केंद्रीय जनजातीय विश्वविद्यालय आंध्रप्रदेश

CENTRAL TRIBAL UNIVERSITY OF ANDHRA PRADESH

(A CENTRAL UNIVERSITY ESTABLISHED BY AN ACT OF PARLIAMENT)

CURRICULUM & SYLLABUS

Doctor of Philosophy in Tourism Management

(Ph.D. in Tourism Management)

[Duration: 3-5 years]

w.e.f. 2025-26 Admission Batch

DEPARTMENT OF TOURISM AND HOSPITALITY MANAGEMENT

SCHOOL OF MANAGEMENT STUDIES

CENTRAL TRIBAL UNIVERSITY OF ANDHRA PRADESH

VIZIANAGARAM – 535003, A.P.

PhD in Tourism Management

Department of Tourism and Hospitality Management

Introduction to the Programme

The Department of Tourism & Hospitality Management, under School of Management Studies, Central tribal University of Andhra Pradesh offers degree of Doctor of Philosophy (PhD) in Tourism Management. The University confers on the eligible candidates, the PhD degree based on successful completion of coursework, research proposal defense, required number of progress review meetings, participation and/or presentation in national/international conferences/symposia/scientific meetings, publications in refereed journals, a thesis, and its public defense.

PhD Coursework

PhD coursework is mandatory for all the scholars. There shall be no exemptions provided to any scholar except for transfer of PhD from another University. In such cases, the equivalence of the courses shall be assessed and approved by the Doctoral Committee, after getting the transfer approval from the Office of Registrar. As per University Grants Commission (Minimum Standards and Procedure for Award of PhD degree) Regulations 2022, minimum number of credits required for the Coursework is twelve (12). The number of courses shall vary between Schools/Departments as per the requirements of scholars.

Grading, Assessment and Examination of PhD Courses

The coursework will require mandatory attendance of 85% and will be evaluated by conducting Continuous Internal Assessment (CIA) and End of Course Examination (ECE). The final result for the coursework will be on a weight of 40% for CIA and 60% for ECE with a minimum pass mark of 50% individually (for CIA and ECE) and 55% in aggregate. CIA marks for the courses are awarded based on their performance in assignments (written material to be submitted and valued), tests, presentations, problem solving, fieldwork, etc. Scholars who do not get minimum specified marks (50%) for CIA may be given up to two chances for reassessment based on such new assignments as per the approved course requirements and as may be decided by the faculty concerned. Same guideline is applicable to the proposal defence as well. However, there shall be no provision for improvement or End Course examination. There will be a consolidated marks card at the successful completion of the Coursework. If the scholar fails to complete the Coursework with the required fulfilments, the scholar will have to leave the programme. Total marks for four credits courses shall be 100 and for two credits courses shall be 50 marks. Some Courses shall also be 100% CIA based.

COURSE CODE	TITLE OF THE COURSE	Credits	MAXIMUM MARKS
PHD 801	Research and Publication Ethics (RPE)	2	50

PHDTTM 802	Foundation of Research & Research Writing	4	100
PHDTTM 803	Research Methodology	4	100
PHDTTM 804	Advancements in Tourism Research (DSE)	2	50
PHDTTM 841	Research Proposal	2	50
	TOTAL	14	350

COURSE CODE	TITLE OF THE COURSE	CREDITS
PHD 801	**Research and Publication Ethics (RPE)**	**2**

Maximum Mark: 50

Overview

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

THEORY

RPE 01 Philosophy and Ethics (3 Hours)

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 Hours)

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

RPE 03 Publication Ethics (7 Hours)

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

7. Predatory publishers and journals.

PRACTICE

RPE 04: OPEN ACCESS PUBLISHING (4 Hours)

1. Open access publications and initiatives.
2. SHERPA/RoMEO online resources 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.

RPE05: PUBLICATIONMISCONDUCT(4hrs.)

A. Group Discussions (2hrs.)

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 (2hrs.)

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

RPE06: DATA BASES AND RESEARCH METRICS (7hrs.)

