



भारतीय जन संचार संस्थान
(समविश्वविद्यालय)

INDIAN INSTITUTE OF MASS COMMUNICATION
(Deemed to be University)

Ph.D.

in Mass Communication and Journalism

Course Work Syllabus 2025-26

Centre for Media and Communication Research
(CEMCOR)

Website: www.iimc.gov.in



भारतीय जन संचार संस्थान
(समविश्वविद्यालय)
**INDIAN INSTITUTE OF MASS
COMMUNICATION**
(Deemed to be University)

Ph.D. in Mass Communication and Journalism

Course Work Syllabus 2025-26



**Centre for Media and Communication Research
(CEMCOR)**
Aruna Asaf Ali Marg, New Delhi – 110067

INDIAN INSTITUTE OF MASS COMMUNICATION

(Deemed To be University)

CENTRE FOR MEDIA AND COMMUNICATION RESEARCH

About IIMC

Indian Institute of Mass Communication considers communication as an imperative for development and is committed to serving society by providing world class teaching, training and research, thus preparing students, officers and practitioners to take on the challenges of an ever-evolving world. IIMC's training programmes have been tailored to meet the needs of developing countries and this makes IIMC different and places it in a unique position. This also gives a unique identity and character to IIMC alumni, who hold positions of responsibility and repute all across the world.

IIMC enjoys a pride of place in mass communication education, training and research. This is also reflected in its top position among the various evaluation studies undertaken by media and professional bodies year after year.

Inaugurated on August 17, 1965, by the then Minister for Information and Broadcasting, Smt. Indira Gandhi, the Institute started with a small staff, including two consultants from UNESCO.

In the first few years, the Institute organised training courses mainly for Central Information Service Officers and undertook research studies on a modest scale. Then, in 1969, a major international training programme, the Postgraduate Diploma Course in Journalism for Developing Countries, for middle-level working journalists from Afro-Asian countries, was started. Various specialised short courses of one week to three months' duration were subsequently started by the Institute to meet the training needs of communication professionals working in various media and publicity outfits of the Central and State Governments and public sector organisations. Over the years, IIMC started to offer regular Post-Graduate Diploma Courses.

In the present times, IIMC has expanded its academic activities and now runs a range of specialised courses to meet the skilled manpower requirements of the rapidly expanding media and communication industry. IIMC also makes a concerted effort to constantly innovate its programmes to meet the challenges thrown up by developments in the industry. The syllabi are regularly reviewed for necessary changes and suitable modifications to make them relevant to the needs of the industry

IIMC has five Regional Centres across the country that cater to not just Journalism courses in English - but also in the local languages.

The first Regional Centre was set up at Dhenkanal, Odisha, in 1993 to cater to the demands of the Eastern region.

Two regional centres were established at Amravati in Maharashtra for the Western region and at Aizawl in Mizoram for the North Eastern regions from the academic year 2011-12.

Regional centres were set-up in Jammu, Jammu and Kashmir to cater to the demands of North Region and at Kottayam, Kerala for the South region from the academic year 2012-13.

Regional centres were set up Jammu, Jammu and Kashmir to cater to the demands of North Region and at Kottayam, Kerala for the South region from the academic year 2012-13.

Vision & Mission

Vision

The Indian Institute of Mass Communication (IIMC) will set global standards for media education, research, extension and training, using state-of-the-art technology for building a knowledge-driven information society, contributing to human development, empowerment and participatory democracy, anchored in pluralism, universal values and ethics.

Mission

The mission of IIMC is to create a dynamic learning and working environment that nurtures new ideas, creativity, research and scholarship and develops leaders and innovators in the domain of media and mass communication.

About CEMCOR

The Centre for Media and Communication Research (CEMCOR), Indian Institute of Mass Communication (Deemed to be University) offers Ph.D. Programme in Mass Communication and Journalism, being its major investigation area and allied disciplines. CEMCOR is dedicated to create an inquiry-driven, action-oriented and solution-based research environment that may cater to the media and communication-related societal and industrial needs through the training of future researchers, media professionals, and academicians at the global level.

Centre's Objective

The Centre's core objective is to promote excellence in media, communication and interdisciplinary research. For this, the Centre has scientifically developed the Pre-Ph.D. Course Work with the following related objectives:

- Developing a research aptitude among fresh Ph.D. entrants towards academic, research and publication excellence.
- Familiarising students with a holistic research knowledge base that includes theoretical approaches and research methodology with respective subject orientation.
- Supporting students to acquire and develop critical thinking and related skills to pursue research with a scientific approach.
- Training ethically responsible researchers/academicians.

About Ph.D. Programme

The Programme has an interdisciplinary approach and promotes inquiry in any of the related areas of media and communication.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

- PEO1** Develop research aptitude to identify and diagnose the social/industrial problems and present solutions thereof.
- PEO2** Obtain foundational insight and knowledge related to research approaches and methods in general as well as, specific to the core discipline.
- PEO3** Acquire skills to pursue qualitative and quantitative research with a scientific approach
- PEO4** Develop critical and analytical thinking with investigation, reasoning, logic, interpretation and evaluation skills as well as gain writing, editing and designing skills to excel in research, academics and/or related professions.
- PEO5** Become an ethical researcher/author/academician/professional.

Pre-Ph.D. Coursework

The syllabus of Pre-Ph.D. Coursework as a pre-requisite to the Programme has been designed to fulfil the purpose and to support quality research in the field of media and communication research. As per the University norms, all the provisionally registered Ph.D. scholars across the respective department will pursue and complete the mandatory Pre-Ph.D. Coursework that appries them with the theoretical perspectives, media practices, research methodology and ethics as a common foundation of the Programme.

The coursework syllabus seeks to provide a strong multidisciplinary orientation with a focus on communication research to implement the NEP2020. The core courses under the coursework of Ph.D. Programme in Mass Communication and Journalism include the foundations in theory and philosophy of communication and research, quantitative and qualitative methods and procedures, and research and publication ethics as a framework for the compulsory courses with other discipline-specific courses.

All Ph.D. students will take up teaching/education/pedagogy/writing assignments related to their chosen Ph.D. subject during their doctoral coursework training. Such students will have a minimum number of hours of actual teaching experience gathered through “teaching assistantships” as defined by the University.

GRADUATE ATTRIBUTES OF COURSEWORK

- ✓ **Disciplinary Knowledge** – Foundational insights and holistic knowledge of communication research domains
- ✓ **Critical Thinking Skills** – Knowledge about rational and logical thinking abilities
- ✓ **Analytical and Interpretive Skills** – Application of analytical and interpretive skills required for social science research
- ✓ **Ethical Framework** – Awareness and promotion of ethical frameworks in communication and media research as formulated and practised at the global level
- ✓ **ICT Skills** – Acquaintance with the recent and relevant digital environment and ecosystem (hardware and software) and required skill updates.

