ACADEMIC WRITING & REASEARCH ETHICS ASSIGNMENT

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UNIT I : INTRODUCTION TO ACADEMIC WRITING

INTRODUCTION:

Academic writing is a fundamental tool utilized by students, professors, and researchers across all fields. Its purpose extends beyond mere communication; it serves as a vehicle for the exchange of ideas, the formulation of arguments, and the cultivation of scholarly discussions. The essence of academic writing lies in its reliance on evidence, meticulous selection of words, coherent structure, and a neutral tone. While it may be mistakenly perceived as verbose or difficult to grasp, proficient academic writing is anything but. It serves to inform, dissect, and convince in a clear and direct manner, empowering readers to actively participate in academic discourse and contribute meaningfully to the ongoing conversation in their respective fields.

Examples of Academic Writing

Academic writing is, of course, any formal written work produced in an academic setting. While academic writing comes in many forms, the following are some of the most common.

Literary analysis: A literary analysis essay examines, evaluates, and makes an argument about a literary work. As its name suggests, a literary analysis essay goes beyond mere summarization. It requires careful close reading of one or multiple texts and often focuses on a specific characteristic, theme, or motif.

Research paper: A research paper uses outside information to support a thesis or make an argument. Research papers are written in all disciplines and may be evaluative, analytical, or critical in nature. Common research sources include data, primary sources (e.g., historical records), and secondary sources (e.g., peer-reviewed scholarly articles). Writing a research paper involves synthesizing this external information with your own ideas.

Dissertation: A dissertation (or thesis) is a document submitted at the conclusion of a Ph.D. program. The dissertation is a book-length summarization of the doctoral candidate's research.

ACADEMIC WRITIING IN BUSINESS:

In the context of business, academic writing refers to the formal, structured communication used by scholars, students, and professionals to convey ideas, theories, analyses, and research findings related to various aspects of business studies. This includes disciplines such as management, marketing, finance, accounting, economics, and more. Academic writing in business typically adheres to certain conventions, such as clear and concise language, evidence-based arguments, logical organization, and adherence to academic citation standards (such as APA or MLA style). It may encompass various forms, including research papers, case studies, literature reviews, reports, and academic essays. The primary goal of academic writing in business is to contribute to the understanding and advancement of knowledge within the field, as well as to facilitate critical thinking, analysis, and discussion among scholars and practitioners.

MANAGEMENT AS A PART OF RESEARCH AND SCIENCE:

Management, as a discipline within research and science, plays a pivotal role in understanding and optimizing organizational processes, structures, and strategies. It is both a field of study and a practice that applies scientific principles to the art of leading and coordinating individuals and resources within an organization to achieve specific goals.

In the realm of research, management is fundamental to the scientific process itself. Researchers in management explore a wide array of topics, including organizational behavior, human resource management, strategic management, operations management, and more. Through empirical studies, experiments, and theoretical analyses, management researchers seek to uncover patterns, trends, and insights that can inform best practices and contribute to the advancement of knowledge in the field.
Science, on the other hand, provides the theoretical foundation for much of management research. Concepts from fields such as psychology, sociology, economics, and statistics are often applied to understand human behavior, decision-making processes, organizational dynamics, and market phenomena within the context of management.
Moreover, management research often involves interdisciplinary collaboration, drawing upon insights from various scientific disciplines to tackle complex challenges facing organizations and societies. For example, research on sustainable business practices may integrate principles from environmental science, economics, and ethics to develop strategies for corporate sustainability.
In practice, management principles derived from research and science are applied across various sectors and industries to enhance organizational performance and effectiveness. Managers utilize evidence-based approaches to decision-making, implement best practices informed by research findings, and continuously adapt their strategies in response to changing environments.
Overall, management as a part of research and science serves as a catalyst for innovation, improvement, and progress in organizations and society at large. By combining rigorous scientific inquiry with practical application, management researchers and practitioners contribute to the development of more efficient, ethical, and sustainable ways of organizing and managing resources to achieve shared objectives.

SCIENCE: MEANING AND IMPORTANCE:

Science encompasses the systematic study of the natural world, aiming to understand its phenomena, laws, and principles through observation, experimentation, and analysis. At its core, science seeks to uncover the underlying truths governing the universe and to develop explanations for the phenomena observed in our surroundings. Its importance permeates every aspect of human life and civilization.
One of the primary significances of science lies in its role as a driver of progress and innovation. Through scientific inquiry, humanity has made remarkable advancements in technology, medicine, agriculture, and countless other fields. From the invention of electricity to the development of vaccines and space exploration, science has revolutionized our understanding of the world and propelled human civilization forward.
Moreover, science serves as a foundation for evidence-based decision-making and policy-making. By providing empirical evidence and rigorous analysis, scientific research informs public policy, environmental regulations, healthcare practices, and technological development. In an era marked by complex global challenges such as climate change, disease outbreaks, and resource depletion, the insights provided by science are essential for informed decision-making and effective problem-solving.
Science also fosters critical thinking, curiosity, and intellectual inquiry. By encouraging skepticism and open-mindedness, it promotes a culture of questioning, exploration, and discovery. This mindset not only fuels scientific progress but also cultivates a deeper understanding of the world and encourages lifelong learning.

Furthermore, science plays a crucial role in addressing societal issues and improving quality of life. Through research in fields such as public health, environmental science, and social psychology, scientists work to tackle pressing challenges such as poverty, inequality, and disease. By developing innovative solutions and evidence-based interventions, science contributes to creating a more equitable, sustainable, and prosperous world for all.

In summary, science is not only a pursuit of knowledge but also a powerful tool for human advancement and well-being. Its importance extends far beyond the confines of laboratories and academic institutions, shaping the way we understand the world, make decisions, and interact with our environment. As we continue to confront the complex challenges of the 21st century, the role of science in guiding our collective efforts toward a better future cannot be overstated.

RESEARCH: MEANING & IMPORTANCE:

Research is a systematic and organized process of inquiry aimed at expanding knowledge, discovering new truths, and solving problems. It involves the careful collection, analysis, and interpretation of data to generate insights and contribute to the understanding of various phenomena. Research is conducted across a wide range of disciplines, including science, social sciences, humanities, and beyond, and it serves multiple purposes in advancing human understanding and addressing societal challenges.

At its core, research is about asking questions and seeking answers. By formulating hypotheses, designing experiments, or conducting surveys, researchers systematically investigate specific topics or phenomena to uncover patterns, relationships, or trends. Through this process, research generates empirical evidence that can validate existing theories, refine conceptual frameworks, or even challenge established beliefs, leading to new discoveries and insights.

The importance of research lies in its transformative impact on society and human knowledge. Scientific research, for example, drives technological innovation, medical breakthroughs, and environmental conservation efforts. Social science research informs public policy, helps address social inequalities, and contributes to economic development. Humanities research deepens our understanding of culture, history, and human expression, enriching our collective identity and fostering empathy and understanding.

Research also plays a vital role in education and intellectual development. It encourages critical thinking, creativity, and problem-solving skills among students and scholars. Engaging in research allows individuals to explore their interests, contribute to their fields of study, and develop expertise in specific areas. Moreover, research provides opportunities for mentorship, collaboration, and interdisciplinary exchange, nurturing a vibrant academic community and fostering lifelong learning.

Furthermore, research is essential for evidence-based decision-making and informed policy-making. By providing reliable data and rigorous analysis, research informs public debates, guides organizational strategies, and shapes government policies. Whether in healthcare, education, environmental management, or social welfare, research serves as a foundation for addressing complex challenges and improving outcomes for individuals and communities.

In summary, research is a cornerstone of human progress and understanding. It fuels innovation, drives discovery, and addresses societal challenges across diverse fields and disciplines. By advancing knowledge, fostering critical thinking, and informing

decision-making, research contributes to the betterment of society and the advancement of human civilization.

TYPES OF GOOD ACADEMIC WRITING:

Academic writing is a formal style of writing commonly used in universities, colleges, research publications and generally in the scholarly discourse. Academic writing is subtly a form of reasoning or argument about a topic falling within a field of study, such as history or psychology. Academicians and scholars write as experts in their fields of study. A historian, for example, will interpret historical events, such as the dropping of atomic bombs on Hiroshima. Academic writers research topics and then present their reasoning as written evidence.

Good academic writing encompasses various types of writing styles and formats, each tailored to specific purposes and audiences. Some common types of good academic writing include:

Research Papers: These are comprehensive documents that present original research findings, methodologies, analyses, and conclusions within a particular academic field. They often follow a structured format, including an abstract, introduction, literature review, methodology, results, discussion, and conclusion sections.

Essays: Academic essays are shorter pieces of writing that explore a specific topic or argument in depth. They typically involve critical analysis, interpretation of evidence, and coherent argumentation. Essays may take different forms, such as argumentative essays, expository essays, compare and contrast essays, or descriptive essays.

Literature Reviews: Literature reviews synthesize and evaluate existing research and scholarship on a particular topic or research question. They provide a comprehensive overview of the current state of knowledge, identify gaps in the literature, and suggest directions for future research.

Case Studies: Case studies are detailed examinations of specific instances or phenomena within a particular context. They often involve in-depth analysis and interpretation of data, aiming to provide insights into real-world problems or phenomena.

Dissertations and Theses: These are extensive research documents submitted as part of advanced academic degrees, such as a doctoral or master's degree. Dissertations and theses typically involve original research and make a significant contribution to the field of study.

Academic Articles: Academic articles are scholarly publications that present research findings, theoretical contributions, or critical analyses within a specific academic discipline. They undergo peer review and are often published in academic journals.

Reports: Academic reports provide detailed accounts of research findings, project outcomes, or investigative studies. They typically include an introduction, methods, results, discussion, and conclusion sections, and may also include recommendations for future action.

Regardless of the specific type, good academic writing is characterized by clarity, coherence, precision, logical organization, and adherence to academic conventions and standards. It relies on evidence-based arguments, critical thinking, and engagement with existing scholarship to convey ideas effectively and contribute meaningfully to scholarly discourse.

IMPORTANCE OF GOOD ACADEMIC WRITING IN VARIOUS ACADEMIC WORKS:

Good academic writing is essential across various academic works for several reasons:

Clarity and Communication: Clear and precise writing helps convey complex ideas effectively. Whether it's a research paper, essay, or thesis, good academic writing ensures that the author's arguments, findings, and interpretations are communicated in a way that is easily understandable to the intended audience.

Credibility and Trustworthiness: Well-written academic works are perceived as more credible and trustworthy. By presenting ideas logically, providing evidence-based arguments, and adhering to academic conventions, good academic writing enhances the author's authority and persuasiveness within their field of study.

Contributing to Knowledge: Academic writing is a means of contributing to the body of knowledge within a particular discipline. By synthesizing existing research, presenting new findings, or proposing novel theories, good academic writing adds value to the scholarly conversation and advances the understanding of various phenomena.

Critical Thinking and Analysis: Engaging in the process of writing helps authors refine their critical thinking and analytical skills. Good academic writing involves evaluating evidence, identifying patterns and connections, and constructing coherent arguments, fostering intellectual development and academic growth.

Professional Development: Strong academic writing is a skill valued not only within academia but also in professional settings. Whether it's writing reports, proposals, or publications, the ability to communicate effectively and persuasively is essential for success in many careers, including research, education, business, and public service.

Peer Recognition and Collaboration: Well-written academic works are more likely to be recognized and cited by peers, leading to increased visibility and collaboration opportunities within the academic community. Good academic writing fosters connections with other scholars, promotes interdisciplinary dialogue, and enhances the author's reputation within their field.

Promoting Diversity and Inclusivity: Academic writing that is clear, accessible, and inclusive helps promote diversity and inclusivity within academia. By using language that is respectful and inclusive of diverse perspectives, authors can contribute to creating a more welcoming and equitable scholarly environment.

CONCEPTUAL PAPER IN BUSINESS AND MANAGEMENT:

A conceptual paper in business and management is an academic work that focuses on developing and discussing theoretical concepts, frameworks, models, or perspectives relevant to understanding various phenomena within the business world. Unlike empirical research papers that rely on data collection and analysis, conceptual papers are primarily based on literature review, critical analysis, and synthesis of existing theories and concepts.

The primary objective of a conceptual paper in business and management is to advance theoretical understanding and stimulate intellectual discourse within the field. This may involve proposing new theoretical frameworks, integrating existing theories from different disciplines, or offering novel perspectives on key issues or challenges facing organizations and managers.

Conceptual papers in business and management often address a wide range of topics, including organizational behavior, strategic management, marketing, human resource management, entrepreneurship, and more. They may explore concepts such as organizational culture, leadership styles, innovation processes, decision-making models, or business ethics, among others.

Key components of a conceptual paper typically include:

Introduction: Provides an overview of the topic, outlines the purpose of the paper, and sets the context for the discussion.

Literature Review: Reviews relevant literature and theoretical frameworks related to the topic, identifying gaps, inconsistencies, or areas for further exploration.

Conceptual Framework: Presents a conceptual framework or theoretical model that synthesizes existing theories or proposes new conceptualizations to address the research question or topic of interest.

Discussion: Explores and elaborates on the conceptual framework, discussing its implications, applications, limitations, and contributions to theory and practice.

Conclusion: Summarizes the main findings and insights of the paper, highlights its significance, and suggests directions for future research.

Conceptual papers in business and management play a crucial role in advancing the theoretical foundation of the discipline. They provide frameworks for understanding complex phenomena, guide empirical research efforts, inform managerial decision-making, and contribute to the development of best practices in organizational management and strategy. Moreover, conceptual papers stimulate scholarly dialogue and debate, encouraging researchers to critically evaluate existing theories, challenge conventional wisdom, and explore innovative approaches to addressing contemporary challenges in the business world. As such, conceptual papers are valuable contributions to the ongoing intellectual discourse within the field of business and management.

