Descriptive, Causal</p> <p>Sampling Design: Probability and Non-Probability Sampling Techniques, Sample Size Determination</p> <p>Scaling Techniques: Likert, Thurstone, Guttman, Semantic Differential</p> <p>Questionnaire Design and Survey Methods: Validity and Reliability of Measurement Instruments; Case Study Method, Action Research; Pilot Testing</p>
<p>Unit 3: Qualitative Research Design</p>	<p>Qualitative Research Design</p> <p>Qualitative Research: History, Methodology, Theory</p> <p>Research Design: Selecting settings, Data Analysis, Common mistakes in writing qualitative data, Writing Proposals</p> <p>Data: In-depth interviews, Focus group, Observations, Narrative Research, Publishing Quality Studies</p>
<p>Unit 4: Interpretation, Reporting, and Research Dissemination</p>	<p>Academic Writing: Writing Research Report: Structure, Style, and Content: Abstract, Introduction, Literature Review, Methodology, Results, Discussion, and Conclusion; Interpretation of Data and Drawing Conclusions, Research Proposal Writing</p> <p>Referencing & Citations: Citation Styles: APA, MLA, Chicago, Harvard; Referencing Tools: Mendeley, Zotero, EndNote</p> <p>Research Publications & Presentations: Publication Ethics and Journal Selection (Scopus/WoS/SSCI/ABDC); Conference Presentation, Working Papers, and Book Chapters; Funding and Grant Applications</p>

Teaching Learning Process & Suggested Pedagogy	
Lectures, Study Notes, Class Exercises & Assignments and Presentations	

Suggested List of Reference Books & Readings		
SN	Title	Author
1	Research Methodology: Methods and Techniques.	Kothari, C.R. (2013). New Age International
2	Research Methods for Business Students. Pearson.	Saunders, M., Lewis, P., & Thornhill, A. (2019)
3	Research Design: Qualitative, Quantitative, and Mixed Methods Approaches	Creswell, J.W. (2014). SAGE.
4	Research Methodology: A Step-by-Step Guide for Beginners	Kumar, R. (2019). SAGE.
5	Research Design: Qualitative, Quantitative and Mixed Methods Approaches (Third Edition)	Creswell, J.W. (2009). SAGE Publications, Inc.

Course Outcomes:
<p>After successful completion of this course, the scholar will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a clear understanding of research concepts, types, and methodologies. 2. Formulate research problems, objectives, and hypotheses with academic rigor. 3. Design effective research strategies, including appropriate data collection and sampling methods. 4. Apply basic qualitative and quantitative analysis techniques to interpret research data. 5. Prepare well-structured research proposals, reports, and academic papers adhering to ethical and referencing standards.

Other Recommended Reading List:

- 1) Carter, Susan, Frances Kelly, and Ian Brailsford. *Structuring Your Research Thesis (Palgrave Research Skills)*. London: Macmillan, 2012. Print.
- 2) Feak, Christine B, and John M. Swales. *Telling a Research Story: Writing a Literature Review*. Michigan: U of Michigan P, 2009. Print.
- 3) Feak, Christine B, and John M. Swales. *Creating Contexts: Writing Introductions Across Genres (English in Today's Research World)*. Michigan: U of Michigan P, 2011. Print.
- 4) Garson, G. David. *The Literature Review in Research and Dissertation Writing*. 2013. Kindle ed.
- 5) Griffin, Gabriele. *Research Methods for English Studies*. Edinburg: Edinburgh UP, 2005. Print.
- 6) Harner, James L. *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies*. MLA of America, 2002. Print.
- 7) Kirscht, Judy, and Mark Schlenz. *Engaging Inquiry: Research and Writing in the Disciplines*. London: Longman, 2001. Print.
- 8) *MLA Handbook for Writers of Research Papers (Ninth Edition)*. The Modern Language Association of America. 2021. Print.
- 9) Nadell, Judith, John Langan, and Eliza A. Comodromos. *Longman Writer, The, MLA Update Edition: Rhetoric, Reader, Research Guide, Handbook*. New Jersey: Pearson, 2009. Print.
- 10) Olrik, Axel. *Principles for Oral Narrative Research (Folklore Studies in Translation)*. New Jersey: John Wiley & Sons, 1992. Print.
- 11) Pickering, Michael, and Gabriel Griffin (eds) & *Research Methods for Cultural Studies*. Edinburg: Edinburg UP, 2008. Print.
- 12) Smagorinsky, Peter. *Speaking About Writing: Reflections on Research Methodology*. Sage, 1994. Print.
- 13) Swales, John, and Christine B. Feak. *English in Today's Research World: A Writing Guide (English for Academic & Professional Purposes)*. Michigan: U of Michigan P, 2000. Print.

Component II: Research Publication & Ethics (2 Credits)

Course Title: Research and Publications Ethics	
Course Code: IUMPhD2	Program: Ph.D.
Credits: 2L + 0T + 0P	Total Credits: 2
<p>Course Description: This course focus on basics of philosophy of science and ethics, research integrity, publication ethics. To identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citations, h-index, impact factor, etc.) and plagiarism tools are introduced in this course.</p>	
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Course for awareness about the publication ethics and publication misconducts. 2. To understand ethical dilemmas faced in research and publication. 3. To understand Intellectual honesty and research integrity. 4. To learn and understand Best Practices for Publication process. 5. To identify the impact factor journals, and research metrics. 	

Course Contents	
<p>Unit 1: Introduction to Research Ethics</p>	<p>Introduction to Philosophy: definition, nature and scope, concept, branches. Ethics: Definition, moral philosophy, nature of moral judgments and reactions. Ethics with respect to science and research. Scientific conduct: Intellectual honesty and research integrity. Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP). Selective reporting and misrepresentation of data. Ethical use of AI.</p> <p>Practice: Use of plagiarism software like Turnitin, Urkund and other open-source software tools. Data bases and research metrics: Indexing databases. Citation databases: Web of Science, Scopus etc. Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score. Metrics: h-index, g-index, i-10 index, altimetric. ORCID.</p>

<p>Unit 2: Publications Ethics</p>	<p>Publication ethics: definition, introduction and importance. Best practices/standards setting initiatives and guidelines: COPE, WAME etc. Conflicts of interest. Publication misconduct: Definition, concept, problems that lead to unethical behaviour and vice versa. Violation of publication ethics, authorship and contributor-ship. Identification of publication misconduct, complaints and appeals. Predatory publishers and journals. Redundant publications: duplicate and overlapping publications, salami slicing.</p> <p>Practice: Selection of quality journals and identifying predatory journals. Publication misconduct: Subject specific ethical issues, FFP, authorship. Conflicts of interest. Complaints and appeals: examples and fraud from India and abroad.</p>
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Teaching Learning Process & Suggested Pedagogy

Lectures, Study Notes, Class Exercises & Assignments, Presentations & Group Activities

Suggested List of Reference Books & Readings

SN	Title	Author
1	The SAGE handbook of qualitative research ethics. Sage.	Iphofen, R., & Tolich, M. (Eds.). (2018)
2	Research and Publications Ethics, Ane Publications, 2020.	Santosh Kumkar Yadav. (2020)
3	Ethics in Competitive Research: Do not get Scooped; do not get plagiarized.	P. Chandah. (2018)
4	Research Ethics and Scientific Integrity in Neuroscience. Handbook of Research Ethics and Scientific Integrity, 1013-1035.	Leefmann, J., & Jungert, M. (2020)
5	Research Ethics for Students in the Social Sciences, Springer, Berlin.	Bos, Jaap (2020)

Course Outcomes:

On the completion of this course the student will be able to:

1. Critically evaluate research Publications and ethical issues.
2. Distinguish publication misconduct and scientific research.
3. Analyze how ethical challenges can be addressed in research and publication.
4. To comprehend and deal with complex research metrics and database.

Component III: Literature Review & Seminar (2 Credits)

Course Title: Literature Review and Seminar	
Course Code: ENGPhD1	Program: Ph.D. English
Credits: 0L + 0T + 2P	Total Credits: 2
Course Description: This course will help scholars develop a foundational understanding of literature reviews and enable active participation in academic seminars, both as a presenter and as a critical discussant.	
Course Objectives:	
<ol style="list-style-type: none"> 1. Course for awareness about literature review and seminar proceedings. 2. Literature review will help scholars learn ways to evaluate and synthesize existing research, identify research gaps, contextualize research problems and develop academic writing skills. 3. This course will enhance researchers develop the ability to review and present literature and formulate and articulate research questions. 4. This course will help scholars transfer their academic skills through paper presentation in seminars and the like. 	

The conduct of this paper would be depending upon the supervisor and criteria mentioned below.

Evaluation Criteria		
	Credits	Marks
Seminar/Conferences/Workshop, etc. Participation	½ Credits	25
Assignment on Literature Review	½ Credits	25
Workshop/Training related subject/ paper publication	½ Credits	25
Preparation for Research Proposal	½ Credits	25
Total	2 credits	100

Course Outcomes:

On the completion of this course the student will be able to:

1. Aware about literature review and seminar proceedings.
2. Gain practical knowledge to evaluate and synthesize research, identify research gaps, contextualize research problems and academic writing skills.
3. Have the ability to review and present literature; formulate and articulate research questions.
4. Transfer their academic skills through paper presentation in seminars and the like.

Component IV: Critical Theory (4 Credits)**SUBJECT SPECIFIC (COMPULSORY)**

Course Title: Critical Theory		
Course Code: ENGPhD2A	Ph.D. Coursework	Program: Ph.D. English
Credits: 3L +1T + 0P	Total Credits: 4	
<p>Course Description:</p> <p>This course introduces Ph.D. scholars to the modern trends and issues in the field of English Literature. This component of the course will require all candidates to learn and familiarize themselves with the critical/theoretical terminology fundamental to theoretical tradition. Interdisciplinary approaches are especially encouraged at this stage.</p>		
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To provide a thorough understanding of the modern trends in literature. 2. To enable scholars to identify issues in existing literature. 3. The course will study the various experiments in narration, language, characterization and style undertaken by authors to shape these themes 		

Teaching Learning Process & Suggested Pedagogy
Lectures, Study Notes, Class Exercises & Assignments, and Presentations

Course Contents	
Unit 1:	Structuralism/ Poststructuralism- Deconstruction- Modernism- Postmodernism - Postcolonialism
Unit 2:	Marxism- - Feminism/ Gender Studies- Psychoanalytical approaches to Literature- Memory Studies- Trauma Studies
Unit 3:	Disability/ Vulnerability Studies - Medical Humanities- Posthumanism
Unit 4:	Cultural Studies- Ecocriticism- Visual Narratives

Recommended Reading Lists
Abel, Elizabeth. <i>Writing and Sexual Difference</i> , Chicago: Chicago UP, 1982.
Boas, F. Race. <i>Language and Culture</i> . New York: Free Press, 1940.
Cohn, Neil. <i>The Visual Narrative Reader</i> . Bloomsbury, 2016.
Davis, Leonard J., ed. <i>The Disability Studies Reader</i> . Routledge, 2006.
Gikandi, Simon. <i>Maps of Englishness: Writing Identity in the Culture of Colonialism</i> . New York: Colombia UP, 1996.
Jasper, Monica, and Eric Wertheimer. <i>Critical Trauma Studies: Understanding Violence, Conflict and Memory in Everyday life</i> . New York: New York UP, 2016.
Leitch, Vincent B, ed. <i>The Norton Anthology of Theory and Criticism</i> . London: Norton, 2010.
Lodge, David, ed. <i>Modern Criticism and Theory</i> . London: Longman, 1998.
McClintock, Anne. <i>Imperial Leather: Race, Gender and Sexuality in the Colonial Context</i> . London: Routledge, 1995.
Pramod K, Nayar. <i>Contemporary Literary and Cultural Theory</i> . Pearson, 2023.
Ryan, Michael, ed. <i>The Encyclopedia of Literary and Cultural Theory</i> . Malden MA: Blackwell, 2011.
Storey, John. <i>Cultural Theory and Popular Culture: An Introduction</i> . Longman, 2008.
Waugh, Patricia. <i>Literary Theory & Criticism: An Oxford Guide</i> . Delhi: OUP, 2006.

Synopsis Format:

1. Introduction
2. Objectives
3. Review of Literature (10)
4. Research Methodology
5. Tentative Chapters (5 Chapters)

**DEPARTMENT OF EDUCATION
ICFAI UNIVERSITY, MIZORAM**



**DOCTOR OF PHILISOPHY
COURSE
2025**

Course Title: Research Methodology		
Course Code:	PhD Coursework	Program:
Credits: 2L + 2T + 0P	Total Credits: 4	
Course Description:		
<p>This course introduces Ph.D. scholars to research methodology, covering research design, data collection, basic analysis, and academic writing. Emphasis is placed on identification of research problem, literature review, qualitative and quantitative methods, and publication skills. It equips students with the knowledge and tools to design, conduct, and present scholarly research relevant to various field of education.</p>		
Course Objectives:		
<ol style="list-style-type: none"> 1. To provide a thorough understanding of research methodology concepts relevant to research. 2. To enable scholars to identify and formulate research problems and hypotheses. 3. To design appropriate research frameworks using suitable qualitative and quantitative approaches. 4. To develop skills in data collection, sampling techniques, and basic statistical analysis. 5. To enhance competencies in academic writing, referencing, and dissemination through research papers and presentations. 		

