



Rajiv Gandhi National Institute of Youth Development

(An Institute of National Importance under the Act of Parliament 35/2012)

Ministry of Youth Affairs and Sports, Government of India,
Sriperumbudur, Tamil Nadu 602 105

Report of the

Five days Academic Writing Workshop for the SC/ST Research Scholars and Early Academics

Organized by

**Writing Facilitation Centre, Centre for Dalit and Subaltern
Studies, RGNIYD**

24 – 28 July, 2023

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Prof. Pramod Kumar, School of Humanities, IGNOU, Delhi, India

Dr. C. Lakshmanan, Associate Professor (Retired), MIDS, Chennai, Tamil Nadu, India

Prof. Ramaiah, Dean, TISS, Mumbai, India

Dr. P. Sigamani, Dean, Central University of Tamil Nadu, India

Dr. S. Lourdu Nathan, Jawaharlal Nehru University, New Delhi, India

Ms. Avinu Veronica Richa, Assistant Professor, Department of Gender Studies, RGNIYD, Sripermbudur, Tamil Nadu.

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Dr. S. LALITHA

Coordinator, CDSS

Director's Message



Mr. DEBASHIS DEY
Director, RGNIYD

The Rajiv Gandhi National Institute of Youth Development (RGNIYD) is a prestigious national institution that primarily focuses on addressing youth-related issues and implementing various programs aimed at promoting youth development. Specifically, the RGNIYD conducts workshops, training programs, and capacity-building activities to empower marginalized youth across the entire nation. Proficiency in academic writing is an indispensable skill for scholars and early academics to thrive in the academic sphere. Unfortunately, marginalized youth often lack access to such skills. However, the Centre for Dalit and Subaltern Studies (CDSS) at RGNIYD offers these invaluable opportunities to them. I am delighted to express my satisfaction with the profound impact that the academic writing workshops, organized by CDSS at RGNIYD, have had on the marginalized youth. I extend my heartfelt congratulations to Dr. S. Lalitha, the Coordinator of the Centre for Dalit and Subaltern Studies at RGNIYD, for successfully organizing these workshops for the marginalized youth.


Debashis Dey

निदेशक / Director
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**Five Day Academic Writing Workshop for the
SC/ST Research Scholars and Early Career Researchers**

Organized by
Writing Facilitation Centre,
Centre for Dalit and Subaltern Studies, RGNIYD
24th to 28th July, 2023

Concept Note

Introduction:

The five-day Academic Writing workshop, is facilitated by the Academic Writing Facilitation Centre under the Centre for Dalit and Subaltern Studies (CDSS), Rajiv Gandhi National Institute of Youth Development (RGNIYD), funded by the British Academy with the support of King's College, UK. The workshop aims to engage PhD and Early Career scholars (ECR) from marginalized communities (SC/ST) on enhancing the quality of academic writing skills. Since Academic writing is an integral aspect of the overall Academic research process, the workshop aims to organize in-depth and organized modules on various significant aspects of academic writing. While Academic writing is largely considered as a pre-requisite for scholars, most scholars from marginalized backgrounds fall short of the necessary English-language equipped skills to sustain themselves in the domain of academia; apart from the burden of improving the quality of their English Reading and Writing competency, they also do not have the needed exposure in knowing the 'technicalities' of Academic writing. Being cognizant of such an unfortunate situation, CDSS aims to continue its tradition of establishing a constant and continuous process of facilitating the Academic Writing Workshop based on the model of previous workshops which took place in 2020 as a two-day capsule program and in 2021 as a three-day program backed by a year-long 'structured mentoring program'. Some of the thematic areas which the workshop aims to cover are:

- Introduction to Academic Writing in Social Sciences
- Essential Aspects in Academic Writing
- Reading, Thinking and Writing Critically
- Collaborative Writing
- Writing for Policy and Practice
- Ethics in Writing and Publication

Objectives:

1. Providing a detailed and technical clarity to the participants on the nuances of academic writing.
2. Encouraging scholars to engage in the 'criticality' of reading, thinking, and writing.
3. Equipping academic writing skills among the participants with Individual and group exercises.
4. Providing orientation to the participants on selecting appropriate journals of their area of interest for future.
5. Providing continual assistance to the participants of previous workshops on their publication status and encouraging them to publish their papers.

About CDSS:

In order to enable marginalised youth to take part in inclusive development and national building, the Centre for Dalit and Subaltern Studies (CDSS) was founded in 2013. The Centre regularly conducts capacity building and skill development workshops to improve the leadership, academic, and entrepreneurial abilities of SC/ST youth in India. The Writing Facilitation Centre is a part of the Centre for Dalit and Subaltern Studies, which was established by RGNIYD in 2022 with the help of King's College London and initial financial support from the British Academy, UK. The Centre helps Ph.D. Scholars from RGNIYD and other parts of the nation with their writing. In order to continue offering its services to Ph.D. scholars and Early Career Researchers from Scheduled Castes and Scheduled Tribes, the Centre continues to work in collaboration with Kings' College, London, and other like-minded research and higher education organisations in India.