EMPIRICAL PAPER:

What is empirical research?

Empirical researchers observe, measure, record, and analyze data with the goal of generating knowledge. Empirical research may explore, describe, or explain behaviors or phenomena in humans, animals, or the natural world. It may use any number of quantitative or qualitative methods, ranging from laboratory experiments to surveys to artifact analyses. Empirical research serves as the foundation of knowledge in the natural sciences, the social sciences, the medical and health sciences, and in the fields of engineering and technology. Experts in the humanities may also use empirical research to validate and enrich their disciplines' theoretical knowledge.

What is an empirical research paper?

One of the primary ways that empirical researchers share their findings (and, thus, advance knowledge in their fields) is through publishing empirical research papers in peer-reviewed journals. These articles are typically written for fellow researchers, experts, practitioners, and professionals in the field or discipline, but audiences may also include interested members of the public, college or graduate students, or professionals in related fields. While every discipline has its own conventions and specifications, most empirical research papers range from 3,000 to 10,000 words.

Typical structure of an empirical research paper:

Empirical research does not happen in a vacuum. Any given study is likely to build upon, deepen, or challenge existing knowledge—or to attempt to fill an important gap in knowledge within a field. The structure of the empirical research paper situates the study fits within that broader scholarly conversation. As social psychologist
Daryl Bem has pointed out in his instructions for writing journal articles, "An article is written in the shape of an hourglass. It begins with broad general statements, progressively narrows down to the specifics of your study, and then broadens out again to more general considerations."

<u>Most empirical research papers follow this structure:</u>

Introduction/ Literature Review:

The introduction and literature review are combined into a single section in most empirical research papers. This section establishes the practical and scholarly significance of the research topic. It summarizes previous studies on the topic and highlights the gap in research that the present study fills. The section usually ends by introducing the present study's purpose, research question(s), and/or hypothesis and briefly describing its methods.

Method(s):

The method (or methods) section of an empirical research paper describes, in detail, how the authors attempted to answer the research question. It describes the study's participants, materials, instruments, experimental protocols, measurements, variables, and/or data analysis procedures—usually in separate subsections. This information should allow readers not only to replicate the study but also to determine the validity of its results.

Findings/Results:
The findings (or results) section provides the answer to the research question(s), explaining whether or not the data confirmed the hypothesis and describing other relevant, interesting, or surprising trends within the data. This section tends to include charts, tables, and/or figures that illustrate key findings.

Discussion:
The discussion section interprets the findings of the study. Here, authors may speculate about why they got the results they did and connect their findings to previous investigations of the topic. They may discuss the practical or theoretical implications of their results, as well as how the findings might be applied or used by professionals in the field. Discussion sections typically include an examination of the limitations of the study, usually toward the end of the section.

Conclusion:
The conclusion may be a separate section in the empirical research paper, or it may appear at the end of the discussion section. In this section, authors emphasize the broader significance of their findings or contribution to the field. They also highlight unanswered questions and possible directions for future research.

In addition to these sections, empirical research papers are typically preceded by an abstract and close with a reference list for sources cited in the paper. Many empirical research papers also have appendices that include relevant items such as survey instruments, photographs, or supplementary charts and figures.

BROAD STRUCTURE AND CONTENTS OF ACADEMIC PAPERS:

The broad structure and contents of academic papers typically follow a similar framework across different disciplines. While variations may exist depending on the specific requirements of a journal, conference, or academic institution, the following components are commonly found in academic papers:

Title: A concise and informative title that clearly reflects the content and focus of the paper.

Abstract: A brief summary of the paper's main objectives, methods, results, and conclusions. The abstract provides readers with a quick overview of the study and helps them decide whether to read the full paper.

Introduction: An introduction that provides background information on the topic, highlights the significance of the research question or problem, and outlines the paper's objectives, scope, and structure.

Literature Review: A comprehensive review of relevant literature and theoretical frameworks related to the research topic. The literature review synthesizes existing knowledge, identifies gaps or inconsistencies in the literature, and provides the theoretical foundation for the study.

Methods: A detailed description of the research methodology, including the research design, data collection methods, sample selection, and data analysis techniques. The

methods section should be sufficiently detailed to allow other researchers to replicate the study.

Results: A presentation of the research findings, often accompanied by tables, figures, or graphs to illustrate key findings. The results section reports the outcomes of data analysis and provides objective evidence to support the study's conclusions.

Discussion: A critical analysis and interpretation of the results in relation to the research question or problem. The discussion section examines the implications of the findings, compares them to existing literature, and explores their theoretical and practical significance.

Conclusion: A summary of the main findings and conclusions of the study, reiterating the research question, summarizing the key findings, and discussing their broader implications. The conclusion may also suggest directions for future research.

References: A list of all sources cited in the paper, formatted according to the appropriate citation style (e.g., APA, MLA, Chicago). The references provide readers with the information needed to locate and verify the sources cited in the paper.

Appendices (if applicable): Additional supplementary materials, such as raw data, survey instruments, or detailed statistical analyses, that are referenced in the paper but not included in the main text.

Overall, the structure and contents of academic papers are designed to facilitate clear communication of research findings, provide transparency about the research process, and contribute to the advancement of knowledge within a particular field of study.

THESIS AND DISSERTATIONS:

What is a Thesis?

A unique research topic, hypothesis, or argument is presented in a thesis, which is a lengthy, formal piece of academic writing. It usually represents the conclusion of the research and scholarship of a student's work in a specific field of study. It is written by students pursuing higher education, such as a master's or doctorate.

A thesis is a substantial academic accomplishment and a requirement for graduate study. It necessitates thorough organisation, investigation, and writing, and it demonstrates a student's capacity for intellectual inquiry and contribution to the academic community.

Characteristics of a Thesis

Key characteristics of a thesis include:

Original Research: A thesis necessitates either original research or a study of already published material. The chosen field should benefit from this research's new information or insights.

Structured Format: A thesis has a set format that may contain an introduction, literature review, methodology, data analysis, discussion of the findings, and a conclusion.

Academic Rigour: Theses must meet rigorous academic standards and exhibit critical thinking, research prowess, and in-depth knowledge of the subject.

Citations and references: A thesis must include accurate citations and references to all relevant sources. Every source utilised in the study needs to be cited using a particular citation format, such as APA, MLA, or Chicago.

Defence: As part of many academic programmes, students must present a verbal defence of their thesis to a panel of faculty members. Students present their research, reply to inquiries, and show their subject-matter mastery throughout the defence.
Contributions to information: A well-written thesis should add to the corpus of information already available on the topic. It needs to fill a research hole, refute accepted beliefs, or provide workable answers to a dilemma.

How to Structure a Thesis?
Theses generally have an introduction, literature review, methods part, results section, discussion section, and conclusion section in both the hard sciences and the social sciences. Each of these is discussed in its own separate part or chapter. You might wish to include an appendix in some circumstances.
Title Page

Thesis's first page includes all important identifying information, such as:

Full title

Full name

Department

Institution and degree program

Submission date

Acknowledgements

Typically, the acknowledgements portion is optional. Its major purpose is to provide you a chance to express your gratitude to everyone who supported you throughout the writing of your thesis, including your supervisors, friends, and family. Prefaces are optional, although usually just one of the two is written, not both.
Abstract
A concise description of your thesis is called an abstract. It should contain succinct summaries of your research's aims, methodology, results, and conclusions and is typically no more than 300 words. Even though it may appear brief, it serves as a first impression of your thesis and presents your work to your audience.
Table of Contents
All of your sections, together with their respective page numbers and subheadings, if applicable, are included in the table of contents. This makes it easier for your reader to read your work.

All of your thesis' important sections should be listed in the table of contents. Don't forget to read the appendices, in particular. Microsoft Word makes it simple to create an automated table if you utilise heading styles.

Introduction

The topic, goal, and significance of your thesis are established in the introduction, along with the reader's expectations.

This ought to:

1. Provide any background information your reader would need to understand your study topic.
2. Define the scope of your study and describe any prior research on the subject. Place your work in the context of a larger issue or debate.
3. What research questions do you have?
4. Briefly describe the rest of your work's process.

Review of the Literature

A literature study aids you in developing a thorough grasp of all previous scholarly work on your subject, covering:

a) Choosing pertinent sources
b) Selecting reliable sources for your information
c) Analysing each of your sources critically
d) Establishing links across sources, taking into account any recurring themes, trends, disputes, or gaps

Methodology

Your methodology chapter outlines your research process for the reader. It should be stated logically and with clarity to make it simple for the reader to evaluate the merits of your claim. Additionally, your methods section ought to persuade the reader that your approach was the most effective way to address the research topic.

Conclusion of the thesis

Your key research topic should be succinctly addressed in your thesis conclusion. It should emphasise how exactly your study has advanced your subject and leave the reader with a crystal-clear knowledge of your main point.

Final Thoughts

A thesis is an important part of intellectual research and discovery, not merely a necessary academic obligation. The core of a thesis, its various kinds, and its crucial function in the realm of scholarly study have all been revealed to us along this voyage.

What is a dissertation?

A dissertation is a long academic piece of writing based on a student’s independent research. It is usually submitted in the final semester of UG, PG and PhD courses. It takes about 1-2 years to complete the dissertation as it requires a lot of research and written documentation. The aim of writing a dissertation is to test a student’s research skills. It allows students to develop their research, problem-solving, project management and numerical skills. During the course of writing a dissertation, students become able to present their research-based findings to the proposition they chose for themselves.

Types of Dissertation

The type of dissertation you may be doing completely depends upon the field of your study. However, there are 2 types of dissertation mentioned below in the table:

Type	Empirical Research	Non-Empirical Research
Focus	Collecting Original Data	Analysing Sources
Research Methods	Experiments, Observations, Surveys, Interviews	Novels, Artworks, Historical Documents.

Empirical Dissertation

If you are a student of sciences or social sciences, you'll be required to write an empirical dissertation. Its focus is mainly on collecting original data and analysing every aspect of the data. Students can choose different research methods such as surveys, observation, laboratory experiments and interviews. Keeping in mind that the aim of an Empirical dissertation is to produce standardized scientific knowledge, students must consider the variables they will investigate, the reliability of their measurements, and choose the correct sampling method.

Non-Empirical Dissertation

Non-empirical research is generally done for subjects such as arts and humanities. Choosing a particular topic and collecting the data from primary and secondary sources is the first step of starting with this type of dissertation. While working on non-empirical research, a student does the work with existing research or other texts, presents original analysis, argumentation, but there is no original data. The aim is to analyse theoretical texts and interpret the sources with your own understanding.

Regardless of the type of dissertation you write or the topic you pick, you'll need to demonstrate the following abilities:

Defining and defining a study topic with a specific query	Identifying the most important problems
Obtaining the necessary information	Considering its trustworthiness and validity
Considering both sides of a debate's evidence	Arriving at a well-thought-out conclusion
Organizing and presenting your study's findings in a critical, captivating, and eloquent manner while following all formatting guidelines.	

How long is a dissertation?

A dissertation's length varies by study level and location, although it normally ranges from 10,000 to 12,000 words for undergraduates, 15,000 to 25,000 words for master's students, and up to 50,000 words or more for PhD students.

Structure of a Dissertation

A dissertation is basically divided into chapters and sections. Both empirical and non-empirical dissertations have different kinds of structures that are supposed to be

followed while writing a dissertation. Empirical dissertations usually have a more standardized structure than that of a non-empirical dissertation which is more flexible.

Empirical Dissertation Structure

The structure may be slightly different but an empirical dissertation must include the following chapters:

- Introduction: Explanation of your topic and research questions
- Literature Review: Evaluation of your research topic
- Methodology: Description of the research method
- Results: Explanation of the found research
- Discussions: Interpret what your results have revealed
- Conclusion: Final reflection of what you've found through the thesis

Non-Empirical Structure

The structure or outline of a non-empirical dissertation is quite flexible as it involves existing research and texts. The aim of non-empirical research is to present original and independent analysis based on theoretical research. It is basically an extended essay but while writing a non-empirical thesis, the text must be presented precisely to serve your arguments in a logical manner. However, mentioned below is a general outline that must be followed while writing a non-empirical dissertation:

- Introduction: Explanation of your topic and Research Questions.
- Main Body: Development of your analysis of the text or source.
- Conclusion: Summarisation of what the analysis has contributed so far.

Non-Empirical Dissertation Structure Example

Depending on the topic you've chosen, the main body can be divided into different types. One of the most common topics of non-empirical research is history-based. The following mentioned is an example of a renaissance based topic:

TABLE OF CONTENTS

Introduction

Chapter 1: Origins of the Renaissance in the Classical World

Chapter 2: Artists of the Renaissance

Chapter 3: The Spread of the Renaissance

Chapter 4: The Renaissance and the Reformation

Conclusion

Dissertation Project Example

Checklist for Dissertation

Mentioned below is a checklist to make sure you've included all the required information:

- Title page includes all the information

- Acknowledgements
- Concise summary of the dissertation
- Table of contents
- Clear and precise introduction
- Literature review that includes patterns, themes, and debates
- Theoretical framework of the research
- Description of the used methodology
- Clear mention of the questions answered
- Relevant recommendations for further research
- Citations and bibliography
- Reference list at the end of the thesis
- Format provided by the university is followed

Thesis reports, integral to master's degree requirements, encompass diverse research methodologies. For instance, they might delve into a specific theory, outlining its propositions and hypotheses, followed by a comprehensive examination of an empirical study testing this theory. Alternatively, they may pose a research question, such as exploring organizational innovations, and detail the research process and findings accordingly. Some theses focus solely on synthesizing existing literature on a particular topic. Depending on the chosen research approach, the structure and content of the thesis will resemble either a conceptual or empirical paper, with adjustments tailored to the specific research methodology.

