

Name of the programme: PhD in Arabic

Programme code: DPARB

Duration: Three years (six semesters) minimum where the first semester is for the PhD course work leading to writing of thesis over the remaining five semesters. The duration may be extended to another three years as maximum period in cases where such consideration is deemed fit on the merit of individual case.

Language of instruction and language of writing thesis: Arabic or English

Eligibility: M.Phil. with course work or Master's degree in Arabic from any University or a degree recognized by the University for this purpose or its equivalent in the relevant subject with at least 55% marks (50% for SC, ST, OBC {NON CREAMY LAYER}, PWD and Kashmiri Migrant and non-migrants Students) and who have scored a minimum of 50% marks (45% for SC, ST, OBC {NON CREAMY LAYER}, PWD and Kashmiri Migrant and non-migrants Students) in the Central Universities Common Entrance Test (CUCET). The entrance test is an eligibility criterion only and successful candidates will be called for personal interaction in the ratio of up to 1:5 for final selection.

Intake for the coming academic session (2021-22): 02

Reservation of seats as per the Government of India norms.

Admission process: Through the Central Universities Common Entrance Test (CUCET) as outlined in the CUK Prospectus (<https://www.cuk.ac.in/Admission2020/PROSPECTUS%202020-21%20AY.pdf>).

Qualification Descriptors (QDs)

After completion of this academic program, the students will be able to

- QD-1:** Demonstrate commendable knowledge and research skills in advanced and interdisciplinary areas of Arabic and Arab Studies.
- QD-2:** Employ sound research methodologies to achieve the comprehensive solutions for specific problems.
- QD-3:** Apply disciplinary knowledge and transferable skills to the interdisciplinary areas of Arabic and Arab Studies to solve new research problems.
- QD-4:** Develop international standards in writing, communications, team-work, and ethics to disseminate results of research work.
- QD-5:** Prepares future researchers and intellectuals in the chosen area of research.

Program Learning Outcomes (PLOs)

After the completion of Ph.D. in Arabic Studies programme, the student will be able to:

PLO-1: Justify the need for conducting research work for the wellbeing of society and the world.

PLO-2: Develop skills to recognize the unsolved problem in the chosen area of the research field.

PLO-3: Design methodology to provide an amicable and elegant solution to research problems.

PLO-4: Synthesize new and novel ideas.

PLO-5: Create new knowledge in the field that is useful for communities.

PLO-6: Write research articles/reviews/communications of international standards.

PLO-7: Relate philosophy, integrity, and ethics in the publication of research work.

PLO-8: Prepares future academicians, scientists, researchers, and job creators.

Course Structure

Semester-I

No. of credits = 14

Code	Course Type	Course Title	Credits	Hours
DARTC1001	Core-1	Research Methodology	4	4
DARTC1002	Core-2	Contemporary Literary Thought and Critical Approaches	4	4
DARTC1003	Core-3	Area Specific Course	4	4
DARTA1001	Ability Enhancement Compulsory Course	Research and Publication Ethics	2	2
Total			14	14

Distribution of courses

Semester	I
Core Course	12
Ability Enhancement Compulsory Course	02
Total	14

Syllabi of the courses proposed

Compulsory Core Courses in PhD in Arabic (DPARB)

I. Research Methodology

Course code: DARTC1001 **Credits:** 04

Prerequisite Course/Knowledge (If any): **General aptitude**

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1: Describe research, identification of research problems, and preparation of proposals.

CLO-2: Practice ethics in all the domains of research.

CLO-3: To conceptualise new research problems in the chosen field of study and to explore these through systemic research procedures to produce original works.

CLO-4: Outline writing of research publication, presentation, and Ph.D. thesis.

CLO-5: To develop keen interest in updated knowledge on research methodologies in humanities in order to be able to research works beyond PhD thesis in future.

Mapping of Course learning outcomes (CLOs) with Program learning outcomes (PLOs)

Unit-I: Research: Concept, Types and Methods

- a. Research: Why, What and How?
- b. Types and Approaches
- c. Ethics in Research, Plagiarism, Intellectual Property Right/Copyright
- d. Methods of research such as Inductive and Deductive, Qualitative and Quantitative, Spatial, Chronological, Cause and Effect, Comparison and Contrast, etc.

- e. Primary and Secondary Sources
- f. Resources: Library (Print and Online), Field, Archives, Documentaries, E-Resources (UGC Infonet, INFLIBNET and ERNET, *Shodh Ganga*), Online Repository and Preparation of Working Bibliography
- g. Field Methods, Designing and Conducting Interviews, Preparation of Questionnaire etc.

Unit-II: Basics of Literary Research

- a. Meaning, objectives and approaches
- b. Relevance of literary Research
- c. Selection of topic
- d. Review of literature and evaluation
- e. Formulating research questions, objectives and hypothesis
- f. Framing a methodology
- g. Textual, inter-textual and inter-disciplinary Analysis
- h. Note-taking, note-making, summary and paraphrasing

Unit- III: Writing, Compiling, Documentation and Referencing of Research

- a. Report/Research writing— language and style, transcription, revisions and editing
- b. Referencing: citing print, web and archival Sources, quotations (run-on and run-off etc.) and notes
- c. Formatting: indentation, margins, font, spacing, heading and title, pagination, text formatting, abbreviations, indexing, glossary and special elements such as title-page, table of contents, headings and sub-headings, tables and figures, appendix, bibliography and proof reading

Unit-IV: Research Proposal, Review and Potential Areas/Approaches of Literary Research

- a. Literary Theories and Approaches: Indian and Western
- b. Potential Research Areas in Literary Research
- c. Sample Synopsis/Research Proposal
- d. Book and Film Review
- e. Writing a Research Paper— Selecting a Topic, preparing a Working Bibliography and Outlining a Research Paper

Evaluation scheme:

Mid semester term paper and presentation: 50%. End semester term paper and presentation: 50%

Essential Readings:

MLA Handbook: Rethinking Documentation for the Digital Age (MLA Handbook for Writers of Research Papers) 8th Rev. Ed. Modern Language Association of America, 2016. (Subsequent Revised Eds. of MLA Handbook)

MLA Style Sheet (Latest Edition).