A. Databases (4hrs.)

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

B. Research Metrics (3hrs.)

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

Suggested Readings

- 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.cfrn

- Beall,J.(2012).Predatorypublishersarecorruptingopenaccess.Nature,489(7415), 179-179. https://doi.org/l0.1038/489l79a
- Indian National Science Academy (INSA), EthicsinScienceEducation,ResearchandGovemance(2019),ISBN:978-8l-939482-l-.httj>://www.insaindia.res.in/pdf/EthicsBook.pdf

COURSE CODE	TITLE OF THE COURSE	CREDITS
PHDTTM 802	**Foundation of Research & Research Writing**	**4**

PHDTTM 802: Foundations of Research and Research Writing

Course description:

This course has 4 units of 60 hours duration and 4 credits, covering the different aspects of research. It introduces the scholars to the meaning and objectives of research, types of research, research design, the process of literature survey, problem identification, writing to symposia/conferences, journals and thesis writing. It also covers identification of good and predatory journals, indexing and citation databases, and research metrics. Hands-on sessions are designed to impart these concepts to the scholars.

Course outcomes (COs): By the end of the course, the learner will be able to

- CO1: understand the philosophical foundations of research and the significance of conducting research in various disciplines.
- CO2: develop the skills to identify research problems, conduct a comprehensive literature review using diverse resources, and analyse existing literature to identify research gaps.
- CO3: gain proficiency in research writing by learning how to structure and write research proposals, journal articles, and PhD synopsis/thesis following standard formatting and citation styles.
- CO4: acquire knowledge of journal publications, including the types of journals, indexing agencies, citation styles, and the process of submitting articles to journals for publication, fostering collaboration in research and publication.

Unit I: Philosophical Foundations of Research Teaching Hours: 15

Introduction to research – meaning and objectives, philosophical foundations of research, Benefits of research, features of good research. Research methods and methodology, types of research – qualitative and quantitative research, fundamental and applied research, empirical and developmental research. Steps/design of research and types. Scope of interdisciplinary, multi-disciplinary and cross-disciplinary research. Doctoral supervision and supervisory styles. Pedagogy and research – research informed teaching and problem-based learning. Research funding agencies.

Unit II: Research Problem and Review of Literature **Teaching Hours: 15**

Conceptualisation of research problems in different research approaches, research questions. Identification of research problems, review of literature, steps in conducting literature review – use of library (books, thesis, journals and e-journals, patents), literature search engines and databases (Google Scholar, Internet Archive, arXiv, Science Direct, Scopus, Web of Science, PubMed, Research Rabbit, etc). Literature analysis and documentation - literature map, literature summary matrix, identification of research gap and hypothesis building. Hands-on training on the topic of research scholars.

Unit III: Research Writing **Teaching Hours: 15**

Research proposal: Introduction, Literature Review, Statement of the Research Problem and Objectives, Methodology, Expected Outcome, Timeline and References. Proposal writing for funding from national and international agencies. (3 hours)

Brief review on research design, data collection, data analysis, error analysis and interpretation of results, reporting results. Types of research reports: Conferences /symposia presentation – Importance of presenting in conferences/symposia, Writing abstracts for conferences/symposia. (3 hours)

Journal Articles: Research article - Writing introduction (background information, statement of research problem, connection to the next section), Writing methodology/methods and materials (understanding of varied methods and methodologies, presenting the methodology in an appropriate manner with details of formula, data, tables and figures), Writing results, discussion, conclusions, abstract and title - understanding of results, proofs, graphs, theories, translating data into text, discussion, conclusions, abstract and title.

Citation style and listing of references considering an example of a journal. Distinction between review article and research article. Journal Author guidelines.

