

Centre for North East Studies and Policy Research  
Jamia Millia Islamia  
New Delhi-110025

**Course Work for Ph.D.**  
(2024 Onwards)

<b>S. No.</b>	<b>Course Code</b>	<b>Title of Paper</b>	<b>Marks</b>	<b>Exam Hours</b>	<b>Credits</b>
1	Ph.D.-NES-01	Research Methodology in Social Sciences	100	3	4
2	Ph.D.-NES-02	Society and Polity of North East India	100	3	4
3	Ph.D.-NES-03	Ecology and Development in North East India	100	3	4
4	Ph.D.-NES-04	Research Publication Ethics (RPE)	50	2	2
5	Ph.D.-NES-05	Term Paper* OR Annotated Bibliography*	50	Practical Mode	2
6.	Ph.D.-NES-06	Tribes in North East India	50	2	2

\* To be decided by the student in consultation with the Supervisor.

**Centre for North East Studies and Policy Research  
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**RESEARCH METHODOLOGY IN SOCIAL SCIENCES  
(Ph.D.-NES-01)**

Maximum Marks: 100

Credits: 4

Exam hours: 3 Hours

**Course Objectives:**

This course will introduce basic principles and techniques of social science research and develop research capabilities of the students. Unit I focuses on logic of social enquiry; ethics of research; method, technique & methodology and methodological perspectives (positivism, interpretivist, feminist, postmodernist, etc). Unit II focuses on research design, sampling, survey, NSSO, census, qualitative method (observation, fieldwork, ethnography, case study method, etc.) and quantitative method (questionnaire and interview etc.). Unit III focuses on statistical techniques, qualitative data analysis, interpretation of data and report writing. The course aims to give the students hands-on experience in preparing them for their research work. It will provide a foundation for writing Ph.D. thesis.

**Learning Outcomes:**

1. Students will be able to undertake their own research study.
2. The student will be able to distinguish between method, technique & methodology.
3. They will be able to identify the components of research design.
4. They will be able to develop research questions, empirical investigation, and data collection tools and techniques.
5. They will be able to be sensitive to ethical issues of conducting research.

**Unit I: Introduction to Social Science Research**

- Logic of social enquiry
- Ethics of research
- Method, Technique & Methodology
- Methodological perspectives

**Unit II: Methods of Data Collection**

- Research Design, Sampling
- Survey, NSSO, Census
- Qualitative Method
- Quantitative Method

**Unit III: Data Analysis and Interpretation (Workshop mode)**

- Statistical techniques
- Qualitative data analysis
- Interpretation of data
- Report writing

**Method of Instruction:** Lecture & Group Discussions

**Evaluation Procedure:** Grades for this course are based upon classroom participation and the following grading instruments:

Internal Assessment	: 25%
End-semester Examination	: 75%

**Readings:**

Alan Bryman, *Quantity and Quality in Social Research*, Routledge, 1988.

Alan Bryman, "The Research Question in Social Research: What is its Role?" *International Journal of Social Research Methodology*, 10(1), 5–20, 2007.

Babbie, Earl and Luca Benaquisto. *Fundamentals of Social Research*. Toronto: Nelson Education, 2010.

Bridget Somekh, Cathy Lewin, *Research Methods in the Social Sciences*, 2005,

Denzin, N. K., & Lincoln, Y. S. (Eds.). *The Sage handbook of qualitative research* (3rd ed.). Sage Publications Ltd., 2005.

Helen Kara, *Creative Research Methods in the Social Sciences: A Practical Guide*, 2015.

Johannes Wheeldon, Mauri K. Ahlberg, *Visualizing Social Science Research: Maps, Methods, & Meaning*, 2012.

Kenneth Bailey, *Methods of Social Research*, 4th Edition, 1994.

Pauline V. Young, *Scientific Social Surveys and Research*, Prentice-Hall of India. 1960.

Stephen Gorard, *Quantitative Methods in Social Science Research*, 2003.

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**SOCIETY AND POLITY OF NORTH EAST INDIA  
(Ph.D.-NES-02)**

Maximum Marks: 100

Credits: 4

Exam Hours: 3 Hours

**Course Objectives**

This Course, relevant to the broad area of research, will help the student to gain a thorough theoretical grounding to the study of issues pertaining to the North East region of India. Thus, it is aimed at developing an understanding of North East of India on a range of issues. This Course will introduce students to selected topics to understand the region and give them hands-on experience in preparing them for their research work. It will provide a foundation for writing Ph.D. thesis.

**Learning Outcomes**

1. Students will be able to link theory and practice.
2. It will help student in identifying research challenges.
3. Students will develop critical thinking and analysis skills on the issues of North East India.