Similarly, doctoral dissertations frequently entail extensive empirical research. Compared to journal papers, dissertations typically feature more thorough literature reviews, detailed descriptions of theory development, and precise specifications of propositions or hypotheses. Moreover, they delve deeper into documenting the research process and outcomes. The primary objective of this meticulous documentation in dissertations is to showcase the student's proficiency in research methodologies and their ability to effectively execute and document the research process. While the overall structure and content of a dissertation may mirror that of an empirical paper, the depth and breadth of content are typically more extensive, reflecting the rigors of doctoral-level research.

Institutions usually provide guidelines for structuring both thesis reports and dissertations, ensuring that students adhere to academic standards and research ethics. These guidelines help students navigate the complexities of academic writing and ensure consistency and quality across research outputs.

UNIT II: GOOD ACADEMIC WRITING

Writing is an activity involving cognitive and physical processes and the use of writing systems to structure and translate human thoughts into persistent representations of human language.

A system of writing relies on many of the same semantic structures as the language it represents, such as lexicon and syntax, with the added dependency of a system of symbols representing that language's phonology and morphology.

What is Good Writing?

The core of a good piece of writing is a great idea. With a strong core idea, the writer can easily layer the content around it. Content includes interesting examples to which the reader can relate. That content needs to be well-organized and clear in form so that the reader can easily see the message or find the intended meaning. In addition, the writing should have style and the right voice that matches its topic and theme while also reflecting what the author believes.

Some of the Characteristics of a Good Writing:

1. Clarity and focus: The topic or subject should be clear, appropriate and maintained throughout the paper. Focused writing sticks with the plot or core idea without running off on too many tangents.
2. Organization: The writing has a clear beginning, middle and end. The details are important and relevant to the main idea A well-organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing.
3. Ideas and themes: For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.
4. Voice: It's our unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.
5. Language (word choice): writers can never underestimate or fail to appreciate our most valuable tools: words. Good writing includes precise and accurate word choices and well crafted sentences.
6. Grammar and style: it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece of writing is clear and consistent.
7. Credibility or believability: The contents of our writing should be reliable ad truthful so that reader could believe in our writing.
8. Thought-provoking or emotionally inspiring: Perhaps the most important quality of good writing is how the reader responds to it. Does she come away with a fresh perspective and new ideas? Does he close the cover with tears in his eyes or a sense of victory? How readers react to our work will fully determine our success as a writer.

Challenges of Writing:

1) Writer's Block: One of the things that every writer is dreading is the famous writer's block. Whether we are working on a new project or trying to come up with an idea, this problem can make us feel disoriented. Not being able to come up with new ideas is stressful and for some people, it can last for days or even weeks. The best way to overcome this is to stop focusing our attention on this problem.

2) Not Feeling Creative Enough: If we are not feeling creative when it come to our writing, the best thing to do is to try to find creativity in other forms. Incorporating creativity in our writing like visualizing ideas by drawing can help us regain our creativity and give u work a new perspective.

3) Editing while writing: The temptation to go back to the previous day‘s work and edit it until it is perfect is overwhelming. So, develop the habit of continuing where we left off first thing when we sit down to work.

4) Never-ending research: Research is important. Extensive research is even better. But there is only so much time we can devote to research because we have a book to write.

5) Distracted by the internet : Checking mail or social media accounts we have a job to do, first try and get some work done before we even log on.

6) Forgetting brilliant ideas: We are out with friends or travelling to work, and it suddenly comes to me exactly how to solve a plot problem.

7) Overwriting : We simply seem unable to stop writing even when the point of that particular piece has been long explained and done with.

Different kinds of Writing are :

1) Academic Writing: Academic Writing refers to a tyle of expression that researchers use to define the intellectual boundaries of their disciplines and specific areas of expertise. It is clear, concise, focused, structured and backed up by evidence. Its purpose is to aid the reader‘s understanding. It has a formal tone and style, but it is not complex and does not require the use of long sentences and complicated vocabulary.

Features of Academic Writing:

1. Complexity in Academic Writing: it comes from the fact that the standard written form of the English language, which is compulsory to be used, is different than the language we speak daily. The vocabulary used by the written language is more varied than the one used in conversations. It also uses more complicated words that are not normally used when talking with someone face to face. The grammatical aspect of the written language is also different because we don’t normally use in speaking so many subordinate clauses and passives. The phrases in the written language are noun-based and those in speaking language are verb-based. This also makes academic writing different from face-to-face communication or other types of writing.

2. Formality in Academic Writing: In close connection with complexity is formality. Under no circumstances will academic writing make use of colloquial expression that we consider natural in daily dialogues we have with friend or colleagues. The degree of formality should thus be pretty high.

3. Precision or Words in Academic Writing : Academic writing should be very precise. Factual information, figures or charts, should all be provided and nothing written there should leave room to interpretation.

4. Academic Writing Objectivity : Another important characteristic is objectivity. Academic writing is not about the reader or the writer and it shouldn’t contain referrals to any of these. It should focus on the main theme and offer information about it, without the writer getting involved in a personal manner. This is why nouns are more used than verbs or adverbs.

5. Academic Writing in Explicit Form The author of an academic writing is responsible for make it explicit and for making clear how different parts of the text are connected between them and why are they relevant for the central theme.

6. Accuracy of Academic Writing: An accurate use of vocabulary is a must in a text that wants to be academic. Extra attention should be paid when using words with a specific meaning and the writer should know that there is a clear distinction between phonetics and phonemics.
7. Hedge Some academic writers: choose to use a technique called hedge. This has to do with the way that writer decides to approach a certain subject and with how strong the claims he makes.
8. Responsibility in Academic Writing: academic writing should be treated with responsibility. Everything stated should be accompanied by proofs and justifications and no assumptions are allowed. Sources should also be mentioned.
9. Organization Academic writing is well organized. It flows easily from one section to the next in a logical fashion.

2. Journalistic Writing: Journalistic writing is a type of non-fiction writing, but it differs from traditional non-fiction because it is objective. A journalist's job is to inform their audience of the topic at hand; such writing should not persuade someone to a particular side. Journalistic writing relies on facts and evidence to remain objective and is also known for its brevity and clarity so that all types of the audience will understand.

Features of Journalistic writing:

1. Simplicity and Brevity: Journalist should write with simplicity in such a way that audiences can easily understand the content without having to read it multiple times. The goal I to break down even the most complex concepts and wite them in our own word so that everyone “get it.” Writing with brevity (short to the point) helps create simplicity. The longer the sentence is, the more difficult it I to understand.
2. Precision: Precision means that each word should be used as it was intended by its original “dictionary” meaning. Meanings often evolve over time, but in journalistic writing, we stay true to the book.
3. Objectivity and Factual: Objectivity means the absence of personal opinion. A journalist’s writing should be based on facts, observations, and interviews with expert sources, or those knowledgeable of the issue.
4. Fairness and Balance: Fairness and balance are achieved by ensuring that both sides of a story are addressed and receive equal coverage. Some stories even have more than two sides! Journalists should never take one person’s version of events at face value.
5. Inverted Pyramid: Journalistic writing is most often written in a format called the Inverted Pyramid, which arranges the information in descending order of importance, or newsworthiness.
6. Relevance: Since people get their news from a variety of sources, articles that are popular with the public will be relevant to them.
7. Unexpected events: Of course, unexpected events happen all of the time, and while they may not directly impact one particular community or audience, they may impact a larger audience. Going back to the winter storm, if this storm impacts more than one state or affects travel, it will be an event that would be important for a larger audience.
8. Simplification: Simplification implies the use of shorter sentences and paragraphs and day-to-day vocabulary words. Keywords in headlines that grab the audience's attention and summarize or give a hint to the article are also hallmarks of simplification in journalistic writing.

9. Timeliness: Timeliness refers to the recency of a news article. This would be very important in reporting on a major event, such as a crime or natural disaster. A reader or viewer would want to know if a winter storm could impact their drive to work before they leave for work. Purpose: To write about events in a way that appeals to the intended audience.

Structure:

- Headline – Should catch the reader attention and make them want to read on.
- Introduction – A short paragraph about what the story is without including much details.
- Event – It should be put in a chronological order.
- Conclusion – Recap on some of the main points or suggest possible predictions.

The overview of journalistic writing includes News articles, Feature articles, Editorials and Sports Writing.

3. Creative Writing: Creative Writing is a form of writing where creativity is at the forefront of its purpose through using imagination, creativity, and innovation in order to tell a story through strong written visuals with an emotional impact, like in poetry writing, short story writing, novel writing and more.

The purpose of creative writing is to be inventive, original, and expressive:

1. Originality: Instead of relying on clichés or overused concepts, creative writing should be original and fresh.
2. Imagination: The writer should be able to use their imagination and creativity to explore new ideas and viewpoints through creative writing.
3. Expression: Creative writing should enable the author to convey his or her thoughts, emotions, and experiences in a distinctive and individual manner.
4. Emotional impact: Whether through humour, melancholy, excitement, or any other emotion, creative writing should attempt to elicit emotions in the reader.
5. Experimentation: Creative writing should allow the author to experiment with numerous styles, techniques, and forms of expression.
6. Personal voice: The writer should be able to build their own distinct voice and style through creative writing. Types of creative writing: 1) Epics 2) Novels 3) Poems 4) Screenplays 5) Short stories 6) Songs 7) Television scripts Our imagination starts to flow when we engage in creative writing.

Role of Grammar -

- Grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences.
- It is the rules of a language governing the sounds, words, sentences and other elements, as well as their combination and interpretation. The word grammar also denotes the study of these abstract features or a book presenting these rules.
- the term refers only to the study of sentence and word structure (syntax and morphology), excluding vocabulary and pronunciation.
- Grammar is important because it provides information that helps the reader's comprehension. It is the structure that conveys precise meaning from the writer to the audience.
- Eliminate grammatical errors from writing, and reward the readers with clear communication.
- Grammar includes the rules for correct writing and speaking. An important part of learning, but to learn how to speak is more important.

- Grammar guides how language should be written in a correct way. Grammar is not just about avoiding mistakes. Understanding how grammar works is fundamental for all writers.
- Good grammar knowledge enables a writer to understand what makes a piece of writing successful, so that it will capture both the interest and understanding of the reader.
- It helps you to know how to craft words into coherent sentences, and how to form those sentences into paragraphs that successfully convey your meaning. Punctuation is an aspect of grammar that should never be underestimated. Correctly used, it can clarify meaning while, on the other hand, lack of use can cause ambiguity.

  Definition of a Paragraph: A paragraph is a group of related sentences in which one single idea or main idea is developed. It is a part of a longer composition comprising of several paragraphs.

Structure of a Paragraph:

1. Introduction/The topic sentence - A well-organized paragraph supports or develops a single controlling idea, which is expressed in a sentence called the topic sentence. A topic sentence has several important functions: it substantiates or supports an essay‘s thesis statement; it unifies the content of a paragraph and directs the order of the sentences; and it advises the reader of the subject to be discussed and how the paragraph will discuss it.

2. Body/The supportive sentenceExamples, theories, etc. An academic essay, same as any other academic paper, is always based on evidence and there‘s no way around it. Body paragraphs are where you present your evidence to readers aiming to persuade them of a specific idea, which is reflected in the thesis statement. 3. Conclusion/The concluding sentence- Conclusion sentence simply summarizes the content of the body paragraph, letting readers know what they should take from it. It gives a final comment on the main idea of the paragraph.

4. Transitional sentence - Transition usually reflects how the current paragraph is connected to the following paragraph in the essay, meaning that it is important to give a hint about what‘s about to be revealed further in an essay. Transitions are useful when the ideas in an academic essay are closely connected and intertwined. It closes one topic while leading to a new one.

The Essential Elements of a Good Paragraph: In order for a paragraph to be effective, it must begin with a topic sentence, have sentences that support the main idea of that paragraph, and maintain a consistent flow. The Essential Qualities of a Good Paragraph are :

- FOCUS: It should have a single clear central idea. Each paragraph should have a clear main point or topic sentence.
- DEVELOPMENT: Each paragraph should support or expand the central idea of the paper. The idea of each paragraph should be explained and illustrated through examples, details, and descriptions.
- UNITY: Every paragraph in an essay should be related to the main idea and stick to its main point. A paragraph is unified around this main idea, with the supporting sentences providing detail and discussion
- COHERENCE: An essay or paper should be organized logically, flow smoothly, and "stick" together. In other words, everything in the writing should make sense to a reader.

- CORRECTNESS: A paper should be written in generally correct Standard English, with complete sentences, and be relatively error-free. It should be grammatical accuracy, correct punctuation, apt vocabulary and variety of structures.
- COMPLETENESS: It means a paragraph is well-developed. If all sentences clearly and sufficiently support the main idea, then the paragraph is complete.

Developing a Paragraph :

Step 1. Decide on a controlling idea and create a topic sentence Paragraph development begins with the formulation of the controlling idea. This idea directs the paragraph‘s development. Often, the controlling idea of a paragraph will appear in the form of a topic sentence. In some cases, we may need more than one sentence to express a paragraph‘s controlling idea.

Step 2. Elaborate on the controlling idea Paragraph development continues with an elaboration on the controlling idea, perhaps with an explanation, implication, or statement about significance.

Step 3. Explain the example(s) The next movement in paragraph development is an explanation of each example and its relevance to the topic sentence. The explanation should demonstrate the value of the example as evidence to support the major claim, or focus, in the paragraph.

Step 4. Complete the paragraph‘s idea or transition into the next paragraph The final movement in paragraph development involves tying up the loose ends of the paragraph. At this point, one can remind the reader about the relevance of the information to the larger paper, or can make a concluding point for the example or simply transition to the next paragraph.

The Writing Process:

1. The academic document as a story- it is the planning phase of the writing process which involves brainstorming, considering purpose and goal of writing using graphic organizer to connect ideas, and designing a coherent structure for writing.