Common paper for Department of Management, Political Science, English and Education.

Course Contents	
Unit 1: Foundations of Research	<p>Introduction to Research: Meaning, Objectives, and Importance of Research</p> <p>Types of Research: Basic, Applied, Descriptive, Exploratory, Analytical, Quantitative, Qualitative, and Mixed Methods</p> <p>Research Process: Steps in the Research Process; Criteria of Good Research</p> <p>Philosophy of Research: Positivism, Post-positivism, Constructivism, Critical Theory; Ethical Considerations in Research; Plagiarism and Academic Integrity</p> <p>Literature Review: Purpose, Sources, Process, Writing Review, Identifying Research Gap</p>
Unit 2: Research Design and Measurement	<p>Research Problem: Formulating the Research Problem and Hypotheses</p> <p>Research Design: Exploratory, Descriptive, Causal</p> <p>Sampling Design: Probability and Non-Probability Sampling Techniques, Sample Size Determination</p> <p>Scaling Techniques: Likert, Thurstone, Guttman, Semantic Differential</p> <p>Questionnaire Design and Survey Methods: Validity and Reliability of Measurement Instruments; Case Study Method, Action Research; Pilot Testing</p>
Unit 3: Data Collection and Analysis	<p>Data Types: Primary vs Secondary; Cross-sectional vs Longitudinal</p> <p>Methods of Data Collection: Interview, Observation, Focus Groups, Surveys</p> <p>Introduction to Qualitative Data Collection Tools: Interview Protocols, Field Notes</p> <p>Quantitative Data Analysis: Descriptive Statistics</p>

	<p>Inferential Statistics: Hypothesis Testing, Parametric and Non-Parametric Tests (t-test, ANOVA, Chi-square, Correlation, Regression)</p> <p>Use of Software: SPSS, R, Excel</p> <p>Qualitative Data Analysis: Thematic Analysis, Content Analysis, Grounded Theory Approach; Use of Software for Qualitative Data (e.g., NVivo)</p>
Unit 4: Interpretation, Reporting, and Research Dissemination	<p>Academic Writing: Writing the Research Report: Structure, Style, and Content: Abstract, Introduction, Literature Review, Methodology, Results, Discussion, and Conclusion; Interpretation of Data and Drawing Conclusions, Research Proposal Writing</p> <p>Referencing & Citations: Citation Styles: APA, MLA, Chicago, Harvard; Referencing Tools: Mendeley, Zotero, EndNote</p> <p>Research Publications & Presentations: Publication Ethics and Journal Selection (Scopus/WoS/SSCI/ABDC); Conference Presentation, Working Papers, and Book Chapters; Funding and Grant Applications</p>

Teaching Learning Process & Suggested Pedagogy
Lectures, Study Notes, Class Exercises & Assignments and Presentations

Suggested List of Reference Books & Readings		
SN	Title	Author
1	Research Methodology: Methods and Techniques.	Kothari, C.R. (2013). New Age International
2	Research Methods for Business Students. Pearson.	Saunders, M., Lewis, P., & Thornhill, A. (2019)
3	Business Research Methods	Cooper, D.R., & Schindler, P.S. (2014)-McGraw-Hill Education
4	Research Design: Qualitative, Quantitative, and Mixed Methods Approaches	Creswell, J.W. (2014). SAGE.
5	Research Methodology: A Step-by-Step Guide for Beginners	Kumar, R. (2019). SAGE.
6	Business Research Methods	Bryman, A. & Bell, E. (2015). Oxford University Press
7	Research Design: Qualitative, Quantitative and Mixed Methods Approaches (Third Edition)	Creswell, J.W. (2009). SAGE Publications, Inc.
8	Research in education (Sixth edition)	Best J.W. and Kahn J.V. (1989). New Delhi: Prentice hall of India, Private Ltd.

Other Suggested Readings:

- Van Dalen D.S. & Meyer W.J. (1979). Understanding Educational Research: An introduction. New York: Mc Grow Hill Co.
- Kerlinger F.N. (1978) : Foundations of Behavioural Research. Delhi: Surjeet Publications.

- Sukia S.P. and others (1974). Elements of Educational Research. (3rd revised edition) Allied Publishers, Bombay.
- Koul L. (1984). Methodology of Educational Research. New Delhi: Vikas Publishers, Meyer W.J.
- Englehart, Max. D.(1972): Methods of Educational Research. Chicago: Rand Mc Nally Meyer W.J. and Co.
- Wilkinson & Bhandarkar: Methodology and Techniques of Social Research. Bombay, Himalaya Publishing House, 1994.
- N.E Gronlund (1981). Measurement and Evaluation in Teaching. New York: Mac Millan Publishing Co.inc.
- Mac Millan, JH & Schumachers (1993) : Reseach in Education, A Conceptual Introduction, Newyork : Harper Collins College Publisher.
- Mouly, G.J.(1964). The Science of Educational Research. New Delhi: Eurasia publishing house.
- Garrett H.E. (1988). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
- Siegal, Sydney (1978). Non-Parametric Statistics for Behavioral Science. New Delhi: Mc Grow Hill,.
- Guilford J.P. & B. Fruchter : Fundamental Statistics in Psychology and Education, New York.
- Ghosh, B.N. (1982). Scientific Methods and Social Research, New Delhi: Sterling Publishers Pvt. Ltd.
- Guilford, J.P (1954). Psychometric Methods, New York : Mc Graw Hill, inc,
- Hollander, Myles & Wolfe, Douglas A (1973). Non parametric Statistical Methods, New York: John Wiley
- Runyon, Richard P (1977). Inferential Statistics, Philippines: Addison-Wesley Publishing Company, Inc.
- Siegel, S (1956). Nonparametric Statistics for the Behavioral Sciences, New York : Mc Graw-Hill Publishing Co.,, Inc.
- Ullman, Neil R (1978). Elementary Statistics. New York : John Wiley & Sons, Inc.,
- Ferguson, G.A, and Takane, Y: Statistical Analysis in Psychology and Education, Singapore Mc Graw Hill Book Co-.

Course Outcomes:
<p>After successful completion of this course, the scholar will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a clear understanding of research concepts, types, and methodologies. 2. Formulate research problems, objectives, and hypotheses with academic rigor. 3. Design effective research strategies, including appropriate data collection and sampling methods. 4. Apply basic qualitative and quantitative analysis techniques to interpret research data. 5. Prepare well-structured research proposals, reports, and academic papers adhering to ethical and referencing standards.

Course Title: Research and Publications Ethics (RPE)	
Course Code: CPE-RPE	Program: Ph.D
Credits: 2L + 0T + 0P	Total Credits: 2
<p>Course Description: This course has a total of 6 units focusing on basic philosophy of science and ethics, research integrity, and publication ethics. Hands-on sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases , open access publications, research metrics (citations, h-index, impact factor, etc.) and plagiarism tools will be introduced in this course.</p>	
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Course for awareness about the publication ethics and publication misconducts. 2. To understand ethical dilemmas faced in research and publication. 3. To understand Intellectual honesty and research integrity. 4. To learn and understand Best Practices for Publication process. 5. To identify the impact factor journals, and research metrics. 	

Course Contents	
<p>THEORY RPE-01: Philosophy and Ethics (3 hours)</p>	<ol style="list-style-type: none"> 1. Introduction to Philosophy: Definition, nature and scope, concept, branches. 2. Ethics: Definition, moral philosophy, nature of moral judgements and reactions.
<p>RPE-02: Scientific Conduct (5 hours)</p>	<ol style="list-style-type: none"> 1. Ethics with respect to science and research 2. Intellectual honesty and research integrity 3. Scientific misconduct: Falsification, Fabrication and Plagiarism (FFP) 4. Redundant Publications: Duplicate and overlapping publications, salami slicing 5. Selective reporting and misinterpretation of data
<p>RPE-03: Publication Ethics (7 hours)</p>	<ol style="list-style-type: none"> 1. Publication ethics: Meaning, introduction and importance 2. Best practices/ standard setting initiatives and guidelines: COPE, WAME, etc 3. Conflicts of interest 4. Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types 5. Violation of publication ethics, authorship and contributorship. 6. Identification of publication misconduct, complain and appeals 7. Predatory publishers and journals.
<p>PRACTICE RPE-04: Open Access Publishing (4 hours)</p>	<ol style="list-style-type: none"> 1. Open access Publications and Initiatives 2. SHERPA/ RoMEO online resource to check publisher copyright and self-archiving policies. 3. Software tool to identify predatory publications developed by SPPU 4. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal finder, Springer Journal Suggester, etc.

RPE-05: Publication Misconduct (6 hours)	<p>A. Group discussion (2 hours)</p> <ol style="list-style-type: none"> 1. Subject Specific Ethical issues, FFP, authorship 2. Conflicts of Interest 3. Complaints and appeals: Examples and fraud from India and abroad <p>B. Software tools (2 hours)</p> <p>Use of plagiarism software like Turnitin, Urkund and other open source software tools.</p>
RPE-06: Databases and Research Metrics (7 hours)	<p>A. Databases (4 hours)</p> <ol style="list-style-type: none"> 1. Indexing databases 2. Citation databases: Web of Science, Scopus, etc. <p>B. Research Metrics (3 hours)</p> <ol style="list-style-type: none"> 1. Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, cite score. 2. Metrics: h-index, g index, i10 index, altmetrics.

Teaching Learning Process & Suggested Pedagogy
Classroom teaching, guest Lectures, Group discussions, and Practical sessions.

Suggested List of Reference Books & Readings		
SN	Title	Author & Publisher
1	Philosophy of Science	Bird, A. (2006). Routledge
2		
3		
4		
5		

Course Outcomes:
<p>On the completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate research Publications and ethical issues. 2. Distinguish publication misconduct and scientific research. 3. Analyze how ethical challenges can be addressed in research and publication. 4. To comprehend and deal with complex research metrics and data base.

SUBJECT SPECIFIC (ELECTIVE)

Course Title: Modern Trends and Issues in Education		
Course Code:	PhD Coursework	Program: Education
Credits: 2L + 2T + 0P	Total Credits: 4	
Course Description:		
<p>This course introduces Ph.D. scholars to the modern trends and issues in the field of education. Emphasis is laid on various topics, including educational planning & management, curriculum development, teacher education & professional development, and inclusive education. This paper equips scholars to be aware and gain insights on these various trends and issues in Education.</p>		
Course Objectives:		
<ol style="list-style-type: none"> 1.To provide a thorough understanding of research methodology concepts relevant to research. 2.To enable scholars to identify and formulate research problems and hypotheses. 3.To design appropriate research frameworks using suitable qualitative and quantitative approaches. 4.To develop skills in data collection, sampling techniques, and basic statistical analysis. 5.To enhance competencies in academic writing, referencing, and dissemination through research papers and presentations. 		

Teaching Learning Process & Suggested Pedagogy
Lectures, Study Notes, Class Exercises & Assignments, and Presentations

Course Contents	
Unit 1: Educational Planning & Management	Concept, Nature, Scope and Types of educational management and administration; Principles and Functions of Educational Management; Meaning and Importance of Educational Planning; Resource Management: Human, material, and financial resources; Leadership Styles and their impact on educational effectiveness; Barriers to Effective Planning and strategies for overcoming them; Total Quality Management (TQM) in education; Emerging Trends and future challenges in educational planning and management.
Unit 2: Curriculum Development	Concept, Principles and Types of Curriculum; Foundations of Curriculum Planning; Role of UGC and NCTE in Curriculum Development; Concept and Types of curriculum design; Models of curriculum development; Curriculum implementation: strategies and challenges; Meaning and Types of Curriculum Change; Innovations and trends in curriculum development; Scope and Types of Research in Curriculum Studies.
Unit 3: Inclusive Education	Inclusive Education: Concept, Evolution and Principles of Inclusion; Exclusion in Indian Education: marginalized sections of society,

	gender, Children with Special Needs (CWSNs); Classification, Characteristics and Education of different types of CWSNs; Policies and Legislations - National Policy for Persons with Disabilities, 2006, RPwD Act 2016; Research Trends of Inclusive Education in India; Inclusive Classrooms - Planning, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse Learners; Barriers and Facilitators in Inclusive Education.
Unit 4: Teacher Education & Professional Development	Meaning, scope and models of teacher education; Concept and strategies of Reflective Teaching; Concept of Profession and Professionalism, Teaching as Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development; Structural Analysis: Pre-primary to tertiary teacher education systems, in-service training models; Contemporary Issues: Quality management, policy recommendations (NCTE, NCERT, NEP).

Suggested List of Reference Books & Readings		
SN	Title	Author
1	Innovations in Teacher Education: A Social Constructivist Approach.	Beck, C., & Kosnik, C. (2006). SUNY Press.
2	National Education Policy.	Government of India. (2020). Ministry of Education.
3	Curriculum Framework for Quality Teacher Education.	National Council for Teacher Education. (2009). NCTE.
4	Knowledge and teaching: Foundations of the new reform.	Shulman, L. S. (1987). Harvard Educational Review, 57(1), 1–23.
5	Education of Children with Special Needs.	Reddy, L.G. Ramar, R., & Kusuma, A. (2000). New Delhi : Discovery PublicationHouse.
6	Exceptional Children – Their Psychology and Education.	Kar, Chintamani (1994). New Delhi: Sterling Publishers Private Limited.
7	Learners with Special Needs.	Dhawan, M.L. (2005). Delhi: Isha Books.
8	Inclusive Education	Chand, T.K. & Mukhopadhyaya, D. (2024). Alpana Enterprise
9	Principles of educational leadership and management (3rd ed.)	Bush, T., & Bell, L. (Eds.). (2019). SAGE Publications.
10	Educational management, administration and leadership (Rev. ed.)	Sharma, R. A. (2019). R. Lall Book Depot.
11	Educational administration, management and leadership: Theory and practice	National Council of Educational Research and Training (NCERT). (2014). NCERT.
12	Curriculum development: A guide for educators	Boyle, B., & Charles, M. (2016). SAGE Publications Ltd.