**Unit I: Situating the North East**

- People, State and livelihoods
- Border and Frontier
- Traditional institutions and Change

**Unit II: Advent of Colonial Rule**

- Political and economic transformation
- Constituent Assembly debates

**Unit-III: Partition and Border**

- Migration
- Geopolitics and Border management
- Ethnic politics

**Method of Instruction:** Lecture & Group Discussions

**Evaluation Procedure:** Grades for this course are based upon classroom participation and the following grading instruments:

Internal Assessment	: 25%
End-semester examination	: 75%

**Readings**

Alexander Mackenzie, *The North East Frontier of India*, New Delhi: Mittal Publications (Originally published in 1884, reproduced in 2011).

Ashley South, *Ethnic Politics in Burma: States of Conflict*, London and New York: Routledge, 2008.

Chaube, S.K. *Hill Politics in Northeast India*. New Delhi: Orient Longman, 1999.

Barpujari, HK, *Assam in the Days of the Company*, Guwahati: Lawyer's Book Stall, 1963.

Elwin V., *A Philosophy of NEFA*, Shillong: Navana Printing Press, 1959a.

Elwin V., *India's North East Frontier in Nineteenth Century*, London: Oxford University Press, 1959b.

Gait, E., *A History of Assam, Calcutta and Simla*: Thacker, Spink & Co, 1926.

John Coakley, *The Territorial Management of Ethnic Conflict*, London: Routledge, 2003.

Paul R. Brass, *The Politics of India Since Independence* (Second Edition), New Delhi: Cambridge University Press, 1994.

Rustomji Nari, *Imperiled Frontiers: India's North-Eastern Borderlands*, New Delhi: Oxford University Press, 1983.

Sajal Nag, *India and North East India: Mind Politics and the Process of Integration 1946-1950*, New Delhi: Regency Publications, 1998.

Syiemlieh David R (Ed.), *Challenges of Development of North East India*, New Delhi: Regency Publications, 2006.

Willem van Schendel, *The Bengal Borderland; Beyond State and Nation in South Asia*, London: Anthem Press, 2005.

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**ECOLOGY AND DEVELOPMENT IN NORTH EAST INDIA  
(Ph.D.-NES-03)**

Maximum Marks: 100  
Credits: 4  
Exam Hours: 3 Hours

**Course Objectives**

This Course, relevant to the broad area of research, will help the student to gain a thorough theoretical grounding to the study of issues pertaining to the North East region of India. It is thus aimed at developing an understanding of the North East region of India through the theoretical and methodological approach of political ecology, the study of socio-ecological systems that focuses on conflict, power relationships and the unequal distribution of environmental costs and benefits. The Course will thus initiate the students in carefully examining the socio-political articulations in the region in the context of the interfaces between people, nature, and nation state.

**Learning Outcome**

1. The course will help the students understand core environmental issues in North East India and develop critical thinking and analysis skills.
2. It will help student in identifying research challenges and link theory and practice.

**Unit I: Ecology in North East India**

- Development paradox, Community and Environment
- Sustainable development
- Indigenous perspective and Colonial policies

**Unit-II: Development and Ecology**

- Dominance over nature
- Development projects
- Compensation and Rehabilitation

**Unit-III: North East in Transition**

- Urbanization, Wetlands, and Disasters
- Ecological politics and Environmental movement
- Climate change

**Method of Instruction:** Lecture & Group Discussion

**Evaluation Procedure:** Grades for this course are based upon classroom participation and the following grading instruments:

Internal Assessment	: 25%
End-semester examination	: 75%

## Readings

Amarjeet Singh, M. and Singha, Komol, *Understanding Urbanisation in Northeast India: Issues and Challenges*, Oxon:Routledge, 2020.

Bengt G. Karlsson, *Unruly Hills: A Political Ecology of India's Northeast*, Berghahn Books, 2011.

JhimliBhattacharjee, *Environmental activism in North East India: exploring environmental movements and action groups with special reference to Assam*, Ph.D. thesis, New Delhi: JNU, 2013.

MonirulHussain, *Interrogating development: State, displacement and popular resistance in North East India*. SAGE Publications, 2008.

Rangarajan, Mahesh, 'Environment and Ecology Under British Rule', in Douglas M. Peers, and Nandini Goptu (eds), *India and the British Empire*, Oxford History of the British Empire Companion Series, Oxford, 2012.

Nayak, A.K. "Environmental Resistance in India: Special Reference to Northeast India". In: Briesen, D., Das, S.P. (eds) *Media, Politics and Environment*. Springer Studies in Media and Political Communication. Springer, Cham, 2023.