About RGNIYD:

The Rajiv Gandhi National Institute of Youth Development (RGNIYD) is an Institute of National Importance introduced by the Act of Parliament No. 35/2012 under the Ministry of Youth Affairs and Sports, Government of India and aspires to be at the centre of excellence for youth development of India. RGNIYD aims to reach out to the entire nation by emanating knowledge through academic programs of quality and relevance, which are skill-based, professional and job-driven. Conducting training cum capacity building programmes and research activities on youth and extension activities are the key functions of RGNIYD. The RGNIYD is fully responsive to the national agenda for inclusive growth, and the needs and aspirations of young people of the country to realize their potentials to create a just society.

Workshop Co-ordinators:

Dr S. Lalitha, Assistant Professor, Coordinator, CDSS Writing Facilitation Centre, RGNIYD

Dr J. Amudhan, Writing Tutor, CDSS, Writing Facilitation Centre, RGNIYD

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Academic Writing Workshop Report July, 2023

WORKSHOP REPORT

DAY 1: 24th July 2023

Inaugural Session

The Writing Centre, associated with the Centre for Dalit and Subaltern Studies at RGNIYD, organized a five-day academic writing workshop from July 24th to 28th, 2023, for SC/ST PhD scholars and early academics. The event began on July 24th at 10 a.m. with a note from Dr. S. Lalitha, the Coordinator of the Centre for Dalit and Subaltern Studies, highlighting the workshop's objectives and acknowledging that The Writing Centre received funding from the British Academy of the UK through King's College, London, to support SC/ST research scholars and early academics across India.

Rev. F. Dr. Selvaraj Arulnathan S.J., the Director of the Indian Social Institute in Bangalore, delivered the inaugural address. He emphasized the importance of developing ideas in academic writing, ensuring coherence, setting context, understanding the audience, and considering the writing's impact on society. He cited Dr. Ambedkar's contributions, particularly the "Annihilation of Caste," as an example of impactful writing. Prof. Pramodh from the School of Humanities at Indira Gandhi Open University discussed the technical aspects of writing in his speech. Dr. Sharmistha Bhattacharjee, the Dean of Academics, provided presidential remarks, while Dr. Thiagarajan, the Dean of Research, delivered a special address. Mr. Pratheesh, a Fellow at the CDSS Writing Centre, gave the vote of thanks. The program had 71 participants from RGNIYD, including faculty members and students, along with 25 research scholars from different regions of the country. The workshop covered various topics, such as nuances in academic writing, critical reading, writing and thinking, policy and practice writing, writing about caste in a post-colonial context, publication ethics, collaborative writing, journal peer review, argumentation, writing style, developing a writing plan, and selecting journals. The Valedictory program on July 28th featured Director Shri. Debashish Day, delivered the valedictory address and distributed certificates to workshop participants.

Session - 1

Introduction to Academic Writing Part - 1

In the initial session on academic writing, various key points were covered by Prof. Pramod Kumar, School of Humanities, IGNOU: The term "workshop" was discussed in the context of its importance in academic writing. It was emphasized that the term should be taken seriously as it is an orientation to academic writing. The concept of context was highlighted, with the understanding that everything we plan to do in life has a context. This context shapes our actions and decisions. The book "Rethinking the Future 2.0: Learning in the 21st Century" by Elvin Duffer was mentioned, discussing how education has evolved. The availability of education today, compared to the past, allows us to address both solved and unsolved issues. Literacy and knowledge determine our adaptability, ability to unlearn and cope with changing situations. The changing context of education and the environment, including transdisciplinary and interdisciplinary approaches, was emphasized as important in today's educational landscape.

The significance of the mind was discussed, with a reference to the Neuro Institution's assertion that individuals have around 70,000 thoughts. Learning from environmental resources and the mind's role in shaping behavior was highlighted. Human evolution was traced, noting how humans have transitioned from being primarily concerned with survival to focusing on social behavior, and eventually, psychological aspects that influence behavior.

The transformative nature of writing was explored, considering it as a tool for self-discovery and identity exploration. Writing was portrayed as a means to put one's heart and mind on paper, with therapeutic and consciousness-raising properties. Various aspects of writing were covered, such as the importance of what is left unsaid, the restorative and healing effects of writing, and the idea that actual writing involves communicating what is often left unexpressed. Academic writing was introduced as a process of identifying specific issues or problems, making well-founded agreements, and engaging in various research methodologies (qualitative, quantitative, descriptive, etc.). The strong connection between academic writing and research was highlighted, with academic writing relying on research data. Proper citation, references, and ethics were emphasized. The importance of academic writing in knowledge sharing, building evidence-based foundations, academic reputation, peer review, and research preservation was discussed. Fundamental principles of academic writing, such as original research, critical inquiry, academic integrity, scholarly communication, continuous learning, impact, and contribution, were outlined. Different types of writing were explored, including the thesis statement and the concept of "outside-in" writing as exemplified by Geeta Spivak.