Suggested Readings:

The Chicago Manual of Style: The Essential Guide for Writers, Editors and Publishers. Latest Edition.

Guerin, Wilfred L. (et al). Eds. *A Handbook of Critical Approaches to Literature*. (Fourth edition) Delhi: OUP, 2010.

Harris R. Steven and Kathleen A. Johnson. Eds. *Teaching Literary Research: Challenges in a Changing Environment*. Chicago: Association of College and Research Libraries, 2009.

Kothari, C. R. *Research Methodology: Methods and Techniques*, New Delhi: Wiley and Eastern Ltd., 2008.

Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage Publications, 2014.

Marcuse, Michael J. *A Reference Guide for English Studies*. Oxford: University of California Press, 1990.

Williams, Kate and Jude Carroll. *Referencing and Understanding Plagiarism*. Palgrave Macmillan, 2009.

Krishnaswami, O. R. *Research Methodology in Social Sciences*, Delhi: Himalaya Publications, 2000

Kothari, C.R. 2008 [1985]. *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers.

Wisker, Gina. 2005. *The Good Supervisor: Supervising Postgraduate and Undergraduate Research for Doctoral Thesis and Dissertations*. Hampshire, New York: Palgrave Macmillan

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II. Contemporary Literary Thought and Critical Approaches

Course code: DARTC1002, **Credits:** 04

Course Learning Outcomes (CLOs)

CLO-1: The researcher will be able to have an informed and critical overview of important contemporary critical and literary trends and approaches.

CLO-2: The research will have solid grounding in the appreciation of a wide range of very important critical approaches such as Postcolonialism, Dalit Aesthetics, Translation Studies, Comparative Literature, Gender Studies, Ecocriticism, Contemporary Poetics, Folk Literature and Cultural Studies.

CLO-3: Pursuing this course will help the researcher to relate his/her core research area (Arabic or Spanish and Latin American Studies) with the training in this course in order to formulate a research topic which will add substantially to the knowledge in his/her chosen field of study.

CLO-4: The researcher will be able to use critical insights acquired with this course to identify topics of comparative concerns in societies covered in his/her core research area and the societies in India. This will enable the researcher to produce works of analysis/articles/columns etc. beyond and after the PhD thesis as well which will be relevant for both these societies.

CLO-5: The researcher will be able to contribute to the current and new discussions in the areas covered in this course globally by producing articles, news columns and presenting papers at international fora.

Unit- I: Postcolonial Theory and Diaspora Literature

- a. Postcolonial Theory and Literature
- b. Diaspora Theory and Literature

Unit -II: Dalit and Tribal Literature

- a. Dalit Literature and Aesthetics
- b. Tribal Literature from North-East: *The Legends of Pensam*

Unit-III: Introduction to Adaptation, Translation Studies and Comparative Literature

- a. Adaptation: Theory, Practice and Inter-textuality
- b. Translation Studies: Introduction, nature, meaning and function; theories of translation; types, process, problems and limitations of translation; translation and transliteration
- c. Comparative Literature: Theoretical concepts, Scope and Relevance, Different Schools of Thought and Comparative Indian Literature

Unit– IV: Inter-Disciplinary and Cultural Studies

- a. Inter-Disciplinary, Multi-Disciplinary and Inter-Textual Studies: A Postmodern Perspective
- b. Cultural Studies: Tradition of Performance, Cinema and Soap Opera
- c. Ecocriticism: Postcolonial Perspective

Unit-V: Introduction to Emerging Trends in Literary Studies/Researches

- a. Gender Issues: Lesbian, Gay, Bi-Sexual and Transgender (LGBT)
- b. Oral Traditions and Folk Literature

Unit-VI: Contemporary Poetics: India and the World

- a. Introduction to Indian Poetics
- b. Introduction to Western Poetics

Note: The students are required to opt for any three units out of the six units prescribed in the course for exhaustive study. The evaluation shall also be done accordingly.

Evaluation scheme:

Mid semester term paper and presentation: 50%. End semester term paper and presentation: 50%

Suggested Readings:

Ahmad, Imtiaz and Upadhyay. *Dalit Assertion in Society, Literature and History*. Hyderabad: Orient Blackswan, 2010.

Ambedkar, B.R. "Annihilation of Caste". Valerian Rodrigues. Ed. *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford University Press, 2002. 263-305.

Arnold, Matthew. *Culture and Anarchy*. Courier Corporation, 2014.

Ashcroft, Bill, et al. eds. *Key Concepts in Post-Colonial Studies*. London: Routledge, 2004.

---, et al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 2002.

Baldwin, E. *Introducing Cultural Studies*. New York: Pearson/Prentice Hall, 2004.

Baral, Kailash C. *Earth Songs: Stories from Northeast India*. Delhi: Sahitya Akademi, 2005.

Bassnett, Susan. *Comparative Literature: An Introduction*. Blackwell, 1993.

---. *Translation Studies: An Introduction*. Routledge, 2002.

Cao, Shunqing. *The Variation Theory of Comparative Literature*. London: Springer, 2013.

Catford, J. C. *A Linguistic Theory of Translation*. London: OUP, 1994. Chari, V.K. *Sanskrit Criticism*. New Delhi: Motilal Banarsidass, 1993.

Dai, Mamang. *The Legends of Pensam*. New Delhi: Penguin Publications, 2006.

Dev, Amiya. *The Idea of Comparative Literature in India*. Calcutta: Papyrus, 1984. During, S. *Cultural Studies: A Critical Introduction*. London; New York: Routledge, 2005.

Gifford, Henry. *Comparative Literature: Concepts of Literature*. Routledge, 1969. Glover, David and Cora Kaplan. Eds. *Genders*. Routledge, 2008.