COURSEWORK OUTCOMES (CWO)

On successful completion of the Programme, the students will be able to:

CWO1	Have a scientific research approach and research aptitude to look at social needs
CWO2	Have theoretical foundations and disciplinary knowledge of the subject
CWO3	Have familiarity with qualitative and quantitative research approaches and methods
CWO4	Apply set of critical, analytical, interpretive and presentation skills
CWO5	Impart and apply research/academic practices in a socially responsible and ethical manner

CWO TO PEO MAPPING

	CWO1	CWO2	CWO3	CWO4	CWO5
PEO1	✓	✓		✓	✓
PEO2	✓	✓	✓		
PEO3	✓	✓	✓	✓	
PEO4		✓	✓	✓	✓
PEO5		✓		✓	✓

The mapping between Coursework Outcomes (CWOs) and Programme Educational Objectives (PEOs) ensures alignment between what the programme aims to achieve and the specific outcomes expected from the scholars. PEO1 is comprehensive in nature, aiming to build research aptitude that addresses both social needs and industrial challenges. As such, it connects directly to CWO1 related to social understanding, critical analysis, and ethical research practices. PEO2 is primarily focused on developing a strong foundation in theoretical knowledge and research methodology, which aligns closely with CWO2 outcomes related to disciplinary knowledge and familiarity with various research approaches. PEO3 emphasizes a scientific approach and is well supported by CWO3 outcomes that include both qualitative and quantitative research competencies, as well as analytical thinking. PEO4 reflects the development of practical academic skills such as writing, editing, interpreting, and presenting—skills that are clearly echoed in the associated programme outcomes CWO4. Finally, PEO5 focus on ethical awareness and responsibility, directly corresponding to CWO5, which stresses the importance of conducting research and academic work in a socially responsible and ethically sound manner.

BASIC STRUCTURE OF THE COURSEWORK

The Ph.D. coursework is 12 credits and is taught and evaluated over one semester. The course consists of 4 core papers. All these courses will be compulsory for every scholar enrolled in the Ph.D. Programme. The evaluation of all the courses will consist of internal evaluation based on continuous assessment (assignments/presentations/class activities, etc.) held throughout the Pre-Ph.D. coursework as well as end-semester written examinations. Details of the evaluation of each paper are given along with it. A student must score a minimum CGPA of 6.00 in the coursework to continue in the Ph.D. program and a score of a minimum of B grade (55 to <65 per cent marks) in each course. Thus, the Pre-Ph.D. course work shall comprise following four core papers:

Course Code	Course title	Credit
MCJ-C01	Research in Media and Communication Studies: Philosophical Perspectives	4
MCJ-C02	Research Methodology	4
MCJ-C03	ICTs For Research	2
MCJ-C04	Research and Publication Ethics	2

Evaluation Scheme:

Assessment Component	Total Marks
Theory	200
Practical	200

Summary of Evaluation Components:

Course Code	Theory		Practical		Total
	Internal	External	Internal	External	
MCJ-C01	0	60	40	0	100
MCJ-C02	0	50	20	30	100
MCJ-C03	0	20	40	40	100
MCJ-C04	0	70	0	30	100

Conversion of credit(s) into grade(s): Grades and Grade Points

Letter Grade	Grade Point	Percentage
O (Outstanding)	10	90<100
A+(Excellent)	9	80<89.99
A (Very Good)	8	75<79.99
B+(Good)	7	65<74.99
B (Average)	6	55<64.99
F (Fail)	0	<55
Ab (Absent)	0	

To convert these grades into percentage: CGPA×9.5

A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.

NOTE:

1. Ph.D. coursework shall be of 12 credits.
2. The coursework shall be treated as a prerequisite for the Ph.D. Programme.
3. All candidates admitted to the Ph.D. Programme must complete the coursework approved by the Academic Council during the initial six months or one semester.
4. The Ph.D. scholars must obtain a minimum of 55% marks (or its equivalent grade/ CGPA of 6.00 on 10-point grade scale) in the coursework to be eligible to continue in the programme and submit the thesis.
5. Medium of instruction will be **English and Hindi**.
6. **Scheme of Assessment:** The coursework is evaluated with both internal assessment and end-of-course exams, along with the submission and evaluation of a Research Proposal with an extensive Literature Review Report.
7. The student shall be evaluated at the end of the semester. Total marks for the Semester is 400 (Course I- 100 marks, Course II- 100 marks, Course III-100 marks and Course IV-100 marks). **Pass marks are 50% in each course.** If a student is not able to complete the coursework with 55% marks, the student shall be allowed to reappear only once in the examination in the subsequent academic year (As per the ordinance).
8. The respective faculty, teaching the Pre-Ph.D. Course and the concerned supervisor, will provide the reading list that will vary as per the topic of research.
9. A paper presentation of his/her research is mandatory for each research scholar in Semester I, along with abiding by the course-wise instructions and assessment scheme given in the Coursework.
10. The final research proposals will be presented before the RAC followed by DAC within the stipulated period as prescribed by the ordinance.
11. Participation in Pre-Ph.D. presentation seminar, Pre-Ph.D. submission presentation, Ph.D. Viva Voce Exam and Seminars conducted by the Centre is mandatory.
12. **The minimum attendance required during the Course work period is 80% of the total classes.**

Credits-04

Marks (Total 100): Theory 60; Practical: 40

❖ **Course Description:** This course explores the philosophical foundations underpinning research and communication practices. It introduces key concepts such as ontology, epistemology, axiology, and aesthetics, grounding students in diverse paradigms like positivism, interpretivism, and critical realism. The course delves into the Indian knowledge system, emphasizing traditional theories of communication rooted in Vedic, Buddhist, Jain, and Bhakti traditions. Students will study influential Indian communicators and the evolution of storytelling forms. Western philosophical contributions including Marxism, Structuralism, and Post-Structuralism are critically examined. Contemporary media theories—spanning postmodernism, digital culture, and globalization—are explored in depth. The course analyzes power, identity, and audience in the context of modern media. Emphasis is placed on connecting classical and contemporary thought to real-world media issues. This course on the philosophy of research equips students with the intellectual tools to critically reflect on their own research assumptions, make informed methodological choices, and understand the broader implications of their work within the academic community and society at large. A final seminar and working paper integrate theory with practice in media and communication.

❖ **Course Objectives:**

- To introduce foundational philosophical concepts—such as ontology, epistemology, axiology, and aesthetics and their relevance to research in media and communication.
- To explore Indian and Western philosophical traditions and their contributions to the development of communication theories and knowledge systems.
- To critically analyze contemporary media theories, including postmodernism, digital media, globalisation, and the influence of AI and algorithms.
- To enable students to reflect on their own research assumptions and make informed methodological choices with an awareness of societal and academic implications.
- To develop scholarly writing and presentation skills through the creation of a working paper that integrates philosophical concepts with contemporary media issues.