Creating evidence-based arguments was discussed, highlighting the potential for evidence to emerge from unexpected sources, like the practices of marginalized communities. The value of reading in academic writing was emphasized, including the need to have multiple academic role models in mind, reading diverse sources, understanding word origins, and developing new terms through word combinations. The session concluded by reflecting on the importance of reading and reflecting on the voices of different people to enhance one's writing. In summary, the session covered the significance of academic writing, the evolution of education, the role of the mind, the transformative nature of writing, the relationship between academic writing and research, the importance of reading, and various principles of effective academic writing.

Session - 2

Finding Your Voice as a Writer

In the second session led by Rev. Fr. Dr. Selvaraj Arulnathan SJ, Director of the Indian Social Institute, Bangalore, the focus was on the intersection of being a Dalit, an academician, and a writer. The discussion revolved around the power of reflective writing, particularly autobiographies, and narratives that recount deeply personal experiences. This form of writing was explored in the context of Dalit literature, with a comparison drawn between freelance and academic writers, as well as the interplay between objectivity and subjectivity.

The session emphasized that reflective writing serves a purpose beyond mere documentation. It involves revising ideas, events, and objects while delving into their analysis. The value of reflective writing lies in its ability to convey the writer's thinking and perspective, which can be evoked through both positive and negative emotions. Experiences of discrimination, oppression, and stereotypes are shared, making it a painful yet powerful tool for communicating lived realities.

Drawing parallels with the autobiographies of Malcolm X and Black literature, the session discussed how reflective writing comprises analysis and critical assessment of facts. It involves personal reflection on the writer's value system and motivation for writing. Methodologies and processes were highlighted, including the use of historical anthropology and sociological knowledge to understand complex realities, such as the origin and impact of the caste system.

The concept of audience targeting was touched upon, underscoring the importance of choosing a specific group for impactful writing. The session encouraged an individual approach, focusing on personal growth and lessons learned. Reflective writing was suggested to follow a structured format,

beginning with concise descriptions of events and interpretations that uncover deeper meanings and connections to other subjects. This structure was illustrated through examples such as Salman Rushdie's "Midnight's Children" for projection and Mahatma Gandhi's "My Experiment with Truth" for accurate narration.

In summary, the session led by Rev. Fr. Dr. Selvaraj Arulnathan SJ shed light on the significance of reflective writing for individuals with Dalit identities. It explored the intricacies of personal experience, emotions, and critical analysis in conveying lived realities. The session's insights aimed to empower writers to share their stories with authenticity, contributing to a broader understanding of Dalit literature and its societal impact.

Day – 2, 25th July 2023

Session - 1

Introduction to Academic Writing Part - 2

This session was dealt with by Prof. Pamod Kumar, School of Humanities, IGNOU. He dealt with two topics as follows,

Academic Writing Structure and Components: The lecture delved into the structure of writing and its various components. It introduced different writing types, including narrative, business, and ethnography writing. The analogy of writing as a meditative process, where the elimination of random thoughts is crucial, was drawn. A reference to Buddhist philosophy illustrated the concept of the "monkey mind," emphasizing the need to focus on objective writing. Practical suggestions for habitual writing were provided, such as daily jotting down thoughts with pen and paper to establish a connection between the mind and heart. The significance of the IDEA principle, i.e., context/what and formal/why, in the thinking and writing process was highlighted. The dialectical method of writing between a teacher and a student for mutual understanding was explained, along with the importance of logically presenting thoughts. The value of formulating a step-by-step plan for crafting the initial draft of a piece was discussed.

Critical Thinking in Academic Writing: The subsequent session concentrated on cultivating critical thinking in academic writing. The process involved analysis and evaluation, particularly in identifying key points. The three-step approach of pre-writing, writing, and post-writing was outlined. Attendees were encouraged to engage in a free flow of writing while addressing grammar

concerns and revising drafts. Additionally, the lecture briefly touched upon the segments of a research paper, namely the introduction, methods, results, discussion, and conclusions.

In conclusion, the lecture series provided a comprehensive understanding of academic writing's structure, types, and essential elements. It underscored the role of critical thinking throughout the writing journey. The practical insights and strategies shared in the lectures can undoubtedly contribute to participants' improvement in academic writing and critical thought processes.

Sessions - 2 & 3

Critical Reading & Writing for policy and practice

The second session of the five-day Academic Writing workshop organized by the Centre for Development Studies and Skills (CDSS), Rajiv Gandhi National Institute of Youth Development (RGNIYD), Sriperumbudur, Chennai, commenced with the welcome address, followed by the opening remarks for the day's second session. Ms. Chetana, a Research Scholar, took the responsibility of delivering the opening remarks for the session on Critical Reading. The event took place on July 25, 2023, starting at 11:00 a.m. Ms. Chetana initiated the session by extending a warm welcome to all the attendees, including the esteemed guest speaker, Dr. C. Lakshmanan, Associate Professor (Retired) from the Madras Institute of Development Studies (MIDS), Chennai. She also greeted other dignitaries, participants, and scholars present at the event. The focus of the second session was to delve into the concept of Critical Reading, emphasizing its importance in the realm of academic writing.