Guerin, Wilfred L. et. al. *A Handbook of Critical Approaches to Literature*. Delhi: OUP, 2010.

Habib, M.A.R. *A History of Literary Criticism and Theory: From Plato to the Present*. London: Wiley-Blackwell, 2012.

Huggan, Graham and Helen Tiffin. *Post-Colonial Ecocriticism: Literature, Animals, Environment*. Routledge, 2009.

Hutcheon, Linda and Siobhan O'Flynn. *A Theory of Adaptation*. Routledge, 2012. Kumar, Raj. *Dalit Personal Narratives: Reading Caste, Nation and Identity*. Hyderabad: Orient Blackswan, 2011.

- Kene, P.V. *History of Sanskrit Poetics*. New Delhi: Motilal Banarsidass, 1961 (reprint 2015).
- Limbale, Sharankumar. *Towards an Aesthetics of Dalit Literature*. Hyderabad: Orient Blackswan, 2004.
- Misra, Tilottoma. *The Oxford Anthology of Writings from North-East India: Poetry and Essays*. Vol I & II. New Delhi: Oxford University Press, 2011.
- . *The Oxford Anthology of Writings from North-East India: Fiction*. New Delhi: Oxford University Press, 2011.
- Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. Routledge, 2008.
- Naipaul, V.S. *A House for Mr. Biswas*. Rev. Ed. Delhi: Picador, 2011.
- Paranjape Makarand. *In Diaspora: Histories, Texts, Theories*. Delhi: Indialog, 2002. Rege, Sharmila. *Writing Caste: Writing Gender*. Delhi: Zubban, 2006.

III. Area Specific Courses (any one course is to be opted by a PhD student)

1. Arabic Studies in India

Course code: DARTC1003, Credits: 04

Course Learning Outcomes (CLOs)

CLO-1: The researcher will be able to get a sound knowledge of Arabic development in India since beginning to present time.

CLO-2: The researcher will be able to know in detail about the relation between India and Arab countries throughout the decades.

CLO-3: The researcher will be able to find out the main factors of spreading Arabic language in India, its impact on Indian languages and its consciences.

CLO-4: The researcher will be able to know about some important educational institutions which are playing very important role for the development of this language as well as about the famous Arabic scholars in India and their contributions in any forms throughout the years.

CLO-5: The researcher will be able to know and contribute to the current and new discussion in the field globally by producing articles, news columns, presenting talks and papers at International fora.

Course Content:

Unit-I: Indo-Arab Relation

- a. Understanding of Indo-Arab Geography
- b. Arrival of Arabic to India

Unit-II: Indian Arabic Literature

- a. Indian Arabic Prose
- b. Indian Arabic Poetry

Unit-III: Impact of Arabic Literature

- a. Impact of Arabic Language in Indian Culture and Society
- b. Impact of Arabic Language in Indian Languages and Literatures

Unit-IV: Arabic Manuscript and Journalism

- a. Arabic Manuscript in Indian Libraries

b. Arabic Journalism in India

Evaluation scheme:

Mid semester term paper and presentation: 50% End semester term paper and presentation: 50%

Essential Readings:

Maqbul Ahmad, Indo- Arab Relations, Indian Council for Cultural, New Delhi 1969

مساهمة الهند في النثر العربي خلال القرن العشرين، الدكتور أشفاق أحمد
(Musahama al-Hind fi al-Nathr al-Arabi Khilal Qarn al-Ishreen, al-Duktoor Ashfaq Ahmad)

Suggested Readings:

مختارات من أدب العرب، أبي الحسن علي الندوي
(Mukhtarat min Adab al-Arab, Abu al-Hasan Ali al_Nadwi)

نخبة الأدب، جامعة علي كره الاسلاميه
(Nukhba al-Adab, AMU)

الطريق إلى المدينة، السيد أبي الحسن علي الندوي
(al-Tareeq ela al_Madeena, al-Saiyyad Abu al_haan Ali al-Nadwi)

سبحة المرجان، سيد غلام علي آزاد البلغرامي
(Sabhat al-Marjan, Saiyyad GulamAli Azad al-Balgrami)

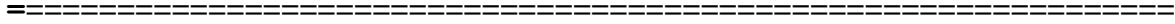
حجة الله البالغة، الشاه ولي الله الدهلوي
(Hujja Allah al-Baligah, al-shah Wali Allh al-Dehelwi)

نزهة الخواطر، عبد الحي الحسني
(Nuzha al_Khawatir, Abd al-Hai al-Husnai)

العرب والهند في عهد الرسالة، القاضي أظهر المباركبوري
Al-Arab wa al-Hind fi Ahd al-Risalah, al-Qazi Athar al-Mubarakpuri)

فصول في التعريف بالهند والعربية الإسلامية، سيد علي أشرف الجانسي
(fusul fi al-Ta'reef bi-al-Hind wa al-Arabia al-Islamia, Saiyyad Ali Ashraf al-Jansi)

رجال السند والهند، القاضي أظهر المباركبوري
Rijal al-sind wa al-Hind, al-Qazi Athar al-Mubarkpuri)



2. Contemporary Theories of Translation

Course code: DARTC1004, Credits: 04

CLO-1: The researcher will be able to critique the assumptions of the conventional, dominant and main stream theories of translation that see translation as mere transaction between two languages which involves “transfer of meaning” from one language to other.

CLO-2: The researcher will be able to think differently about the “linguistics” and the “politics” of translation. S/he will be able to appreciate and practice any act of translation in its essential nature as a cultural practice that is produced by and that produces and disseminates certain cultural meanings in varied contexts of nation, modernity, globalization, culture, identity, gender and many more.

CLO-3: The researcher will be able to make connections with and draw upon different strands of thought such as Post-structuralism, Post-colonial Studies, Cultural Studies, Translation Studies, Minority Studies, Feminism and Political Theory to further enhance the appreciation of translation as more than just looking for linguistic equivalence. This will help the researcher to significantly broaden the ambit of research in his/her chosen core area by reviewing the topic at hand or topics of general thrust areas of research in said area through this enhanced perspective on nature of translation which fundamentally underpin any literary/cultural texts.

