Avinashilingam Institute for Home Science and Higher Education for Women
(Deemed to be University under Category A by MHRD, Estd. u/s 3 of UGC Act 1956)
Re-accredited with A+ Grade by NAAC. Recognised by UGC Under Section 12 B
Coimbatore - 641 043, Tamil Nadu, India

Department of Human Development

Ph.D.Human Development

Ph.D Programme Specific Outcomes

1. Ability to apply knowledge of human development and behavior in research across life span.
2. Application of theories to research in learning and behavioural challenges throughout life span development
3. Appraise and promote quality of life, happiness and wellbeing of community in the context of Human Development Index and embark on action and applied research and review policy in context with the current scenario of the nation.

Scheme of Instruction and Examination
(Applicable for Ph.D. scholars admitted from 2020-2021 & onwards)

Subject Code	Name of the paper/Component	Hours of instruction/ week	Scheme of Examination				Credits
			Duration of exam	CIA	CE	Total	
20PHHD01	Human Development Research Methods	7	3	60	40	100	5
20PHHD02	Advanced Paper in Human Development	7	3	60	40	100	6
	Specialization paper		3	60	40	100	5
20PHRP04	Research and Publication Ethics	2	3	100	-	100	2
	Thesis			100	100	200	12
					Total Credits		**30**

Department of Human Development
Ph.D.Human Development
20PHHD01 - Human Development Research Methods

Hours of instruction: 7hrs /week
No. of credits: 5

Objectives
- To gain knowledge on scientific research in human development
- To understand the fundamental principles and techniques of research methodology
- To apply statistical procedure, analyze numerical data and draw inference

Unit-I Research in Human Development
Longitudinal, cross sectional and sequential study; Quantitative and qualitative research; Brain research; Policy research; research ethics and plagiarism

Unit-II Tool development
Principles; Steps to develop a tool – collection and screening, logical review, scaling and classification of items; Pre-testing and pilot study; Validating the tool – face and content validity and item analysis; Reliability – test retest and split half

Unit-III Sampling and data collection
Probability sampling – simple random, stratified random, systematic random, cluster random and mixed or multi staged random; Non-probability – quota sampling, convenience sampling, purposive sampling, consecutive sampling and snowball sampling; Data Classification – qualitative and quantitative; Data source – primary and secondary data

Unit-IV Data analysis and interpretation
Review of basic statistics; Descriptive and inferential statistics, Normal probability curve and uses – tests of significance; Parametric tests – t-tests; Analysis of variance – one way and two way classification, Repeated Measures ANOVA and Mixed models. Non-parametric tests-Wilcoxon Signed rank test, Mann Whitney U test, Kruskal Wallis test, Friedman's test, Chi-square test for association, McNeamar test, Kappa coefficient for agreement. Bivariate analysis-correlation and regression-Karl Pearson's product moment, correlation co-efficient by ranks, Biserial correlation, Regression analysis-fitting of regression lines; Multiple and partial correlation – SPSS application

Unit - V
Different forms of scientific writing; Preparing outlines and kinds of outline; Table - presenting data, appendices - use and guidelines; Writing process; Part of Dissertation/Research report/Article-Introduction, Review of literature, Methods, Results and Discussion, Summary and abstract, References; Research questions to be addressed, Rationale and importance of question being addressed, empirical and theoretical framework, Presenting pilot study/background information, research proposal and time frame, specificity of methodology, organization of different phases of study, expected outcome of study and its implications, budgeting, available infra-structure and resources, executive summary

Total Hrs: 105

Course outcomes

- Utilize the knowledge of Human development and apply to the field of research to contemporary problems and real world situation.
- Critical analysis of the current policies related to human development.
- Reasoning ablity to convert problems in Human development to research questions.
- Skill to select or develop appropriate tools and to analyze research problem in human development
- Theoretical interpretation /perspective of the current problem under study

References:

- Devedas. R.P. A Handbook on methodology of Research, Sri Ramakrishna Vidhyalaya, Coimbatore.
- Kothari. G.R. Reseach Methodology, Methods and techniques, Wiley Eastern Ltd, New Delhi.
- Lulbir Singh SindhuSidhu, Methodology of Research in Education, Sterling PublshersPvt Ltd New Delhi, 1987
- Wilkinson T.S. and Bhandarkar. P.L. Methodology and Techniques of Social Reseach, Himalaya Publishing House, Bombay, 1984.
- Agarwal. V. P. Staistical Methods, Sterling Publishers Pvt Ltd, 1990.
- Srivatsa. A.B.L. and Sharma. K.K. Elementary Statistics in Psychology and Education, Sterling Publishers Pvt Ltd.