PhD Synopsis/Thesis: Introduction to the content of a thesis, Writing Introduction, Theoretical Background and Literature, Statement of the Research Problem, Objectives, Methods and Materials, Chapters derived from the research work, Bibliography. Referencing style (MLA, APA, IEEE, etc.). PhD synopsis and thesis templates, and PPT templates. (3 hours)

Unit IV: Journal Publications **Teaching Hours: 15**

Types of journals - domain-based journals, University publications, private publications, individual publications, regional publications, society/association publications, open access journals, article processing charges. Indexing - indexing agencies (Scopus, Web of Science etc) and indexing parameters (impact factor of journal as per journal citation report, SNIP, SJR, IPP, Cite Score, h-index, i10-index, altmetrics, etc). Journal databases, journal template, various types of citation styles, article submission process, author guidelines, editorial manager, cover letter and referee list, and review process. Collaboration in research and research publication, authorship preferences, merits of collaboration.

References

1. Bailey S., 2011, Academic writing: A handbook for international students, 3rd Edition, Routledge, Taylor & Francis.
2. Beall J., 2012, Predatory publishers are corrupting open access. Nature, 489(7415), 179.
3. Cargill M. and O'Connor P., 2013, Writing scientific research articles: Strategy and steps, 2nd Edition, John Wiley and Sons.
4. Creswell J. W. and Creswell J. D., 2018, Research design: Qualitative, quantitative, and mixed methods approaches, 4th Edition, New Delhi, SAGE Publications, Inc.
5. Dawson C., 2002, Practical research methods, New Delhi, UBS Publisher' Distributors.
6. Glasman-Deal H., 2009, Science research writing for non-native speakers of English, London, World Scientific.
7. Kumar R., 2005, Research methodology – A step-by-step guide for beginners, 2 nd Edition, Singapore, Pearson Education.
8. Laine C. and Winker, M. A., 2017, Identifying predatory or pseudo-journals, Biochemia Médica, 27(2), 285.
9. Lippi G., 2017, How do I write a scientific article?—A personal perspective, Annals of Translational Medicine, 5(20), 416.
10. Ramet A., 2007, Creative writing: How to unlock your imagination and develop your writing skills, USA, Brit Books.
11. Saha I. and Paul B. 2018, Research submission: Some technicalities and vital links, Medical Journal Armed Forces India, 74(2), 165.
12. Turabian K. L., 2013, A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers, Chicago, University of Chicago Press.

COURSE CODE	TITLE OF THE COURSE	CREDITS
PHDTTM 803	**Research Methodology**	**4**

Course description: This course will equip students with a comprehensive understanding of research design, data collection, analysis, and interpretation. Scholars who complete this course will have the foundational knowledge to demonstrate a thorough understanding of the scientific method and its application in psychological research, grasp the core principles of quantitative and qualitative research methodologies, critically evaluate the strengths and weaknesses of different research designs, and develop proficiency in research ethics and responsible conduct of each research. Scholars will develop the skills to design a research study aligned with a specific research question in their area of interest, assess the validity and reliability of psychological measures, implement appropriate sampling techniques to recruit participants for research, collect high-quality data using various methods, analyze data using appropriate statistical software packages, and interpret research findings effectively, considering limitations and generalizability. They will be capable of clearly communicating research questions, methods, and results in written and oral formats, developing strong scientific writing skills for research proposals and manuscripts, and preparing effective presentations for academic audiences and potential stakeholders.

Course outcomes (COs): By the end of the course the learner will be able to

- CO1: understand the foundational concepts and principles of research.
- CO2: demonstrate knowledge of various research designs.
- CO3: develop proficiency in sampling techniques, data collection methods, and ethical considerations essential for conducting rigorous research.
- CO4: acquire skills in data analysis and reporting, using appropriate software tools and following guidelines for effective communication of research findings

Unit I: Essentials of Research **Teaching Hours: 15**

The nature of social science research, Theory and research: Deductive versus inductive theory, Epistemological considerations: A natural science epistemology-Positivism, Pragmatism, Interpretivism, Ontological consideration: Objectivism, Pluralism, Constructionism. Relationship of epistemology and ontology to research: Competing paradigms. Research strategies: Quantitative, Qualitative, and Mixed strategies. Philosophical issues, professional issues, and personal issues in conducting research. Identifying the research area: Research problem and aim, Research questions and objectives, and different types of hypotheses. Management of time and resources to solve the problem and attain the aim, answer the research questions and attain the objectives. Review Methods: Thematic review, Scoping review, Systematic review, Narrative review, Bibliometric review, meta-analysis of electronic databases, keywords, and search parameters, bibliography, referencing research.