CLO-4: The researcher will be able to appreciate and employ references cutting across boundaries of genres such as theoretical papers, literary texts, film and other verbal and visual sources to explore threads of translation as understood through course being involved in all these. This will prepare the researcher to have a broad and nuanced understanding of how literary and cultural texts carry out their meaning-making process always partaking of references from these multiple sources.

CLO-5: The course will lead the researcher to explore research and career opportunities across a wide range of field of studies such as Comparative Literature, Cultural Studies, Visual Studies, Performance Studies in their core areas of research as all these are inherently interrelated in and through the very processes of translation they are made of and thrive on.

Course contents:

Unit I: Introduction to Translation Studies; Brief History of Translation Studies; Founding questions, categories and debates

Unit III: Translation Studies: Mainstream theories of translation and critical theories of translation; Literary theories and literary translation; the Workshop Method; Linguistic theories of translation;

Early Translation Studies Translation as re-writing; Polysystem theory; Toward a target-oriented approach; The Skopos theory

Unit III: Walter Benjamin and “The task of the translator”; Translation & Deconstruction; Translation as discourse; Translation and Feminism; Translation and Cultural Studies; Post-colonial Translation; Translation and Identity; Cultural Translation – Inter-semiotic Translation.

Evaluation scheme:

Mid semester term paper and presentation: 50% End semester term paper and presentation: 50%

Essential Readings:

C.J. Catford, A Linguistic Theory of Translation, Oxford University Press 1965

فن الترجمة، الدكتور محمد عناني، شركة ابوالهول للنشر، القاهرة 2000
(Fann al-Tarjuma, al-Duktoor Muhammad Anani, Sharika abu al-hawl lil-Nashr, Cairo 2000)

Suggested Readings:

Jeremy Munday, Introducing Translation Studies: Theories and Applications. Routledge, 2008.

Makarand Paranjape, In Diaspora: Histories, Texts, Theories, Indialog, New Delhi 2001.

The Routledge Handbook of Arabic Translation Edited By Sameh Hanna, Hanem El-Farahaty, Abdel-Wahab Khalifa, Routledge, London 2019

Prof. Habibullah Khan, Duroosun Fittarjama Assuhufia Minal Arabia Ilal Inkilizia,

Salman Publishing House, New Delhi (2008).

هندوستان عربون كي نظر مين (مرتب: معين الدين ندوي)

IV. Ability Enhancement Compulsory Course (AECC)

Research and publication Ethics

Code: DARTA1001 **Credits:** 02

Prerequisite Course/Knowledge (If any): None

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1: Understand philosophy and ethics in research.

CLO-2: Practice intellectual honesty and research integrity

CLO-3: Discuss scientific misconducts, conflicts of interest and predatory publishers and journals

CLO-4: Demonstrate the use of plagiarism software like Turnitin, Urkund, and other open-source software tools

CLO-5: Judge the quality of the publications using Indexing databases

Detailed Syllabus:

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

Theory

RPE 01: Philosophy and ethics (3 Hrs)

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

RPE 02: Scientific conduct (5 Hrs)

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

RPE 03: Publication ethics (7 Hrs)

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

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 Suggested, etc.

RPE 05: Publication misconduct (4 Hrs)

- (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: Database and research metrics

(7 Hrs)

- (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, SIR, IPP, Cite Score
 - 2. Metrics: h-index, g index, i10 index, altmetrics

Name of the Academic Program: Ph.D. in Spanish

Programme code: DPSPN

Duration: Three years (six semesters) minimum where the first semester is for the PhD course work leading to writing of thesis over the remaining five semesters. The duration may be extended to another three years as maximum period in cases where such consideration is deemed fit on the merit of individual case.

Language of instruction and language of writing thesis: Spanish or English

Eligibility: M.Phil. with course work or Master's degree in Spanish from any University or a degree recognized by the University for this purpose or its equivalent in the relevant subject with at least 55% marks (50% for SC, ST, OBC {NON CREAMY LAYER}, PWD and Kashmiri Migrant and non-migrants Students) and who have scored a minimum of 50% marks (45% for SC, ST, OBC {NON CREAMY LAYER}, PWD and Kashmiri Migrant and non-migrants Students) in the Central Universities Common Entrance Test (CUCET). The entrance test is an eligibility criterion only and successful candidates will be called for personal interaction in the ratio of up to 1:5 for final selection.

Intake for the coming academic session (2021-22): 02

Reservation of seats as per the Government of India norms.

Admission process: Through the Central Universities Common Entrance Test (CUCET) as outlined in the CUK Prospectus (<https://www.cuk.ac.in/Admission2020/PROSPECTUS%202020-21%20AY.pdf>).

Qualification Descriptors (QDs)

After completion of this academic program, the students will be able to

- QD-1:** Demonstrate commendable knowledge and research skills in advanced and interdisciplinary areas of Spanish.
- QD-2:** Employ sound research methodologies to achieve the comprehensive solutions for specific problems.
- QD-3:** Apply disciplinary knowledge and transferable skills to the interdisciplinary areas of Spanish to solve new research problems.
- QD-4:** Develop international standards in writing, communications, team-work, and ethics to disseminate results of research work.
- QD-5:** Prepares future researchers and intellectuals in the chosen area of research.

Program Learning Outcomes (PLOs)

After the completion of Ph.D. in Spanish programme, the student will be able to:

PLO-1: Justify the need for conducting research work for the wellbeing of society and the world.

PLO-2: Develop skills to recognize the unsolved problem in the chosen area of the research field.

PLO-3: Design methodology to provide an amicable and elegant solution to research problems.

PLO-4: Synthesize new and novel ideas.

PLO-5: Create new knowledge in the field that is useful for communities.