The session highlighted several key discussion points that aimed to enhance participants' understanding of critical reading:

- **Read between the lines:** Ms. Chetana emphasized the significance of not just comprehending the surface-level content but also deciphering underlying meanings, implications, and nuances present in academic texts.
- **In-depth understanding:** The session underscored the need to go beyond a superficial grasp of the material and encouraged attendees to explore the depth of the subject matter, fostering a more comprehensive understanding.

- **Reasonable skepticism:** The value of approaching written material with a critical mindset was discussed. Attendees were encouraged to question assumptions, evaluate arguments, and consider alternative viewpoints in scholarly texts.
- **Balanced learning:** The session emphasized the importance of maintaining a balance between acceptance and skepticism while engaging with academic content. Achieving this equilibrium contributes to a more well-rounded comprehension of the subject.

The interactive nature of the session facilitated discussions among the participants, enabling them to share their insights, concerns, and experiences related to critical reading. These discussions enriched the learning experience and aided in the practical application of the concepts covered during the workshop. Toward the conclusion of the session, Mr. Arjun, a Senior Research Fellow, extended a vote of thanks to all the participants, the guest speaker, and the organizing committee for their contributions to the workshop. His words acknowledged the collective effort that made the event possible and expressed gratitude for the knowledge shared. The second session of the day came to an end at 1:00 p.m. It provided an insightful exploration into the nuances of critical reading and its significance within the realm of academic writing. The session's interactive nature allowed attendees to engage actively and contributed to the workshop's overall success in nurturing a deeper understanding of the topics covered.

Session - 4

Paragraph Writing

The fourth session of Day 2 of the workshop was conducted by Dr. S. Lalitha, an esteemed Assistant Professor from the Department of Social Work and the Coordinator of the Writing Centre at CDSS, RGNIYD. This session came as a surprise addition to the workshop's agenda, specifically designed to enhance participants' skills following the tasks assigned by the organizers. The main focus of this session was to provide participants with valuable insights into the art of constructing well-structured paragraphs. Dr. Lalitha delved into the intricacies of paragraph composition, emphasizing the significance of organizing ideas logically and coherently. Her instruction was centered around both the structural aspect of paragraph writing as well as the content that should be included and omitted.

Key Points Discussed:

- **Structuring Paragraphs:** Dr. Lalitha expounded on the importance of structuring paragraphs systematically. She highlighted the necessity of an opening sentence that introduces the main idea of the paragraph. Subsequently, she elaborated on the arrangement of supporting

sentences that build upon the main idea, followed by a closing sentence that summarizes the paragraph's content.

- **Content Selection:** The facilitator guided participants in selecting pertinent content for their paragraphs. She provided guidelines on maintaining focus, avoiding repetition, and ensuring that the content aligns with the main theme of the paragraph. This included tips on effectively integrating evidence, examples, and relevant details to support the main point.
- **Content Exclusion:** Dr. Lalitha also emphasized the importance of knowing what not to include in a paragraph. She discussed the significance of conciseness and clarity, encouraging participants to omit redundant or unrelated information that might dilute the paragraph's impact.

By the conclusion of the session, participants had gained a conceptual understanding of paragraph writing that would undoubtedly contribute to their overall writing proficiency. Dr. Lalitha's comprehensive insights equipped attendees with the skills necessary to construct paragraphs that are coherent, logically organized, and effectively convey their ideas.

Day - 3 26th July 2023

Sessions - 1 & 2

Critical Analysis of Caste in Academia in a Post-Colonial Context

Sessions 1 & 2 of the third day of the academic writing workshop were Facilitated by Prof. Ramaiah, Dean, Equal Opportunity Centre, Faculty, Centre for Study of Social Exclusion & Inclusive Policy, TISS Mumbai. The sessions on "Caste in Academia in a Post-Colonial Context," shed light on the intricacies of the caste system, its impact on society, and the need for critical analysis within academia. Sessions aimed to promote a comprehensive understanding of caste-related issues and their implications on societal growth, particularly from a subaltern perspective. The important key points discussed were as follows,

Exploring Caste and its Characteristics: The session commenced by defining the caste system as a structure that categorizes society into hereditary groups. Prof. Ramaiah elaborated on the major characteristics of the caste system, highlighting its hierarchical nature, rigid segmental divisions, and the restrictions it imposes on various aspects of life, such as occupation, social interactions, and even dietary choices. The session emphasized the importance of addressing these characteristics in the context of post-colonial academia.

Critical Examination of Scholarship: Prof. Ramaiah brought to attention the limited critical analysis of the caste system in Indian scholarship. While many scholars have written on the topic, only a few have taken a truly critical perspective. This underlines the need to engage with the subject in a more nuanced manner, challenging existing narratives and exploring its impact on marginalized groups.

Swami Vivekananda's Ambiguous Role: The session delved into the complex stance of Swami Vivekananda, a revered Indian scholar and youth icon, regarding the caste system. While his teachings have been instrumental in motivating social reform, his indirect support of the caste system's hierarchy warrants scrutiny. Prof. Ramaiah emphasized the importance of considering the dualities in Vivekananda's philosophy when discussing caste dynamics.