13	Curriculum development: A guide to practice (8th ed.)	Wiles, J., & Bondi, J. (2014). Pearson.
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Course Outcomes:
<p>On the completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Comprehend the concept of educational planning and management. 2. Demonstrate a clear understanding of inclusive education. 3. Understand the concept of curriculum development. 4. Learn and Comprehend the meaning of teacher education and professional development.

Literature Review and Seminar

Credits: 2

100 marks

The conduct of this paper would be depending upon the criteria mentioned below.

Evaluation Criteria	
	Credits
Seminar/Conferences/Workshop, etc. Participation: The research scholar must participate in at least two of the aforementioned academic research events.	½Credits (20 Marks)
Paper Presentation: The Research Scholar shall make two (2) paper presentations in local/state/national/international seminar. One paper presentation shall carry 15 marks.	½Credits (30 Marks)
Literature Review: The Research scholar must review at least 15 literatures relating to his/her tentative research proposal	1 Credits(50Marks)
Total	2 credits (100 marks)

(Proposal for Ph.D Second Batch Course Structure and Complete Syllabus for BoS Approval)

The following are details of course structure and syllabus:

Course Number	Course Code	Title of Paper	Credit
Course 1	IUMECONPhD1	Research Methodology	4
Course 2	IUMECONPhD2	Literature Review and Seminar	2
Course 3	IUMECONPhD3	Data for Research in Economics	4
Course 4	IUMECONPhD4	Research and Publication Ethics	2

RESEARCH METHODOLOGY

Course: IUMECONPhD1

Duration (per week): 4 hours

Credits: 4

Course Objectives

This is an introductory course to research and it seeks to guide students acquire research skills so that they may objectively examine and analyse social issues and problems. This course is intended to guide the students in writing their dissertation as well as their field projects.

Course Learning Outcomes

Upon completion of this course, the student will be able to undertake research analysis and analyse social issues and problems using appropriate statistical tools.

Unit - I: Foundations of Research

Introduction to Research: Meaning, Objectives, and Importance of Research

Types of Research: Basic, Applied, Descriptive, Exploratory, Analytical, Quantitative, Qualitative, and Mixed Methods

Research Process: Steps in the Research Process; Criteria of Good Research

Philosophy of Research: Positivism, Post-positivism, Constructivism, Critical Theory; Ethical

Considerations in Research; Plagiarism and Academic Integrity

Literature Review: Purpose, Sources, Process, Writing Review, Identifying Research Gap

Unit - II: Research Design and Measurement

Research Problem: Formulating the Research Problem and Hypotheses

Research Design: Exploratory, Descriptive, Causal

Sampling Design: Probability and Non-Probability Sampling Techniques, Sample Size Determination

Scaling Techniques: Likert, Thurstone, Guttman, Semantic Differential

Questionnaire Design and Survey Methods: Validity and Reliability of Measurement

Instruments; Case Study Method, Action Research; Pilot Testing

Unit - III: Data Collection and Analysis

Data Types: Primary vs Secondary; Cross-sectional vs Longitudinal

Methods of Data Collection: Interview, Observation, Focus Groups, Surveys

Introduction to Qualitative Data Collection Tools: Interview Protocols, Field Notes

Quantitative Data Analysis: Descriptive Statistics

Inferential Statistics: Hypothesis Testing, Parametric and Non-Parametric Tests (t-test, ANOVA, Chi-square, Correlation, Regression)

Use of Software: SPSS, R, Excel

Qualitative Data Analysis: Thematic Analysis, Content Analysis, Grounded Theory Approach;

Use of Software for Qualitative Data (e.g., NVivo)

Unit - IV: Report and Thesis Writing

Synopsis and Report Writing; Referencing: Footnotes, Endnotes and Bibliography; Statistical Analysis and Data Interpretation.

Suggested Readings:

- Ahuja, R. (2022). *Research Methods* (2nd Edition). New Delhi: Rawat Publication.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).
- Archer, J.E & Dalton, T.H. (1968). *Fieldwork in Geography*. New York: Harper Collins.
- Bateson, F.W. (1972). *The Second Critic: An Introduction to Literary Research*. Routledge.
- Best, J. W., & Kahn, J. V. (2022). *Research in education* (11th ed.). Pearson.
- Bryman, A. (2016). *Social research methods* (5th ed.). UK: Oxford University Press.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). London: Routledge.
- Comstock, Gary (2012). *Research Ethics: A Philosophical Guide to the Responsible Conduct of Research*. UK: Cambridge University Press.
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approach* (6th ed.). London: Sage.
- Flick, U. (2011). *Introducing Research Methodology*. London: Sage International (P) Ltd.
- John C. Almack. *Research and Thesis Writing*.
- Kothari, C.R. (2023). *Research Methodology: Methods and Techniques*. New Delhi: New Age International.
- Kumar, R. (2019). *Research Methodology: A Step - by - Step Guide for Beginners*. New Delhi: SAGE.
- Matt, H. Weinstein, et.al. (2006). *A Short Introduction to Social Research*. London: Sage.
- McNabb, David E (2021). *Research Methods for Political Science: Quantitative, Qualitative and Mixed Method Approaches*, New York: Routledge.
- Mishra, H.N. & Singh V.P. (2002). *Research Methodology in Geography*. Jaipur: Rawat.
- Mishra, R.P. (1989). *Research Methodology*. New Delhi: Concept.
- Modern Language Association (2021). *MLA Handbook. 9th Ed., Modern Language Association of America*.
- Modern Language Association of America. (2021). *MLA handbook* (9th ed.). Modern Language Association of America.
- Padgett, D. K. (2016). *Qualitative Methods in Social Work Research*. New Delhi: SAGE Publications.
- Ranjit, K. (1999). *Research Methodology: A Step-by-Step Guide for Beginners*. London: Sage Publications Ltd.
- Sarma, Mukanda (2010). *Research Methodology*. Guwahati: EBH Publishers (India).
- Shamoo, Adil E., and David B. Resnik (2015). *Responsible Conduct of Research. 3rd Ed., UK: Oxford University Press*.
- Stoddard, R.H. (1982). *Field Techniques and Research Methods in Geography*. Dubuque: Kendall Hunt.

LITERATURE REVIEW AND SEMINAR

Course: IUMECONPhD2

Duration (per week): 2 hours

Credits: 2

Course Objectives

The main intention of this course is to train scholar to understand basics of research work. This will be the application / execution of what they are learning in Research Methodology.

Course Learning Outcomes

At the commencement of Coursework classes, scholars will be asked to choose a research area. Based on chosen research area, a topic/title is to be developed which will guide scholar in pursuing further research programme.

Unit – I: Review of Literature

(50 Marks)

The Research Scholar shall review at least minimum 15 literatures relating to his/her tentative or proposed research area/topic/title. Review of literature will carry 50 marks. Review of Literature must include the following points in order of sequence:

- name of author,
- year of publication (if available),
- type (article, book, chapter in book etc.),
- name or title of reviewed literature,
- name of publisher,
- place of publication,
- page numbers (in case of journal article and chapter in book).
- methodology used in reviewed literature,
- and major findings of reviewed literature.
- shortcomings or research gap in relation to his/her tentative or proposed research area/topic/title.

Unit – II: Paper Presentation

(25 Marks)

The Research Scholar shall make two (2) paper presentations in local/state/national/international level seminar. Two seminar presentations will carry 25 marks.

Unit - III: Full Paper Submission

(25 Marks)

Submission of two full paper to the supervisor is mandatory and it will carry 25 marks.

Total marks will be recorded by the department and will be submitted to the Examination Department.

DATA FOR RESEARCH IN ECONOMICS

Course: IUMECONPhD3

Duration (per week): 4 hours

Credits: 4

Course Objectives

This course aims to equip learners with a comprehensive understanding of data sourcing, enabling them to effectively extract both macro and micro-level secondary data for research.

Course Learning Outcomes

Upon completing this course, learners will be able to: 1) Know about the available sources of data. 2) Extract macro level data. 3) Extract micro level data. 4) Use the available data for conducting their research projects and assignments.

Content: Unit-wise

Unit-I: Economic data available internationally

(12 hours)

Introduction to paid and un-paid sources of data; World Bank (WB) data bank: World Development Indicators, Statistical Capacity Indicators, Education Statistics, Gender Statistics, Health Nutrition and Population Statistics; United Nations (UN) Commodity & Services trade data; United Nations (UN) data on Environmental Accounts, Education, Energy, Environment, Development Indicators, and National Accounts; International Labour Organization (ILO) employment statistics; Organisation for Economic Cooperation and Development (OECD) migration database; International Monetary Fund (IMF) remittance statistics.

Unit-II: Macro level data available in India

(12 hours)

Introduction to Reserve Bank of India (RBI) data: Handbook of statistics on Indian Economy, Handbook of Statistics on Indian States; Central Statistical Organization (CSO) data: Output, Employment, Prices; Cost of Living Indicators etc.; Indiastat database; EPW foundation database; Centre for Monitoring Indian Economy (CMIE) data: Economic Outlook, States of India; Directorate of Economics and Statistics, various Ministries, Government of India; Directorate of Economics and Statistics, various state government of India.

Unit-III: Micro level data available in India

(12 hours)

National Sample Survey Organization (NSSO) data: Employment-Unemployment survey, Migration survey, Consumer Expenditure survey, Social Consumption (Education and Health) Survey Prices; Survey of Landholding, Livestock and Farmers; Unorganised Enterprise Survey; Survey of Slum dwellings; Water, Sanitation and Hygiene Survey etc.; Centre for Monitoring Indian Economy (CMIE) Consumer Pyramid Household Survey (CPHS); India Human Development Survey (IHDS) of the National Council of Applied Economic Research (NCEAR); National family Health Survey (NFHS); Unit level data from Annual Survey of India.

Unit-IV: Extracting data from DES, Planning Department, Government of Mizoram (12 hours)

Mizoram Statistical Abstract, Mizoram Statistical Handbook, Price, Price Index and Minimum Wages, Annual Reports of Births and Deaths, Economic Survey and other official statistics under the Government of Mizoram.

Transaction Mode: Lecture; Hands-on training

Suggested Readings

World Bank (WB) Annual Reports and Publications, Various Years.

<https://www.worldbank.org/en/about/annual-report>

International Labour Organization (ILO) Reports and Publications, Various Years.

<https://www.ilo.org/global/publications/lang--en/index.htm>

Economic Survey - Union Budget, Government of India, Various Years.

<https://www.indiabudget.gov.in/budget2020-21/economicsurvey/index.php>

Various Reports of the Ministry of Statistics and Programme Implementation (MoSPI), Government of India, Various Years. <https://www.mospi.gov.in/reports-publications>.

Badola, S., and S. Mukherjee. (2021). Manual for Extracting Unit Level Data from NSSO's Survey using STATA, Notion Press; 1st edition. India.

<https://des.mizoram.gov.in/>

<https://planning.mizoram.gov.in/>

RESEARCH AND PUBLICATION ETHICS

Course: IUMECONPhD4

Duration (per week): 2 hours

Credits: 2

Course Objectives:

This course has total 6 units focusing on basics of philosophy of science and ethics, research integrity, publication ethics. Hands-on-sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citations, h-index, Impact Factor, etc.) and plagiarism tools will be introduced in this course.

Course Learning Outcomes: Upon completing this course, the student will be able to fully understand the basics of philosophy of science and ethics, research integrity, publication ethics.

THEORY

Unit - I: Philosophy and Ethics (3 hours)

1. Introduction to philosophy: definition, nature and scope, concept, branches
2. Ethics: definition, moral philosophy, nature of moral judgements and reactions

Unit – II : Scientific Conduct (5hours)

1. Ethics with respect to science and research
2. Intellectual honesty and research integrity
3. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
4. Redundant publications: duplicate and overlapping publications, salami slicing
5. Selective reporting and misrepresentation of data

Unit - III: Publication Ethics (7 hours)

1. Publication ethics: definition, introduction and importance
2. Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.
3. Conflicts of interest
4. Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types
5. Violation of publication ethics, authorship and contributorship
6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and journals

PRACTICE

Unit - IV: Open Access Publishing (4 hours)

1. Open access publications and initiatives
2. SHERPA/ROMEO online resource to check publisher copyright & self-archiving policies
3. Software tool to identify predatory publications developed by SPPU
4. Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

Unit - V: Publication Misconduct (4 hours)

A. Group Discussions (2 hrs.)

1. Subject specific ethical issues, FFP, authorship
2. Conflicts of interest
3. Complaints and appeals: examples and fraud from India and abroad

B. Software tools (2 hrs.)

Use of plagiarism software like Turnitin, Urkund and other open source software tools

Unit VI: Databases and Research Metrics (7 hours)

A. Databases (4 hrs.)

1. Indexing databases
2. Citation databases: Web of Science, Scopus, etc.

B. Research Metrics (3 hrs.)

1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
2. Metrics: h-index, g index, i10 index, altmetrics

References

Bird, A. (2006). *Philosophy of Science*. Routledge.