❖ **Course Outcome (CO) & Learning Progression:** On the successful completion of the course, the student will be able to:

Course Objectives	Course Outcome (CO)	Learning Progression
➤ Introduce foundational philosophical concepts such as ontology, epistemology, axiology, and aesthetics	CO1: Recall and define key philosophical concepts and their role in media and communication.	Remembering (Lower-order thinking)
➤ Understand Indian and	CO2: Explain Indian and Western	Understanding

Western philosophical traditions and their influence on communication theory	philosophical paradigms and their relevance to communication models.	
➤ Apply philosophical frameworks to analyze historical and contemporary communication practices	CO3: Use relevant theories to interpret media phenomena and communication practices.	Applying (Application)
➤ Critically compare paradigms and communication models across traditions and contexts	CO4: Analyze and differentiate between philosophical approaches to media and research.	Analyzing (Higher-order thinking)
➤ Develop and present a research paper connecting theory to media issues	CO5: Evaluate communication theories and create original arguments in a structured academic paper.	Evaluating & Creating (Highest-order thinking)

The course **MCJ-C01** aligns each unit with targeted objectives to ensure a progressive and coherent learning journey. **Unit 1** supports the objective of introducing foundational philosophical concepts, helping students grasp ontology, epistemology, axiology, and the philosophy of research. Building on this, **Unit 2** fulfils the objective of exploring Indian knowledge systems and communication traditions, enabling students to understand indigenous frameworks and theories. **Unit 3** addresses the objective of examining key Western philosophical thoughts, contributing to a broader comparative perspective. **Unit 4** corresponds with the objective of analyzing contemporary media theories, encouraging application of philosophical insights to current issues such as digital media, globalization, and audience identity. **Unit 5** directly supports the objective of fostering original research, as students integrate learning into a working paper and seminar presentation. Together, these units guide learners from remembering and understanding toward applying, analyzing, and creating, fulfilling the course’s overall objectives and outcomes.

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

- **Identify and explain** key branches of the philosophy of science, including ontology, epistemology, and axiology.
- **Critically assess** various research philosophies and their influence on research design, methodology, and knowledge production.
- **Justify the choice** of a philosophical framework appropriate to a specific research context or project.
- **Conduct a scholarly literature review** that demonstrates awareness of philosophical positioning and its methodological implications.
- **Formulate clear and valid research questions** aligned with an explicitly chosen philosophical stance.
- **Evaluate the impact of philosophical assumptions** on the scope, direction, and feasibility of proposed research work.

❖ **Mapping with Course Units:**

Unit	Relevant COs	Primary Focus
Unit 1	CO1, CO4	Introducing foundational philosophical concepts—ontology,

		epistemology, axiology, aesthetics; research paradigms; critical reflection on research assumptions.
Unit 2	CO2, CO4	Exploring Indian philosophical and communication traditions; integrating indigenous theories with communication frameworks.
Unit 3	CO2, CO4	Examining Western philosophical thought and its influence on knowledge systems and media theory.
Unit 4	CO3, CO4	Analyzing contemporary media theories, postmodernism, digital culture, globalization, and algorithmic influences.
Unit 5	CO5	Applying knowledge through scholarly writing and presentations; developing research papers using theoretical-philosophical frameworks.

❖ **Course Content:**

Unit 1: Introduction to Philosophical Foundations

12 hours

- Philosophy of Research: Knowledge and its way of validation (truth)
- Core concepts: Ontology, Epistemology, Axiology, Aesthetics
- Philosophical paradigms: Positivism, Interpretivism, Pragmatism, Critical realism
- The methods of acquiring knowledge in Historical perspectives
- Early philosophical foundations

Unit 2: Indian Philosophy

16 hours

- Indian Knowledge System: An Introduction: Concept, Principles and philosophy
- Etymology of Sanchar and Communication: Concept of Naad Brahm, Sanchar and Samvad in Indian Tradition
- Indian Communication Tradition: Veda, Vedang and Shadadarshan; Upanishads, Srimad Bhagwadgita; न्याय दर्शन, Buddhist Communication System and Tripitak, Jain Literature, Guru Granth Sahib, Sangam Literature and Tirukkural, Bhakti Literature and Communication
- Sources of Indian Communication
- Indian Theories of Communication: Chitt-Vritti Sidhant/Model, Rasa Siddhant, Natya Shastra, Sadharaniikaran, Concept of Sahridaya; Theory of भवतु सब्ब मंगलम (Let the welfare of all be); Theory of सत्यमेव जयते (SatyamenvJayte)
- Story Telling Methods and evolution of Panchatantra, Jatak, Hitopadesh, Puranas, etc.
- Great Communicators: Devarshi Narada, Maharshi Valmiki, Maharshi Vyasa, Bharat Muni, Abhinav Gupta, Kautilya, Adi Shankaracharya, Guru Nanak and Swami Vivekananda, etc.
- Folk and Classical Traditions: Performing art, visual art, and literature

Unit 3: Western Thoughts

12 hours

- **Marxism** (Karl Marx & Friedrich Engels, mid-19th century)
- **Phenomenalism** (John Stuart Mill and later developments, mid-late 19th century)
- **Structuralism** (Ferdinand de Saussure, early 20th century)
- **Functionalism** (William James, John Dewey, early 20th century)
- **Interactionism** (George Herbert Mead & Herbert Blumer, mid-20th century)

- **Orientalism and Occidentalism** (Edward Said & critiques of Western views, late 20th century)
- **Post-Structuralism** (Michel Foucault, Jacques Derrida, late 20th century)

Unit 4: Media and Communication: Contemporary Theories and Thoughts 12 hours

- **Postmodern Media:** Foucault, Debord's Media Spectacular theory, Baudrillard's simulacra and hyper reality.
- **Globalisation and Media Imperialism:** Theories of global flows and hybridisation.
- **Digital Media Theories:**
 - Network Society by Castells
 - Participatory culture by Jenkins
 - Algorithmic bias and the implications of AI in media
- Power/knowledge, encoding/decoding, assemblage, rhizome, time/space bias media, articulation, optical media, discourse networks and alienation
- **Audiences and Identities**

Unit 5 : Seminar and Paper Presentation 08 hours

- **Working Paper:** Students must submit a working paper (15 pages) and present the same in a seminar by connecting the theoretical conceptual frames with issues in media and communication.

❖ **Pedagogy For Course Delivery:**

- Lectures, interactive discussions, case studies
- Critical reading seminars and theory application workshops
- Individual presentations and peer-review sessions
- Guided paper writing and formative feedback
- Reflective assignments and group exercises

❖ **Evaluation Scheme and methods:**

Unit	Unit Title	Evaluation Methods	Purpose	Marking (100)
Unit 1	Introduction to Philosophical Foundations	Written Test / Short Essay	Assess understanding of core philosophical concepts and paradigms	15 (Theory)
Unit 2	Indian Philosophy	Reflective Essay / Presentation	Evaluate comprehension and articulation of Indian knowledge systems	20 (Theory)
Unit 3	Western Thoughts	Comparative Analysis Paper	Test ability to analyze and compare Western theories	15 (Theory)
Unit 4	Media and Communication: Contemporary Theories and Thoughts	Media Critique Assignment / Case Study	Assess application of contemporary theories to media issues	20 (10 Theory + 10 Practical)
Unit 5	Seminar and Paper Presentation	Working Paper (15 pages) and Seminar Presentation	Evaluate synthesis, originality, and scholarly communication	30 (Practical)

❖ **Practical/Assignments:** Scholars will have to prepare a working paper during their course work and submit the same. They also have to make an oral presentation on the same topic or the topic given by the teacher.