2. Creating an outlineThe key to any successful paper is outlining the topics one wishes to discuss before actually begin writing. Outlining will help construct and organize ideas in a sequential manner and thoughtful flow. Doing so allows one to pick relevant information or quotes from sources early on, giving writers steady foundation and groundwork when beginning the writing process. It is a formal system used to develop a framework for thinking about what should be the organization and eventual content of the paper. It helps to predict the overall structure and flow of the writing process. One common outline format uses Roman numerals, letters, and numbers. Other outlines can use bullet points or other symbols. Outlines can be written using complete sentences or fragments or a mix of the two. To create an outline: Place the thesis statement at the beginning. List the major points that support the thesis. Label them in Roman Numerals (I, II, III, etc.). List supporting ideas or arguments for each major point. Label them in capital letters (A, B, C, etc.). If applicable, continue to sub-divide each supporting idea until the outline is fully developed. Label them 1, 2, 3, etc., and then a, b, c, etc.

3. Fleshing out the story/DraftingDuring drafting, the writer puts his ideas into complete thoughts, such as sentences and paragraphs. The writer organizes his ideas in a way that allows the reader to understand his message. At the end of this step of the writing process, the author will have completed a ―rough draft.‖ the author must use prewriting notes to determine a focus for the piece. This may involve narrowing the focus of the topic and perhaps identifying a purpose for the piece.

4. Polishing out the story/Revising – Review, modify, and reorganize the work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.

5. Tidying up the document/Editing and Rewriting: At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity.

6. Publishing: It is the final appearance of the writing process so that it is ready to be read by others or given for the publication.

UNIT III: PHILOSOPHY AND ETHICS

What is Philosophy?

Philosophy is both an activity and a body of knowledge. Philosophers are rarely content to accept the status quo at face value. We want to know not so much how far we've gone in quantifiable terms, but instead whether we are on the right track. It would be wrong, though, to think that philosophers agonize over every decision and policy constantly – that would make everyday life impossible. However, we sometimes face serious issues, individually and as a society, when it is appropriate to take the time to reflect on what we are doing and why. Thankfully, many great thinkers have contributed to a body of knowledge that will help us sort out questions that vex us at this very fundamental level. Not everyone has to dedicate his or her life to philosophy, but it offers tools to help us confront and resolve some of life's most difficult problems – or to recognize more clearly what makes them so troublesome.

Philosophy means love for wisdom. This "wisdom" can be divided into three parts – truth, right, and good. These three judgments were called logos, ethos, and pathos in Greek times. They are called satyam, shivam, and sundaram in Indian thinking. There are many names by which they are called, but names aside, these three comprise wisdom. As the love for wisdom, philosophy is the study of that which is at once true, right, and good; how to know or distinguish true, right, and good from false, wrong, and bad.

Modern philosophy, however, is barely concerned with these issues. What is good? It is whatever you think is good individually. What is right? It is whatever a group of people consider right. What is true? It is whatever the most powerful people want you to believe is true by using coercion and propaganda.

Scope of Philosophy

The scope of philosophy includes everything in the ultimate sense. And it is nothing in the present world. Philosophy today is synonymous with someone who is impractical, asking troublesome questions, and generally being a non-conformist to society‘s norms.

Meaning of Philosophy: The word philosophy literally means love of wisdom; it is derived from two Greek words i.e. 'phileo' (love) and 'Sophia' (wisdom). This tells us something about the nature of philosophy, but not much, because many disciplines seek wisdom. Since times immemorial there have been various pursuits for unfolding the mystery of the universe, birth and death, sorrow and joy. Various age shave produced different thoughts throwing light upon the mystic region. The ultimate truth is yet to be found out. This eternal quest for truth 'lends the origin of philosophy. A love of wisdom is the essence for any philosophy investigation. The idea that there are different views of the world, and the processes that operate within it, is part of what is known as philosophy. Philosophy is concerned with views about how the world works and, as an academic subject, focuses, primarily, on reality, knowledge and existence. Our individual view of the world is closely linked to what we perceive as reality. On a day-to-day basis outside of the academic work, it would be unusual to think often

about the way we perceive reality and the world around us. However, it is very important to realize how we perceive reality. Our individual perception of reality affects how we gain knowledge of the world, and how we act within it. This mean that our perception of reality, and how we gain knowledge, will affect the way in which we conduct the research in our dissertation.

Definition of philosophy:

"Philosophy is the science of knowledge." – Fichte

"Philosophy is a logical enquiry into the Nature of Reality." – Dr. Radha Krishan

"Philosophy like science, consists of theories of insights arrived at as a result of systematic reflection." – Joseph A. Leighton

"Philosophy like other studies aims primarily at knowledge." – Russell

"Philosophy aims at a knowledge of the eternal nature of things." – Plato

"Philosophy is a search for comprehensive view of nature, an attempt at universal explanation of the nature of things." – Alfred Weber

"Philosophy is an increasing effort to discover the general truth that lies behind the particular facts to discern also the reality that lie behind appearance." – Raymont

Parts of Philosophy:

(1) Epistemology

(2) Ontology and

(3) Axiology

Epistemology is the theory of knowledge. Ontology is the theory of reality. Axiology is the theory of values. Ontology deals with matter, life, mind, and God. It deals with their essences and qualities and activities.

But some philosophers lay undue emphasis on epistemology; some lay undue stress on ontology; some lay undue emphasis on the study of the phenomena of matter, life, and mind.

The following definitions identify philosophy with epistemology, and ignore ontology and axiology:

(1) "Philosophy is the science and criticism of cognition" (Kant).

(2) "Philosophy is the science of knowledge" (Fichte).

These definitions regard epistemology or theory of knowledge as philosophy. But epistemology enquires into the nature, origin, validity, and extent of knowledge. It enquires into the conditions of valid knowledge. It is a prior criticism of the organ of knowledge. It is a preliminary step to metaphysical investigation into the nature of the reality.

Ontology is the essential part of philosophy. To regard epistemology as philosophy is to mistake the foundation for a building. Kant was the founder of epistemology. Fichte was his successor who laid great stress on epistemology. But their views are one-sided.

The following definitions identify philosophy with ontology or metaphysics, and ignore epistemology and axiology:

(1) “Philosophy aims at the knowledge of the eternal, of the essential nature of things” (Plato).

The eternal being cannot be studied apart from temporal being. The essence cannot be considered apart from its attributes and expressions. To separate them from each other is a logical abstraction. There can be logical distinction between them, but there can be no metaphysical separation of them.

(2) “Philosophy is the science which investigates the nature of Being as it is in itself, and the attributes which belong to it in virtue of its own nature” (Aristotle). This definition removes the’ defect of Plato’s definition men-tioned above. But it identifies philosophy with ontology or meta-physics. It does not recognize epistemology and axiology as parts of philosophy.

The following definitions identify philosophy with sciences. The tendency of contemporary philosophy is more scientific than metaphysical. It identifies philosophy with the aggregate of sciences:

(1) “Philosophy is the science of sciences” (Gomte).

(2) “Philosophy is the sum total of all scientific knowledge” (Paulsen).

(3) “Philosophy is the unification of all knowledge obtained by the special sciences in a consistent whole” (Wundt).

(4) “Philosophy is completely unified knowledge—the gener-alizations of philosophy comprehending and consolidating the widest generalizations of science” (Herbert Spencer).

These definitions identify philosophy with completely unified scientific knowledge. Sciences are partially unified knowledge. Philosophy systematizes, organizes, and unites them into a unified system. To unify all the sciences into a unified system is too ambi-tious to, be realized at present, especially in view of the wonderful discoveries of the modern sciences. Moreover, sciences hover over the surface of reality.

Even if they adequately explain all, physical, biological, and mental phenomena, yet an unexplained residue will be left behind, which is beyond their grasp. Besides, philosophy is, concerned with intellectual, moral, aesthetic, and religious values, which satisfy our deepest aspiration. Sciences are not concerned with values but with facts, events, or phenomena only.

Therefore, philosophy cannot be defined as the sum total of sciences or as the completely unified scientific knowledge. Philosophy goes beyond facts and values, and seeks to explain them, and interrelate them by an all-comprehending reality, which is impenetrable to the sciences.

It estimates their value, worth, meaning and significance. It evaluates facts, and probes into the meaning of the universe. Logical, Positivists seem to regard philosophy as the sum total of Sciences and deny the possibility of metaphysics.

Origin of Philosophy:

Wonder is said to be the origin of philosophy. The Greek thinkers, wondered at the phenomena of the world and tried to explain them by a fundamental principle or principles. Thales (600 B. C.) looked upon water as the primary matter of the world.

Anaximander regarded the infinite atmosphere as the fundamental reality. Anaximander regarded air as the generative principle of things. Heraclitus conceived of fire as the only reality. Empedocles (450 B. C.) thought of earth, water fire, and air as the permanent substances. Thus the Greek philosophy originated in wonder.

The Vedic thinkers also wondered at the grand and sublime aspects of nature, and conceived of the sun, the moon, the sky, the wind or storm, the rain, and the like as animated by spirits. They thought of a large number of nature-Gods, who gave men rich crops, cattle, health, wealth and victory in battles. They gradually conceived of the world-architect who created the world.

Then they conceived of Brahman or the infinite Spirit pervading the universe and guiding the human souls. Thus Indian philo-sophy also sprang from wonder. Later philosophical speculation in India sprang from a deeper craving for the attainment of the highest good.

Achievement of liberation is the supreme goal of Indian philosophy. Its goal is not merely theoretical knowledge of the reality, but attainment of the Summum bonum of life.

Modern western philosophy sprang from doubt. Descartes, the father of modern western philosophy, started with doubt. Sense-perception may be illusory. Reason may be so constituted that it may lead to error. Authority is tin- reliable. Experience, reason, and authority or traditions are doubt-ful. But- the fact of doubting is undoubted. To doubt is to think. To think is to exist. ‘I therefore I exist’. Cogito ergo sum.

Therefore, the existence of the self is undoubted. There is the innate idea of God in the mind. Therefore God must exist. He must be the author -of the innate idea of God, the infinite, eternal, and perfect Being. God is truthful. We have clear and distinct ideas of material things.

Therefore, they must exist. If they did not exist, their distinct ideas would be false, and God would be untruthful. Thus Descartes started with universal doubt, proved the existence of the self, God, and the world, arid removed the original and provisional doubt.

The present age also is one of doubt and perplexity. Tradition and authority have lost their hold on the human, mind. Religion is dissolving and losing its grip on the human mind. Fundamental notions of science are being revolutionized.

The concepts of matter, time and space have been profoundly altered. The deepest layers of the mind are being discovered. Political, economic, social, and religious theories are breaking down.

Unfathomable mysteries of matter, life, and mind are being revealed. Man has become the master of the forces of nature; yet he is unhappy and discontented. He has lost faith and vision. He has lost sense of moral values. He is a prisoner in the prison of his scientific inventions. Man has mastered nature but enslaved himself. He has become sceptical, cynical, selfish, and rapacious.

Atom bombs, hydrogen bombs, ballistic missiles, etc., invented by the diabolical human brain threaten humanity with destruction. To save humanity from extinction we require a true perspective, a human outlook, and a true philosophy of man, a faith,

and a vision. A true humanistic phi-losophy solvent of the universal doubt, perplexity, chaos and unsettlements prevailing at present.

Nature of philosophy:

The nature of philosophy can be described as a quest for knowledge and understanding of fundamental questions about existence, reality, morality, and the human experience. It is an ongoing pursuit that seeks to explore the deepest and most complex aspects of life.

At its core, philosophy is the study of ideas and theories that attempt to explain and make sense of the world around us. It delves into abstract concepts and complex issues that may not have clear-cut answers. Philosophy does not focus on empirical evidence or scientific facts; instead, it uses reasoning, critical thinking, and logical arguments to analyze concepts and reflect upon them.

One of the key characteristics of philosophy is its multidisciplinary nature. It incorporates elements from various fields such as psychology, sociology, linguistics, history, religion, and politics. Philosophical ideas are constantly evolving and adapting with new discoveries in these fields.

Another essential aspect of philosophy is its open-endedness. Philosophers do not seek definitive answers but rather encourage ongoing discussions and debates to deepen our understanding of complex issues. The purpose of philosophical inquiry is not to find a single solution but to challenge existing beliefs and offer new perspectives.

Philosophy also encompasses a wide range of topics including metaphysics (the study of reality), epistemology (the theory of knowledge), ethics (moral principles), logic (reasoning), aesthetics (beauty and art) among others. While each subfield has its own set of questions and methods, they are all interconnected in their pursuit of understanding truth.

Philosophy plays a crucial role in shaping our values and beliefs as individuals and as a society. Through philosophical inquiry, we can examine our moral codes, ethical standards, social structures, political systems, religious beliefs, and cultural norms. This helps us develop a deeper understanding of ourselves and our place in the world.

The nature of philosophy is multifaceted - it is a rigorous intellectual discipline that seeks wisdom, a continuous exploration of fundamental questions, and a reflection on our existence and reality. It has the potential to challenge our assumptions and broaden our perspectives, making it an essential and meaningful pursuit in both academic and personal realms.

Purpose of Philosophy:

The purpose of philosophy is to explore and understand fundamental questions about existence, knowledge, values, reason, mind, and language. Philosophers seek to clarify concepts, analyze arguments, and develop rational and coherent worldviews. Philosophy also aims to critically examine assumptions and beliefs, leading to deeper insights into ethical, metaphysical, and epistemological issues. Overall, philosophy encourages critical thinking, reflection, and the pursuit of wisdom.

Method of Philosophy: The method of philosophy is rational reflection. Philosophy starts with the experience of facts, events, or phenomena of matter, life and mind, and seeks to reduce them to a system by rational reflection upon them.

Its method is empirical and transcendental or speculative. It is not divorced from the world of our common experience, and so its method is empirical. But it makes a hypothesis to explain the world and its relation to the soul adequately.