PLO-6: Write research articles/reviews/communications of international standards.

PLO-7: Relate philosophy, integrity, and ethics in the publication of research work.

PLO-8: Prepares future academicians, scientists, researchers, and job creators.

Course Structure

Semester-I

Code	Course Type	Course Title	Credits	Hours
DSPTC1001	Core-1	Research Methodology	4	4
DSPTC1002	Core-2	Contemporary Literary Thought and Critical Approaches	4	4
DSPTC1003	Core-3	Area Specific Course	4	4
DSPTA1001	Ability Enhancement Compulsory Course	Research and Publication Ethics	2	2
Total			14	14

Distribution of courses

Semester	I
Core Course	12
Ability Enhancement Compulsory Course	02

Total	14
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Syllabi of the courses proposed

Compulsory Core Courses in PhD in Spanish (DPSPN)

I. Research Methodology

Course code: DSPTC1001 **Credits:** 04

Prerequisite Course/Knowledge (If any): **General aptitude**

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1: Describe research, identification of research problems, and preparation of proposals.

CLO-2: Practice ethics in all the domains of research.

CLO-3: To conceptualise new research problems in the chosen field of study and to explore these through systemic research procedures to produce original works.

CLO-4: Outline writing of research publication, presentation, and Ph.D. thesis.

CLO-5: To develop keen interest in updated knowledge on research methodologies in humanities in order to be able to research works beyond PhD thesis in future.

Mapping of Course learning outcomes (CLOs) with Program learning outcomes (PLOs)

Unit-I: Research: Concept, Types and Methods

- h. Research: Why, What and How?
- i. Types and Approaches
- j. Ethics in Research, Plagiarism, Intellectual Property Right/Copyright
- k. Methods of research such as Inductive and Deductive, Qualitative and Quantitative, Spatial, Chronological, Cause and Effect, Comparison and Contrast, etc.
- l. Primary and Secondary Sources
- m. Resources: Library (Print and Online), Field, Archives, Documentaries, E-Resources (UGC Infonet, INFLIBNET and ERNET, Shodh Ganga), Online Repository and Preparation of Working Bibliography
- n. Field Methods, Designing and Conducting Interviews, Preparation of Questionnaire etc.

Unit-II: Basics of Literary Research

- i. Meaning, objectives and approaches
- j. Relevance of literary Research
- k. Selection of topic
- l. Review of literature and evaluation
- m. Formulating research questions, objectives and hypothesis
- n. Framing a methodology
- o. Textual, inter-textual and inter-disciplinary Analysis
- p. Note-taking, note-making, summary and paraphrasing

Unit- III: Writing, Compiling, Documentation and Referencing of Research

- d. Report/Research writing— language and style, transcription, revisions and editing
- e. Referencing: citing print, web and archival Sources, quotations (run-on and run-off etc.) and notes
- f. Formatting: indentation, margins, font, spacing, heading and title, pagination, text formatting, abbreviations, indexing, glossary and special elements such as title-page, table of contents, headings and sub-headings, tables and figures, appendix, bibliography and proof reading

Unit-IV: Research Proposal, Review and Potential Areas/Approaches of Literary Research

- f. Literary Theories and Approaches: Indian and Western
- g. Potential Research Areas in Literary Research
- h. Sample Synopsis/Research Proposal
- i. Book and Film Review
- j. Writing a Research Paper— Selecting a Topic, preparing a Working Bibliography and Outlining a Research Paper

Evaluation scheme:

Mid semester term paper and presentation: 50%. End semester term paper and presentation: 50%

Essential Readings:

MLA Handbook: Rethinking Documentation for the Digital Age (MLA Handbook for Writers of Research Papers) 8th Rev. Ed. Modern Language Association of America, 2016. (Subsequent Revised Eds. of MLA Handbook)

MLA Style Sheet (Latest Edition).

Suggested Readings:

The Chicago Manual of Style: The Essential Guide for Writers, Editors and Publishers. Latest Edition.

Guerin, Wilfred L. (et al). Eds. *A Handbook of Critical Approaches to Literature*. (Fourth edition) Delhi: OUP, 2010.

Harris R. Steven and Kathleen A. Johnson. Eds. *Teaching Literary Research: Challenges in a Changing Environment*. Chicago: Association of College and Research Libraries, 2009.

Kothari, C. R. *Research Methodology: Methods and Techniques*, New Delhi: Wiley and Eastern Ltd., 2008.

Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage Publications, 2014.

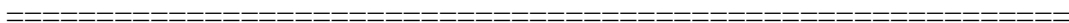
Marcuse, Michael J. *A Reference Guide for English Studies*. Oxford: University of California Press, 1990.

Williams, Kate and Jude Carroll. *Referencing and Understanding Plagiarism*. Palgrave Macmillan, 2009.

Krishnaswami, O. R. *Research Methodology in Social Sciences*, Delhi: Himalaya Publications, 2000

Kothari, C.R. 2008 [1985]. *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers.

Wisker, Gina. 2005. *The Good Supervisor: Supervising Postgraduate and Undergraduate Research for Doctoral Thesis and Dissertations*. Hampshire, New York: Palgrave Macmillan



II. Contemporary Literary Thought and Critical Approaches

Course code: DSPTC1002, **Credits:** 04

Course Learning Outcomes (CLOs)

CLO-1: The researcher will be able to have an informed and critical overview of important contemporary critical and literary trends and approaches.

CLO-2: The research will have solid grounding in the appreciation of a wide range of very important critical approaches such as Postcolonialism, Dalit Aesthetics, Translation Studies, Comparative Literature, Gender Studies, Ecocriticism, Contemporary Poetics, Folk Literature and Cultural Studies.

CLO-3: Pursuing this course will help the researcher to relate his/her core research area (Arabic or Spanish and Latin American Studies) with the training in this course in order to formulate a research topic which will add substantially to the knowledge in his/her chosen field of study.