❖ **Credit-Hour Distribution:**

- **Total Hours:** 60 hours of Instructions/Lecture
- **Credits:**4
(1 Credit = 15 hours of instruction)

Unit	Title	Hours	Relevant COs
Unit 1	Introduction to Philosophical Foundations	12	CO1
Unit 2	Indian Philosophy and Communication Traditions	16	CO2
Unit 3	Western Thoughts and Theoretical Perspectives	12	CO2
Unit 4	Media and Communication: Contemporary Theories and Thoughts	12	CO3, CO4
Unit 5	Seminar and Paper Presentation	08	CO5

❖ **Suggested Readings:**

1. McQuail, D. (2010). *McQuail's Mass Communication Theory* (6th ed.). SAGE Publications.
2. Adorno, T. W., & Horkheimer, M. (2002). *Dialectic of Enlightenment*. Trans. Edmund Jephcott. Stanford University Press.
3. Habermas, J. (1989). *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*. MIT Press.
4. Althusser, L. (1971). *Ideology and Ideological State Apparatuses*. In *Lenin and Philosophy and Other Essays* (pp. 127–186). Monthly Review Press.
5. Gramsci, A. (1971). *Selections from the Prison Notebooks*. International Publishers.
6. Mosco, V. (2009). *The Political Economy of Communication* (2nd ed.). SAGE Publications.
7. Chomsky, N., & Herman, E. S. (1988). *Manufacturing Consent: The Political Economy of the Mass Media*. Pantheon Books.
8. Fuchs, C. (2020). *Communication and Capitalism: A Critical Theory*. University of Westminster Press.
9. Hall, S. (Ed.). (1997). *Representation: Cultural Representations and Signifying Practices*. SAGE Publications.
10. Patterson, P., & Wilkins, L. (2013). *Media Ethics: Issues and Cases* (8th ed.). McGraw-Hill Education.
11. Parthasarathi, P. V. (2012). *Communication Law in India*. LexisNexis.
12. Castells, M. (2010). *The Rise of the Network Society* (2nd ed.). Wiley-Blackwell.
13. Jenkins, H. (2006). *Convergence Culture: Where Old and New Media Collide*. NYU Press.
14. Online Resource: Communication Theory Overview (<https://www.communicationtheory.org/>)
15. Online Resource: MIT Open CourseWare – Media Studies (<https://ocw.mit.edu/courses/media-arts-and-sciences/>)
16. कुमार, के. जे. (2014). *जनसंचार: एक परिचया राजकमल प्रकाशन*
17. अरोड़ा, एच. (2010). *जनसंचार, ई-पुस्तकालया*
18. झा, ए. के. (2018). *मीडिया और विज्ञापन, इंडियन बुक एंड पीरियडिकल्स*

❖ **Course Description:** This course offers a comprehensive understanding of research methods in media and communication. It equips students with foundational knowledge, methodological tools, and analytical skills necessary for academic and applied research. Students are introduced to both qualitative and quantitative approaches, data analysis techniques, and the process of academic writing, preparing them for doctoral research and professional investigations in media studies.

❖ **Course Objectives:**

- To introduce students to the foundational concepts and significance of research in media and communication.
- To familiarize students with various research methodologies including qualitative, quantitative, and mixed-method approaches.
- To enable students to design research questions, formulate hypotheses, and define key variables.
- To equip students with practical skills in sampling, data collection, analysis, and interpretation.
- To instill ethical research practices and prepare students to conduct independent academic or applied research projects.

❖ **Course Outcome (CO) & Learning Progression:** On the successful completion of the course, the student will be able to:

Course Objectives	Course Outcome (CO)	Learning Progression
➤ To introduce students to the foundational concepts and significance of research in media and communication.	CO1: Identify and recall key concepts, types, and purposes of media research.	Remembering (Lower-order thinking)
➤ To familiarize students with various research methodologies including qualitative, quantitative, and mixed-method approaches.	CO2: Describe and differentiate among major research methodologies.	Understanding
➤ To enable students to design research questions, formulate hypotheses, and define key variables.	CO3: Construct research problems and frame hypotheses effectively.	Applying (Application)
➤ To equip students with practical skills in sampling, data collection, analysis, and interpretation.	CO4: Use appropriate tools and methods to analyze and interpret data.	Analyzing & Evaluating
➤ To instill ethical research practices and prepare students to conduct independent academic or applied research projects.	CO5: Design and carry out ethical, independent research in media studies.	Creating (Highest-order thinking)

The course MCJ-C02: Research Methodology follows a systematic progression that aligns course units with targeted learning outcomes to foster both theoretical understanding and practical research skills. Unit 1 introduces students to the foundations of media and communication research, covering its purpose, history, various types, and methodological approaches, addressing CO1 and focusing on core conceptual understanding. Unit 2 builds on this by guiding students through hypothesis formulation, variable identification, and literature review processes, aligning with CO2 and CO3 to deepen comprehension and support the initial stages of research design. In Unit 3, students begin to apply this knowledge through quantitative methods, including survey design, sampling techniques, and statistical analysis, directly contributing to CO3 and CO4. Unit 4 advances analytical and interpretive capabilities through qualitative techniques such as ethnography, discourse analysis, and thematic exploration, further strengthen CO4. The final Unit 5 brings all methodologies together, encouraging students to synthesize their learning by designing independent, ethically grounded mixed-method research projects, fulfilling CO5. This unit-wise progression ensures that learners move from foundational knowledge to the creation of original research, making them capable, ethical, and independent media researchers.

❖ Mapping with Course Units

Unit	Relevant COs	Primary Focus
Unit 1	CO1	Introduction to research fundamentals, types, approaches, reasoning, and design.
Unit 2	CO2, CO3	Understanding hypotheses, variables, and conducting a literature review.
Unit 3	CO3, CO4	Applying quantitative methods, data collection, sampling, and statistical tools.
Unit 4	CO4	Analyzing qualitative methods: ethnography, discourse, narrative and thematic analysis.
Unit 5	CO5	Creating mixed-method research designs and practicing ethical, independent research.