MacIntyre, Alasdair (1967) *A Short History of Ethics*. London.

P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*,

ISBN:978- **9387480865**

National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition*. **National Academies Press**.

Resnik, D. B. (2011). What is **ethics** in research & why is it important. *National Institute of Environmental Health Sciences*, 1-10. Retrieved from

<https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm> **Beall, J. (2012). Predatory publishers are corrupting open access. Nature, 489(7415), 179-179. <https://doi.org/10.1038/489179a>**

Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance(2019), ISBN:**978-81-939482-1-7**. http://www.insaindia.res.in/pdf/Ethics_Book.pdf

GEOGRAPHICAL THOUGHT

(GEOGDMj1)

Credits: 4, Duration: 4 hrs/week

Objectives: To familiarise students with the major landmarks in the development of Geographic thought during different periods of time and to enable them to understand the conceptual as well as methodological developments.

Course Outcomes: This course will help the students to understand and think critically about different schools of geographical thought. The students will be able to demonstrate an understanding of the dynamic and contested nature of the discipline.

Two internal tests will be conducted within a semester, whereby each test carries 15 marks. The students are also continuously evaluated for their class performance, attentiveness, regularity in attending class and submission of assignments. The end semester examination will carry 60 marks; students will answer two 10-mark questions out of four and two 20-mark questions out of four. All components together will determine the final grade.

Course Contents:

UNIT – I

1. Greek geographers and their contribution.
2. Roman geographers and their contribution.
3. Contributions of Kant and Varenus
4. Contributions of Humboldt and Ritter

UNIT – II

1. Impact of Social Darwinism
2. Man-Environment Relationship - Determinism, Possibilism, Neo-Determinism
3. Paradigm in Geography (Kuhn's Model)
4. Positivism

UNIT – III

5. Quantitative Revolution
6. System Approach and Analysis
7. Behavioural Geography
8. Radical Geography and Humanistic Geography

UNIT – IV

9. Marxism and Structuralism.
10. Post-colonial Geographies
11. Time Geography
12. Post modern Geography

Suggested Readings:

1. Agnew, J. A., & Livingstone, D. N. (Eds.). (2011). *The SAGE Handbook of Geographical Knowledge*. Sage.
2. Castree, N., Rogers, A., & Sherman, D. (2005). *Questioning Geography: Fundamental Debates*. Blackwell.
3. Harvey, D. (1969). *Explanation in Geography*. Arnold.
4. Holt-Jensen, A. (1999). *Geography - History and Concepts*. Sage.
5. Hubbard, P., Kitchin, R., Bartley, B., & Fuller, D. (2002). *Thinking Geographically: Space, Theory and Contemporary Human Geography*. Continuum.

6. Johnston, R. J., & Sideway, J. D. (2004). *Geography and Geographers* (6th ed.). Edward Arnold.
7. Kitchin, R., & Thrift, N. (Eds.). (2009). *International Encyclopaedia of Human Geography* (12 volumes). Elsevier.

DOCTOR OF PHILOSOPHY IN MANAGEMENT

Programme Objective:

1. **Original Research:** Train scholars to conduct independent, innovative research that contributes new insights to their field.
2. **Critical Thinking:** Foster analytical skills to evaluate existing literature, methodologies, and frameworks.
3. **Academic Rigor:** Encourage precision, clarity, and depth in scholarly writing and presentations.
4. **Professional Development:** Prepare candidates for leadership roles in academia, industry, or government through teaching, publishing, and collaboration.
5. **Ethical Scholarship:** Instill integrity and responsibility in research practices and academic conduct.

Programme Expected Outcome:

Outcomes	Description
Research Mastery	Design and execute original research projects with significant academic or practical impact.
Scholarly Contribution	Publish peer-reviewed articles, present at conferences, and contribute to the global body of knowledge.
Teaching Competence	Deliver lectures, mentor students, and develop curriculum in their area of expertise.
Interdisciplinary Insight	Integrate knowledge across disciplines to solve complex problems.
Ethical Leadership	Demonstrate responsible conduct in research and professional settings.

Ph. D Course Structure

Course Code	Course title	Credits	Type
IUMPHD1	Research Methodology	04	Core
IUMPHD2	Research and Publication Ethics	02	Core
MGMTPHD1	Literature Review and Seminar	02	Core
MGMTPHD2A	Modern Trends and Issues in Management Studies	04	Compulsory
Total Credits		12	

Ph. D Timeline

Components	Timeline	Details
Completion of Course Work	6 months	The scholars have to secure minimum 50% in all subjects to qualify for proposal submission.

Research Proposal submission	Within 12 months (After completing course work)	Presentation before Scholars Research Committee (SRC)
Progress seminar	Every 6 months (Every semester/ minimum)	Evaluation by Research Development Committee (RDC) for feedback and guidance
Pre-submission seminar	Before thesis submission	Comprehensive presentation of findings to SRC.
Thesis submission seminar	After minimum 2 publications and three presentation related to thesis paper	Submission of thesis to exam for evaluation
Viva Voice Examination	Post Evaluation	Defence before external and internal examiners

DETAIL SYLLABUS

Course Title: Research Methodology	
Course Code: IUMPHD1	Ph. D Coursework
Credits: 2L + 2T + 0P	Total Credits: 4
Course Description:	
<p>This course introduces Ph.D. scholars in Management to research methodology, covering research design, data collection, basic analysis, and academic writing. Emphasis is placed on identification of research problem, literature review, qualitative and quantitative methods, and publication skills. It equips students with the knowledge and tools to design, conduct, and present scholarly research relevant to the field of management.</p>	
Course Objectives:	
<ol style="list-style-type: none"> 1. To provide a thorough understanding of research methodology concepts relevant to management research. 2. To enable scholars to identify and formulate research problems and hypotheses. 3. To design appropriate research frameworks using suitable qualitative and quantitative approaches. 4. To develop skills in data collection, sampling techniques, and basic statistical analysis. 5. To enhance competencies in academic writing, referencing, and dissemination through research papers and presentations. 	

Course Contents	
Unit 1: Foundations of Research	<p>Introduction to Research: Meaning, Objectives, and Importance of Research in Management</p> <p>Types of Research: Basic, Applied, Descriptive, Exploratory, Analytical, Quantitative, Qualitative, and Mixed Methods</p> <p>Research Process: Steps in the Research Process; Criteria of Good Research</p>

	<p>Philosophy of Research: Positivism, Post-positivism, Constructivism, Critical Theory; Ethical Considerations in Research; Plagiarism and Academic Integrity</p> <p>Literature Review: Purpose, Sources, Process, Writing Review, Identifying Research Gap</p>
Unit 2: Research Design and Measurement	<p>Research Problem: Formulating the Research Problem and Hypotheses</p> <p>Research Design: Exploratory, Descriptive, Causal</p> <p>Sampling Design: Probability and Non-Probability Sampling Techniques, Sample Size Determination</p> <p>Scaling Techniques: Likert, Thurstone, Guttman, Semantic Differential</p> <p>Questionnaire Design and Survey Methods: Validity and Reliability of Measurement Instruments; Case Study Method, Action Research; Pilot Testing</p>
Unit 3: Data Collection and Analysis	<p>Data Types: Primary vs Secondary; Cross-sectional vs Longitudinal</p> <p>Methods of Data Collection: Interview, Observation, Focus Groups, Surveys</p> <p>Introduction to Qualitative Data Collection Tools: Interview Protocols, Field Notes</p> <p>Quantitative Data Analysis: Descriptive Statistics</p> <p>Inferential Statistics: Hypothesis Testing, Parametric and Non-Parametric Tests (t-test, ANOVA, Chi-square, Correlation, Regression)</p> <p>Use of Software: SPSS, R, Excel</p> <p>Qualitative Data Analysis: Thematic Analysis, Content Analysis, Grounded Theory Approach; Use of Software for Qualitative Data (e.g., NVivo)</p>
Unit 4: Interpretation, Reporting, and Research Dissemination	<p>Academic Writing: Writing the Research Report: Structure, Style, and Content: Abstract, Introduction, Literature Review, Methodology, Results, Discussion, and Conclusion; Interpretation of Data and Drawing Conclusions</p> <p>Research Proposal Writing</p> <p>Referencing & Citations: Citation Styles: APA, MLA, Chicago, Harvard; Referencing Tools: Mendeley, Zotero, EndNote</p> <p>Research Publications & Presentations: Publication Ethics and Journal Selection (Scopus/WoS/SSCI/ABDC); Conference Presentation, Working Papers, and Book Chapters; Funding and Grant Applications</p>

Teaching Learning Process & Suggested Pedagogy
Lectures, Study Notes, Class Exercises & Assignments and Presentations

Suggested List of Reference Books & Readings		
S N	Title	Author
1	Research Methodology: Methods and Techniques.	Kothari, C.R. (2013). New Age International
2	Research Methods for Business Students. Pearson.	Saunders, M., Lewis, P., & Thornhill, A. (2019)
3	Business Research Methods	Cooper, D.R., & Schindler, P.S. (2014)- McGraw-Hill Education

4	Research Design: Qualitative, Quantitative, and Mixed Methods Approaches	Creswell, J.W. (2014). SAGE.
5	Research Methodology: A Step-by-Step Guide for Beginners	Kumar, R. (2019). SAGE.
6	Business Research Methods	Bryman, A. & Bell, E. (2015). Oxford University Press

Course Outcomes:

After successful completion of this course, the scholar will be able to:

1. Demonstrate a clear understanding of research concepts, types, and methodologies in the context of management.
2. Formulate research problems, objectives, and hypotheses with academic rigor.
3. Design effective research strategies, including appropriate data collection and sampling methods.
4. Apply basic qualitative and quantitative analysis techniques to interpret research data.
5. Prepare well-structured research proposals, reports, and academic papers adhering to ethical and referencing standards.

Course Title: Research and Publication Ethics

Course Code: IUMPHD1

Ph. D Coursework

Credits: 2L + 0T + 0P

Total Credits: 2

Course Contents

Unit 1: Philosophy and Ethics	Introduction to philosophy: definition, nature and scope, concept, branches Ethics: definition, moral philosophy, nature of moral judgements and reactions.
Unit 2: Scientific Conduct	Ethics with respect to science and research Intellectual honesty and research integrity Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP) Redundant publications: duplicate and overlapping publications, salami slicing Selective reporting and misrepresentation of data.
Unit 3: Publication Ethics	1. Publication ethics: definition, introduction and importance 2. Best practices / standards setting initiatives and guidelines: COPE, WAME, etc. 3. Conflicts of interest 4. Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types 5. Violation of publication ethics, authorship and contributor ship 6. Identification of publication misconduct, complaints and appeals 7. Predatory publishers and journals.
Unit 4: Open Access Publishing	1. Open access publications and initiatives 2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving

	<p>policies</p> <p>3. Software tool to identify predatory publications developed by SPPU</p> <p>4. Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.</p>
Unit 5: Publication Misconduct	<p>A. Group Discussions</p> <p>1. Subject specific ethical issues, FFP, authorship</p> <p>2. Conflicts of interest</p> <p>3. Complaints and appeals: examples and fraud from India and abroad</p> <p>B. Software tools</p> <p>Use of plagiarism software like Turnitin, Urkund and other open source software tools.</p>
Unit 6: Databases and Research Metrics	<p>A. Databases</p> <p>1. Indexing databases</p> <p>2. Citation databases: Web of Science, Scopus, etc.</p> <p>B. Research Metrics</p> <p>1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score</p> <p>2. Metrics: h-index, g index, i10 index, altmetrics.</p>

Teaching Learning Process & Suggested Pedagogy

Lectures, Study Notes, Class Exercises & Assignments and Presentations

References

- Bird, A. (2006). Philosophy of Science. Routledge.
- MacIntyre, Alasdair (1967) A Short History of Ethics. London.
- P. Chaddah, (2018) Ethics in Competitive Research: Do not get scooped; do not get plagiarized, ISBN:9789387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition. National Academies Press.
- Resnik, D. B. (2011). What is ethics in research & why is it important. National Institute of Environmental Health Sciences, 1–10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Beall, J. (2012). Predatory publishers are corrupting open access. Nature, 489(7415), 179–179.
- <https://doi.org/10.1038/489179a>
- Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019), ISBN:978-81-939482-1-7. <http://www.insaindia.res.in/pdf/Ethics Book.pdf>

Course Title: Modern Trends and Issues in Management Studies		
Course Code: MGMTPHD2A	PhD Coursework	Program: Management
Credits: 4L + 0T + 0P	Total Credits: 4	
<p>Course Description: This course focuses importance of understanding the general management and emerging trends in various management disciplines. It will focus on the developing knowledge of scholars on present business scenario. The course will be taught using texts, cases and classroom exercises for improving both written and oral communication in students.</p>		
<p>Course Objectives: The course aims to develop knowledge and understanding of the scholar on the various aspects of modern marketing management so as to enable them to identify research issues in the specialization area that will facilitate in choosing an appropriate topic for research and understand the theoretical backdrop of his/her area of research.</p>		

Course Contents	
Unit 1: General Management & IT	Evolution of management and major schools of thought Managerial Skills- Managerial functions; planning, organizing, staffing, directing, controlling & coordinating - MBO, MBE & MBWA- Emerging Trends and Issues in Management. Business Ethics & Corporate Governance -Entrepreneurship Development- ERP - Data base Management- Planning and implementing IT Strategies - Business Intelligence - E-CRM - Management Information System- Data Mining & Warehousing.
Unit 2: Finance Management	Working Capital Management, Issues in Financial Management, Overview of dividend policy, contemporary issues in financial management, Dividend policy (Walter Gordon and MM approach)- Emerging Trends and Issues in Marketing Financial Derivatives & Risk Management - Tax Management- Management of Financial Services. Financial behavioural studies.
Unit 3: O.B & Human Resource Management	Framework of HRM in the present-day scenario, Strategic HRM, Challenges of HRM, Employee acquisition and modern selection processes. Human Resource Development Practices, HRD audit, HRD culture and climate. HRM in the Global Context Dynamics of HRM in Multinational Corporations, Expatriates and Global Compensation, Training and Development, Effectiveness of Training Programs, Employee Engagement.
Unit 4: Marketing Management	Marketing Research. Green Marketing, Holistic Marketing, Network Marketing, Event Marketing, Rural and agricultural Marketing, Guerilla marketing, Viral and Buzz Marketing, Customer Relationship Marketing, Marketing of nonprofit organizations, e-Marketing. Operations Management: Manufacturing and non-manufacturing operations –Location selection – Types of manufacturing systems and lay out – Facility layouts – Layouts by products and process – Life balancing – Capacity planning models, estimation of capacity requirements –Managing purchases, process – Managing inventory –Stores and warehouse management.