Hours of instruction: 7hrs /week
No. of credits: 6

Objectives
- To understand the factors in human development that influence through life span
- To gain knowledge on theoretical perspectives and its implications on development and behaviour
- To comprehend multidisciplinary view on dimensions of human development

Unit-I Human Development – challenges ahead
Implications of theories of child development; Human Development indicators at global and National level; Knowledge to use Human Development Index on Child survival, growth and development; Millennium goals at global and Indian context

Unit-II Parenting
Changing families in the present global scenario, role conflicts; Researches on parenting issues, second parenting, single parenting; Parental attitudes towards adolescent behavior; Counseling parents

Unit-III Early Childhood Education and Care (ECCE)
Organization of functional frames of integrated ECCE methods – NCF -DWC; Family and child welfare institutions, government and non-governmental efforts, policies and programmes in child and family welfare programmes

Unit-IV New dimensions on human resource development
HRD Competencies, Performance appraisal; Training and Designing Programmes for adolescents – emotional health and gender sensitization; Career Planning Development, Promotion and Motivation

Unit-V Personality development And Life Skills
Nature of Personality – Assessment; Life Skills and its application; Planning career, Communication at work, Listening skills; Emotional intelligence at work, stress in the work place; Social Quotient, Leadership traits and ethics; Skills of a Counselor in various fields

Total Hrs: 105

Course Outcome
- Recognize the elements of human development and distinguish its influences on development through life span
- Review factors that influence competencies and performance for emotional health, behaviour and motivation
- Relate scientific knowledge of development from birth to oldage to understand and work effectively with parents and the communities
- Evaluate research with a multidisciplinary view that includes dimensions on ECE
- Appraise research with ainterdisciplinary view that comprise scope on personality development and life skills

References

1. Felthrn,C. and Horton,L. (2003), Handbook of Counselling and Psychotherapy, Sage Publications, London.
2. Counselling and Psychotherapy, (2003), Sage Publications, London.
3. Sinha.K. (2004), A Textbook of Special Education, Dominant Publishers, Delhi.
4. Calvin, S., Hall, Lindzey.G., John, B., Campbell (2004), Theories of Personality, John Wily and Sons, New York.
5. Papalia, D.E., and Olds, S.W., (2005), Human development, Tata Mc.Graw Hill Company, New York
6. Bishop. S., (2005), Develop your assertiveness, 2nd edition, Kogan Page, New Delhi
7. Bhatia, B.S, and Batra, B.S., (2003), Human Resource development, Deep and deep publications, New Delhi
8. Chattergie, B., (2004), Human resource management, Sterling publishing company, New Delhi
9. Ahmad, S., (2000), New dimensions in human resource management, Discovery publishing house, New Delhi
10. Basu, L.N., (2006) Human right practice and limitations, Pointer publishers, Jaipur
11. Bhagwati. P.N., (2000), Law relating to human rights, S.P. Gogia, Hyderabad

प्रो. रजनीश जैन
सचिव
Prof. Rajnish Jain
Secretary

विश्वविद्यालय अनुदान आयोग
University Grants Commission
(मानव संसाधन विकास मंत्रालय, भारत सरकार)
(Ministry of Human Resource Development, Govt. of India)

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D.O.No.F.1-1/2018(Journal/CARE)   December, 2019

Respected Sir/Madam,

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

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

With regards,

Yours sincerely,

(Rajnish Jain)

TO THE VICE-CHANCELLORS OF ALL UNIVERSITIES

Course Title:

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

Course Level:

- 2 Credit course (30 hrs.)

Eligibility:

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

Fees:

- As per University Rules

Faculty:

- Interdisciplinary Studies

Qualifications of faculty members of the course:

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

About the course

Course Code: CPE- RPE

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

Pedagogy:

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

Evaluation

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

Course structure

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

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

Syllabus in detail

THEORY

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

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

- ### RPE 02: SCIENTIFICCONDUCT (5hrs.)

  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 Suggester, etc.

- ## RPE 05: PUBLICATION MISCONDUCT (4hrs.)

  ### A. Group Discussions (2 hrs.)

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

  ### B. Software tools (2 hrs.)

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

- ## RPE 06: DATABASES AND RESEARCH METRICS (7hrs.)

  ### A. Databases (4 hrs.)
  1. Indexing databases
  2. Citation databases: Web of Science, Scopus, etc.

  ### B. Research Metrics (3 hrs.)
  1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
  2. Metrics: h-index, g index, i10 index, altmetrics

References

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

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

P. Chaddah, (2018) Ethics in Competitive Research: Do not get scooped; do not get plagiarized, ISBN:978-9387480865

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

Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1–10. Retrieved from https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm

Beall, J. (2012). Predatory publishers are corrupting open access. Nature, 489(7415), 179–179. https://doi.org/10.1038/489179a

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