❖ Course Content:

Unit 1: Foundations of Research in Media and Communication

15 hours

Introduction to Research Methodology:

- Nature, scope, and purpose of research in communication studies.
- Social Science Research: Traditional Methods
- Media research historical perspective
- Scientific conduct of research and Empiricism
- Disciplinarity & and research: monodisciplinary research, interdisciplinary research, transdisciplinary research, multi disciplinarity research
- Inductive and Deductive reasoning approaches of research
- Basic, applied, and action research
- Types of Research: Exploratory, descriptive, explanatory, historical research designs, research Fallacies, experimental designs, hybrid experimental designs, quasi-experimental design, case study
- Cross-sectional and longitudinal research

Unit 2: Hypothesis, Variables & Literature Review 15 hours

- Internal validity, External validity, Reliability
- Operational Definitions, Concepts and Constructs
- Variables: Definition, Types: Discrete & continuous, independent & dependent, confounding, extraneous, intervening
- Identifying and formulating a problem or a hypothesis
- Ways of testing a hypothesis and raising research questions
- Literature review- Purpose, types and process of review of literature

Unit 3: Quantitative Research 14 hours

- Identifying the research problem
- Data Collection Methods and Tools: Survey & Content Analysis
- Sampling Design: techniques, issues, error, Variance
- Data Collection Techniques
- Statistical methods: Descriptive and inferential statistics

Unit 4: Qualitative Research 12 hours

- Identifying research problems
- Ethnography and its types, digital ethnography
- Research approaches in linguistic analysis of communication- semiotics, syntactic, argument/ discourse analysis
- Narrative analysis and thematic analysis
- Grounded theory
- Focus Group Discussion & Interviews

Unit 5: Mixed-Methods Research 04 hours

- Triangulation
- Mixed methods research designs

❖ **Pedagogy for course delivery**

- Lectures and interactive sessions
- Hands-on workshops on sampling and analysis
- Group discussions and case studies
- Fieldwork-based mini research projects
- Peer-reviewed presentations and writing labs

❖ **Evaluation Scheme and methods:**

Unit	Unit Title	Evaluation Methods	Purpose	Marking (100)
Unit 1	Foundations of Research in Media and Communication	Written Test, Class Discussion, Short Written Assignments, MCQ	To assess understanding of fundamental concepts and terms	15 (Theory)
Unit 2	Hypothesis,	Written Exercise,	To evaluate	10 (Theory)

	Variables & Literature Review	Concept Mapping, Quizzes, hypothesis formulation tasks, literature review exercises	comprehension and application of research design principles	+ 15 (Practical)
Unit 3	Quantitative Research	Survey tool creation, sampling design, data entry tasks	To test ability to apply quantitative tools and analyze data	10 (Theory) + 15 (Practical)
Unit 4	Qualitative Research	Focus group or interview reports, thematic analysis exercises	To assess analytical and interpretive skills in qualitative research	10 (Theory) + 15 (Practical)
Unit 5	Mixed-Methods Research	Research proposal writing, presentation of research plan	To evaluate synthesis, creativity, and independent research planning	5 (Theory) + 5 (Practical)

❖ **Practical/Assignments:**

Following is the suggestive practical and activities. The teachers may design more tasks based on classroom interactions and discussions.

- 1- Review 10 research papers and classify them into quantitative, qualitative and mixed research and write a report regarding their salient features.
- 2- Review a research paper which is mixed method in nature and write a report regarding.
- 3- Write the two research problems which are nonexperimental and experimental in nature.
- 4- Take a set of qualitative data and apply qualitative data analysis techniques to analyse them
- 5- Review a quantitative and qualitative research paper published in a refereed journal to study the statistics/data analysis techniques used.
- 6- Administer an open-ended questionnaire and analyse the contents/data keeping in mind the research objective.
- 7- Collect and analyse data through at least two tools/methods.
- 8- Develop a rubric to assess good Research work.
- 9- Identify broad topic of interest. State purpose and hypotheses. Discuss the effect on research outcomes, if the nature of hypotheses is modified.

On the basis of the above, the teacher may design his/her own relevant projects, assignments.

❖ **Credit-Hour Distribution:**

- **Total Hours:** 60 hours of Instructions/Lecture
- **Credits:** 4
(1 Credit = 15 hours of instruction)

Unit	Title	Hours	Relevant COs
Unit 1	Foundations of Research in Media and Communication	15	CO1
Unit 2	Hypothesis, Variables & Literature Review	15	CO2, CO3
Unit 3	Quantitative Research	14	CO3, CO4

Unit 4	Qualitative Research	12	CO4
Unit 5	Mixed-Methods Research	4	CO5

❖ **Suggested Readings:**

1. Creswell, J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.
2. Wimmer, R. & Dominick, J. Mass Media Research: An Introduction.
3. Berger, A. A. (2018). Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches (5th ed.). SAGE Publications.
4. Hansen, A., & Machin, D. (2018). Media and Communication Research Methods (2nd ed.). Palgrave Macmillan.
5. Ridley, D. (2012). The Literature Review: A Step-by-Step Guide for Students (2nd ed.). SAGE Publications
6. Jensen, K. B. (Ed.). (2002). A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies. Routledge.
7. Denzin, N. K., & Lincoln, Y. S. (2017). The SAGE Handbook of Qualitative Research (5th ed.). SAGE Publications.
8. Frey, L. R., & Cissna, K. N. (Eds.). (2009). Routledge Handbook of Applied Communication Research. Routledge.
9. Qualitative Research Practice: A Guide for Social Science Students and Researchers Jane Ritchie (Editor), Jane Lewis (Editor) SAGE Publications Ltd
10. Sales, B.D &Folkman, S.(2002). Ethics in research with human participants. Washington, DC: American Psychological Association.
11. Schiffrin, D., Deborah Tannen, & Hamilton, H. E. (eds.). (2001). Handbook of Discourse Analysis. Oxford: Blackwell.
12. Fairclough, N. (2003). Analysing discourse: Textual analysis for social research Routledge
13. Bhatia, V.J. (1993) Analysing Genre: Language in Professional Settings. England: Longman.
14. Bhatia, V.J. (2004) Worlds of Written Discourse. London: Continuum
15. Moustakas, C. (1994), Phenomenological research methods. Sage Publications. (Chapter 1)
16. Spradley, J. P. (2016). Participant observation. Waveland Press. (Chapter 1 & 2)
17. Wolcott, H. F. (2009). Ethnography: A way of seeing (3rd ed.). Waveland Press
18. Yin, R. K. (2013). Case study research and application: Design and methods (6th ed.). Sage Publications
19. Clandinin, D. J., & Connelly. F. M. (2000). Narrative inquiry. Experience and story in qualitative research. Jossey-Bass,
20. Riessman, C. K. (2008). Narrative analysis. Sage Publications
21. Babble, E.R.(1973). Survey Research Methods. Belmont, CA: Wadsworth
22. Strauss, A.L. & Corbin, J. (1998), Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory, Newbury park, CA: Sage.
23. Cochran, W.G. (1977), Sampling Techniques (3rd ed.) New York: John Wiley.
24. Siegel, S.(1956) Nonparametric Statistics for Behavioral Sciences. New York: McGraw Hill.
25. Research Methodology R. Panneerselvam, PHI Learning Pvt. Ltd., Oct-2004
26. Miles, M.B. &Huberman, A.M (1994). Qualitative data analysis. An Expanded Sourcebook: Newbury Park, CA: Sage Publications, Inc.