Reimeingam Marchangm, *Changing Forest Land Use for Agriculture and Livelihood in North East India*, Working Paper 523, Bengaluru: Institute for Social and Economic Change, 2021.

Rout, S., &Yudik, A. "Environmental Movements in North-East India: Political Opportunity Structure and Movement Success".*Review of Development and Change*, 26(2), 226-246, 2021.

Sajal Nag, *Playing with Nature: History and Politics of Environment in North-East India* Routledge, 2018.

Fernandes, W., "Development induced displacement and sustainable development".*Social Change*, 31(1-2), 87-103, 2001.

Zahid Husain, *Environmental issues of North East India*, New Delhi: Regency, 2003.

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**Research and Publication Ethics (RPE)**  
(Ph.D.-NES-04)

Maximum Marks: 50  
Credits: 2  
Exam hours: 2 hours

**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.

<b>Modules</b>	<b>Unit title</b>	<b>Teaching hours</b>
<b>Theory</b>		
RPE 01	Philosophy and Ethics	4
RPE 02	Scientific Conduct	4
RPE 03	Publication Ethics	7
<b>Practice</b>		
RPE 04	Open Access Publishing	4
RPE 05	Publication Misconduct	4
RPE 06	Databases and Research Metrics	7
	<b>Total</b>	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 judgements 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 misrepresentations 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 behaviour 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 (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: DATABASES 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, SJR, IPP, Cite Score
2. Metrics: h-index, g index, i10 index, altmetrics.

## Readings

Bcall, J., Predatory publishers are corrupting open access. *Nature*, 489(7415), 179-179, 2012.

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

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

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

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

Indian National Science Academy (INSA), *Ethics in Science Education, Research and Governance*(2019), ISBN:978-81-939482-I-7.

[http://www.insaindia.rcs.in/pdf/Ethic\\_Book.pdf](http://www.insaindia.rcs.in/pdf/Ethic_Book.pdf)

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>

<https://doi.org/10.1038/489179a>

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**TERM PAPER (OPTIONAL)\*  
(Ph.D.-NES-05)**

Maximum Marks: 50

Credits: 2

**Course Objectives**

- To help students to review the research papers in one's area of research.
- To help students to write a term paper and defend the same.
- To orient students to the domain of professional writing.

**Expected Outcomes**

The students will be able to formulate a theme for the term paper in the area of their research based on a pilot study or review of literature. This is envisaged to help the students in finalizing their topic of proposed research and formulating an appropriate methodology.

**Course Outline**

**I: Writing a Term Paper (37.5 marks)**

The term paper (around 6000-8000 words) should be prepared and submitted by the student as per the guidelines provided by the concerned supervisor. The structure should be as follows:

- Abstract (150-200 words)
- Key words: 4-5 keywords
- Introduction
- Review of Literature
- Research Methodology
- Findings and Conclusion
- References and Bibliography

**II: Presentation of the Term Paper (12.5 marks)**

- The students should prepare and present the term paper under the guidance of the supervisor.
- The presentation will be for 15 minutes followed by a discussion.
- This will be evaluated by the faculty members.

\*Research scholars would be required to choose between a term paper and an annotated bibliography in consultation with their respective supervisors.

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**ANNOTATED BIBLIOGRAPHY (OPTIONAL)\*  
(Ph.D.-NES-05)**

Maximum Marks: 50  
2 Credits

**Course Objectives**

- To help students to review books, periodicals, and other secondary sources in their area of research.
- To help students write an annotated bibliography and defend the same.
- To orient students to exploratory research and critical analysis in their proposed area of study.

**Expected Outcomes**

The students will be able to formulate an annotated bibliography that collates relevant literature in their area of research. They are expected to sharpen their skills in shortlisting literature based on its relevance and its theoretical positionality vis-a-vis the existing literature in the field as well as their topic of study. This is envisaged to help the students in preparing the groundwork for further research, while building on the existing body of knowledge.

**Course Outline**

**I: Writing an Annotated Bibliography (37.5 marks).**

The annotated bibliography should be prepared by each student based on 10-12 books and journal articles in consultation with their supervisors, which will be evaluated by their respective supervisors.

The scholar is expected to locate and shortlist references and citations to books, journal articles, periodicals, and all formats of secondary sources that are relevant to the topic of research. A variety of theoretical perspectives should be critically engaged with, in order to develop a comprehensive critical framework for analysis.