CLO-4: The researcher will be able to use critical insights acquired with this course to identify topics of comparative concerns in societies covered in his/her core research area and the societies in India. This will enable the researcher to produce works of analysis/articles/columns etc. beyond and after the PhD thesis as well which will be relevant for both these societies.

CLO-5: The researcher will be able to contribute to the current and new discussions in the areas covered in this course globally by producing articles, news columns and presenting papers at international fora.

Unit- I: Postcolonial Theory and Diaspora Literature

- c. Postcolonial Theory and Literature
- d. Diaspora Theory and Literature

Unit -II: Dalit and Tribal Literature

- c. Dalit Literature and Aesthetics
- d. Tribal Literature from North-East: *The Legends of Pensam*

Unit-III: Introduction to Adaptation, Translation Studies and Comparative Literature

- d. Adaptation: Theory, Practice and Inter-textuality
- e. Translation Studies: Introduction, nature, meaning and function; theories of translation; types, process, problems and limitations of translation; translation and transliteration
- f. Comparative Literature: Theoretical concepts, Scope and Relevance, Different Schools of Thought and Comparative Indian Literature

Unit– IV: Inter-Disciplinary and Cultural Studies

- d. Inter-Disciplinary, Multi-Disciplinary and Inter-Textual Studies: A Postmodern Perspective
- e. Cultural Studies: Tradition of Performance, Cinema and Soap Opera
- f. Ecocriticism: Postcolonial Perspective

Unit-V: Introduction to Emerging Trends in Literary Studies/Researches

- c. Gender Issues: Lesbian, Gay, Bi-Sexual and Transgender (LGBT)
- d. Oral Traditions and Folk Literature

Unit-VI: Contemporary Poetics: India and the World

- c. Introduction to Indian Poetics
- d. Introduction to Western Poetics

Note: *The students are required to opt for any three units out of the six units prescribed in the course for exhaustive study. The evaluation shall also be done accordingly.*

Evaluation scheme:

Mid semester term paper and presentation: 50%. End semester term paper and presentation: 50%

Suggested Readings:

Ahmad, Imtiaz and Upadhyay. *Dalit Assertion in Society, Literature and History*. Hyderabad: Orient Blackswan, 2010.

Ambedkar, B.R. "Annihilation of Caste". Valerian Rodrigues. Ed. *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford University Press, 2002. 263-305.

Arnold, Matthew. *Culture and Anarchy*. Courier Corporation, 2014.

Ashcroft, Bill, et al. eds. *Key Concepts in Post-Colonial Studies*. London: Routledge, 2004.

---, et al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 2002.

Baldwin, E. *Introducing Cultural Studies*. New York: Pearson/Prentice Hall, 2004.

Baral, Kailash C. *Earth Songs: Stories from Northeast India*. Delhi: Sahitya Akademi, 2005.

Bassnett, Susan. *Comparative Literature: An Introduction*. Blackwell, 1993.

---. *Translation Studies: An Introduction*. Routledge, 2002.

Cao, Shunqing. *The Variation Theory of Comparative Literature*. London: Springer, 2013.

Catford, J. C. *A Linguistic Theory of Translation*. London: OUP, 1994. Chari, V.K. *Sanskrit Criticism*. New Delhi: Motilal Banarsidass, 1993.

Dai, Mamang. *The Legends of Pensam*. New Delhi: Penguin Publications, 2006.

Dev, Amiya. *The Idea of Comparative Literature in India*. Calcutta: Papyrus, 1984. During, S. *Cultural Studies: A Critical Introduction*. London; New York: Routledge, 2005.

Gifford, Henry. *Comparative Literature: Concepts of Literature*. Routledge, 1969. Glover, David and Cora Kaplan. Eds. *Genders*. Routledge, 2008.

Guerin, Wilfred L. et. al. *A Handbook of Critical Approaches to Literature*. Delhi: OUP, 2010.

Habib, M.A.R. *A History of Literary Criticism and Theory: From Plato to the Present*. London: Wiley-Blackwell, 2012.

Huggan, Graham and Helen Tiffin. *Post-Colonial Ecocriticism: Literature, Animals, Environment*. Routledge, 2009.

Hutcheon, Linda and Siobhan O'Flynn. *A Theory of Adaptation*. Routledge, 2012. Kumar, Raj. *Dalit Personal Narratives: Reading Caste, Nation and Identity*. Hyderabad: Orient Blackswan, 2011.

Kene, P.V. *History of Sanskrit Poetics*. New Delhi: Motilal Banarsidass, 1961 (reprint 2015).

Limbale, Sharankumar. *Towards an Aesthetics of Dalit Literature*. Hyderabad: Orient Blackswan, 2004.

Misra, Tilottoma. *The Oxford Anthology of Writings from North-East India: Poetry and Essays*. Vol I & II. New Delhi: Oxford University Press, 2011.

---. *The Oxford Anthology of Writings from North-East India: Fiction*. New Delhi: Oxford University Press, 2011.

Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. Routledge, 2008.

Naipaul, V.S. *A House for Mr. Biswas*. Rev. Ed. Delhi: Picador, 2011.

Paranjape Makarand. *In Diaspora: Histories, Texts, Theories*. Delhi: Indialog, 2002. Rege, Sharmila. *Writing Caste: Writing Gender*. Delhi: Zubban, 2006.

III. Area Specific Courses (any one course is to be opted by a research)

1. Issues and Texts of Latin American (Post)-Colonial Studies

Course code: DSPTC1003, **Credits:** 04

Course Learning Outcomes (CLOs)

CLO-1: The researcher will be able to have a nuanced view of what can be termed as the “post-colonial” condition of Latin America

CLO-2: The researcher will be able to develop in-depth understanding of some fundamental problems of so-called “post-colonial” in the context of Latin America.

CLO-3: The research will be able to develop nuanced understanding of the differences between the post-colonial condition of Latin America and the concept itself of post-coloniality which emerged as a result of French and English enlightenment driven decolonization in Asia and Africa.