The hypothesis as to the ultimate nature of the reality must be rational. It is suggested by rational reflection, and is not capable of verification by experience, or observation and experiment. It is by nature incapable of experimental verification.

But it must be consistent with all facts of experience. It must harmonize them with one another, and reduce them to a unified system. It must be able to harmonize the judgements of facts with judgements of values.

It must explain our life and experience satisfactorily, and not explain them away as mere appearances, it must satisfy our deepest longings and aspirations. It must recognize the reality of intellectual, moral, jest he tic, and religious values and give them a rational basis. The hypothesis of philosophical investigation is capable of verification in this sense.

Thus philosophy resorts to logical or rational reflection on the facts of experience and our intellectual, moral, esthetic, and religious aspirations. Its method is both empiri-cal and transcendental or speculative, It is not entirely empirical and scientific. It is pre-eminently rational or speculative.

Rational reflection is the principal method of philosophical investigation. But it is based upon the experience of facts. It is not unscientific and non-empirical. Philosophy employs rational reflection on the facts of experience in order to explain them adequately by making a rational hypothesis.

It employs the logical method of analysis and synthesis like sciences. But it does not make much use of obser-vation and experiment like them.

The method of philosophical investigation is rational reflec-tion. It is the method of observing facts, interrelating them with one another and interpreting them by means of rational hypothesis. It makes use of analysis and synthesis, like science. It realizes its end by the hard method of reason. Its method is empirical and rational. It is pre-eminently speculative and critical.

Though the method of philosophy is reasoned reflection like that of science, philosophy and science differ from each other. Metaphysics deals with the ultimate reality, whereas special sciences deal with particular aspects of it, particular departments of the universe, and leave all ultimate questions aside.

They deal with the phenomena of matter, life, and mind, and explain them by the laws of nature. They do not investigate the nature of the ultimate reality. The mathematical and experimental sciences employ quantitative and numerical methods. But metaphysics investigates the nature of the ultimate reality, and deals with the ultimate problems of existence in a scientific spirit.

It employs reasoned reflection, critical and systematic analysis of popular and scientific conceptions and rational synthesis of them. It does not employ quantitative and numerical methods like the mathematical sciences.

It does not make use of observation and experiment to increase our knowledge of particular facts or events, but merely discusses the way in which they are to be interpreted and made consistent with one another. It investigates the general conditions to which all reality conforms.

The Intellectualists maintain that the intellect is the proper organ of knowledge of the reality. Philosophy depends upon the intellect for, the comprehension of the reality. Its method is rational reflection, logical analysis and synthesis, and framing a valid hypothesis. The reality is amenable to rational comprehension. To deny the capacity of the intellect to comprehend the reality is to make philosophy impossible.

The Intuitionists, like Bergson, on the other hand, deny the capacity of the intellect to comprehend the reality. Bergson main-tains that elan vital, the stream of life, is the ultimate reality. It is perpetual becoming, flow, or flux.

Ethics: The term Ethics can be defined as moral principles or values that govern the conduct of an individual or group. Ethics are standards of behavior that make up an individual's or society's code of conduct. The word, Ethics comes from the Greek terms Ethos and Ethikos, which relate to character, custom, and habit respectively.

Ethics is a part of Philosophy that is mainly concerned with "Defending, Systematising, and recommending concepts of right and wrong behavior".

What is Ethics in Short?

Ethics is the branch of philosophy that deals with moral principles. These principles are often divided into three categories:

- what we should do?
- what we should not do?
- what we ought to do?

Example:

It would be unethical for a lawyer to lie on the witness stand in court because lawyers have an ethical obligation, to tell the truth under oath. On the other hand, a doctor who tells his patient that he has a terminal illness when he does not is being unethical. It would be unethical for the doctor to break this news if it were true but he can only hurt his patient if it's false.

The argument could also be made that it is unethical for the doctor to withhold any information about his prognosis from his patient even if there is no cure for their disease.

History of Ethics:

Ethics is derived from the Greek word ethos, which means character. It's the values and beliefs that guide people in their daily lives, as well as how they make decisions.

There are two major schools of thought on what ethics should be: Utilitarianism or Kantianism.

The **utilitarian approach** to ethics holds that any action is good if it produces more happiness than unhappiness for all those affected by it; this includes consequences not only for oneself but also for others.

On the other hand, **Kantianism focuses** on intentions rather than consequences. For example, a person cannot tell a lie with good intent. For an act to be considered ethical, there must be no violation of duty towards one's self or others and one's intentions must be pure.

Dimensions of Ethics:

When discussing ethics, it is important to consider all of its various dimensions. Ethics encompass the behavior and values of individuals in the context of the larger society.

These values are often based on a moral code, which is a set of principles or values that guide how people should behave. Additionally, ethical decisions are not always easy, as they often involve weighing competing interests.

At its most basic level, ethics can be divided into two broad categories: descriptive ethics and prescriptive ethics.

Descriptive ethics refers to understanding and describing moral behavior that is accepted by society. This includes understanding what behavior is considered good or bad, and why?.

Meanwhile, **prescriptive ethics** is about defining the principles and rules that govern how people should behave in order to do what is morally right.

In addition to these two primary dimensions, there are several other aspects of ethics worth considering. One of the most important of these is the notion of moral relativism, which states that ethical beliefs vary from culture to culture and even between individuals.

Another dimension is utilitarianism, which argues that actions should be judged by their ability to produce the greatest good for the greatest number of people.

Lastly, deontological ethics focuses on people's duties and obligations and stresses the importance of personal responsibility. It is important to remember that ethics are not static; they are constantly evolving as society progresses. As such, it is important to understand the different dimensions of ethics in order to make informed decisions that are consistent with our values and beliefs.

Types of Ethics:

Ethics is a branch of philosophy, there are many types of ethics based on different approaches and situation. Let's understand these types briefly:

1. Normative Ethics

One way of understanding ethics is by looking at the norms, or rules, in society. Normative Ethics looks at what the right and wrong things to do are in a specific situation.

These two words can be contrasted with other aspects of ethics such as Meta-Ethics which looks at how people come up with morality and ought beliefs.

The three main types of normative ethical systems are Utilitarianism, Kantianism, and Virtue Theory.

2. Applied Ethics

An example of applied ethics would be the ethics of recycling. This can be applied to our personal lives by ensuring we recycle as much as possible and teaching our children to do the same.

It also applies to more global issues, such as the impact that deforestation has on endangered species' habitats, which would cause a loss in biodiversity.

3. Meta-Ethics

Meta-ethics asks the question of what it means to do ethics?. In other words, meta-ethics questions how we can justify ethical judgments, or how we can prove that one ethical theory is better than another.

For example, if I claim that utilitarianism is a good moral system, then meta-ethics would ask: How do you know?

The answer lies in the realm of normative ethics and something is morally wrong because society does not agree with it.

4. Virtue Ethics

Ethics are about the virtues that a person should adopt to be a good person. Virtue ethics often focus on what we should do and not do in various situations, rather than on right and wrong.

For example, it might tell us that if you don't want to steal something, then you shouldn't even try it because you know you will fail.

The goal of virtue ethics is to teach people how they can become better people, which makes them more likely to behave ethically.

Principles of Ethics:

The principles of ethics are made up of three different categories: deontology, virtue, and consequentialism.

- De-ontology focuses on the action and how it should be done.
- Virtue focuses on the character or intent of the person performing the act.
- Consequentialism focuses on the outcome of an act.

With these three categories, we can see that a right act would not need to be good to be right and a wrong act would not need to result in harm to be wrong.

These ethical theories guide us to do the right thing when we don't know what the best thing to do is or if there are other options.

Ethical Standards and Decision Making:

When it comes to defining ethics, there is no one-size-fits-all answer. Everyone has their own set of beliefs and values that shape their ethical decision-making process.

However, there are some common elements that many people consider when determining what is right or wrong. These elements include religion, culture, law, individual morals, and personal experience.

Religion plays an important role in determining ethics. Different religious traditions have distinct sets of beliefs and values that are used to guide ethical decisions. For instance, the Bible is often seen as the ultimate source of morality for Christians, while Islamic tradition emphasizes certain values from the Quran.

Culture can also play a role in defining ethics. Different cultures have different norms and expectations regarding acceptable behavior. For instance, many cultures frown upon lying and cheating, while other cultures may not find such behaviors as serious offenses.

The law is another important factor in determining ethics. Laws provide guidance about acceptable behavior in society, so individuals are expected to follow these laws and abide by them. Violations of these laws can lead to legal repercussions, so it's important to be aware of the laws in your area.

Individual morals are also key determinants of ethics. Everyone has their own set of values and beliefs that they use to make ethical decisions. What is right or wrong will depend on the individual's set of morals and values.

Personal experience also shapes a person's view of ethics. Past experiences can influence a person's outlook on ethical behavior, and those experiences may be either positive or negative. For example, if someone was raised in an environment where cheating was the norm, they may not consider it to be an ethical violation.

Ultimately, the concept of ethics is highly subjective and there is no universal answer as to what constitutes ethical behavior. Every individual must decide for themselves what is right and wrong based on their own set of beliefs and values. Religion, culture, law, individual morals, and personal experience all play a significant role in shaping ethical behavior.

Importance of Ethics:

Let's now see why is ethics important for proper functioning of a society? Ethical people create good and happy society whereas no one is happy in unethical society. Let's look at some reasons why we would be more ethical:

Ethics build trust in people. When people work ethically they gain trust of others and their cooperation.

i. It also helps in decision making, people can question themselves before making any decisions.
ii. It prevents humans from intentionally harming people, and increases welfare work.
iii. It also helps you in condition where you face moral dilemmas, you can take better decision which is ethically right.
iv. It is also beneficial for personal and organizational growth. People working ethically will get genuine results.

Ethics in Different Fields:

Ethics is needed in every aspect of life but let's discuss ethics in different fields like technology, business, healthcare etc.

1. Ethics in Technology:

There are some ethical standards that should be fulfilled in technology advancements. When a new technology is launched in market, it should make necessary decisions that ensures it's ethics. Some of the ethical practices include:

- Privacy
- Data Protection
- Cyber Security
- Regulation and compliance
- Unbiased nature
- Productive use

2. Ethics in Business

Ethical practices are most required in business as it includes monetary transactions and trust building. Many people practice unethical actions to make more profit. Here are some ethical practices you must incorporate in your business:

- Taking responsibility
- Transparency in work
- Respecting employee
- Good work culture
- Integrity in financial reports
- consumer protection

3. Ethics in Real Life

Now let's discuss how to live ethical life?. Living an ethical life is most important and it can encompass all fields of ethics. If you are ethical in real-life you will be ethical in every field. Some ethical behavior in real life are:

- Maintaining Professional Integrity
- Good behavior
- Healthy decision making
- Environmental Responsibility
- Online ethics

i. Ethics vs Morals

When discussing ethical behavior, it is important to understand the differences between ethics and morals. Ethics are a set of rules that govern behavior based on principles of right and wrong. Morals, on the other hand, refer to a person's personal beliefs and values.

The distinction between ethics and morals is an important one, as each can influence decision making in different ways. It's important to recognize that ethical behavior does not always reflect a person's personal moral code.

For instance, a person may have personal moral beliefs that do not align with accepted ethical practices in their workplace. In such cases, it is expected that the person will adhere to the workplace ethics and not their own personal moral code.

Ultimately, the main difference between ethics and morals comes down to the level of social acceptance. Ethics are generally more broadly accepted than morals, as they tend to be based on values that are shared by the majority of society. Conversely, morals are more subjective and personal, and may not be shared by everyone.

By understanding the distinctions between ethics and morals, we can make better decisions when it comes to our own behaviors. Knowing how to differentiate between the two can help us act responsibly and adhere to a moral code that is consistent with our own personal beliefs, while also understanding the rules and standards of behavior expected by our communities.

ii. Essence of Ethics

The essence of ethics is to do what is right, regardless of the consequences. This means making choices based on values rather than personal gain. It also includes being honest, fair, and respecting the rights of others. People who act ethically show concern for the common good, rather than just their interests. Finally, ethical behaviour requires courage, which is the ability to stand up for what is right even when it is difficult to do so. It takes courage to put oneself in a position where one may be seen as not complying with cultural norms or expectations. For example, refusing an order from a supervisor that would require unethical action could take a lot of courage.

iii. Ethical Issue

An ethical issue is a problem or situation that requires a person to choose between two options, where both options are morally wrong. Ethical issues can be divided into three categories: personal, professional, and social. Examples of personal ethical issues include whether or not to take your spouse's last name after marriage and how much money you want to inherit from your parents when they die. Professional ethics refer to the right thing for a particular profession such as teaching, accounting, law enforcement, etc. For example, what constitutes a conflict of interest in medicine? Social ethics have to do with the values and beliefs within society.

Types of Ethical Issues:

There are three main types of ethical issues: Utilitarian, Deontological, and Virtue. Utilitarian ethics focus on the consequences of an action, while deontological ethics focus on the act itself. Virtue ethics focuses on the character of the person acting. In contrast to a consequentialist or teleological perspective, virtue ethics believes that people should do what is good because it is good in its own right. Virtue ethics looks at what someone's intent is behind a decision and the moral fibre of their being before making any judgments about their behaviour. It also focuses on the traits that make up a virtuous human being as opposed to trying to pinpoint specific behaviours as good or bad.

iv. Ethical Human Actions

It has been said that every action has consequences, both good and bad. In truth, actions are like chains, and we move from one to the next until we get to the last link in the chain, and that's where we find ourselves at the end of the day with our consequences. Here are some examples of how human ethical actions affect us in ways that can be both good and bad, depending on the outcome of our actions. It's up to you to discover what ethical actions lead to good outcomes and which ones will have negative consequences that may last longer than anticipated.