The annotated bibliography should list and summarize the central argument of the book/article under consideration. The scholar should be able to situate the work theoretically within the relevant literature in the area. The bibliography should compare and contrast the works cited with regard to their relevance and conceptual alignments/ divergences. Finally, the bibliography should make note of the research gap in the literature and comment on the significance of the scholar's proposed research in the broad area of study.

**II: Presentation of the Annotated Bibliography (12.5 marks)**

- The students should prepare and present the annotated bibliography under the guidance of the supervisor.
- The presentation will be of 15 minutes followed by a discussion.
- This will be evaluated by the faculty members.

\*Research scholars would be required to choose between a term paper and an annotated bibliography in consultation with their respective supervisors.

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**TRIBES OF NORTH EAST INDIA**

(Ph.D.-NES-06)

Maximum Marks: 50

Credits: 2

Exam Hours: 2 Hours

**Course Objectives**

This course is intended to introduce the tribes in North East India within the larger tribal studies to enable the students to develop a critical understanding on the same. Unit one will discuss the terms of discourse such as Tribe, Scheduled and Non-Scheduled Tribes, De-Notified Tribes, Particularly Vulnerable/Primitive Tribal Groups, Janjati, Adivasi, Adimjati, Indigenous People, Native. The second Unit will specifically focused on the tribes of North East India and their worldviews including Khasi, Garo, Jaintia, Bodo, Naga, Kuki, Mizo, Jamatia, Mising, Nyishi, Adi, Apatani, Galo, Monpa, Lepcha, Bhutia, Nepali, Reang, Bru, etc.. It will further delve into the interface of tribal-non-tribal and tribal movements in the region.

**Learning Outcomes**

1. Students will have a better understanding on the tribes of North East India.
2. It will enable the students to grasp on the Terms of discourse in tribal studies.
3. Students will be able to get familiarisewith different worldviews of the tribes.

**Unit I: Introduction to Tribal Studies**

- Discourse on tribes
- Colonial and post-colonial constructions
- Terms of discourse

**Unit-II: Tribal Worldviews and Epistemologies**

- Tribes of North East India
- Tribal worldviews
- Interface of Tribal-Non-Tribal
- Tribal movements

**Method of Instruction:** Lecture & Group Discussions

**Evaluation Procedures:** Grades for this course are based upon classroom participation and the following grading instruments:

Term Paper	25%
Final examination	75%

**Readings**

Baruah J.Heerock, 2019, *Living on the Edge: Rethinking Tribal Issues in North-East India*, New Delhi: Notion Press.

Beteille A. 1996. *Concept of tribes with special reference to India*. In *Society and politics in India: essays in a comparative perspective* (pp 57-78). London: Athlone Press.

Chaudhuri, B. 1992. *Tribal transformation in India: socio-economic and ecological development*. New Delhi: Inter-India publication.

Choudhury, B. 1982. *Tribal Development in India*. New Delhi: Inter-India Publication.

Elwin, V. 1954. *The Aboriginal*. Bombay: Oxford University Press.

Ghurye, G.S. 1943. *The aboriginals: so-called and their future*. Poona: Gokhale Institute of Politics and Economics.

Govt. of India. 2014. Report of the high-level committee on socioeconomic, health and educational status of tribal communities of India. New Delhi: Ministry of Tribal Affairs Government of India May, 2014

Hasnain, Nadeem. 2007. *Tribal India*. Delhi: New Royal Book

Joshi, Vidyut and Chadrakant Upadhyaya. 2017 *Tribal Situation in India*. New Delhi: Rawat publications.

Roy Burman, B. K. 2003. Indigenous and tribal peoples in world system perspective. *Studies of tribes and tribals*, 1(1): 7-27.

Roy Burman, B. K.1994. *Tribe in Perspective*. Delhi: Mittal Publications.

Vidarthi, L.P and B.K. Rai. 1977. *Tribal Culture in India*. New Delhi: Concept publishing co.

Xaxa V. 1999. Tribe as indigenous People of India. *Economic and Political Weekly*, 35 (51): 3589-3595.

Elwin V. 1959, *India's North East Frontier in Nineteenth Century*.

Kokho K, A. Kaisii.. et al (Eds.), 2022. *Tribes of North East India: Orality, Migration and Epistemology*, New Delhi: Rawat Publications.

Medhi K Birichi, RP Athparia& K Jose SVD, 2011. *Tribes of North-East India: Issues and Challenges*, Guwahati: Omsons Publishers.

Sajal Nag. 1998, *India and North East India: Mind Politics and the Process of Integration 1946-1950*, New Delhi: Regency Publications.

Syiemlieh David R (Ed.). 2006, *Challenges of Development of North East India*. New Delhi: Regency Publications.