27. Winer, B.J.(1971). Statistical Principles in Experimental Design. New York: McGraw-Hill.
28. Writing Research Papers: A Complete Guide, James D. Lester published by HarperCollins College Div; 8th edition, 1996
29. Hart, C.(2003), Doing a Literature Review: Releasing the Social Science research Imagination Thousand Oaks, CA: Sage.
30. American Psychological Association (2001). Publication manual of the American Psychological Association (5th ed.), Washington, DC: Authors.
31. Agresti, A. (2018). Statistical Methods for the Social Sciences (5th ed.). Pearson.
32. Field, A. *Discovering Statistics Using R*
33. Online Resource: SAGE Research Methods (<https://methods.sagepub.com/>)
34. Online Resource: Research Methods Knowledge Base (<https://www.socialresearchmethods.net/>)
35. SPSS Reference Guide (2010), Chicago, IL SPSS, Inc
36. मंगल, एस. के., और मंगल, एस. (2021). व्यावहारिक विज्ञानों में अनुसंधान विधियाँ, पीएचआई लर्निंग।
37. सिंह, ए. के. (2019). मनोविज्ञान, समाजशास्त्र और शिक्षा में शोध विधियाँ, मोतीलाल बनारसी दास।
38. कोली, एल. एन. (2017). रिसर्च मेथोडोलॉजी, वाईके पब्लिशर्स।
39. गुप्ता, एस. पी. (2022). सांख्यिकीय विधियाँ, एस. चंद पब्लिशिंग।

❖ **Course Description:** This course is designed to equip students with essential computer and digital application skills relevant to academic research and media studies. It covers the use of software tools for data collection, analysis, visualization, citation management, and academic writing, thereby strengthening students' capabilities in digital research workflows and scholarly communication.

❖ **Course Objectives:**

- To introduce students to foundational digital tools and ICT applications essential for media and communication research.
- To familiarize students with academic databases and reference management software for efficient literature review and citation practices.
- To enable students to collect, process, and analyze research data using quantitative and qualitative software tools like Excel, SPSS, R, NVivo, and Python.
- To train students in formatting and structuring academic documents, including research papers, reports, and collaborative writing using tools such as LaTeX, MS Word, and Overleaf.
- To develop competencies in creating data visualizations and research presentations using professional tools like Tableau and Power BI, enhancing both analytical and visual communication skills.

❖ **Course Outcome (CO) & Learning Progression:** On the successful completion of the course, the student will be able to:

Course Objectives	Course Outcome (CO)	Learning Progression
➤ To introduce students to digital technologies and ICT tools for research.	CO1: Demonstrate an understanding of digital technologies & ICT tools relevant to media research.	Remembering & Understanding (Lower-order thinking)
➤ To enable students to conduct literature reviews and manage citations using digital tools.	CO2: Use digital platforms and citation management tools for conducting literature reviews and managing academic references.	Applying (Application)
➤ To train students in data analysis using software tools.	CO3: Apply appropriate data analysis tools to collect, process, and interpret research data.	Applying & Analyzing
➤ To develop formatting and document collaboration skills for academic writing.	CO4: Develop and format research documents and academic papers using LaTeX, MS Word, and collaboration tools like Google Docs and Overleaf.	Applying & Creating
➤ To strengthen data presentation and visualization skills using advanced software.	CO5: Create effective research presentations and visualizations using software like Tableau and Power BI, demonstrating digital storytelling and	Analyzing & Creating (Higher-order thinking)

	analytical proficiency.	
--	-------------------------	--

The course MCJ-C03 is designed to progressively develop students' digital skills essential for academic research and media studies. It begins with Unit 1, which introduces students to digital technologies and ICT tools relevant to research, helping them build a foundational understanding aligned with CO1. Unit 2 focuses on using digital platforms and citation management software such as Zotero, Mendeley, and EndNote, enabling students to efficiently conduct literature reviews and manage academic references, fulfilling CO2. In Unit 3, students apply various data analysis tools like Excel, SPSS, R, NVivo, and Python to collect, process, and interpret research data, addressing CO3. Unit 4 enhances students' abilities to develop, format, and collaborate on academic documents using LaTeX, MS Word, Google Docs, and Overleaf, corresponding to CO4. Finally, Unit 5 emphasizes creating compelling research presentations and visualizations with Tableau and Power BI, promoting digital storytelling and analytical proficiency in line with CO5. This structured progression ensures students advance from understanding basic digital tools to applying and creating with sophisticated research and visualization software, preparing them for professional and scholarly excellence.

❖ **Mapping with Course Units**

Unit	Relevant COs	Primary Focus
Unit 1	CO1, CO3	Introduction to ICT and research tools
Unit 2	CO3, CO4	Digital tools for literature review and referencing
Unit 3	CO2, CO4	Data analysis tools and techniques
Unit 4	CO1, CO2	Report writing, formatting, and document collaboration
Unit 5	CO2, CO4	Data visualization and presentation

❖ **Course Content:**

Unit 1: Introduction to ICT and research 6 hours

- Digital Media and Research
- Social Media Research
- Integrated Technology, digital platforms and mobile adaptations

Unit 2: Digital Tools for Literature Review 3 hours

- Google Scholar, Research Gate, Academia.edu
- Bibliometrix, Zotero, Mendeley, EndNote for Citation Management
- Research Indexing

Unit 3: Data Collection and Analysis Tools 10 hours

- Use of Excel,
- SPSS – Windows proficiency, Issues in statistical interpretation/ analysis
- NVivo, R for Data Analysis
- Python and AI tools for Social Media Analysis

Unit 4: Research Report Writing & Formatting 6 hours

- LaTeX, MS Word (Office365), and Academic Paper Formatting
- Advanced Document Collaboration Tools- Google Doc, Overleaf etc.
- Automated Proofreading and Grammar Tools- Grammarly etc.

Unit 5: Presentation & Visualization

5 hours

- Creating Research Posters and Infographics
- Data Visualization using Tableau, Power BI

❖ Pedagogy for course delivery:

- Hands-on lab sessions and guided software demonstrations
- Individual and group assignments using real-time research data
- Tutorials on research databases and digital referencing tools
- Peer-reviewed presentations and collaborative writing tasks
- Flipped classroom and practical-oriented learning modules

❖ Evaluation Scheme and methods:

Unit	Unit Title	Evaluation Methods	Purpose	Marking (Out of 100)
Unit 1	Introduction to ICT and Research	Theory-based test (MCQs/short answer questions)	To assess basic conceptual understanding of ICT tools and media research	Theory: 10
Unit 2	Digital Tools for Literature Review	Practical task using Zotero/Mendeley and ResearchGate	To evaluate citation management and literature indexing skills	Practical: 10
Unit 3	Data Collection and Analysis Tools	Practical assignment using SPSS, NVivo, Excel, R, or Python	To assess proficiency in data analysis and use of digital tools	Practical: 30
Unit 4	Research Report Writing & Formatting	Document formatting and proofreading exercise using MS Word, LaTeX	To evaluate report writing, document design, and collaboration tool usage	Practical: 20
Unit 5	Presentation & Visualization	Theory quiz + Infographic/visual presentation using Tableau/Power BI	To assess visualization techniques and presentation skills	Theory: 10 + Practical: 20

❖ Practical/Assignments:

The following are the suggestive practical and activities. The teachers may design more tasks based on classroom interactions and discussions.