Results from Ethical Actions: Although I do not know how my actions will affect others, I can trust that they will result in consequences that reflect on me. By choosing to act ethically, I create a life with purpose and meaning. If we want our lives to matter, we must live them honestly and compassionately. We are all connected, so let's treat each other well. Let's make an impact together!

Inspiring Others to do the Right Thing: If you see someone doing something unethical, you must stand up for what's right and correct them. Doing so may inspire others to do the same. And, even if not, at least you did what was right by speaking out against unethical behaviour. It's important to note that correcting someone in public is always preferable to correcting them in private. You want to make sure everyone knows about their mistake. It might be a good idea to take a picture or video of their actions and post it online with a caption explaining why they were wrong.

Receiving Positive Recognition for Your Actions: Positive recognition motivates us to do better work, so always aim to make your actions as ethical as possible. Once you start receiving positive recognition for your hard work, it will encourage you to continue in a positive direction. You'll also be motivated by knowing that others can see how good you're doing for society. If people praise you and recognise your efforts, don't let them down! Stay true to yourself and keep making ethical decisions. The more praise you receive, the more likely it is that others will follow your example.

v. Role of ethics in education:

Ethics in education is a very broad term that gives learning experiences to students which is fruitful for them to grow ethically. It can be considered as a means of expanding ethical awareness and understanding motivation to behave and act ethically in the whole world. In education, there are four principles of ethics. They are-

Honesty: - Honesty means being trustworthy, loyal, truthful, sincere, fair etc. which is a very important trait to have in education. The strong bonding of teacher and student in a school always comes from mutual trust and respect. But, it is seen that in today's world students and academicians are running only after academics, marks etc. and most of them have forgotten about the importance of values and morals in the educational setting. But, success doesn't come only from academics but also we must have the morality to complement our knowledge. It is one of the important individual assets that a person always should have. So, in the education system students should be provided knowledge along with moralities and ethics and they must guide properly from their childhood to develop honesty among them.

Confidentiality: - Confidentiality means not disclosing or revealing one's commitment or information to the unauthorized people and this is also a very important ethics in education. when a student faces any stress, crisis or challenge they seek helps from students affair professionals and it is the responsibility of them to maintain confidentiality about them.

Conflict of interest: - The conflict of interest may occur when the best and highly preferable interest of a person is not similar or doesn't match the best interest of another individual or organization to which an individual experience loyalty. Therefore, in a school environment students personal interests should be given proper priorities and it is a big responsibility of teachers.

Responsibility: - Responsibility is also a very vital and important ethics in education among all other ethics. It is the responsibility of students to show proper respect and careful manners to their teachers as well as other classmates in school and teachers should take strong initiative regarding teaching students about their responsibilities.

UNIT IV : PUBLICATION ETHICS

What is Publication ethics?

Publication ethics are rules of conduct to be followed while publishing results of scientific research or other scholarly work. Generally, it is a standard that protects intellectual property and forbids the re-publication of another's work without proper credit.

Importance of Publication ethics

- The importance of publication ethics in scientific research are as follows:
- The publication ethics promotes the aims of the research, such as knowledge, truth, and avoidance of error. For example, prohibitions against fabricating, falsifying, or misrepresenting research data promote the truth and minimize error.
- It promotes the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness.
- Ethical norms help to ensure that researchers can be held accountable to the public.
- It also helps to build public support for research. People are more likely to fund a research project if they can trust the quality and integrity of the research.
- Many of the publication ethics promote a variety of other important moral and social values, such as social responsibility, human rights, animal welfare, compliance with the law, and public health and safety. Ethical lapses in research can significantly harm human and animal subjects, students, and the public.

Role and responsibility of authors

- As an author of a publication, he/she needs to follow the following publication ethics: Authors should double-check their research papers in detail for accuracy in calculations, data presentation methods, analysis of results, etc.
- Authors must ensure that their research was carried out ethically, and has adhered to relevant regulations.
- Authors must follow the regulations of academic journals in peer review, editing, and publication. Authors must submit manuscripts that are original and must not submit the same paper to more than one academic journal.
- The author should submit data, regulations, procedures, software, lab notes, or other information promptly when requested by the editor.
- The research process and method of analysis suggested by the author in the manuscript must be clear so that other researchers can repeat and reproduce the same results.
- Researchers must record the procedure and results faithfully and systematically store the evidence. If at any point during the peer review, the reviewers or the journal editor requests the evidence, the researcher must be able to present it.
- If there are any limitations present in the research, the researcher must indicate them.
- Researchers must disclose all financial and non-financial conflicts of interest so that the journal editor, reviewers, and readers are fully aware of such conflicts.

- The author must ensure that the manuscript submitted is original and creative and has never been published in any other language or through a different medium.
- If the journal editor wishes to publish a manuscript previously published in another journal he or she should obtain permission from the copyright holder. The fact that the article has been reprinted should be disclosed with the source of the original publication.
- Authorship should be limited to those who have made a significant contribution to the conception, design, execution, or interpretation of the reported study. All those who have made substantial contributions should be listed as co-authors.
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Role and responsibility of publishers

- The publishers should adopt the following publication ethics to publish scholarly content in the journals:
- Publishers should require authors to confirm that they and their co-authors all meet the journal's criteria for authorship and that nobody who meets these criteria has been omitted from the list.
- Publishers should consider requesting that authors provide a short description of each author's contribution in an Acknowledgment. Publishers should ask corresponding authors to confirm they have received written authorization from all their co-authors for publication of the article.
- Publishers should check the plagiarism and inform the authors.
- Journal publishers must not attempt to influence the journal's ranking by artificially increasing any journal metric.
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Role and Responsibility of Editors

- The editor shall ensure that the peer-review process is fair, unbiased, and timely.
- Research articles must typically be reviewed by at least two external and independent reviewers, and where necessary the editor should seek additional opinions.
- The editor shall select reviewers who have suitable expertise in the relevant field, taking account of the need for appropriate, inclusive and diverse representation.
- The editor should evaluate manuscripts for their intellectual content without regard to race, gender, sexual orientation, religious belief, ethnic origin, citizenship, or political philosophy of the authors
- Editors should ensure confidential handling of manuscripts, with no details being disclosed to anyone except the peer reviewers without the permission of the author. If discussions between an author, editor, and peer reviewer have taken place in confidence they should remain in confidence unless explicit consent has been given by all parties, or unless there are exceptional circumstances
- Editors should ensure that all those who carry out peer review on behalf of the journal understand and adhere to the need for confidentiality relating to the peer-review process.

- Editors should ask peer-reviewers to disclose any conflicts of interest when they respond to an invitation to review and also when they submit their review (since conflicts may only be identified after reading the manuscript).
- Editors should only ask authors to add citations to their papers when there is a strong scholarly rationale for this.
- Respect the confidentiality of peer review, and not discuss the manuscript or contact the authors or any other people about the manuscript. Provide an objective and constructive explanation for their recommendation.
- Avoid requesting that the author cites the peer reviewer's papers unless there is a strong scholarly rationale for this.
- The Editors shold not reproduce information or any part of the manuscript under review in any of their work before publication by the authors. Only agree to peer review manuscripts within their expertise and within a reasonable timeframe.

1. Publication Ethics

Ethical standards for publication exist to ensure high-quality scientific publications, public trust in scientific findings, and that people receive credit for their work and ideas.

The Committee on Publication Ethics (COPE) is an international forum for editors and publishers of peer-reviewed journals that provide the code of conduct and best practice guidelines that define publication ethics and advises editors on how to handle cases of research and publication misconduct. In this editorial, we introduce concepts collectively called publication ethics including statutory and ethics approval, informed consent, data manipulation and research fraud, plagiarism, simultaneous submission, duplicate publication, self-citation, consent to reproduce published material, ethics of authorship, and conflicts of interest. It is important to avoid the following

Data fabrication and falsification:

Data fabrication means the researcher did not actually do the study, but faked the data. Data falsification means the researcher did the experiment, but then changed some of the data.

Plagiarism: Taking the ideas and work of other scientists without giving them credit is unfair and dishonest. Copying even one sentence from someone else's manuscript, or even one of your own that has previously been published, without proper citation is considered plagiarism—use your own words instead.

Multiple submissions: It is unethical to submit the same manuscript to more than one journal at the same time. Doing this wastes the time of editors and peer reviewers, and can damage the reputation of the authors and the journals if published in more than one journal as the later publication will have to be retracted.
Redundant publications (or 'salami' publications): This means publishing many very similar manuscripts based on the same experiment. Combining your results into

one very robust paper is more likely to be of interest to a selective journal. Editors are likely to reject a weak paper that they suspect is a result of salami slicing.

Improper author contribution or attribution: All listed authors must have made a significant scientific contribution to the research in the manuscript and approved all its claims. Don't forget to list everyone who made a significant scientific contribution, including students and laboratory technicians. Do not "gift" authorship to those who did not contribute to the paper.

1. The International Committee of Medical Journal Editors has detailed guidelines on authorship that are useful for scientists in all fields: International Committee of Medical Journal Editors.

2. Many journals have tools and processes in place to identify researchers that engage in unethical behavior. If you are caught your manuscript may be rejected without review and your institution informed.

Importance of Ethics

There are several reasons why it is important to adhere to ethical norms in research.

First, norms promote the aims of research, such as knowledge, truth, and avoidance of error. For example, prohibitions against fabricating, falsifying, or misrepresenting research data promote the truth and minimize error.

Second, since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness. For example, many ethical norms in research, such as guidelines for authorship, copyright and patenting policies, data sharing policies, and confidentiality rules in peer review, are designed to protect intellectual property interests while encouraging collaboration. Most researchers want to receive credit for their contributions and do not want to have their ideas stolen or disclosed prematurely.

Third, many of the ethical norms help to ensure that researchers can be held accountable to the public. For instance, federal policies on research misconduct, conflicts of interest, the human subjects protections, and animal care and use are necessary in order to make sure that researchers who are funded by public money can be held accountable to the public.

Fourth, ethical norms in research also help to build public support for research. People are more likely to fund a research project if they can trust the quality and integrity of research.
Finally, many of the norms of research promote a variety of other important moral and social values, such as social responsibility, human rights, animal welfare, compliance with the law, and public health and safety. Ethical lapses in research can significantly harm human and animal subjects, students, and the public. For example, a researcher who fabricates data in a clinical trial may harm or even kill patients, and a researcher who fails to abide by regulations and guidelines relating to radiation or

biological safety may jeopardize his health and safety or the health and safety of staff and students.

Ethical Principles

- Honesty
- Objectivity
- Integrity
- Carefulness
- Openness
- Transparency
- Accountability
- Intellectual property
- Confidentiality Social Responsibility
- Non-discrimination Competence

2. **Best practices / standards setting initiatives and guidelines : COPE & WAME**

a) COMMITTEE ON PUBLICATION ETHICS (COPE)

Guidelines On Good Publication Practice' COPE was founded in 1997 to address breaches of research and publication ethics. A voluntary body providing a discussion forum and advice for scientific editors, it aims to find practical ways of dealing with the issues, and to develop good practice. Intellectual honesty should be actively encouraged in all medical and scientific courses of study, and used to inform publication ethics and prevent misconduct. It is with that in mind that these guidelines have been produced. The guidelines were developed from a preliminary version drafted by individual members of the committee, which was then submitted to extensive consultation. They address: study design and ethical approval, data analysis, authorship, conflict of interests, the peer review process, redundant publication, plagiarism, and duties of editors, media relations, advertising, and how to deal with misconduct. These guidelines are intended to be advisory rather than prescriptive, and to evolve over time. We hope that they will be disseminated widely, endorsed by editors, and refined by those who use them.

1. Study design and ethical approval: Good research should be well justified, well planned, appropriately designed, and ethically approved. To conduct research to a lower standard may constitute misconduct.

2. Data analysis
Data should be appropriately analysed, but inappropriate analysis does not necessarily amount to misconduct. Fabrication and falsification of data do constitute misconduct.
3. Authorship There is no universally agreed definition of authorship, although attempts have been made. As a minimum, authors should take responsibility for a particular section of the study.

4. Conflicts of interest: Conflicts of interest comprise those which may not be fully apparent and which may influence the judgment of author, reviewers,

and editors. They have been described as those which, when revealed later, would make a reasonable reader feel misled or deceived. They may be personal, commercial, political, academic or financial. “Financial” interests may include employment, research funding, stock or share ownership, paymentfor lectures or travel, consultancies and company support for staff.

5. Peer review: Peer reviewers are external experts chosen by editors to provide written opinions, with the aim of improving the study. Working methods vary from journal to journal, but some use open procedures in which the name of the reviewer is disclosed, together with the full or “edited” report.

6. Redundant publication: Redundant publication occurs when two or more papers, without full cross reference, share the samehypothesis, data, discussion points, or conclusions.

7. Plagiarism: Plagiarism ranges from the unreferenced use of others’ published and unpublished ideas, including research grant applications to submission under “new” authorship of a complete paper, sometimes in a different language. It may occur at any stage of planning, research, writing, or publication: it applies to print and electronic versions.

8 Duties of editors Editors are the stewards of journals. They usually take over their journal from the previous editor(s)and always want to hand over the journal in good shape. Most editors provide direction for the journal and build a strong management team. They must consider and balance the interests of many constituents, including readers, authors, staff, owners, editorial board members, advertisers and the media.

9 Media relations Medical research findings are of increasing interest to the print and broadcast media. Journalists may attend scientific meetings at which preliminary research findings are presented, leading to their premature publication in the mass media.