G. S. Ghurye's Caste Characteristics: One of the key highlights of the session was the exploration of G. S. Ghurye's six identified characteristics of the caste system. These characteristics, including segmental divisions, hierarchy, privileges, and disabilities, restricted occupational choices, limitations on social interactions, and endogamy, collectively contribute to the perpetuation of caste-based discrimination. Prof. Ramaiah encouraged participants to critically analyze how these characteristics manifest in academia and society.

Role of Religious Texts and Discrimination: The session also shed light on the role of Hindu religious texts, such as Manusmriti, in endorsing and perpetuating caste-based hierarchies. These texts have not only solidified the privileges enjoyed by certain castes, particularly Brahmins but also subjected lower castes, especially the Shudras, to exploitation and discriminatory treatment. Prof. Ramaiah underscored the necessity to question such perpetuation of inequality.

Challenging Dogma and Enabling Growth: A significant aspect of the session was the discussion on challenging dogmas that sustain the caste system. Prof. Ramaiah highlighted that addressing the deeply rooted belief systems and engaging in open dialogues is crucial to breaking down the barriers imposed by the caste system. It aimed to encourage participants to critically engage with these issues and contribute to inclusive growth.

On the whole, the sessions dealt with by Prof. Ramaiah provided a comprehensive exploration of the caste system's characteristics, historical implications, and its perpetuation within academia. By promoting critical thinking and encouraging participants to challenge established norms, the sessions fostered an environment where participants gained a deeper understanding of how caste operates and hampers societal growth from a subaltern perspective.

Sessions 3 & 4

Motivation: Building confidence/ Overcoming blocks and publication ethics

Dr. P. Sigamani, an esteemed academician and expert in the field of Social Work, handled insightful sessions on the topic of "Building Confidence and Overcoming Blocks in Academic Publishing." He aimed to emphasize the significance of academic publication, provide practical strategies to overcome obstacles, and instill confidence in researchers. Key Points Covered as follows,

Importance of Academic Publication: Dr. Sigamani initiated the lecture by highlighting the vital role of academic publication in the scholarly world. He underscored the necessity for researchers to contribute to the existing body of knowledge through well-structured and well-informed research articles.

Selecting Journals: Participants were tasked with identifying their broad research interests and compiling a list of ten potential journals, including three Indian and seven international ones. The presenter introduced various open-access resources, such as Frontiers, MDPI, PLOS Medicine, and PLOS ONE, and provided insights into authors' guidelines for successful submissions.

Criteria for Journal Selection: Dr. Sigamani elaborated on the criteria researchers consider when choosing journals for publication. He discussed factors like H-impact journals, high-quality journals, citation index, and the I-10 index as indicators of journal reputation and impact.

Enhancing Research Quality: The lecturer guided attendees on elevating the quality of their research publications by focusing on three critical features: novelty, policy relevance, and practice relevance. These elements contribute to producing work that is both academically valuable and practically applicable.

Types of Access: Participants gained insights into the varying types of access to journals: print, open, and gold access. Dr. Sigamani explained the distinctions between these access types and their implications for researchers and readers.

Diverse Types of Publications: Beyond research papers and articles, the speaker introduced the audience to a variety of publication formats, such as those based on research proposals, pilot studies, field notes, commentaries, tool development, and research methodologies.

Initiating Publication: Dr. Sigamani provided a valuable tip for beginners: initiating the publication process with mini-reviews, which typically take around three months to complete. This advice aimed to help newcomers gain experience and build confidence in the publishing process.

Writing Success Mantras: The lecturer shared essential success mantras for effective writing, including precision, clarity, economy, drafting, redrafting, proofreading, peer review, and final submission. He encouraged participants to critically evaluate their work's quality.

Motivational Steps for Publication: The presentation concluded with three motivational steps: willingness, consistency, and reprioritization of priorities. These steps emphasized the importance of dedication and determination in the pursuit of academic publishing.

Phases in the Research Journey: Dr. Sigamani delineated the three essential phases in a researcher's journey: deciding what to research, planning a research study, and conducting a research study. These phases formed a roadmap for the participants to navigate their research endeavors effectively.

Interactive Engagement: To enhance the session's interactivity, Dr. Sigamani interspersed the lecture with 15 exercises between classes. These exercises encouraged participants to reflect on their publication-related questions and concerns, fostering a dynamic and engaging learning experience.

On the whole, Dr. P. Sigamani's lecture on "Building Confidence and Overcoming Blocks in Academic Publishing" provided attendees with invaluable insights into the world of academic publication. The lecture not only emphasized the importance of quality research but also equipped participants with practical strategies to overcome challenges and enhance their confidence in the publication process. The attendees departed with a deeper understanding of journal selection, research quality enhancement, and the motivational steps necessary for successful publication.