Teaching Learning Process & Suggested Pedagogy	
Lectures, Study Notes, Class Exercises & Assignments and Presentations	

Suggested List of Reference Books & Readings		
S N	Title	Author
1	Principles of Management	George R. Terry and Stephen G. Franklin- All India Book Seller, New Delhi.
2	Principles of Management	P C Tripathi, P N Reddy- Tata Mc Graw Hill Education Private Limited, New Delhi, 2010.
3	Management: A global and entrepreneurial perspective	Heinz Wehrich, Mark Cannice, Harold Koontz, Tata McGraw Hill
4	Principles and Practice of Management	L.M.Prasad, Sultanchand & Sons
5	Marketing Management, Analysis, Planning, Implementations and Control	Kotler, P. (2015) New Delhi: Pearson Education
6	Management: A Global and Entrepreneurial Perspective	Harold Koontz, Heinz Wehrich & Mark Cannice: Tata Graw - Hill Education

Course Outcomes:	
Upon completion of this course, the scholars will be able to –	
1) Analyze, interpret and apply the knowledge, concepts, tools necessary to overcome the complex management issues.	
2) Develop creative solutions to marketing problems.	

Course Title: Literature Review and Seminar		
Course Code: MGMTPHD1	Ph. D Coursework	Program: Management
Credits: 0L+ 2T +2 P	Total Credits: 2	
Course Description: This course is designed to equip students with the critical research and academic writing skills necessary for producing a comprehensive literature review and a well-structured seminar paper. Through guided instruction, peer collaboration, and iterative feedback, students will learn how to identify scholarly sources, synthesize existing research, formulate research questions, and develop coherent academic arguments.		

Teaching Learning Process & Suggested Pedagogy
Class Exercises & Assignments and Presentations, seminar attendance

Criteria	Credits
Seminar / Conferences / Symposium Participation	25 (½ Credit)
Assignment on Literature Review	25 (½ Credit)
Workshop/ Training Related Subject/Paper Publication	25 (½ Credit)
Preparation of Research Proposal	25 (½ Credit)
Total Credit	100 (2 Credit)

Course 3 (IUM/POLS/DMj 3): Research Methodology (4 credits)

Course Objective: This is an introductory course to research and it seeks to guide students acquire research skills so that they may objectively examine and analyse social issues and problems. This course is intended to guide the students in writing their dissertation as well as their field projects.

1. Foundations of Research

Introduction to Research: Meaning, Objectives, and Importance of Research

Types of Research: Basic, Applied, Descriptive, Exploratory, Analytical, Quantitative, Qualitative, and Mixed Methods

Research Process: Steps in the Research Process; Criteria of Good Research

Philosophy of Research: Positivism, Post-positivism, Constructivism, Critical Theory; Ethical Considerations in Research; Plagiarism and Academic Integrity

Literature Review: Purpose, Sources, Process, Writing Review, Identifying Research Gap

2. Research Design and Measurement

Research Problem: Formulating the Research Problem and Hypotheses

Research Design: Exploratory, Descriptive, Causal

Sampling Design: Probability and Non-Probability Sampling Techniques, Sample Size Determination

Scaling Techniques: Likert, Thurstone, Guttman, Semantic Differential

Questionnaire Design and Survey Methods: Validity and Reliability of Measurement Instruments; Case Study Method, Action Research; Pilot Testing

3. Data Collection and Analysis

Data Types: Primary vs Secondary; Cross-sectional vs Longitudinal

Methods of Data Collection: Interview, Observation, Focus Groups, Surveys

Introduction to Qualitative Data Collection Tools: Interview Protocols, Field Notes

Quantitative Data Analysis: Descriptive Statistics

Inferential Statistics: Hypothesis Testing, Parametric and Non-Parametric Tests (t-test, ANOVA, Chi-square, Correlation, Regression)

Use of Software: SPSS, R, Excel

Qualitative Data Analysis: Thematic Analysis, Content Analysis, Grounded Theory Approach; Use of Software for Qualitative Data (e.g., NVivo)

4. Report and Thesis Writing

Synopsis and Report Writing; Referencing: Footnotes, Endnotes and Bibliography; Statistical Analysis and Data Interpretation.

Suggested Readings:

Ahuja, Ram. *Research Methods*. Rawat Publications, New Delhi, 2001.

Kothari, C.R., *Research Methodology: Methods and Techniques*, 2nd Revised Ed., New Age International Publishers, New Delhi, 2004.

Kumar, Ranjit. *Research Methodology: A step by step guide for beginners*, 3rd Edition. Sage Publications, New Delhi, 2011.

McNabb, David E. *Research Methods for Political Science: Quantitative and Qualitative Methods*, M.E. Sharpe, 2010.

Sarma, Mukanda. *Research Methodology*. EBH Publishers (India), Guwahati, 2010.

Literature Review and Seminar (2 credits)

The main intention of this course is to train scholar to understand basics of research work. This will be the application / execution of what they are learning in Research Methodology. At the commencement of Coursework classes, scholars will be asked to choose a research area. Based on chosen research area, a topic/title is to be developed which will guide scholar in pursuing further research programme.

Guidelines:

1. Review of Literature – The Research Scholar shall review at least minimum 15 literatures relating to his/her tentative or proposed research area/topic/title. Review of literature will carry 50 marks.
2. Review of Literature must include the following points in order of sequence:
 - Name of author,
 - year of publication (if available),
 - type (article, book, chapter in book etc.),
 - name or title of reviewed literature,
 - name of publisher,
 - place of publication,
 - page numbers (in case of journal article and chapter in book).
 - methodology used in reviewed literature,
 - and major findings of reviewed literature.
 - Shortcomings or research gap in relation to his/her tentative or proposed research area/topic/title.
3. The Research Scholar shall make two (2) paper presentations in local/state/national/international level seminar.
4. Two seminar presentations will carry 25 marks; and two full paper submissions to the supervisor will carry 25 marks.
5. Total marks will be recorded by the department and will be submitted to the Examination Department.

Politics in India

Unit 1: Politics in Mizoram

- Annexation of Lushai Hills
- Chieftainship
- Inner Line Regulation
- Formation of Mizoram – Insurgency & Peace Accord
- Sixth Schedule
- Local Administration – Village Council System & Municipality
- Party Politics – BJP, INC, MNF, PC, ZPM

Unit 2: Constitutional Framework

- Making of the Constitution
- Preamble & Philosophy of the Constitution
- Salient Features
- Rights & Duties
- Directive Principles of State Policy

Unit 3: Union Government

- Parliament
- President
- Prime Minister
- Supreme Court

Unit 4: Indian Federalism

- Theoretical Framework – Paul R. Brass, K.C. Wheare & W.H. Morris-Jones
- Center-State Relations – Financial & Administration
- Major Tension Areas in Center-State Relations

DEPARTMENT OF EDUCATION
ICFAI UNIVERSITY, MIZORAM



DOCTOR OF PHILOSOPHY
COURSE
2025

Programme Objectives

- 1: Develop Advanced Subject Knowledge of core and specialized topics relevant to the field of Education. Also expose students to key research theories and methodologies.
- 2: Enhance Research Skills by equipping students with advanced research methods (quantitative, qualitative, or mixed). Train students to critically analyse scholarly literature and identify research gaps.
- 3: Promote analytical and independent thinking through critical discussion of literature and research findings. Also encourage rigorous and ethical research practices.
- 4: Foster Critical Thinking and Problem Solving; and cultivate the ability to frame, dissect, and address complex research questions.
- 5: Strengthen Academic Writing and Communication by developing effective academic writing skills for publications, proposals, and thesis work.
- 6: Promote Professional and Ethical Standards by training students in the responsible conduct of research, academic integrity, and professional ethics.

Programme Outcomes

Upon successful completion of Ph.D. coursework, scholars are typically expected to achieve the following outcomes:

- 1: Demonstrate the ability to identify, articulate, and formulate significant research problems within the discipline.
- 2: Develop Advanced Subject Knowledge of core and specialized topics relevant to the field of Education.
- 3: Enhance Research Skills with advanced research methods (quantitative, qualitative, or mixed).
- 4: Promote analytical and independent thinking through critical discussion of literature and research findings.
- 5: Understand and adhere to ethical guidelines and standards in research and academic practice
- 6: Foster Academic Writing and Communication skills for publications, seminars, conferences, proposals, and thesis work.

COURSE STRUCTURE OF PH.D. EDUCATION COURSE WORK						
Core						
Course Code	Title of Paper	L	T	P	Total credits	Marks
IUMPhD1	Research Methodology	3	1	0	4	100
IUMPhD2	Research Publication & Ethics	2	0	0	2	100
EDNPhD1	Literature review and Seminar	0	0	2	2	100
Subject Specific (Elective) Select any one Course						
EDNPhD2A	Foundations of Pedagogy for Higher Education	3	1	0	4	100
EDNPhD2B	Modern Trends and Issues in Education	3	1	0	4	100
Total					12	400

Course Title: Research Methodology		
Course Code: IUMPhD1	PhD Coursework	Program: Ph.D. Education
Credits: 2L + 2T + 0P	Total Credits: 4	
Course Description: This course introduces Ph.D. scholars to research methodology, covering research design, data collection, basic analysis, and academic writing. Emphasis is placed on identification of research problem, literature review, qualitative and quantitative methods, and publication skills. It equips students with the knowledge and tools to design, conduct, and present scholarly research relevant to various field of education.		
Course Objectives: <ol style="list-style-type: none"> 1. To provide a thorough understanding of research methodology concepts relevant to research. 2. To enable scholars to identify and formulate research problems and hypotheses. 3. To design appropriate research frameworks using suitable qualitative and quantitative approaches. 4. To develop skills in data collection, sampling techniques, and basic statistical analysis. 5. To enhance competencies in academic writing, referencing, and dissemination through research papers and presentations. 		