- 1- Analyse a set of quantitative data using a computer application.

- 2- Conduct a thematic analysis of a single event's coverage across different digital media platforms (news sites, blogs, social media).
- 3- Design a complete research protocol for a small-scale study using social media data, including ethical considerations.
- 4- Build a curated bibliography of at least 25 sources in a reference manager (Zotero/Mendeley/EndNote) with annotations for key papers.
- 5- Perform a basic bibliometric analysis (e.g., co-authorship, keyword co-occurrence) on a set of research papers using Bibliometrix.
- 6- Clean a "messy" dataset in Excel and then use SPSS to perform descriptive and inferential statistical analysis (e.g., t-tests, ANOVA).
- 7- Analyze qualitative data (interview transcripts) by developing a coding framework and identifying themes using NVivo.
- 8- Conduct sentiment analysis on a social media dataset using Python or R, and explore AI tools for thematic extraction.
- 9- Format a complete academic paper according to a specific journal's guidelines, once using advanced features in MS Word and once using LaTeX.
- 10- Participate in a group project to collaboratively write and peer-review a literature review using cloud-based tools like Google Docs or Overleaf.
- 11- Create an interactive data dashboard with multiple linked visualizations using Tableau or Power BI.
- 12- Design two separate visuals from a single research paper: (a) a formal academic research poster and (b) a public-facing infographic.

On the basis of the above, the teacher may design his/her own relevant projects, assignments.

❖ **Credit-Hour Distribution:**

- **Total Hours:** 30 hours of Instructions/Lecture
- **Credits:** 2
(1 Credit = 15 hours of instruction)

Unit	Title	Hours	Relevant COs
Unit 1	Introduction to ICT and research	6 hours	CO1, CO3
Unit 2	Digital Tools for Literature Review	3 hours	CO3, CO4
Unit 3	Data Collection and Analysis Tools	10 hours	CO2, CO4
Unit 4	Research Report Writing & Formatting	6 hours	CO1, CO2
Unit 5	Presentation & Visualization	5 hours	CO2, CO4

❖ **Suggested Readings:**

1. Bird, A. *Philosophy of Science*.
2. Beall, J. *Predatory Publishers and Open Access*
3. Wickham, H., & Golemund, G. (2016). *R for Data Science: Import, Tidy, Transform, Visualize, and Model Data*. O'Reilly Media.
4. Pallant, J. (2020). *SPSS Survival Manual: A Step-by-Step Guide to Data Analysis Using IBM SPSS (7th ed.)*. Routledge.
5. Gaur, A.S., & Gaur S.S. (2009). *Statistical Methods for Practice and Research: A guide to Data Analysis Using SPSS*. Sage Publishers, New Delhi.
6. Gibbs, G.R. (2002). *Qualitative Data Analysis. Explanation with NVivo*. Buckingham, England: Open University press

7. American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). APA.
8. Swales, J. M., & Feak, C. B. (2012). Academic Writing for Graduate Students: Essential Tasks and Skills (3rd ed.). University of Michigan Press
9. Day, R. A., & Gastel, B. (2016). How to Write and Publish a Scientific Paper (8th ed.). Cambridge University Press
10. Tufte, E. R. (2001). The Visual Display of Quantitative Information (2nd ed.). Graphics Press
11. Evergreen, S. D. H. (2019). Effective Data Visualization: The Right Chart for the Right Data (2nd ed.). SAGE Publications
12. Online Resource: Zotero Documentation (<https://www.zotero.org/support/>)
13. Online Resource: Mendeley Guide (<https://www.mendeley.com/guides>)
14. Online Resource: Overleaf LaTeX Tutorials (<https://www.overleaf.com/learn>)
15. Online Resource: Purdue OWL (<https://owl.purdue.edu/>)
16. Online Resource: Stat Trek (<https://stattrek.com/>)
17. सिन्हा, पी. के. (2018). कंप्यूटर के मूल सिद्धांत, बीपीबी पब्लिकेशन्स।

Credits-02

Marks (Total 100): Theory 70; Practical: 30

❖ **Course Description:** This course provides students with comprehensive knowledge of ethical principles and practices essential for conducting responsible academic research and publication. It covers fundamental concepts in philosophy and ethics, research integrity, scientific misconduct, publication ethics, open access publishing, plagiarism detection, and research impact metrics. The course integrates theoretical foundations with practical applications, preparing students to navigate ethical dilemmas, uphold research integrity, and critically evaluate scholarly communication in the digital age.

➤ **Course Objectives:**

- To develop an understanding of research integrity and ethical principles in academic research.
- To identify and analyze ethical dilemmas and misconduct in research and publication.
- To learn best practices and standards for academic writing, publishing, and authorship.
- To understand research metrics, journal impact factors, and citation indexes.
- To raise awareness about intellectual property rights, copyright policies, and fair use in academic publishing.

➤ **Course Outcome (CO) & Learning Progression:** On the successful completion of the course, the student will be able to:

Course Objectives	Course Outcome (CO)	Learning Progression
➤ Develop an understanding of research integrity and ethics.	CO1: Understand research integrity and ethics.	Remembering (Lower-order thinking) & Understanding
➤ Identify ethical dilemmas in academic research.	CO2: Identify and resolve ethical dilemmas in research.	Understanding & Applying (Application)
➤ Learn best practices for academic writing and publishing.	CO3: Apply best practices in writing and publishing ethically.	Applying (Application) & Analyzing
➤ Understand metrics, impact factors, and citation indexes.	CO4: Analyze research metrics and impact measures.	Analyzing (Highest-order thinking)
➤ Gain awareness of intellectual property rights and fair use.	CO5: Apply knowledge of IP rights and copyright policies.	Understanding & Applying (Application)

The course MCJ-C04: Research and Publication Ethics builds students' knowledge of ethical research and responsible publishing. It begins with foundational concepts in research integrity

and ethics (CO1). Students learn to identify and resolve ethical dilemmas in scientific conduct (CO2). The course covers best practices in academic writing and publication ethics (CO3). It also introduces open access publishing and intellectual property rights (CO3 & CO5). Practical sessions focus on plagiarism detection and real-world ethical challenges (CO2 & CO5). Students analyze research metrics and impact factors to assess scholarly influence (CO4). The course emphasizes progressing from understanding basic ethics to applying and analyzing complex issues. It prepares students for ethical decision-making in research environments. Ultimately, it develops critical thinking about integrity and fairness in academic publishing.