Unit II: Research Designs **Teaching Hours: 15**

Foundations of quantitative designs: The process of measurement, Psychometrics, Reliability and validity of measurements, Generalizability. Non-experimental Designs: Descriptive designs, Correlational designs, retrospective designs, and other ex-post facto designs. Quasi-experimental designs: time series and time sampling designs, pre-experimental designs, cross-sectional and longitudinal designs. Experimental designs: Between-group designs, within-group designs, single-subject designs. Foundations of qualitative designs: Historical Background, characteristics (naturalistic inquiry, inductive analysis, research as key instrument, complex reasoning, thick description, participant's meaning, context sensitive), Phenomenological approaches-types, Social constructionist approaches-background and types. Revisiting phenomenology: Hermeneutical phenomenology, Transcendental or psychological phenomenology. Ethnography: Realistic ethnography, Critical ethnography. Grounded theory: Strauss & Corbin model, Constructivist approach by Charmaz. Case study: Single instrumental cases, collective cases, Intrinsic cases. Participatory action research. Historical research. Mixing qualitative and quantitative designs: Purpose of mixed methods, Convergent designs, sequential designs, embedded designs, core designs, mixed methods case-study designs, participatory social justice design, evaluation design.

Unit III: Sampling, Data Collection and Ethics **Teaching Hours: 15**

Sampling: The target population, bias and representativeness, saturation, sample size calculation. Types of sampling in quantitative research: Probability (simple random, stratified, area, cluster) and non-probability (purposive, convenience, quota, snowball) sampling types, sampling the time, sampling the event, sampling the experience. Types of sampling in

qualitative research: Purposive (judgemental) sampling, convenience sampling, snowball sampling, theoretical sampling, and maximum diversity sampling.

Data collection: Interview, observation, questionnaires, surveys, focus group discussion, tests, scales, reliability and validity of tools. Ethical Concerns: Informed consent, harms and benefits, privacy and confidentiality, ethics committee, institutional review board.

Unit IV: Data Analysis and Reporting **Teaching Hours: 15**

Quantitative analysis: Software for quantitative analysis: paid versus open source. Frequency and percentage analysis, visual representation of the data, descriptive statistics, odds ratio, chi-square test of association, testing inter-rater agreement, testing the normality, correlation, regression, mediation, moderation, t-tests, F tests (ANOVA, ANCOVA, MANOVA, MANCOVA), non-parametric tests, factor analysis. Qualitative analysis: Software for qualitative analysis: Paid vs open source. Coding, thematic analysis, qualitative content analysis, grounded theory analysis, interpretative phenomenological analysis, narrative analysis, discourse analysis. Reporting research: Guidelines for effective writing-Writing research proposal-Introduction–Method–Expected results and Statistical treatment–References–Appendices–Structure of Research Report-Various styles of report writing-Oral presentation–Principles for effective oral presentation- writing up the qualitative research report: The title, the abstract, introduction, summary of rationale, aim and research questions, the method, method subsections, analysis, conclusion, appendices.

References

1. Creswell J. W. and Creswell J. D., 2018, Research design: Qualitative, quantitative, and mixed methods approaches, Thousand Oaks, CA, Sage Publications.
2. Creswell J. W. and Poth C. N., 2017, Qualitative inquiry and research design: choosing among five approaches, Thousand Oaks, CA, Sage Publications.
3. Gravetter F. J. and Forzano L. -A. B., 2018, Research methods for the behavioural sciences, Boston, MA, Cengage Learning.
4. Howitt D. and Cramer D., 2016, Introduction to research methods in psychology, Harlow, England, Pearson.
5. Koocher G. P., Keith-Spiegel P. and Jackson R., 2016, Ethics in psychology and the mental health professions: Standards and cases, New York, Oxford University Press.
6. Morling B., 2017, Research methods in psychology: Evaluating a world of information, New York, W. W. Norton & Company.