Course Contents	
Unit 1: Foundations of Research	<p>Introduction to Research: Meaning, Objectives, and Importance of Research</p> <p>Types of Research: Basic, Applied, Descriptive, Exploratory, Analytical, Quantitative, Qualitative, and Mixed Methods</p> <p>Research Process: Steps in the Research Process; Criteria of Good Research</p> <p>Philosophy of Research: Positivism, Post-positivism, Constructivism, Critical Theory; Ethical Considerations in Research; Plagiarism and Academic Integrity</p> <p>Literature Review: Purpose, Sources, Process, Writing Review, Identifying Research Gap</p>
Unit 2: Research Design and Measurement	<p>Research Problem: Formulating the Research Problem and Hypotheses</p> <p>Research Design: Exploratory, Descriptive, Causal</p> <p>Sampling Design: Probability and Non-Probability Sampling Techniques, Sample Size Determination</p> <p>Scaling Techniques: Likert, Thurstone, Guttman, Semantic Differential</p> <p>Questionnaire Design and Survey Methods: Validity and Reliability of Measurement Instruments; Case Study Method, Action Research; Pilot Testing</p>
Unit 3: Data Collection and Analysis	<p>Data Types: Primary vs Secondary; Cross-sectional vs Longitudinal</p> <p>Methods of Data Collection: Interview, Observation, Focus Groups, Surveys</p> <p>Introduction to Qualitative Data Collection Tools: Interview Protocols, Field Notes</p> <p>Quantitative Data Analysis: Descriptive Statistics</p> <p>Inferential Statistics: Hypothesis Testing, Parametric and Non-Parametric Tests (t-test, ANOVA, Chi-square, Correlation, Regression)</p> <p>Use of Software: SPSS, R, Excel</p> <p>Qualitative Data Analysis: Thematic Analysis, Content Analysis, Grounded Theory Approach; Use of Software for Qualitative Data (e.g., NVivo)</p>

Unit 4: Interpretation, Reporting, and Research Dissemination	<p>Academic Writing: Writing the Research Report: Structure, Style, and Content: Abstract, Introduction, Literature Review, Methodology, Results, Discussion, and Conclusion; Interpretation of Data and Drawing Conclusions, Research Proposal Writing</p> <p>Referencing & Citations: Citation Styles: APA, MLA, Chicago, Harvard; Referencing Tools: Mendeley, Zotero, EndNote</p> <p>Research Publications & Presentations: Publication Ethics and Journal Selection (Scopus/WoS/SSCI/ABDC); Conference Presentation, Working Papers, and Book Chapters; Funding and Grant Applications</p>
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Teaching Learning Process & Suggested Pedagogy
Lectures, Study Notes, Class Exercises & Assignments and Presentations

Suggested List of Reference Books & Readings		
SN	Title	Author
1	Research Methodology: Methods and Techniques.	Kothari, C.R. (2013). New Age International
2	Research Methods for Business Students. Pearson.	Saunders, M., Lewis, P., & Thornhill, A. (2019)
3	Business Research Methods	Cooper, D.R., & Schindler, P.S. (2014)- McGraw-Hill Education
4	Research Design: Qualitative, Quantitative, and Mixed Methods Approaches	Creswell, J.W. (2014). SAGE.
5	Research Methodology: A Step-by-Step Guide for Beginners	Kumar, R. (2019). SAGE.
6	Business Research Methods	Bryman, A. & Bell, E. (2015). Oxford University Press
7	Research Design: Qualitative, Quantitative and Mixed Methods Approaches (Third Edition)	Creswell, J.W. (2009). SAGE Publications, Inc.
8	Research in education (Sixth edition)	Best J.W. and Kahn J.V. (1989). New Delhi: Prentice hall of India, Private Ltd.

Other Suggested Readings:

- Van Dalen D.S. & Meyer W.J. (1979). Understanding Educational Research: An introduction. New York: Mc Grow Hill Co.
- Kerlinger F.N.(1978) : Foundations of Behavioural Research. Delhi: Surjeet Publications.
- Sukia S.P. and others (1974). Elements of Educational Research. (3rd revised edition) Allied Publishers, Bombay.
- Koul L. (1984). Methodology of Educational Research. New Delhi: Vikas Publishers, Meyer W.J.
- Englehart, Max. D.(1972): Methods of Educational Research. Chicago: Rand Mc Nally Meyer W.J. and Co.

- Wilkinson & Bhandarkar: Methodology and Techniques of Social Research. Bombay, Himalaya Publishing House, 1994.
- N.E Gronlund (1981). Measurement and Evaluation in Teaching. New York: Mac Millan Publishing Co.inc.
- Mac Millan, JH & Schumachers (1993) : Reseach in Education, A Conceptual Introduction, Newyork : Harper Collins College Publisher.
- Mouly, G.J.(1964). The Science of Educational Research. New Delhi: Eurasia publishing house.
- Garrett H.E. (1988). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
- Siegal, Sydney (1978). Non-Parametric Statistics for Behavioral Science. New Delhi: Mc Grow Hill,.
- Guilford J.P. & B. Fruchter : Fundamental Statistics in Psychology and Education, New York.
- Ghosh, B.N. (1982). Scientific Methods and Social Research, New Delhi: Sterling Publishers Pvt. Ltd.
- Guilford, J.P (1954). Psychometric Methods, New York : Mc Graw Hill, inc,
- Hollander, Myles & Wolfe, Douglas A (1973). Non parametric Statistical Methods, New York: John Wiley
- Runyon, Richard P (1977). Inferential Statistics, Philippines: Addison-Wesley Publishing Company, Inc.
- Siegel, S (1956). Nonparametric Statistics for the Behavioral Sciences, New York : Mc Graw-Hill Publishing Co.,, Inc.
- Ullman, Neil R (1978). Elementary Statistics. New York : John Wiley & Sons, Inc.,
- Ferguson, G.A, and Takane, Y: Statistical Analysis in Psychology and Education, Singapore Mc Graw Hill Book Co-.

Course Outcomes:
<p>After successful completion of this course, the scholar will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a clear understanding of research concepts, types, and methodologies. 2. Formulate research problems, objectives, and hypotheses with academic rigor. 3. Design effective research strategies, including appropriate data collection and sampling methods. 4. Apply basic qualitative and quantitative analysis techniques to interpret research data. 5. Prepare well-structured research proposals, reports, and academic papers adhering to ethical and referencing standards.

Course Title: Research and Publications Ethics (RPE)	
Course Code: IUMPhD2	Program: Ph.D Education
Credits: 2L + 0T + 0P	Total Credits: 2
<p>Course Description: This course has a total of 6 units focusing on basic philosophy of science and ethics, research integrity, and publication ethics. Hands-on sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citations, h-index, impact factor, etc.) and plagiarism tools will be introduced in this course.</p>	
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Course for awareness about the publication ethics and publication misconducts. 2. To understand ethical dilemmas faced in research and publication. 3. To understand Intellectual honesty and research integrity. 4. To learn and understand Best Practices for Publication process. 5. To identify the impact factor journals, and research metrics. 	

Course Contents	
THEORY RPE-01: Philosophy and Ethics (3 hours)	<ol style="list-style-type: none"> 1. Introduction to Philosophy: Definition, nature and scope, concept, branches. 2. Ethics: Definition, moral philosophy, nature of moral judgements and reactions.
RPE-02: Scientific Conduct (5 hours)	<ol style="list-style-type: none"> 1. Ethics with respect to science and research 2. Intellectual honesty and research integrity 3. Scientific misconduct: Falsification, Fabrication and Plagiarism (FFP) 4. Redundant Publications: Duplicate and overlapping publications, salami slicing 5. Selective reporting and misinterpretation of data
RPE-03: Publication Ethics (7 hours)	<ol style="list-style-type: none"> 1. Publication ethics: Meaning, introduction and importance 2. Best practices/ standard setting initiatives and guidelines: COPE, WAME, etc. 3. Conflicts of interest 4. Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types 5. Violation of publication ethics, authorship and contributor ship. 6. Identification of publication misconduct, complain and appeals 7. Predatory publishers and journals.
PRACTICE RPE-04: Open Access Publishing (4 hours)	<ol style="list-style-type: none"> 1. Open access Publications and Initiatives 2. SHERPA/ RoMEO online resource to check publisher copyright and self-archiving policies. 3. Software tool to identify predatory publications developed by SPPU 4. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal finder, Springer Journal Suggestor, etc.
RPE-05: Publication Misconduct (6 hours)	<p>A. Group discussion (2 hours)</p> <ol style="list-style-type: none"> 1. Subject Specific Ethical issues, FFP, authorship 2. Conflicts of Interest 3. Complaints and appeals: Examples and fraud from India and abroad <p>B. Software tools (2 hours)</p> <p>Use of plagiarism software like Turnitin, Urkund and other open source software tools.</p>
RPE-06: Databases and Research Metrics (7 hours)	<p>A. Databases (4 hours)</p> <ol style="list-style-type: none"> 1. Indexing databases 2. Citation databases: Web of Science, Scopus, etc. <p>B. Research Metrics (3 hours)</p>

	<ol style="list-style-type: none"> 1. Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, cite score. 2. Metrics: h-index, g index, i10 index, altmetrics.
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Teaching Learning Process& Suggested Pedagogy
Classroom teaching, guest Lectures, Group discussions, and Practical sessions.

Suggested List of Reference Books & Readings		
SN	Title	Author & Publisher
1	Philosophy of Science	Bird, A. (2006). Routledge
2	A short history of ethics	MacIntyre, Alasdair. (1967). London
3	Ethics in Competitive Research: Do not get scooped; Do not get plagiarized.	P.Chaddah. (2018). ISBN: 978-9387480865
4	On being a scientist: A guide to responsible conduct in Research	National Academy of Sciences. National Academy of Engineering and Institute of Medicine. (2009). Third Edition: National Academic Press
5	What is ethics in research and why is it important?	Resnik. D.B. (2011). National Institute of Environmental Health sciences, 1-10.
6	Predatory publishers are corrupting open access	Beall, J. (2012). Nature, 487 (7415), 179-179
7	Ethics in Science Education, Research and Governance	Indian Science Academy (INSA) (2019). ISBN-978-81-939482-1-7

Course Outcomes:
<p>On the completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate research Publications and ethical issues. 2. Distinguish publication misconduct and scientific research. 3. Analyze how ethical challenges can be addressed in research and publication. 4. To comprehend and deal with complex research metrics and data base.

Course Title: Literature Review and Seminar	
Course Code: EDNPhD1	Program: Ph.D. Education
Credits: 0L + 0T + 2P	Total Credits: 2
Course Description: This course will help scholars develop a foundational understanding of literature reviews and enable active participation in academic seminars, both as a presenter and as a critical discussant.	
Course Objectives:	
<ol style="list-style-type: none"> 1. Course for awareness about literature review and seminar proceedings. 2. Literature review will help scholars learn ways to evaluate and synthesize existing research, identify research gaps, contextualize research problems and develop academic writing skills. 3. This course will enhance researchers develop the ability to review and present literature and also formulate and articulate research questions. 4. This course will help scholars transfer their academic skills through paper presentation in seminars and the like. 	

The conduct of this paper would be depending upon the supervisor and criteria mentioned below.

Evaluation Criteria		
	Credits	Marks
Seminar/Conferences/Workshop, etc. Participation	½ Credits	25
Assignment on Literature Review	½ Credits	25
Workshop/Training related subject/ paper publication	½ Credits	25
Preparation of Research Proposal	½ Credits	25
Total	2 credits	100

Course Outcomes:
On the completion of this course the student will be able to:
<ol style="list-style-type: none"> 1. Aware about literature review and seminar proceedings. 2. Gain practical knowledge to evaluate and synthesize research, identify research gaps, contextualize research problems and academic writing skills. 3. Have the ability to review and present literature; formulate and articulate research questions. 4. Transfer their academic skills through paper presentation in seminars and the like.

SUBJECT SPECIFIC (ELECTIVE)

Course Title: Foundations of Pedagogy for Higher Education		
Course Code: EDNPhD2A	PhD Coursework	Program: Ph.D. Education
Credits: 3L +1T + 0P	Total Credits: 4	
Course Description:		
<p>This course introduces Ph.D. scholars to pedagogy course which is the art, science, and study of teaching, encompassing theories, methods, and practices used to impart knowledge, foster learning, and guide student development. This course will develop scholars' approach towards instruction, design curricula, facilitate learning activities, and assess outcomes, while also factoring in students' individual needs, backgrounds, and development within a specific cultural context. It will develop scholars in enhancing their teaching methods and approaches, and application of educational psychology and philosophy in teaching.</p>		
Course Objectives:		
<ol style="list-style-type: none"> 1. To provide doctoral students with a foundational understanding of pedagogical principles, teaching skills, and instructional strategies relevant to higher education. 2. The course emphasizes the evolving role of teachers, effective lesson planning, and reflective teaching practices. 		

Suggested Pedagogy and activities
<ul style="list-style-type: none"> • Practice micro-teaching sessions • Develop and present a lesson plan • Reflective journal on teaching experiences • Group discussion on challenges in higher education teaching • Case studies on effective teaching strategies

Course Contents	
Unit I: Understanding Pedagogy and Andragogy	<ul style="list-style-type: none"> • Meaning, nature, and significance of pedagogy • Relation between teaching and learning • Concept and principles of andragogy (adult learning) • Differences between pedagogy and andragogy • Characteristics of learners in higher education • Role of teachers in higher education institutions
Unit II: Principles and Phases of Teaching	<ul style="list-style-type: none"> • Principles and maxims of teaching • Factors affecting effective teaching in higher education • Phases of teaching: Pre-active, interactive, and post-active • Levels of teaching: Memory, understanding, and reflective • Teaching-learning process in higher education • Barriers to effective teaching and strategies to overcome them
Unit III: Teaching Skills and Instructional Techniques	<ul style="list-style-type: none"> • Core teaching skills: Questioning, explaining, reinforcement, stimulus variation, classroom management, demonstration, closure • Micro-teaching: Principles, cycle, and implementation • Advantages and disadvantages of Micro-teaching • Simulated teaching: Purpose and process • Communication in teaching: Verbal and non-verbal

	<ul style="list-style-type: none"> • Classroom management and learner engagement
Unit IV: Planning and Reflecting on Teaching	<ul style="list-style-type: none"> • Lesson planning: Components, formats, and examples • Instructional objectives and Bloom’s taxonomy • Relation between instructional objectives and Assessment • Designing learning experiences for higher education • Reflective teaching and professional development • Innovations in teaching: ICT tools, blended learning, flipped classrooms

Suggested readings:

- Brookfield, S. D. (2017). *The skillful teacher: On technique, trust, and responsiveness in the classroom* (3rd ed.). Jossey-Bass.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). Routledge.
- Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university: What the student does* (4th ed.). Open University Press.
- Ramsden, P. (2003). *Learning to teach in higher education* (2nd ed.). Routledge.
- Bruner, J. S. (1966). *Toward a theory of instruction*. Harvard University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). Continuum.
- Gagne, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Wadsworth.
- Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives: The classification of educational goals*. Longmans, Green.
- Marzano, R. J., & Kendall, J. S. (2007). *The new taxonomy of educational objectives* (2nd ed.). Corwin Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- McKeachie, W. J., & Svinicki, M. (2013). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Cengage Learning.
- Borich, G. D. (2016). *Effective teaching methods: Research-based practice* (9th ed.). Pearson.