Day - 4, 27th July 2023

Session - 1

Collaborative writing and journal peer review process

Dr. P. Sigamani, Dean, School of Behavioural Sciences, Professor & Head, Department of Social Work, Central University of Tamil Nadu, handled the session on "Collaborative Writing and Journal Peer Review Process". The session aimed to shed light on the benefits and intricacies of collaborative writing, joint research projects, and the significance of peer review in the academic publishing process. The key Points Covered are as follows,

Collaborative Writing: Dr. Sigamani initiated the session by delving into the concept of collaborative writing. He emphasized that the era of solitary writing is evolving into collaborative efforts, where researchers from different disciplines and geographical locations come together to

pool their expertise and ideas. Collaborative writing facilitates the sharing of knowledge, perspectives, and skills, ultimately leading to more comprehensive and impactful research outputs.

Joint Research Projects: He highlighted the advantages of joint research projects, where researchers with varied expertise collaborate to address complex research questions. Dr. Sigamani discussed how diverse skill sets contribute to well-rounded investigations, enriched methodologies, and a broader scope of research outcomes.

Why Write with Others: In this segment, the participants were enlightened about the reasons behind opting for collaborative writing. Dr. Sigamani emphasized that collaboration brings together different viewpoints, enhances the quality of research, and promotes a sense of collective ownership. Collaborative writing also fosters mutual learning and skill exchange among team members.

Co-Learning: The concept of co-learning was explored, wherein collaborative writing goes beyond research output. Dr. Sigamani highlighted how the collaborative process itself becomes a platform for participants to learn from each other's expertise, research methodologies, and approaches. This co-learning fosters personal and professional growth.

Peer Review Process:

- **Importance of Peer Review:** The session also covered the critical role of peer review in the academic publishing process. Dr. Sigamani explained that peer review ensures the quality and validity of research by subjecting it to rigorous scrutiny from experts in the field. This process helps authors refine their work and contribute to the advancement of knowledge.
- **Types of Peer Review:** He elaborated on different types of peer review, including single-blind, double-blind, and open peer review. He discussed their respective merits and drawbacks and emphasized the transparency and accountability brought about by peer review.
- **Handling Reviewer Feedback:** Dr. Sigamani guided participants on effectively handling reviewer feedback. He emphasized the importance of adopting a constructive and open-minded approach to address reviewers' comments and suggestions. This process contributes to the overall improvement of the research manuscript.

On the whole, the session on "Collaborative Writing and Journal Peer Review Process," delt by Dr. P. Sigamani, provided participants with valuable insights into the dynamics of collaborative research and the essential role of peer review in academic publishing. Attendees gained a deeper understanding of the benefits of collaborative writing, joint research projects, and the co-learning

opportunities they offer. Additionally, the seminar illuminated the peer review process's significance in maintaining research quality and fostering scholarly advancement. Participants left the event equipped with knowledge and strategies to engage in effective collaborative research and navigate the journal publication process with confidence.

Sessions - 2 & 3

Critical Thinking and argument, Critical writing and writing style

The sessions were held under the esteemed guidance of Dr. S Lourdu Nathan, a renowned scholar in the field of Philosophy and an Honorary Visiting Professor at Jawaharlal Nehru University (JNU), New Delhi. The primary objective of the sessions was to foster a deep understanding of criticality and evaluation within the realm of research. The workshop aimed to equip participants with the tools and insights necessary to engage in rigorous and effective critical thinking, particularly in the context of scholarly discourse. The key points discussed are as follows,

- **Brainstorming Activity and Introduction:** The session commenced with a dynamic brainstorming activity that engaged participants in a collaborative exploration of critical thinking. Dr. Lourthu Nathan effectively set the tone for the session by initiating a dialogue on the differences between critical thinking and critique of thinking, laying the foundation for the subsequent discussions.
- **Critical Thinking vs. Critique of Thinking:** Dr. Lourthu Nathan conducted an interactive session focusing on the nuances between critical thinking and critique of thinking. Through engaging discussions and illustrative examples, participants were guided through the distinctions between these concepts, enabling them to grasp the subtleties inherent in each approach.
- **Exploration of the Concept of 'Self':** The second session delved deeply into the concept of 'Self' within various contexts. Dr. Lourthu Nathan navigated through complex subjects like the Indian Knowledge System, ontological concepts, and the dichotomy between modern and traditional thinking. This session spurred thoughtful reflections and provided attendees with a broader perspective on the interconnectedness of self-identity and critical thinking.
- **Knowledge Representation, Repetition & Seasonality:** In the third and final session, Dr. Lourthu Nathan shed light on the multifaceted nature of knowledge by discussing its representation, the role of repetition, and the influence of seasonality. By elucidating how

these factors impact critical thinking processes, participants gained insight into the intricate dynamics that shape the acquisition and application of knowledge.

On the whole, the sessions successfully achieved their objectives by not only imparting valuable insights into critical thinking but also by fostering an interactive and participatory environment. Attendees expressed their satisfaction with the workshop, highlighting how it expanded their perspectives on critical thinking in research. Dr. Lourthu Nathan's expertise, combined with the well-structured sessions, contributed to an enriching learning experience for all participants.