COURSE CODE	TITLE OF THE COURSE	CREDITS
PHDTTM 804	**Advancements in Tourism Research**	**2**

Advancements in Tourism Research (DSE)

Course description: This course provides a comprehensive examination of the main research areas in the tourism and travel sector. Students will explore both the theoretical and practical

dimensions of tourism research, analysing consumer behaviour, sustainable tourism practices, technological advancements, and prevailing industry trends. The course is designed to enhance students' analytical abilities and research capabilities, equipping them for further academic pursuits or professional roles in the field of tourism management and research. By engaging in lectures, readings, assignments, and projects, students will develop a thorough comprehension of the methodologies and practical uses of tourism research.

Course outcomes (COs): By the end of the course, the learner will be able to

- CO1: understand and Articulate Key Concepts in Tourism Research.
- CO2: understand the motivations, decision-making processes, and behaviours of tourists.
- CO3: critically evaluate sustainable tourism initiatives and practices.
- CO4: assess the Impact of Technology on Tourism.

Unit I: Tourism and Travel Management Research **Teaching Hours: 6**

Research in Tourism and Hospitality sector, Research Methodologies in Tourism, Qualitative vs. Quantitative Research, systematic review of literature, bibliometric analysis in tourism research, Transdisciplinary research in tourism - tourism economics, tourist psychology and motivations to travel.

Tourist Travel, Movement & Spatial Behaviour Models: Tourist Travel Model (Mariot 1969), Tourist Movement Model (Campbell 1967), Tourist Travel Pattern Model (Greer & Wall 1979), Tourist Spatial Behaviour Model (Douglas Pearce 1981), Origin–Destination Model (Thurnt 1966), Spatial Interaction Model (Lundgren 1974), Tourism System Model (Leiper 1979).

Tourist Behaviour, Motivation & Psychographic Models: Psychographic Personality Model (Stanley Plog 1974), Push–Pull Motivation Theory (Dann 1977), Tourism Motivation Theory (H. Peter Gray 1970), Theory of Planned Behaviour (Ajzen 1991).

Structural, Political Economy & Dependency Models: (Structural Model of Tourism Development (Stephen Britton 1982), Dependency Theory (Tourism Application) (Andre Gunder Frank 1967), Political Economy of Tourism (Britton 1982).

Unit II: Sustainable Tourism **Teaching Hours: 6**

Principles of Sustainable Tourism, Sustainable Tourism Projects, Environmental Impact Assessment, Eco tourism, Green tourism, Sustainable practices in destination management, Cultural tourism, Local community involvement in tourism, Stakeholder relationship management. Types and forms of sustainable tourism - art, culture, music, dance, history, traditions and artifacts of destinations.

Planning, Control & Impact Management Models: Carrying Capacity Model (Wagar 1964), Limits of Acceptable Change (LAC) Model (Stankey et al. 1985), Tourism Planning Process Model (Inskeep 1991).

Sustainability & Responsible Tourism Models / Theories: Sustainable Development (Brundtland Concept) (WCED 1987), Triple Bottom Line Model (John Elkington 1997), Weak vs Strong Sustainability Theory (Pearce, Barbier & Markandya 1990), Sustainable Livelihoods Framework (Chambers & Conway 1992), Community-Based Tourism Theory (Peter E. Murphy 1985), Ecotourism Theory (Ceballos-Lascuráin 1987), Responsible Tourism Theory (Harold Goodwin 1996),

Unit III: Destination Management **Teaching Hours: 6**

Destination management, Destination marketing, branding, DMOs, CVBs, Public and private stakeholders, destination governance, destination audit, destination image and competitiveness, Benchmarking destinations, Strategic planning and management in tourism, Action plans and policies developed at local, regional and national levels, Destination Management Models adopted by different destinations.