- Arends, R. I. (2014). *Learning to teach* (10th ed.). McGraw-Hill Education.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.

Course Outcomes:
Upon completion of the course, the scholar will be able to: <ol style="list-style-type: none">1. Define and distinguish pedagogy and andragogy2. Understand learner-centered approaches in adult education3. Reflect on the responsibilities and impact of teachers in higher education4. Apply teaching principles to real classroom scenarios5. Identify and analyze different phases and levels of teaching6. Develop strategies to enhance teaching effectiveness in higher education7. Demonstrate basic teaching skills through micro and simulated teaching8. Improve classroom communication and interaction9. Manage diverse learning environments effectively10. Create structured lesson plans for higher education contexts11. Align instructional goals with learner needs and outcomes12. Integrate technology and innovation into teaching practices

Course Title: Modern Trends and Issues in Education		
Course Code: EDNPhD2B	PhD Coursework	Program: Ph.D. Education
Credits: 3L +1T + 0P	Total Credits: 4	
Course Description: This course introduces Ph.D. scholars to the modern trends and issues in the field of education. Emphasis is laid on various topics, including educational planning & management, curriculum development, teacher education & professional development, and inclusive education. This paper equips scholars to be aware and gain insights on these various trends and issues in Education.		
Course Objectives: <ol style="list-style-type: none"> 1. To provide a thorough understanding of the modern trends in education. 2. To enable scholars to identify issues in education. 3. To develop knowledge on basic knowledge on different aspects of education like planning and management in education, curriculum development, inclusive education, teacher education and professional development. 4. To enhance competencies in planning and managing educational institutions, developing curriculum, make classroom more inclusive and grow as a teacher to be more professional. 		

Teaching Learning Process & Suggested Pedagogy
Lectures, Study Notes, Class Exercises & Assignments, and Presentations

Course Contents	
Unit 1: Educational Planning & Management	<ul style="list-style-type: none"> • Concept and Types of educational management and administration • Principles and Functions of Educational Management • Meaning and Importance of Educational Planning • Leadership Styles and their impact on educational effectiveness • Barriers to Effective Planning and strategies for overcoming them • Emerging Trends and future challenges in educational planning and management.
Unit 2: Curriculum Development	<ul style="list-style-type: none"> • Concept and Types of Curriculum • Foundations of Curriculum Planning • Role of UGC and NCTE in Curriculum Development • Concept and Types of curriculum design • Curriculum implementation: strategies and challenges • Meaning and Types of Curriculum Change • Innovations and trends in curriculum development • Scope and Types of Research in Curriculum Studies.
Unit 3: Inclusive Education	<ul style="list-style-type: none"> • Inclusive Education: Concept and Principles of Inclusion • Exclusion in Indian Education: marginalized sections of society, gender, CWSNs • Characteristics and Education of different types of CWSNs • RPwD Act 2016 • Research Trends of Inclusive Education in India • Inclusive Classrooms - Planning, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse Learners • Barriers and Facilitators in Inclusive Education.

Unit 4: Teacher Education & Professional Development	<ul style="list-style-type: none"> ● Meaning, scope and models of teacher education ● Concept and strategies of Reflective Teaching ● Concept of Profession and Professionalism ● Teaching as Profession, Professional Ethics of Teachers ● Personal and Contextual factors affecting Teacher Development ● Structural Analysis: Pre-primary to tertiary teacher education systems, in-service training models ● Contemporary Issues: Quality management, policy recommendations (NCTE, NCERT, NEP).
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Suggested List of Reference Books & Readings		
SN	Title	Author
1	Innovations in Teacher Education: A Social Constructivist Approach.	Beck, C., & Kosnik, C. (2006). SUNY Press.
2	National Education Policy.	Government of India. (2020). Ministry of Education.
3	Curriculum Framework for Quality Teacher Education.	National Council for Teacher Education. (2009). NCTE.
4	Knowledge and teaching: Foundations of the new reform.	Shulman, L. S. (1987). Harvard Educational Review, 57(1), 1–23.
5	Education of Children with Special Needs.	Reddy, L.G. Ramar, R., & Kusuma, A. (2000). New Delhi : Discovery PublicationHouse.
6	Exceptional Children – Their Psychology and Education.	Kar, Chintamani (1994). New Delhi: Sterling Publishers Private Limited.
7	Learners with Special Needs.	Dhawan, M.L. (2005). Delhi: Isha Books.
8	Inclusive Education	Chand, T.K. & Mukhopadhyaya, D. (2024). Alpana Enterprise
9	Principles of educational leadership and management (3rd ed.)	Bush, T., & Bell, L. (Eds.). (2019). SAGE Publications.
10	Educational management, administration and leadership (Rev. ed.)	Sharma, R. A. (2019). R. Lall Book Depot.
11	Educational administration, management and leadership: Theory and practice	National Council of Educational Research and Training (NCERT). (2014). NCERT.
12	Curriculum development: A guide for educators	Boyle, B., & Charles, M. (2016). SAGE Publications Ltd.
13	Curriculum development: A guide to practice (8th ed.)	Wiles, J., & Bondi, J. (2014). Pearson.

Course Outcomes:
<p>On the completion of this course the student will be able to:</p> <ol style="list-style-type: none">1. Comprehend the concept of educational planning and management.2. Demonstrate a clear understanding of inclusive education.3. Understand the concept of curriculum development.4. Learn and Comprehend the meaning of teacher education and professional development.

Course Title: Research Methodology		
Course Code: IUMPhD1	PhD Coursework	Program: Ph.D. Sociology
Credits: 2L + 2T + 0P	Total Credits: 4	
Course Description: This course introduces Ph.D. scholars to research methodology, covering research design, data collection, basic analysis, and academic writing. Emphasis is placed on identification of research problem, literature review, qualitative and quantitative methods, and publication skills. It equips students with the knowledge and tools to design, conduct, and present scholarly research relevant to various field of education.		
Course Objectives: <ol style="list-style-type: none"> 1. To provide a thorough understanding of research methodology concepts relevant to research. 2. To enable scholars to identify and formulate research problems and hypotheses. 3. To design appropriate research frameworks using suitable qualitative and quantitative approaches. 4. To develop skills in data collection, sampling techniques, and basic statistical analysis. 5. To enhance competencies in academic writing, referencing, and dissemination through research papers and presentations. 		

Course Contents	
Unit 1: Foundations of Research	<p>Introduction to Research: Meaning, Objectives, and Importance of Research</p> <p>Types of Research: Basic, Applied, Descriptive, Exploratory, Analytical, Quantitative, Qualitative, and Mixed Methods</p> <p>Research Process: Steps in the Research Process; Criteria of Good Research</p> <p>Philosophy of Research: Positivism, Post-positivism, Constructivism, Critical Theory; Ethical Considerations in Research; Plagiarism and Academic Integrity</p> <p>Literature Review: Purpose, Sources, Process, Writing Review, Identifying Research Gap</p>
Unit 2: Research Design and Measurement	<p>Research Problem: Formulating the Research Problem and Hypotheses</p> <p>Research Design: Exploratory, Descriptive, Causal</p> <p>Sampling Design: Probability and Non-Probability Sampling Techniques, Sample Size Determination</p> <p>Scaling Techniques: Likert, Thurstone, Guttman, Semantic Differential</p> <p>Questionnaire Design and Survey Methods: Validity and Reliability of Measurement Instruments; Case Study Method, Action Research; Pilot Testing</p>
Unit 3: Data Collection and Analysis	<p>Data Types: Primary vs Secondary; Cross-sectional vs Longitudinal</p> <p>Methods of Data Collection: Interview, Observation, Focus Groups, Surveys</p> <p>Introduction to Qualitative Data Collection Tools: Interview Protocols, Field Notes</p> <p>Quantitative Data Analysis: Descriptive Statistics</p> <p>Inferential Statistics: Hypothesis Testing, Parametric and Non-Parametric Tests (t-test, ANOVA, Chi-square, Correlation, Regression)</p> <p>Use of Software: SPSS, R, Excel</p>

	Qualitative Data Analysis: Thematic Analysis, Content Analysis, Grounded Theory Approach; Use of Software for Qualitative Data (e.g., NVivo)
Unit 4: Interpretation, Reporting, and Research Dissemination	Academic Writing: Writing the Research Report: Structure, Style, and Content: Abstract, Introduction, Literature Review, Methodology, Results, Discussion, and Conclusion; Interpretation of Data and Drawing Conclusions, Research Proposal Writing Referencing & Citations: Citation Styles: APA, MLA, Chicago, Harvard; Referencing Tools: Mendeley, Zotero, EndNote Research Publications & Presentations: Publication Ethics and Journal Selection (Scopus/WoS/SSCI/ABDC); Conference Presentation, Working Papers, and Book Chapters; Funding and Grant Applications

Teaching Learning Process & Suggested Pedagogy
Lectures, Study Notes, Class Exercises & Assignments and Presentations

Suggested List of Reference Books & Readings		
SN	Title	Author
1	Research Methodology: Methods and Techniques.	Kothari, C.R. (2013). New Age International
2	Research Methods for Business Students. Pearson.	Saunders, M., Lewis, P., & Thornhill, A. (2019)
3	Business Research Methods	Cooper, D.R., & Schindler, P.S. (2014)- McGraw-Hill Education
4	Research Design: Qualitative, Quantitative, and Mixed Methods Approaches	Creswell, J.W. (2014). SAGE.
5	Research Methodology: A Step-by-Step Guide for Beginners	Kumar, R. (2019). SAGE.
6	Business Research Methods	Bryman, A. & Bell, E. (2015). Oxford University Press
7	Research Design: Qualitative, Quantitative and Mixed Methods Approaches (Third Edition)	Creswell, J.W. (2009). SAGE Publications, Inc.
8	Research in education (Sixth edition)	Best J.W. and Kahn J.V. (1989). New Delhi: Prentice hall of India, Private Ltd.

Other Suggested Readings:

- Van Dalen D.S. & Meyer W.J. (1979). Understanding Educational Research: An introduction. New York: Mc Grow Hill Co.
- Kerlinger F.N.(1978) : Foundations of Behavioural Research. Delhi: Surjeet Publications.
- Sukia S.P. and others (1974). Elements of Educational Research. (3rd revised edition) Allied Publishers, Bombay.
- Koul L. (1984). Methodology of Educational Research. New Delhi: Vikas Publishers, Meyer W.J.

- Englehart, Max. D.(1972): Methods of Educational Research. Chicago: Rand Mc Nally Meyer W.J. and Co.
- Wilkinson & Bhandarkar: Methodology and Techniques of Social Research. Bombay, Himalaya Publishing House, 1994.
- N.E Gronlund (1981). Measurement and Evaluation in Teaching. New York: Mac Millan Publishing Co.inc.
- Mac Millan, JH & Schumachers (1993) : Reseach in Education, A Conceptual Introduction, Newyork : Harper Collins College Publisher.
- Mouly, G.J.(1964). The Science of Educational Research. New Delhi: Eurasia publishing house.
- Garrett H.E. (1988). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
- Siegal, Sydney (1978). Non-Parametric Statistics for Behavioral Science. New Delhi: Mc Grow Hill,.
- Guilford J.P. & B. Fruchter : Fundamental Statistics in Psychology and Education, New York.
- Ghosh, B.N. (1982). Scientific Methods and Social Research, New Delhi: Sterling Publishers Pvt. Ltd.
- Guilford, J.P (1954). Psychometric Methods, New York : Mc Graw Hill, inc,
- Hollander, Myles & Wolfe, Douglas A (1973). Non parametric Statistical Methods, New York: John Wiley
- Runyon, Richard P (1977). Inferential Statistics, Philippines: Addison-Wesley Publishing Company, Inc.
- Siegel, S (1956). Nonparametric Statistics for the Behavioral Sciences, New York : Mc Graw-Hill Publishing Co.,, Inc.
- Ullman, Neil R (1978). Elementary Statistics. New York : John Wiley & Sons, Inc.,
- Ferguson, G.A, and Takane, Y: Statistical Analysis in Psychology and Education, Singapore Mc Graw Hill Book Co-.

Course Outcomes:
<p>After successful completion of this course, the scholar will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a clear understanding of research concepts, types, and methodologies. 2. Formulate research problems, objectives, and hypotheses with academic rigor. 3. Design effective research strategies, including appropriate data collection and sampling methods. 4. Apply basic qualitative and quantitative analysis techniques to interpret research data. 5. Prepare well-structured research proposals, reports, and academic papers adhering to ethical and referencing standards.

Course Title: Research and Publications Ethics (RPE)	
Course Code: IUMPhD2	Program: Ph.D Sociology
Credits: 2L + 0T + 0P	Total Credits: 2
Course Description: This course has a total of 6 units focusing on basic philosophy of science and ethics, research integrity, and publication ethics. Hands-on sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citations, h-index, impact factor, etc.) and plagiarism tools will be introduced in this course.	
Course Objectives:	
<ol style="list-style-type: none"> 1. Course for awareness about the publication ethics and publication misconducts. 2. To understand ethical dilemmas faced in research and publication. 3. To understand Intellectual honesty and research integrity. 4. To learn and understand Best Practices for Publication process. 5. To identify the impact factor journals, and research metrics. 	