❖ **Mapping with Course Units**

Unit	Relevant COs	Primary Focus
Unit 1	CO1	Introduction to philosophy and ethics, moral judgments, and ethical frameworks
Unit 2	CO1, CO2	Scientific conduct, research integrity, and types of scientific misconduct
Unit 3	CO2, CO3	Publication ethics, authorship, misconduct, conflicts of interest, predatory publishing
Unit 4	CO3, CO5	Open access publishing, copyright policies, journal finder tools, predatory journal detection
Unit 5	CO2, CO5	Ethical dilemmas in subject-specific cases, plagiarism detection tools, complaints and appeals
Unit 6	CO4	Research metrics, indexing and citation databases, journal impact factors and alternative metrics

❖ **Course Content:**

Unit 1: Philosophy and Ethics 5 hours

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

Unit 2: Scientific Conduct 5 hours

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

Unit 3: Publication Ethics 5 hours

- 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, types
- Violation of publication ethics, authorship and contributorship
- Identification of publication misconduct, complaints and appeals

- Predatory publishers and journals

Unit 4: Open Access Publishing

5 hours

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

Unit 5: Publication Misconduct

5 hours

- Group Discussions
 - Subject specific ethical issues, FFP, authorship
 - Conflicts of interest
 - Complaints and appeals: examples and fraud from India and abroad
- Software tools
- Use of plagiarism software like Turnitin, Urkund and other open source software tools

Unit 6: Database and Research Metrics

5 hours

- Databases
- Indexing databases
- Citation databases: Web of Science, Scopus, etc.
- Research Metrics
- Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
- Metrics: h-index, g-index, i10 index, altmetrics
- Patent licensing

❖ Pedagogy for course delivery:

- Classroom lectures and interactive discussions to explain core ethical concepts.
- Case study analysis to identify and resolve research misconduct.
- Practical sessions using plagiarism detection software like Turnitin.
- Group presentations and debates on publication ethics and dilemmas.
- Hands-on workshops with journal finder tools and copyright policy quizzes.

❖ Evaluation Scheme and methods:

Unit	Unit Title	Evaluation Methods	Purpose	Marking
Unit 1	Philosophy and Ethics	- Short quizzes - Reflective writing assignments	Assess understanding of ethical principles and philosophy	Theory : 20
Unit 2	Scientific Conduct	- Case study analysis - Online quizzes on misconduct types	Evaluate ability to identify and understand research ethics	Theory :20
Unit 3	Publication Ethics	- Essay on publication ethics - Group discussion participation	Test knowledge of publication standards and misconduct	Theory :20
Unit 4	Open Access	- Practical journal	Assess awareness of	Theory :05

	Publishing	finder tool use - Quiz on copyright policies	open access and predatory journals	Practical:05
Unit 5	Publication Misconduct	- Group presentation on ethical issues - Plagiarism detection exercises	Apply plagiarism detection tools and ethical decision-making	Theory :05 Practical:5
Unit 6	Database and Research Metrics	- Analytical report on research metrics - Quiz on indexing databases	Evaluate comprehension of research impact measures	Project :20

❖ **Practical/Assignments:**

- 1- **Case Study Analysis of Scientific Misconduct:** Analyze a given real-world case study of falsification, fabrication, or plagiarism (FFP). Identify the specific ethical violations, the consequences for the researchers and the scientific community, and propose steps that could have prevented the misconduct.
- 2- **Evaluating Journals for Predatory Practices:** Select two journals in your field of interest—one reputable and one suspected of being predatory. Using the COPE guidelines and online checklists, evaluate and compare both journals based on their editorial standards, peer-review process, and transparency. Write a brief report justifying your assessment.
- 3- **Authorship and Contributorship Declaration:** Based on a provided research project scenario with multiple contributors, determine the appropriate order of authorship and write a detailed "Author Contributions" statement that clearly defines each individual's role and responsibilities according to established ethical guidelines (e.g., CRediT taxonomy).
- 4- **Plagiarism Detection and Report Interpretation:** Take a piece of your own previous writing (e.g., an old essay) and run it through a plagiarism detection software like Turnitin or a free alternative. Analyze the similarity report, distinguish between properly cited text and potential plagiarism, and write a short reflection on how to interpret such reports correctly.
- 5- **Researcher and Journal Metrics Profile:** Choose a senior researcher in your field and create a "Research Metrics Profile" for them, finding their h-index, i10-index, and top-cited papers using Google Scholar and Scopus. Additionally, look up the key impact metrics (Impact Factor, Cite Score, SJR) for two major journals in their field and briefly explain what these metrics signify.

On the basis of the above, the teacher may design his/her own relevant projects and assignments.

❖ **Credit-Hour Distribution:**

- **Total Hours:** 30 hours of Instructions/Lecture
- **Credits:** 2
(1 Credit = 15 hours of instruction)

Unit	Title	Hours	Relevant COs
Unit 1	Philosophy and Ethics	5 hours	CO1

Unit 2	Scientific Conduct	5 hours	CO1, CO2
Unit 3	Publication Ethics	5 hours	CO2, CO3
Unit 4	Open Access Publishing	5 hours	CO3, CO5
Unit 5	Publication Misconduct	5 hours	CO2, CO5
Unit 6	Database and Research Metrics	5 hours	CO4

❖ **Suggested Readings:**

1. Resnik, D. B. (2015). What Is Ethics in Research & Why Is It Important? In *The Ethics of Research with Human Subjects* (pp. 1–22). Springer.
2. Shamoo, A. E., & Resnik, D. B. (2015). *Responsible Conduct of Research* (3rd ed.). Oxford University Press.
3. Wager, E., & Kleinert, S. (2011). Responsible Research Publication: International Standards for Authors. In *Promoting Research Integrity in a Global Environment* (pp. 309–316). World Scientific
4. Hicks, D., Wouters, P., Waltman, L., de Rijcke, S., & Rafols, I. (2015). Bibliometrics: The Leiden Manifesto for Research Metrics. *Nature*, 520(7548), 429–431.
5. Turabian, K. L. (2018). *A Manual for Writers of Research Papers, Theses, and Dissertations* (9th ed.). University of Chicago Press.
6. Eco, U. (2015). *How to Write a Thesis*. MIT Press.
7. Online Resource: Committee on Publication Ethics (COPE) Guidelines (<https://publicationethics.org/resources/guidelines>).
8. Suber, P. (2012). *Open Access*. MIT Press. (Available online: <https://openaccessseks.mitpress.mit.edu/>)

Indian Institute of Mass Communication
(Deemed to be University)
Aruna Asaf Ali Marg, JNU New Campus, New Delhi- 110067

Vice Chancellor

Dr. Pragya Paliwal Gaur

Phone No:- 011-26742492

E-mail: dgiimc1965@gmail.com

Registrar

Shri L. Madhu Nag

Phone No. 011-26741268

E-mail: registrar@iimc.gov.in

Dr. Rachna Sharma

Associate Professor & Head

Centre for Media & Communication Research

Phone No. 011-26741542

E-mail: rachna.sharma@iimc.gov.in

Dr. Manushi

Senior Research Assistant

Tel: Office: 011-26742920

Administrative Staff

Mr. Gaurav Shukla

Tel: Office: 011-26742920/ 2960 Extn: 220

Centre Email: cemcor.iimc.2024@gmail.com



भारतीय जन संचार संस्थान
(समविश्वविद्यालय)

INDIAN INSTITUTE OF MASS COMMUNICATION
(Deemed to be University)

**Centre for Media and Communication Research
(CEMCOR)**

Website: www.iimc.gov.in