Relation of the Journal to the Sponsoring Society (if applicable)

Conflicts of Interest(COI) All manuscripts for articles, original research reports, editorials, comments, reviews, book reviews, and letters that are submitted to the journal must be accompanied by a conflict of interest disclosure statement or a declaration by the authors that they do not have any conflicts of interest to declare. All articles that are published in the journal must be accompanied by this conflict of interest disclosure statement or a statement that the authors have replied that they have no conflicts of interest to declare. If a journal prints unsigned editorials, they should not have been written by anyone with a conflict of interest.
To facilitate this policy, all authors must privately disclose ‘ALL their potential conflicts of interest’ to the editors of the journal at the time of submission. These include all financial and non-financial interests and relationships , direct employment with a private sector entity, and service on private sector and non-profit Boards and advisory panels, whether paid or unpaid. Authors should also disclose any conflict of interest that may have influenced either the conduct or the presentation of the research to the editors, including but not limited to close relationships with those who might be

helped or hurt by the publication, academic interests and rivalries, and any personal, religious or political convictions relevant to the topic at hand.

b) WAME – World Association of Medical Editors Medical journals aspire to select, through peer review, the highest quality science. To achieve this, the entire peer Medical peer review and publication process must be thorough, objective, and fair. Almost every aspect of this process involve review involve important ethical principles and decisions, which are seldom explicitly stated and even less often shared with the important the readership. Journals' reputations depend on the trust of readers, authors, researchers, reviewers, editors, patients, readership. research subjects, funding agencies, and administrators of public health policy. This trust is enhanced by describing research describing as explicitly as possible the journal's policies to ensure the ethical treatment of all participants in the publicationas publicationprocess. A comprehensive policy on publication ethics is summarized in this article, which addresses all the major areas ofethics we believe contemporary science journals should consider. Our aim is to encourage editors of journals to useethics usethese to develop such policies for their journals and make them accessible to their constituents by publishing them inthese inprint or on the web. The document makes recommendations on what we consider to be the best solutions to addressprint addressthese ethical problems, but we expect individual journals to customize the policies to best fit their own situations. However, we believe that every journal should have an explicit policy on each of these issues, and that these policies However, policies should be published in each journal so they are accessible to readers, authors, and reviewers.

In the article, the authors must include a draft statement that discloses all relevant conflicts of interest and affiliations. The relevance of financial conflicts of interest with private firms is defined as a relationship of any value with a firm that has a stake in the subject of the manuscript or its competitors. Relevance for patents is defined as any invention or pending invention connected in any way to the subject. As relevance is often in the eye of the beholder, one must err on the side of full disclosure when drafting the disclosure statement. Editors will check a draft against the private financial disclosure statement and initiate discussions toward possible adjustments, if necessary. Non-Financial Conflicts of Interest: Authors may have strong views about the article being submitted for publication. The authors must consider disclosing these views and the editors may choose to print any affiliations or expressions from these views that may be relevant. These may be personal, political or intellectual, and may include any expression of strongly held views relevant to the subject of submission. Such disclosures may be original or they may be references to opinions previously expressed in books or monographs, opposite editorials or public comments, or to some prior sworn testimony or lobbying of legislators or legislative bodies.

Disclose-able non-financial conflicts of interest will also include membership or affiliation to nongovernmental organizations that have an interest in the submission.

How do I Make a Declaration? If you are submitting your article for publishing in a journal that requires you to make a ‘Declaration of Conflicting Interests’, please include such a declaration at the end of your manuscript, following any acknowledgments and prior to the references, under the heading ‘Conflict of Interest Statement’. If no declaration is made, the following will be printed under this heading in your article:

‘None Declared’. Alternatively, you may wish to state that ‘The author(s) declare(s) that there is no conflict of interest’. 4. Publication Misconduct To respect the intellectual property rights of others and uphold the standards for academic publishing, publishers of book or journal is adopting a zero tolerance policy towards papers associated with publication misconduct.

Publication misconduct includes plagiarism, fabrication, falsification, inappropriate authorship, duplicate submission/multiple submissions, overlapping publication, and salami publication.

1.Plagiarism: Plagiarism is the appropriation of another person's thoughts, ideas, data, figures, research methods, or words without giving appropriate credit, or the over-citation of another person's published work.

2. Fabrication: Fabrication is the practice of making up data or results without having performed relevant research.

3. Falsification: Falsification is the practice of changing data or results intentionally such that misleading conclusion is drawn.

4. Inappropriate authorship: Authorship is not appropriately assigned based on the author's contributions.

5. Duplicate submission/multiple submissions: Duplicate submission/multiple submissions refers to practice of submitting the same manuscript or several manuscripts with minor differences (e.g., differences only in title, keywords, abstract, author order, author affiliations, or a small amount of text) to two or more journals at the same time, or submitting to another journal within an agreed or stipulated period.

6. Overlapping publication: Overlapping publication refers to the practice of publishing a paper overlaps substantially with one already published.

7. Salami publication: Salami publication refers to the practice of slicing data from a large study,could have been reported in a single paper, into different pieces and publishing them in two or more articles, all of which cover the same population, methods, and question.

8. Inappropriate authorship: Authorship is not appropriately assigned based on the author's contributions.

Violation of Publication Ethics:

Authorship and Contributorship Authorship and Contributorship Naming authors on a scientific paper ensures that the appropriate individuals get credit, and are accountable, for the research. Deliberately misrepresenting a scientist's relationship to their work is considered to be a form of misconduct that undermines confidence in the reporting of the work itself. While there is no universal definition of authorship, an “author” is generally considered to be an individual who has made a significant intellectual contribution to the study. According to the guidelines for authorship established by the International Committee of Medical Journal Editors (ICMJE), "All persons designated as authors should qualify for authorship, and all those who qualify should be listed." Four criteria must all be met to be credited as an author:

- Substantial contribution to the study conception and design, data acquisition, analysis, and interpretation.
- Drafting or revising the article for intellectual content.
- Approval of the final version.
- Agreement to be accountable for all aspects of the work related to the accuracy or integrity of any part of the work.

The following are some general guidelines, which may vary from field to field:

- The order of authorship should be "a joint decision of the coauthors".

■ Individuals who are involved in a study but don't satisfy the journal's criteria for authorship, should be listed as "Contributors" or "Acknowledged Individuals". Examples include: assisting the research by providing advice, providing research space, departmental oversight, and obtaining financial support.
■ For large, multi-center trials, the list of clinicians and centers is typically published, along with a statement of the individual contributions made. Some groups list authors alphabetically, sometimes with a note to explain that all authors made equal contributions to the study and the publication. Three types of authorship are considered unacceptable:
■ "Ghost" authors, who contribute substantially but are not acknowledged (often paid by commercial sponsors);
■ "Guest" authors, who make no discernible contributions, but are listed to help increase the chances of publication;
■ "Gift" authors, whose contribution is based solely on a tenuous affiliation with a study. When not appropriately addressed, authorship issues can lead to dispute. Some disputes are based on misconduct (such as lying about one's role); some stem from questions of interpretation, such as the degree to which a person's contribution can be considered "substantial," and if authorship is justified. Other potential issues could include: being involved in a study, but not listed as an author or contributor; someone taking your idea and publishing a paper claiming full authorship; and finding your name on a publication without your permission. If a complaint is filed over a dispute, an investigation may be conducted with the journal editor and author's institution to reach a resolution. Because of the potential for ambiguity and confused expectations, it is strongly advised that before the research begins, a meeting take place to document how each person will be acknowledged. Issues around authorship can be complex and sensitive. Early career researchers who encounter such situations may fear they will jeopardize their reputation and career if they speak up. Take the time to fully understand each journal's guidelines for authorship, and industry requirements. If you find yourself in a challenging situation that you are not sure how to handle, consult with a trusted mentor or supervisor.
6. Identification of publication misconduct, complaints and appeals The following are the problems classified as misconduct of publication
• Plagiarism • Text recycling (‘self-plagiarism’) • Duplicate/redundant publication • Authorship issues • Disputes, gift authorship, ghost authorship • Data fabrication/falsification • Image manipulation • Undisclosed competing interests • Lack of ethics approval – animal or human • Unethical treatment of participants • Lack of consent How to Handle Reviewer Misconduct Reviewer misconduct can range from minor issues, such as rude or unconstructive reviews, to major issues, such as the appropriation of author's ideas or data. As an editor, you entrust reviewers with a high level of responsibility. They are given access to privileged information (i.e. unpublished research) and their recommendations can sway the publication outcome. Unfortunately, there are rare occasions when that trust is misplaced. Minor problems are relatively easy to respond to. Delete rude comments, and don't invite reviewers again if they supply poor quality, late, or unconstructive reviews. There may be other instances where editors receive complaints from authors about reviewer misconduct. We outline approaches to these instances below.

COPE Flowchart Appeals Following the rejection of a paper, the author may appeal to the editor. Your journal should have a clear appeals policy stating under what circumstances an appeal will be considered and how the appeal process will be handled. Conflicts of Interest One issue authors might raise during an appeal for reviewer misconduct is bias due to conflict of interests. If your journal operates open peer review, the author will know the identity of the reviewer and can specify the potential conflict of interests. For journals operating single or double blind peer review, accusations of bias are likely to be suppositional rather than substantiated, but should still be given careful consideration. Appeals can often be resolved by getting a second opinion. Engaging a new reviewer will eliminate the potential alleged bias. It is difficult in these cases to evidence malicious intent on behalf of a reviewer, but you retain the right not to use reviewers who you feel are unable to give an objective assessment.

Appropriated Data Another possible

- No Peer Review No Ethical Approvals
- Author Fees No quality check No ISSN or DOI
- Use indiscriminate solicitation practices (repeated e-mails) How to identify predatory publishers?
- Deviate from best editorial and publication practices
- Prioritize self-interest at the expense of scholarship
- Boasting about being "indexed" by academic social networking sites (like ResearchGate) and standard identifiers (like ISSNs and DOIs) as if they were prestigious or reputable bibliographic databases. Predatory publishers have also been compared to vanity presses. Predatory publishers
- Citing fake or non-existent impact factors.
- Using ISSNs improperly.
    - Making misleading claims about the publishing operation, such as a false location.
    - Mimicking the name or web site style of more established journals.
    - Appointing fake academics to editorial boards.
    - Listing academics as members of editorial boards without their permission, and not allowing academics to resign from editorial boards
    - Aggressively campaigning for academics to submit articles or serve on editorial boards. • Notifying academics of article fees only after papers are accepted.
    - Accepting articles quickly with little or no peer review or quality control, including hoax and nonsensical papers.
    - complaint of reviewer misconduct concerns the alleged appropriation of data during the review process. An author may raise a complaint if they discover their ideas or data are used in a published paper. They may conclude that these can only have been appropriated during the review process. These issues can be complicated because there is likely to be some time lag between the review process conducted at your journal and the publication of the appropriated data. Because complaints may involve another journal and another editorial team, it's best to make sure you keep them informed. We recommend following the steps outlined in the COPE Flowcharts.

Predatory publisher and journals:

Predatory publishing, sometimes called write-only publishing or deceptive publishing, is an exploitative academic publishing business model that involves charging publication fees to authors without checking articles for quality and legitimacy and without providing editorial and publishing services that legitimate academic journals provide, whether open access or not. They are regarded as predatory because scholars are tricked into publishing with them, although some authors may be aware that the journal is poor quality or even fraudulent. New scholars from developing countries are said to be especially at risk of being misled by predatory publishers. According to one study, 60% of articles published in predatory journals receive no citations over the five-year period following publication.

UNIT V: PRACTICE

OPEN ACCESS PUBLISHING

A publishing is defined "Open access" when there are no financial, legal, or technical barriers to accessing it – that is to say when anyone can read, download, copy, distribute, print, search for and search within the information, or use it in education or any other way within the legal agreements.

WHAT IS OPEN ACCESS?

- OA is a system provide access to knowledge resources.
- Unrestricted (copyright) unlimited online access for academic article
- It eliminates price an approval restriction and assures the best possible access
- Open access is a free, unalterable, global accessible publication (Berlin declaration)
- Its articles components are online delivery further disseminations and effective archiving.

OPEN ACCESS PUBLISHING?

- Open access publishing is the publication of material in such a way that is available to all potential users without financial or other barriers.

TYPES OF OPEN ACCESS PUBLISHING

Key Attributes of OAP – Timing, Version, Location, Discover-ability, Fee, and Licensing.

1. Green Open Access publishing refers to the self – archiving of published or pre – publication works for free public use. Authors provide access to preprints or post – prints of their works with publisher permission in an institutional or disciplinary digital repository.
2. Gold Open Access is where an author publishes their article in an online open access journal. In contrast, green open access is where an author publishes their article in any journal and then self – archives a copy in a freely accessible institutional or specialist online archive known as a repository, or on a website.
3. Open Access Publishing and Initiatives: Access to information is critical to the development of societies. Open access is a step ahead of ―Free Access. Under OA, the end user not only has free access to the content but also have the right to further distribute the content.

Some of the salient features of OA are:

a. Open access literature is digital, free of charge and free of copyright.
b. OA is compatible with copyright, peer review, revenue, print, preservation, advancement, indexing and supportive services associated with conventional scholarly literature;
c. OA campaign focuses on the literature that authors give to the world without expectation of payment;
d. OA is compatible with peer review and all the major AO initiatives for scientific & scholarly literature insist on its importance.

2.SHERPA ROMEO: SHERPA is investigating issues in the future of scholarly communication and ROMEO looks after Publisher's copyright & archiving policies. Thus, Sherpa Romeo is an online resource that aggregates and analyses publisher open access policies from around the world and provides summaries of publisher copyright and open access archiving policies on a journal-by-journal basis. The service is used by researchers, repository staff and research support teams across the world, to help users understand complex publisher and journal open access policies.

4. Software tools to identify predatory publications developed by SPPU: The term 'Predatory Publisher' was first coined by Jeffrey Beall who described is as

Predatory open-access publishers are those that who exploit unprofessionally the author-pays model of publishing for their own profit.