CLO-4: The researcher will be able to identify philosophical questions in order to identify and critically explore a topic of research and produce an original thesis.

CLO-5: The researcher will be able to contribute to the current and new discussions in the field globally by producing articles, news columns and presenting papers at international fora.

Course contents:

The concept of “coloniality,” as the “post-colonial” in Latin America, but without the “post.”

Latin American Studies and the critique of Eurocentrism *before* Said, Spivak, Bhabha or Ashcroft: Reviewing Bartolomé de las Casas, Alonso de Ercilla and Inca Garcilaso de Vega, Guáman Poma, Cabeza de Vaca, etc.

Mignolo’s “Coloniality” as darker underside of modernity: Problems of situating Fanon, Cèsaire, and Retamar.

Quijano's notion of the "Coloniality of power," with its emphasis on the early racial structuring of Spanish colonial society: Ángel Rama, Antonio Cornejo Polar, Fernando Ortiz, Oswald de Andrade and their notions of transculturation, the lettered city, *anthropophagia*, cultural heterogeneity, and *mestizaje*.

Dussel's philosophy of liberation as alternative modernities in relation to coloniality.

Evaluation scheme:

Mid semester term paper and presentation: 50% End semester term paper and presentation: 50%

Suggested Readings:

Ana del Sarto, Alicia Ríos, Abril Trigo ed. *The Latin American Cultural Studies Reader (Latin America Otherwise)*. Duke UP, 2004.

Casaravilla, Diego. *Los Laberintos de la Exclusión: Relatos de Inmigrantes Ilegales en Argentina*. Lumen-Humanitas, 1999.

Alvstad, Cecilia, Stefan Helgesson and David Watson. *Literature, Geography, Translation Studies in World Writing.*, Aug 2011

Cornejo, Polar Antonio. *Mestizaje e hibridez: los riesgos de las metáforas*. La Paz: Universidad Mayor de San Andrés. 1997.

Derrida, Jacques. *El lenguaje y las instituciones filosóficas*. Barcelona: Ediciones Paídos, 1995.

Díaz-Quñones, Arcadio. *El arte de bregar: Ensayos*. San Juan: Ediciones Callejón, 2000.

Dube, Saurabh, ed. *Pasados poscoloniales*. Mexico City: El Colegio de México, 1999.

Duque, Félix. *Terror tras la postmodernidad*, Abada Editores, Madrid, 2004.

Dussel, Enrique and Eduardo Mendieta. *The Underside of Modernity*. Humanity Books, Indexed, 2007.

Dussel, Enrique. *Hacia una filosofía política crítica*. Bilbao: Editorial Desclee de Drouwer, 2001.

Fanon, Frantz. *Black Skin, White Masks*. Perseus, 2008.

Fanon, Frantz. *The Wretched of the Earth*. New York: Grove Press, 2005.

Freire, Paulo. *The Pedagogy of the Opressed*. Continuum, 2000.

Fuentes, Carlos. *El espejo enterrado*. Taurus, 1992.

Garcia Canclini, Nestor. *Hybrid Cultures: Strategies of Entering and Leaving Modernity*. University of Minnesota Press, 1995.

- Mignolo, Walter. *Local Histories/Global Designs*. Princeton UP, 2000.
- Mignolo, Walter. *The Darker Side of Renaissance*. University of Michigan Press, 2003.
- Moraña, Mabel, Enrique Dussel, Carlos A. Jauregui ed. *Coloniality at Large: Latin America and the Post-Colonial Debate*. Duke UP, 2008.
- Oswald de Andrade, José. *Manifiesto Antropófago*. 1928.
- Rama, Ángel. *La ciudad letrada*. Hanover: Ediciones del norte, 1994.
- Retamar, Roberto Fernández. *Calibán*. Editorial Arte y Literatura, 1987.
- Spivack, Gayatri. *Crítica de la razón postcolonial*, Akal, Madrid, 2010.
- Rodriguez, Ileana ed. *Latin American Subaltern Studies*. Duke UP, 2001.
- Said, Edward. *Orientalism*. Knopf Doubleday Publishing Group, Vintage Books, 1979.
- Toro, Alfonso de and Fernando, eds. *El debate de la postcolonialidad en Latinoamérica: Una postmodernidad periférica o cambio de paradigma en el pensamiento latinoamericano*. Madrid: Iberoamericana, 1999.
- Volpi, Jorge. *El insomnio de Bolívar. Cuatro consideraciones intempestivas sobre América Latina en el siglo XXI*. Barcelona: Debate, 2009.

Articles

- Franco, Jean. "Apuntes sobre la crítica feminista y la literatura hispanoamericana", *Hispanamérica*, (1985) 15.45, pp. 31-43
- Richard, Nelly. "Intersectando Latinoamérica con el latinoamericanismo". *Revista Iberoamericana*, (1997) 180, 345-361.
- Spivack, Gayatri. "Can the Subaltern Speak?" in Carry Nelson and Lawrence Grossberg ed. *Marxism and the Interpretation of Culture*. Macmillan, 1988.
- Trigo, A. "De la transculturación (a/en) lo transnacional". In M. Moraña (Ed.) *Ángel Rama y los estudios latinoamericanos*. Serie Críticas. Pittsburgh: Instituto Internacional de Literatura Iberoamericana, 1997, Universidad de Pittsburgh, 147-172.

2. Contemporary Theories of Translation

Course code: DSPTC1004 **Credits:** 04

CLO-1: The researcher will be able to critique the assumptions of the conventional, dominant and main stream theories of translation that see translation as mere transaction between two languages which involves "transfer of meaning" from one language to other.

CLO-2: The researcher will be able to think differently about the "linguistics" and the "politics" of translation. S/he will be able to appreciate and practice any act of translation in its

essential nature as a cultural practice that is produced by and that produces and disseminates certain cultural meanings in varied contexts of nation, modernity, globalization, culture, identity, gender and many more.