Session - 4

Developing a Writing Plan/ Choosing a Journal

The session was conducted by Dr. S. Lalitha, Assistant Professor in the Department of Social Work and Coordinator of the Writing Centre at the Centre for Development Studies (CDSS), Rajiv Gandhi National Institute of Youth Development (RGNIYD). She commenced the session by delving into the fundamental concept of developing writing plans. She emphasized the significance of structuring one's writing process and shared valuable insights on how to outline and organize thoughts effectively before initiating the writing process. This segment of the session proved highly beneficial for participants, as it provided them with a strategic approach to tackle their writing projects.

The subsequent focus of the session was on the review of journal findings. Dr. Lalitha elaborated on the methodology of critically analyzing and synthesizing research findings published in academic journals. She elucidated various techniques to extract key insights from research articles and how to integrate them coherently into one's work. This segment empowered participants to approach literature in a more analytical and informed manner.

One of the highlights of the session was the discussion on the literature review process. Dr. Lalitha demonstrated her technical expertise in academic writing by presenting a step-by-step guide to conducting a comprehensive literature review. She elucidated the importance of situating one's research within the existing body of knowledge and shared strategies to effectively highlight gaps and contribute to the field through a well-structured literature review.

The participants were highly engaged throughout the session. Dr. Lalitha's clear explanations, real-world examples, and interactive approach encouraged active participation and thoughtful questioning. Participants were encouraged to share their own experiences and challenges related to writing plans and literature reviews, fostering a collaborative and enriching learning environment. The session succeeded in enhancing participants' understanding of developing writing plans,

reviewing journal findings, and mastering the art of literature review. Dr. Lalitha's technical prowess in academic writing and her ability to convey complex concepts in a comprehensible manner were widely appreciated by the attendees.

Day - 5, 28th July 2023

Session - 1

Gendering Research

The session titled "Gendering Research," facilitated by Ms. Avinu Veronica Richa, commenced with a focus on the concept of engendering research. The facilitator delved into five key points to elaborate on this theme: Feminist Standpoint, Positionality, Reflexivity, Intersectionality, and Beyond Binaries. The key points discussed were as follows,

Feminist Standpoint: The facilitator began by introducing the concept of the feminist standpoint, emphasizing the importance of approaching research from the perspective of women and marginalized individuals. This standpoint encourages understanding issues through their lived experiences.

Positionality and Reflexivity: A distinction was made between positionality and reflexivity. Positionality refers to the researcher's background and personal context, while reflexivity involves recognizing and addressing biases related to various identities, such as gender, caste, and education. It was emphasized that researchers should strive for objectivity and rationality in their work.

Intersectionality: The facilitator elaborated on the concept of intersectionality, which offers an analytical framework for comprehending how various intersecting identities contribute to different forms of privilege and discrimination. This perspective encourages a deeper understanding of complex social dynamics.

Beyond Binaries: The session discussed the need to move beyond traditional gender binaries, which are often rooted in patriarchal norms. Researchers were encouraged to break free from dichotomies of masculinity and femininity, acknowledging and respecting LGBTQIA+ identities. Rejecting the hierarchical portrayal of women by patriarchy was highlighted as a crucial step in promoting gender equality.

Reference Books: The facilitator referenced two influential books to provide a historical context for feminism:

- "A Vindication of the Rights of Women" by Mary Wollstonecraft

- "The Second Sex" by Simone De Beauvoir

Use of Visual Aids: Throughout the presentation, the facilitator incorporated thought-provoking comic pictures relevant to the session's theme. These visual aids added an engaging and illustrative element to the discussion, effectively conveying various aspects of women's experiences.

On the whole, the session maintained a high level of interactivity due to active participation from the attendees. Participants posed numerous questions and engaged in debates, enhancing the depth of the conversation. This dynamic interaction created a vibrant learning environment, allowing for the exchange of diverse perspectives.

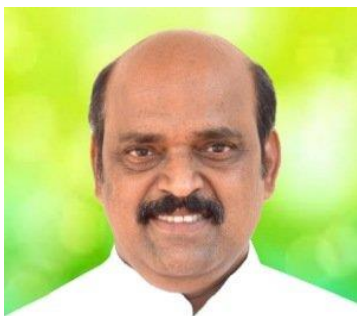
Academic Writing Workshop Participants' List & Attendance

Participants' Attendance Sheet for Academic Writing Workshop July 2023

Sl.no	Name	Designation	Institution	Department and Subject	DAY 1 (24th July)	DAY 2 (25th July)	DAY 3 (26th July)	DAY 4 (27th July)	DAY 5 (28th July)
1	Sreekutty M J	Research Scholar	Rajagiri College of Social Sciences	Social Work	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
2	Vineetha K M	PhD	Sree Saraswathi Thyagaraja College, Pollachi	Social Work	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
3	Ajeet Kumar Saroj	PhD	GB Pant Social Science Inst.	Social Sciences	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
4	Varusakkani K	PhD	Madurai Kamaraj University	Folklore and Culture Studies	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
5	Fateh Lal Bheel	PhD	Central University of Rajasthan	Social Work	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
6	Virendra Dhole	PhD	TISS Mumbai	Social Exclusion & Inclusive Policy	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
7	Twinkal	PhD	Central University of Rajasthan	Social Work	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
8	Thangpandi N	Assistant Professor and PhD	Annai Famita College of Arts and Science	Social Work	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
9	Swapnil Ide	PhD	Delhi University	Social Work	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
10	Sunithi Hembram	PhD	CSSS Cadutta	Social Sciences	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
11	Sunita Vishwas	PhD	TISS Mumbai	Sociology of Education	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
12	Shamal Bhalarao	PhD	SRTM University Nanded	Economics	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
13	Ajay Nagdiya	PhD	Delhi University	Political Science	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>