The most common complaints about predatory publishing includes; acceptingarticles very soon with little or no peer review and quality control, informing fees only after papers accepting the article for the journal, campaigning for academics to submit the articles, mentioning the list of academics as members of editorial boards without getting their permission, citing or nonexistent impact factors etc.

Savitribai Phule Pune University (SPPU) appointed a committee on 27 March 2015, which was expanded on 16 April 2015 to look after the issues of the predatory journals. The committee feels that good research publication need good quality, research work, which can happen with the inquiry, investigation, innovation, and hard work. However, there cannot be a centralized policy or system. Each country/region, every University/institute may have specific guidelines. The desperation to publish poor quality work, plagiarized or false data in dubious journals will bring in the long run only disgrace to individuals, institutions, and nations, which must be avoided totally. The committee is convinced that there is an immediate need to control publications in false journals, and periodicals, etc. The committee feels that the present policy of the University to strengthen the research culture by providing support from its own resources is good, however more stringent methods are needed to evaluate the impact and outcome of the research. Software Tools to Identify Predatory Publications developed by SPPU focus to understand the Present problem, Guidelines and Recommendations to avoid Predatory Publishing.

5. JOURNAL FINDER/ JOURNAL SUGGESTION TOOLS: Journal finders areonline journal search tools that help authors find suitable journals and publications for reaching the target audience, the technology greatly lightens the load of researchers in finding the right journal for their research publications. Journal search tools require the author to provide keyword or abstract. It will enable it to identify potential journal titles. Publishers and organizations create many of these tools. The journal metrics of these tools enable the authors to identify the highly ranked reputed journals to submit theirresearch papers.

Some of the preeminent journal finding tools are:

i. JANE- Journal/Author Name Estimator (PubMed): JANE tags journals that are currently indexed in MEDLINE and also open access journals approved by DOAJ or Directory of Open Access Journals. It also relies on the data in PubMed to identify high-quality journals from the predatory journals as PubMed contains both kinds of journals in its data.

ii. Elsevier Journal Finder: Elsevier Journal Finder using smart search technology and field of research specific vocabularies to match the inputwith the Elsevier journals to publish them.

iii. Springer Journal Suggester: It uses semantic technology to identify the right journal for the research paper from 2,600 Springer publications andBioMed Central journals.

iv. Journal Guide: It searchers journal names, category, and publisher using the title and abstract to discover journals that have already been published on similar topics. Researchers can identify the journals that are most likely to be interested in their research by matching the journalsto the research paper content.

PUBLICATION MISCONDUCT

Publication is the process by which a researcher publishes his work in a journal, a book or a magazine to bring recognition of his work. It is made public then. The researcher who wants to work on the same area, collect information from the book and enrich themselves. But when the researchers violate the ethical remints misconduct occur. This includes Plagiarism, Fabrication, Falsification, Authorship ict, Redundant Publication, Salami Slicing etc.

Publication misconduct refers to unethical behavior and practices that occur during the research publication process. It can involve a variety of actions that compromise the integrity of the research record, the publication process, or both.

Reason of Publication Misconduct

a. Lack of awareness about research and publication ethics
b. Pressure for publication
c. Financial enticement to compromise integrity
d. Wish for massive curriculum vitae
e. Academic advancement and promotion
f. Competition among the colleagues
g. Professional supremacy

1. Subject specific ethical issues, FFP, authorship

    a. Ethical Requirements in publication are
    b. Honesty and Carefulness
    c. Objectivity and Integrity
    d. Transparency and Confidentiality
    e. Non-Discrimination and Competence
    f. Responsible publication and Responsible Mentoring
    g. Legality

Duplicate submission/multiple submissions, overlapping publication, Salami publication, etc. are some mentioned ethical issues. Others are further discussed below:

FFP i. e falsification, fabrication, and plagiarism are Known as the three "cardinalsins" of research conduct.

- **PLAGIARISM**: Copying another's work or ideas without proper attribution.
- **FABRICATION:** Making up data or results and recording or reporting them.
- **FALSIFICATION:** Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
- **DUPLICATE OR REDUNDANT PUBLICATION**: Publishing the same data or research findings in more than one journal or publication without proper citation or notification to the editors.
- **SALAMI SLICING:** Segmenting one significant piece of research into several small parts to increase the number of publications without appropriate cross-referencing, leading to an artificial inflation of a researcher's publication record.
- **AUTHORSHIP ISSUES:** Inappropriately assigning authorship, including the inclusion of authors who have not made a significant contribution to the research or the exclusion of individuals who have.

Authorship Conflict:

Authorship is identifying the person who has given his contribution in a noteworthyway to the particular research work.

Acknowledgement: The ICMJE guidelines state that "All others who contributed to the work who are not authors should be named in the acknowledgement".

Inappropriate authorship: Authorship is not appropriately assigned based on theauthor's contributions.

Contributor ship: The ICMJE guidelines recommend that "author should

provide a description of what each contributed and editor should publish that information"

Ghost author: It is seen that some writer's role are not acknowledged though the name should be there according to the ICMJE guidelines. They involve themselves indata collection and data interpretation.

Guest authorship /Gift. authorship: There are some persons whose names are listed

PUBLLICATION ETHICS

Publication ethics encompasses the set of principles and standards that guide the behaviour of individuals involved in the publication of scholarly work, ensuring the integrity, quality, and transparency of research. These ethics apply to authors, peer reviewers, and editors alike. Key principles include:

- HONESTY: Being truthful about the research conducted and the results obtained.
- TRANSPARENCY: Disclosing methods and data clearly so that findings can be independently verified or replicated.
- ACCOUNTABILITY: Authors taking responsibility for their work and its impact on the scientific community and society.
- FAIRNESS: proper credit through citations and acknowledgements, and avoiding discrimination based on gender, sexual orientation, religious or political beliefs, ethnic or geographical origin.
- CONFIDENTIALITY: Respecting the privacy of peer reviewers and authors during the review process.
- OBJECTIVITY: Evaluating research on its own merits, without bias towards the author(s) or their affiliations.
- INTEGRITY IN REPORTING: Ensuring that research findings are reported accurately, without fabrication, falsification, or inappropriate data manipulation.

CONFLICTS OF INTEREST IN RESEARCH ETHICS

Conflicts of interest (COI) in research ethics refer to situations in which a person's or institution's judgements and integrity in conducting, reporting or personal relationships, or reputations. These conflicts can compromise the objectivity, integrity, and trustworthiness of research in several ways:

1. **FINANCIAL CONFLICTS:** These arise when researchers have financial interests, such as equity in a company, patents, or receiving fees or grants from entities that could benefit from the research outcomes.
2. **PROFESSIONAL CONFLICTS**: Occur when personal or professional advantages, such as career advancement or increased prestige, influence research activities or decisions.
3. **PERSONAL CONFLICTS:** Involve personal relationships with colleagues, students, or family members that may affect research objectivity.

The key to managing COI is transparency. Researchers are expected to disclose any potential conflicts to their institutions, journals, and funding agencies. Institutions and journals usually have policies and procedures to manage disclosed conflicts, ensuring research integrity is maintained.

Complaints and Appeals:

The meaning of complaint we understand is any type of unhappiness or dissatisfactionregarding the publication and policies of the journal.

The complaint may be due to thelong delay in publication or a reply related to the author. The complaint may also be about the decision of the editorial board member or chief editor regarding the manuscripts of the author. Sometimes, the complaints may be about the ruderesponses or a misjudgment of the editorial board member.

The authors have the right to complaint and ask explanation if they perceive any misconduct in any applicable policies and ethical guidelines. The rejection of a paper,the author may appeal to the editor. Authors have the right to appeal an editor's decision on their article. All appeals are sent to the journal's Editor-in-Chief, who willassess your article and the details of the peer review process before the final decision.

TYPE OF COMPLAINTS:

i. Complaints from the author.
ii. Complaints about plagiarism.
iii. Duplicate publication or submitting the article to various journal at the sametime.
iv. Research results misappropriations.
v. Complaints regarding the research errors and fraud.
vi. Violations of research standards.
vii. Conflicts of interest.
viii. Bias behaviour of reviewers.

SOFTWARE TOOLS:

Some of the Best Plagiarism Checker Software includes:

Turnitin: Turnitin is an Internet-based plagiarism detection service with the aim of identifying plagiarism. Results can identify similarities with existing sourcesand can also be used in formative assessment to help students learn to avoid plagiarism and improve their writing.

Urkund: URKUND Plagiarism Detection Software selected by INFLIBNET Centre to enhance quality and prevent plagiarism in research / academic publications.

Grammarly: Grammarly is an effective tool for detecting unoriginal content, enabling our editors to preserve the journal's integrity and the authors' copyright.

DATABASES AND RESEARCH METRICS

1. Indexing databases: An index is a copy of selected columns of data, from a table, that is designed to enable very efficient search and a **database** is an organized collection of data stored and accessed electronically. Thus, indexingdatabase is a data structure that improves the speed of data retrieval operationson a database table at the cost of additional writes and storage space to maintain the index data structure.

Some of the good Indexing Databases of Research are:

- **SCI-E**
- **E- SCI**
- **Scopus**
- **SSCI**
- **UGC-CARE**
- **ABCD INdex**
- **Pubmed**
- **NAAS**

Many journals and indexing platforms are working for decades. As in the last three decades internet play a vital role in data access, hence routing to journals is done by indexing agencies.

2. Citation databases: A citation database is a form of bibliographic index which provides a record of citations between publications, enabling a user to see which publications have cited which other publications. Such a database will show which authors have cited a publication and how many times an author hasbeen cited.

Some popular citation databases are as follows:

1. Web of Science – Clarivate Analytics‘ Web of Science is an online subscription- based citation indexing service which gives access to multiple databases that reference cross disciplinary research and which allows for comprehensive citation search and in-depth exploration of specialized sub fields within a scientific discipline.
2. Scopus – Elsevier‘s Scopus is the world‘s largest abstract and citation database of peerreviewed scientific journals, books and conference proceedings which covers research topics across all scientific, technical and medical disciplines. All journals covered in the Scopus database are reviewed for sufficiently high quality each year according to four types of numerical quality measure for each title; those are h-Index, CiteScore, SJR (SCImago Journal Rank) and SNIP (Source Normalized Impact per Paper).

3. Google Scholar – Google Scholar is a freely accessible web search engine that indexes the full text or metadata of scholarly literature across an array of publishing formats and disciplines. The Google Scholar index includes most peer- reviewed online academic journals and books, conference papers, theses and dissertations, preprints, abstracts, technical reports, and other scholarly literature, including court opinions and patents.

RESEARCH METRICS

Research metrics are the fundamental tools used across the publishing industry tomeasure performance, both at journal and author level.

Impact factor of journals as per journal citation report

IMPACT FACTOR (IF) is a measure of the number of times an average paper in a journal is cited, during a year. Impact Factors are used to measure the importance of a journal by calculating the number of times selected articles are cited within a particular year. Hence, the higher the number of citations or articles coming from a particular journal, or impact factor, the higher it is ranked. IF is also a powerful tool ifyou want to compare journals in the subject category.

To Measure and understand a Journal Impact Factor, we use-

1. SNIP (Source Normalized Impact per Paper) – It is journal citation count per paper, divided by citation potential in the field. It attempts to correct subject-specific characteristics, simplifying cross-discipline comparisons between journals. It only considers citations to specific content types (articles, reviews, and conference papers), and does not count citations from publications that Scopus classifies as non citing sources. These includes trade journals, and many Arts & Humanities titles. If there are fewer total citations in a research field, then citationsare worth more in that field.
2. SJR (Scimago Journal Rank) – It is the average number of (weighted) citations in a given year to Journal X, divided by the number of articles published in Journal X in the previous three years. It aims to capture theeffect of subject field, quality, and reputation of a journal on citations. It calculates the prestige of a journal by considering the value of the sources that cite it, rather than counting all citations equally. Each citation received by a journal is assigned a weight based on the SJR of the citing journal.
3. IPP (Impact per Publication) – Also known as RIP (Raw Impact per Publication), the IPP is used to calculate SNIP. IPP is a number of current year citations to papers from the pervious 3 years, divided by thetotal number of papers in those 3 previous years.
4. Cite Score – It is the number of all citations recorded in Scopus in one year to content published in Journal X in the last three years, divided by the total number of items published in Journal X in the previous three years. Cite Score suffers from some of the same problems as Impact Factor; namely that it isn‘t comparable across disciplines and it is a mean calculated from a skewed distribution.

Deciding the perfect journal for our paper is an important step. Metrics are excellenttools to guide you through the process. Some metrics include-

- h-index – Although originally conceived as an author-level metric, the H-index has been being applied to higher-order aggregations of research publications, including journals.

- g-Index – It is an alternative proposed by Leo Egghe in 2006 for the older h-index, which does not average the number of citations. It assists the h-index and gives more weight to the highly-cited papers.
- i10 Index – It is the number of publications with at least 10 citations. This verysimple measure is only used by Google Scholar, and is another way to help gauge the productivity of a scholar.
- Altmetrics (or Alternative metrics) – Altmetrics help to measure the impact of ajournal by looking at the social activity around it. They use quantitative and qualitative data alongside traditional citation and usage based metrics to provide as insight into the attention, influence and impact of academic research.

    - **CiteScore metrics** – helps to measure journal citation impact. Free, comprehensive, transparent and current metrics calculated using data from Scopus®, the largest abstract and citation database of peer- reviewed literature.
    - **SJR** – or SCImago Journal Rank, is based on the concept of a transfer ofprestige between journals via their citation links.
    - **SNIP** – or Source Normalized Impact per Paper, is a sophisticated metric that accounts for field-specific differences in citation practices.
    - **JIF** – or Journal Impact Factor is calculated by Clarivate Analytics asthe average of the sum of the citations received in a given year to a
      journal's previous two years of publications, divided by the sum of"citable" publications in the previous two years.

END