CLO-3: The researcher will be able to make connections with and draw upon different strands of thought such as Post-structuralism, Post-colonial Studies, Cultural Studies, Translation Studies, Minority Studies, Feminism and Political Theory to further enhance the appreciation of translation as more than just looking for linguistic equivalence. This will help the researcher to significantly broaden the ambit of research in his/her chosen core area by reviewing the topic at hand or topics of general thrust areas of research in said area through this enhanced perspective on nature of translation which fundamentally underpin any literary/cultural texts.

CLO-4: The researcher will be able to appreciate and employ references cutting across boundaries of genres such as theoretical papers, literary texts, film and other verbal and visual sources to explore threads of translation as understood through course being involved in all these. This will prepare the researcher to have a broad and nuanced understanding of how literary and cultural texts carry out their meaning-making process always partaking of references from these multiple sources.

CLO-5: The course will lead the researcher to explore research and career opportunities across a wide range of field of studies such as Comparative Literature, Cultural Studies, Visual Studies, Performance Studies in their core areas of research as all these are inherently interrelated in and through the very processes of translation they are made of and thrive on.

Course contents:

Unit I: Introduction to Translation Studies; Brief History of Translation Studies; Founding questions, categories and debates

Unit III: Translation Studies: Mainstream theories of translation and critical theories of translation; Literary theories and literary translation; the Workshop Method; Linguistic theories of translation; Early Translation Studies Translation as re-writing; Polysystem theory; Toward a target-oriented approach; The Skopos theory

Unit III: Walter Benjamin and “The task of the translator”; Translation & Deconstruction; Translation as discourse; Translation and Feminism; Translation and Cultural Studies; Post-colonial Translation; Translation and Identity; Cultural Translation – Inter-semiotic Translation.

Evaluation scheme:

Mid semester term paper and presentation: 50% End semester term paper and presentation: 50%

Suggested Readings:

Paranjape Makarand. *In Diaspora: Histories, Texts, Theories*. Delhi: Indialog, 2002. Rege, Sharmila. *Writing Caste: Writing Gender*. Delhi: Zubbani, 2006.

Baker, Mona, (ed.) *Encyclopedia of Translation Studies* London and New York: Routledge, 1998. Print.

Benjamin, W, “The Task of the Translator” in *Illuminations* trans. Hary Zohn, New York: Suhrkamp, 1968. Print.

Bassnett-Macguire, Susan. *Translation Studies*, London and New York: Methuen, 1991. Print.

Bassnett-Macguire, S. and Harish, Trivedi, (eds.) *Post-colonial Translation: Theory and Practice*. London and New York: Routledge, 1999. Print.

Cheyfitz, Eric, *The Poetics of Imperialism. Translation and Colonization from the Tempest to Tarzan*. New York and Oxford: Oxford University Press, 1991. Print.

Gentzler, Edwin, *Contemporary Theories of Translation* London and New York: Routledge, 1993. Print.

Mills, Sara, *Discourse*. London, New York: Routledge, 2004. Print.

Niranjana, Tejaswini. *Siting Translation: History, Post-structuralism and the Colonial Context*. Hyderabad: Orient Longman, 1992. Print.

Simon, Sherry, *Gender in Translation: Cultural Identity & the Politics of Transmission*. London and New York: Routledge, 2000. Print.

Venuti, Lawrence, (ed.) *The Translation Studies Reader*. London and New York: Routledge, 2000. Print.

Pollock, Sheldon. "Introduction." *Literary Cultures in History: Reconstructions from South Asia*. Berkeley: University of California Press, 2003. 1-37.

Valmiki, Omprakash. *Dalit Sahitya ka Saundarya Shastra*. New Delhi: Radha Krishan Prakashan, 2005.

Vatsayan, Kapila. *Bharata: The Natyashastra*. New Delhi: Sahitya Akademi, 1996. Venuti, Lawrence Ed. *The Translation Studies Reader*. London and New York: Routledge, 2000.

Williams, Raymond. *Culture and Society*. Columbia University Press, 1983.

Zama, Margaret Ch. *Emerging Literatures from North-east India: The Dynamics of Culture, Society and Identity*. New Delhi: Sage Publications, 2013.

IV. Ability Enhancement Compulsory Course (AECC)

Research and publication Ethics

Code: DSPTA1001 **Credits:** 02

Prerequisite Course/Knowledge (If any): None

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1: Understand philosophy and ethics in research.

CLO-2: Practice intellectual honesty and research integrity

CLO-3: Discuss scientific misconducts, conflicts of interest and predatory publishers and journals

CLO-4: Demonstrate the use of plagiarism software like Turnitin, Urkund, and other open-source software tools

CLO-5: Judge the quality of the publications using Indexing databases

Detailed Syllabus:

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.

Module s	Unit tile	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

Theory

RPE 01: Philosophy and ethics (3 Hrs)

3. Introduction to philosophy: definition, nature and scope, concept, branches
4. Ethics: definition, moral philosophy, nature of moral judgments and reactions

RPE 02: Scientific conduct (5 Hrs)

6. Ethics with respect to science and research
7. Intellectual honesty and research integrity

8. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
9. Redundant publications: duplicate and overlapping publications, salami slicing
10. Selective reporting and misrepresentation of data

RPE 03: Publication ethics **(7 Hrs)**

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

Practice

RPE 04: Open access publishing **(4 Hrs)**

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

RPE 05: Publication misconduct **(4 Hrs)**

- (C) 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
- (D) Software tools (2 hrs.): Use of plagiarism software like Turnitin, Urkund and other open source software tools

RPE 06: Databases and research metrics **(7 Hrs)**

- (C) Databases (4 hrs.)
1. Indexing databases
 2. Citation databases: Web of Science, Scopus, etc.
- (D) Research Metrics (3 hrs.)
1. Impact Factor of journal as per Journal Citation Report, SNIP, SIR, IPP, Cite Score
 2. Metrics: h-index, g index, i10 index, altmetrics