Course Contents	
THEORY RPE-01: Philosophy and Ethics (3 hours)	<ol style="list-style-type: none"> 1. Introduction to Philosophy: Definition, nature and scope, concept, branches. 2. Ethics: Definition, moral philosophy, nature of moral judgements and reactions.
RPE-02: Scientific Conduct (5 hours)	<ol style="list-style-type: none"> 1. Ethics with respect to science and research 2. Intellectual honesty and research integrity 3. Scientific misconduct: Falsification, Fabrication and Plagiarism (FFP) 4. Redundant Publications: Duplicate and overlapping publications, salami slicing 5. Selective reporting and misinterpretation of data
RPE-03: Publication Ethics (7 hours)	<ol style="list-style-type: none"> 1. Publication ethics: Meaning, introduction and importance 2. Best practices/ standard setting initiatives and guidelines: COPE, WAME, etc. 3. Conflicts of interest 4. Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types 5. Violation of publication ethics, authorship and contributor ship. 6. Identification of publication misconduct, complain and appeals 7. Predatory publishers and journals.
PRACTICE RPE-04: Open Access Publishing (4 hours)	<ol style="list-style-type: none"> 1. Open access Publications and Initiatives 2. SHERPA/ RoMEO online resource to check publisher copyright and self-archiving policies. 3. Software tool to identify predatory publications developed by SPPU 4. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal finder, Springer Journal Suggestor, etc.
RPE-05: Publication Misconduct (6 hours)	<ol style="list-style-type: none"> A. Group discussion (2 hours) <ol style="list-style-type: none"> 1. Subject Specific Ethical issues, FFP, authorship 2. Conflicts of Interest 3. Complaints and appeals: Examples and fraud from India and abroad B. Software tools (2 hours) Use of plagiarism software like Turnitin, Urkund and other open source software tools.

RPE-06: Databases and Research Metrics (7 hours)	<p>A. Databases (4 hours)</p> <ol style="list-style-type: none"> 1. Indexing databases 2. Citation databases: Web of Science, Scopus, etc. <p>B. Research Metrics (3 hours)</p> <ol style="list-style-type: none"> 1. Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, cite score. 2. Metrics: h-index, g index, i10 index, altmetrics.
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Teaching Learning Process & Suggested Pedagogy
Classroom teaching, guest Lectures, Group discussions, and Practical sessions.

Suggested List of Reference Books & Readings		
SN	Title	Author & Publisher
1	Philosophy of Science	Bird, A. (2006). Routledge
2	A short history of ethics	MacIntyre, Alasdair. (1967). London
3	Ethics in Competitive Research: Do not get scooped; Do not get plagiarized.	P.Chaddah. (2018). ISBN: 978-9387480865
4	On being a scientist: A guide to responsible conduct in Research	National Academy of Sciences. National Academy of Engineering and Institute of Medicine. (2009). Third Edition: National Academic Press
5	What is ethics in research and why is it important?	Resnik. D.B. (2011). National Institute of Environmental Health sciences, 1-10.
6	Predatory publishers are corrupting open access	Beall, J. (2012). Nature, 487 (7415), 179-179
7	Ethics in Science Education, Research and Governance	Indian Science Academy (INSA) (2019). ISBN-978-81-939482-1-7

Course Outcomes:
<p>On the completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate research Publications and ethical issues. 2. Distinguish publication misconduct and scientific research. 3. Analyze how ethical challenges can be addressed in research and publication. 4. To comprehend and deal with complex research metrics and data base.

Course 2 (IUMPOLPHD2): Literature Review and Seminar (2 credits)

The main intention of this course is to train scholar to understand basics of research work. This will be

the application / execution of what they are learning in Research Methodology. At the commencement of

Coursework classes, scholars will be asked to choose a research area. Based on chosen research area,

a topic/title is to be developed which will guide scholar in pursuing further research programme.

Guidelines:

1. Review of Literature – The Research Scholar shall review at least minimum 15 literatures relating to his/her tentative or proposed research area/topic/title. Review of literature will carry 50 marks.

2. Review of Literature must include the following points in order of sequence:

- name of author,
- year of publication (if available),
- type (article, book, chapter in book etc.),
- name or title of reviewed literature,
- name of publisher,
- place of publication,
- page numbers (in case of journal article and chapter in book).
- methodology used in reviewed literature,
- and major findings of reviewed literature.
- shortcomings or research gap in relation to his/her tentative or proposed research area/topic/title.

3. The Research Scholar shall make two (2) paper presentations in local/state/national/international level seminar.

4. Two seminar presentations will carry 25 marks; and two full paper submissions to the supervisor will carry 25 marks.

5. Total marks will be recorded by the department and will be submitted to the Examination Department.

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Department.

Course 3 (IUMSOCPHD3): FOUNDATIONS OF SOCIOLOGY (4 credits)

Course Objective: The search for knowledge is universal and sociological research is part of this ongoing process. Foundationalists believe in the possibility of unassailable ground for any claim to knowledge. Non-foundationalists argue that there simply are no such things as secure, knowledge is always conjectural and subject to revision. Researchers are faced with dilemmas and that lead to debates worth academic interrogation. This course will enlighten the scholars with relevant sociological concepts and theoretical foundations which will help them to analyze relevant and timely social conditions through the lens of sociology.

1. Unit I: Sociological Theories

Classical Sociological Theories: Durkheim, Weber and Marx

Functionalism and Structuralism

Critical Theory

Symbolic Interactionism

Suggested Readings:

Blumer, H. (1969). *Symbolic interactionism: Perspective and method*. University of California Press.

Cooley, C. H. (1902). *Human nature and the social order*. Charles Scribner's Sons.

Durkheim, E. (1893/2014). *The division of labor in society* (W. D. Halls, Trans.). Free Press.

Durkheim, E. (1895/1982). *The rules of sociological method* (W. D. Halls, Trans.). Free Press.

Durkheim, E. (1897/2006). *On suicide* (R. Buss, Trans.). Penguin Books.

Goffman, E. (1959). *The presentation of self in everyday life*. Anchor Books.

Habermas, J. (1984). *The theory of communicative action* (Vol. 1) (T. McCarthy, Trans.). Beacon Press.

Horkheimer, M., & Adorno, T. W. (1944/2002). *Dialectic of enlightenment* (E. Jephcott, Trans.). Stanford University Press.

Lévi-Strauss, C. (1963). *Structural anthropology*. Basic Books.

Marcuse, H. (1964). *One-dimensional man*. Beacon Press.

Marx, K. (1844/1978). *Economic and philosophic manuscripts of 1844*. In R. C. Tucker (Ed.), *The*

Marx-Engels reader (2nd ed.). W. W. Norton.

Marx, K. (1867/1976). *Capital: A critique of political economy* (Vol. 1) (B. Fowkes, Trans.). Penguin Books.

Marx, K., & Engels, F. (1848/2002). *The Communist manifesto*. Penguin Classics.

Mead, G. H. (1934). *Mind, self, and society*. University of Chicago Press.

Merton, R. K. (1968). *Social theory and social structure*. Free Press.

Parsons, T. (1951). *The social system*. Free Press.

Radcliffe-Brown, A. R. (1952). *Structure and function in primitive society*. Free Press.

Weber, M. (1905/2002). *The Protestant ethic and the "spirit" of capitalism* (P. Baehr & G. C. Wells, Trans.). Penguin Books.

Weber, M. (1946). *From Max Weber: Essays in sociology* (H. H. Gerth & C. W. Mills, Eds.). Oxford

University Press.

2. Unit II: Recent Advances in Sociology

Digital Sociology

Intersectionality and Equality

Post-Modernism

Post-Structuralism

Suggested Readings:

Baudrillard, J. (1994). *Simulacra and simulation* (S. F. Glaser, Trans.). University of Michigan Press.

Bauman, Z. (2000). *Liquid modernity*. Polity Press.

Castells, M. (2010). *The rise of the network society* (2nd ed.). Wiley-Blackwell.

Collins, P. H. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment* (2nd ed.). Routledge.

Collins, P. H., & Bilge, S. (2016). *Intersectionality*. Polity Press.

Couldry, N., & Hepp, A. (2017). *The mediated construction of reality*. Polity Press.

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex. *University of Chicago Legal Forum*, 1989(1), 139–167.

Davis, A. (1981). *Women, race, & class*. Vintage Books.

Deleuze, G., & Guattari, F. (1987). *A thousand plateaus: Capitalism and schizophrenia* (B. Massumi,

Trans.). University of Minnesota Press.

Derrida, J. (1976). *Of grammatology* (G. C. Spivak, Trans.). Johns Hopkins University Press.

Foucault, M. (1977). *Discipline and punish: The birth of the prison* (A. Sheridan, Trans.). Pantheon Books.

Foucault, M. (1978). *The history of sexuality, Volume 1: An introduction* (R. Hurley, Trans.). Pantheon Books.

Jameson, F. (1991). *Postmodernism, or, The cultural logic of late capitalism*. Duke University Press.

Lupton, D. (2015). *Digital sociology*. Routledge.

Lyotard, J.-F. (1984). *The postmodern condition: A report on knowledge* (G. Bennington & B. Massumi,

Trans.). University of Minnesota Press.

Van Dijck, J. (2013). *The culture of connectivity: A critical history of social media*. Oxford University Press.

3. Unit III: Doing Ethnography

Philosophy of Ethnography

Tools of Ethnography

Reflexivity in Ethnography

Issues of Subjectivity and Objectivity

Suggested Readings:

Atkinson, P., Coffey, A., Delamont, S., Lofland, J., & Lofland, L. (2001). *Handbook of ethnography*.

Sage.

Becker, H. S. (1967). Whose side are we on? *Social Problems*, 14(3), 239–247.

Bernard, H. R. (2017). *Research methods in anthropology: Qualitative and quantitative approaches* (6th

ed.). Rowman & Littlefield.

Bourdieu, P. (1990). *The logic of practice*. Stanford University Press.

Bourdieu, P., & Wacquant, L. J. D. (1992). *An invitation to reflexive sociology*. University of Chicago

Press.

- Clifford, J., & Marcus, G. E. (Eds.). (1986). *Writing culture: The poetics and politics of ethnography*.
University of California Press.
- Davies, C. A. (2008). *Reflexive ethnography: A guide to researching selves and others* (2nd ed.).
Routledge.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The Sage handbook of qualitative research* (5th ed.).
Sage.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed.).
University of Chicago Press.
- Finlay, L. (2002). Negotiating the swamp: The opportunity and challenge of reflexivity in research practice. *Qualitative Research*, 2(2), 209–230.
- Garfinkel, H. (1967). *Studies in ethnomethodology*. Prentice-Hall.
- Geertz, C. (1973). *The interpretation of cultures*. Basic Books.
- Hammersley, M., & Atkinson, P. (2007). *Ethnography: Principles in practice* (3rd ed.). Routledge.
- Harding, S. (1991). *Whose science? Whose knowledge? Thinking from women's lives*. Cornell University Press.
- Malinowski, B. (1922/1984). *Argonauts of the Western Pacific*. Waveland Press.
- Spradley, J. P. (1980). *Participant observation*. Holt, Rinehart and Winston.
4. Unit IV: Indian Perspectives of Sociology
- Origin of Sociology in India
- Sociology for India
- Eurocentrism in Indian society
- Recent Advances in Indian Sociology
- Suggested Readings:
- Béteille, A. (1996). *Caste, class, and power: Changing patterns of stratification in a Tanjore village*.
Oxford University Press.
- Chakrabarty, D. (2000). *Provincializing Europe: Postcolonial thought and historical difference*.
Princeton University Press.
- Cohn, B. S. (1996). *Colonialism and its forms of knowledge: The British in India*. Princeton University Press.

- Desai, A. R. (1966). Social background of Indian nationalism. Popular Prakashan.
- Dumont, L. (1970). Homo hierarchicus: The caste system and its implications. University of Chicago Press.
- Guha, R. (1982). On some aspects of the historiography of colonial India. In R. Guha (Ed.), Subaltern studies I (pp. 1–8). Oxford University Press.
- Guru, G., & Sarukkai, S. (2012). The cracked mirror: An Indian debate on experience and theory. Oxford University Press.
- Mukherjee, R. (1979). Sociology of Indian sociology. Allied Publishers.
- Oommen, T. K. (2010). Citizenship, nationality and ethnicity: Reconciling competing identities. Polity Press.
- Patel, S. (2013). Doing sociology in India: Genealogies, locations, and practices. Oxford University Press.
- Patel, S. (Ed.). (2010). The ISA handbook of diverse sociological traditions. Sage. (See sections on Indian sociology)
- Rege, S. (2006). Writing caste/writing gender: Narrating Dalit women's testimonios. Zubaan.
- Said, E. W. (1978). Orientalism. Pantheon Books.
- Singh, Y. (1986). Indian sociology: Social conditioning and emerging concerns. Vistaar Publications.
- Srinivas, M. N. (1966). Social change in modern India. University of California Press.
- Uberoi, P., Sundar, N., & Deshpande, S. (Eds.). (2007). Anthropology in the East: Founders of Indian sociology and anthropology. Permanent Black.