Destination Evolution & Development Models: Tourism Area Life Cycle (TALC) Model (Butler 1980), Resort Cycle / Destination Evolution Model (Butler 1980), Tourism Development Sequence Model (Gormsen 1981), Spatial–Temporal Evolution Model (Miossec 1977), Creative Destruction Model (Tourism Application) (Schumpeter 1942).

Host–Guest Interaction & Impact Models: Irridex (Index of Tourist Irritation))Doxey 1975), Host–Guest Interaction Model (Valene Smith 1977), Demonstration Effect Model (Nunez 1963).

Destination Competitiveness, Governance & Systems Models: Diamond Model (Destination Competitiveness) (Michael E. Porter 1990), Stakeholder Theory (Tourism Application) (R. Edward Freeman 1984), Interdependence Model of Tourism Sectors (Mill & Morrison 1985)

Unit IV: Technology and Innovation in Tourism **Teaching Hours: 6**

Impact of Technology on Tourism, Evolution of ICT in tourism, influence of social media in tourism, virtual tourism, Augmented Reality, Virtual Reality, Artificial Intelligence, METAVERSE, Internet of things, robotics, chatbots, gamification in tourism, smart destination management.

Technology Acceptance Model (TAM), (Fred Davis 1989), Unified Theory of Acceptance and Use of Technology (UTAUT) (Viswanath Venkatesh, Michael G. Morris, Gordon B. Davis, and Fred D. Davis 2003), Theory of Planned Behavior (TPB) (Icek Ajzen 1991), Stimulus-Organism-Response (S-O-R) Model (Robert S. Woodworth 1929) (Mehrabian and Russell 1974), Innovation Diffusion Theory (Everett M. Rogers 1962), Self-Determination Theory (SDT), (Edward L. Deci and Richard M. Ryan 1985)

Unit V: Current Trends and Future Directions in Tourism Research Teaching Hours: 6

Globalisation of tourism industry, technological advancements in tourism, tourist information systems, Post pandemic changes in the industry, Value co creation in tourism, urban tourism and mobility.

Contemporary & Critical Tourism Models: Tourist Gaze Theory (John Urry 1990), Post-Modern Tourism Theory (Urry 1990), Mobilities Paradigm (Urry 2000), Resilience Theory (Tourism Application) (Holling 1973), Smart Tourism Model (Gretzel et al. 2015).

References

1. Harris R., Williams P. and Griffin T. (Eds.), 2012, Sustainable tourism, Routledge.
2. Weaver D., 2007, Sustainable tourism, Routledge.
3. Middleton V. T. and Hawkins R., 1998, Sustainable tourism: A marketing perspective, Routledge.
4. Swarbrooke J., 1999, Sustainable tourism management, Cabi.
5. Fesenmaier D. R. and Xiang Z., 2017, Design science in tourism: Foundations of destination management, Springer International Publishing Switzerland.
6. Jamieson W., 2006, Community destination management in developing economies, Psychology press.
7. Rodríguez-Díaz M. and Espino-Rodríguez T. F. (Eds.), 2019, Tourism destination management, MDPI.
8. Benckendorff P. J., Xiang Z. and Sheldon P. J., 2019, Tourism information technology, Cabi.

COURSE CODE	TITLE OF THE COURSE	CREDITS
PHDTTM 805	**Research Proposal**	**2**

RESEARCH PROPOSAL

Scholar has to defend his/her PhD proposal, as far as possible, during the First Semester in an open forum (draft, second, …, and final presentation) which shall be evaluated for 50 marks by the RAC, preferably with one external subject expert. The average of the marks of the presentations along with the RAC reports should be submitted to the Office of Controller of Examination. For the Departments which require additional time for the proposal defence and for the NEP candidates, proposal defense shall be extended up to the end of second semester. The scholars failing to defend their proposal successfully till the end of first year will be recommended for deregistration to the Doctoral Committee. If the proposal presented by the scholar is not found to be adequate (within 6 months/one year as the case may be applicable), even after multiple presentations, RAC can recommend, through HoD, to the Doctoral Committee for the de-registration of the candidate.

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