14	Akash Khobragade	PhD	Delhi School of Economics (Delhi University)	Sociology	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
15	Sanjay Anand Kumar	PhD	BBAU	Sociology	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
16	Arjun Kumar	PhD	JNU (Educational Studies)	Sociology of Education	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
17	Chetna	Research Scholar	Delhi University	Political Science	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
18	Dhananjay Kumar	PhD	JNU	Social Exclusion & Inclusive Policy	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
19	Elaiyakumar R	PhD	Jamia Millia Islamia	Social Exclusion & Inclusive Policy	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
20	Harshal Sonekar	PhD	Graduate Institute Geneva	Anthropology and Sociology	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
21	James A	Assistant Professor and PhD	Arul Anandar College	Social Work (Rural Development Science)	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
22	Kavitha N	Research Scholar	Pope's College	Economics	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
23	Dr. M. Reena	Academic Consultant	Sri Venkateshwara University	Population Studies and Social Work	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
24	Dr. Ignatius M	Assistant Professor	St Joseph's College of Arts and Science	Social Work	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
25	Dr. Boopathi R	Assistant Professor	Tamil Nadu Teachers Education University	Sociology and Philosophy of Education	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
26	M. Kaliyapermal	PhD	Jamia Millia Islamia	Social Work	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
27	UMA RANI	PhD	Research Associate	Social Work	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>

Bio-Data
of
The Resource
persons



**Rev. Fr. Dr. Selvaraj Arulnathan SJ. The Director of the
Indian Social Institute, Bangalore, Karnataka, India.**

Dr. Selvaraj Arulnathan is an accomplished scholar and leader with extensive experience in the fields of philosophy, sociology, and social activism. He currently holds the position of Superior & Director at the Indian Social Institute in Bangalore. His educational qualifications include:

- Ph.D. in Philosophy from Madurai Kamaraj University, Madurai, Tamil Nadu (with a portion of his Ph.D. pursued at Loyola University, Chicago, USA).
- M.A. in Philosophy from Pondicherry Central University, Pondicherry.
- M.A. in Sociology from Annamalai University, Chidambaram, Tamil Nadu.
- B.A. in Sociology from Madura College, Madurai, Tamil Nadu.

Dr. Arulnathan's expertise spans a wide range of areas, and he has conducted various courses and programs in the following domains:

- Socio-Cultural and Political Analysis
- Catholic Social Teachings (CST)
- Hindutva Fundamentalism and Political Majoritarianism
- Leadership, Community Building, Group Dynamics, and Time Management
- Orientation for teachers, social workers, social activists, formators, trainers of trainees
- Perspective Strategic Planning (PSP) for organizations and institutions
- Philosophy teaching, including Existentialism, Phenomenology, and Postmodernism
- Evaluation studies of different ministries, institutions, and organizations
- Retreat and integration programs for social activists and social workers

Dr. Arulnathan has authored books and articles on various social and developmental topics, including "Corporate Policy for Social Action" and a tribal study on Kurichia Christians in Kerala. He has delivered lectures and presented research papers in multiple international locations, including

France, Germany, and England, providing insights into the social, economic, and cultural situation in India.

He has also been actively involved in assessments and evaluations of social action ministries, trusts, and educational institutions. Notably, he was a member of the drafting committee for the Catholic Bishops' Conference of India (CBCI) Dalit Policy.

In recognition of his expertise and contributions, Dr. Arulnathan was invited to address important issues on India and Sri Lanka during the 36th session of the United Nations Human Rights Conference (UNHRC) in Geneva in 2017.

Throughout his career, he has held several key positions, including pastor in a Catholic parish, Chief Education Officer at Dr. Ambedkar Academy, Director of St. Mary's Computer Academy, and various leadership roles at the Indian Social Institute. Currently, he serves as the Superior & Secretary at Loyola College in Vettavalam and has also been associated with the JCSA Core Team, a think-tank of the South Asian Jesuit Conference.

Dr. Selvaraj Arulnathan's diverse background and extensive experience make him a respected and influential figure in the fields of social activism, philosophy, and sociology.



Prof. Pramod Kumar, School of Humanities, IGNOU, Delhi, India.

Dr. Parmod Kumar is a distinguished Professor with expertise in various fields of literature, cultural studies, and education. He embarked on his academic journey as an Assistant Professor in English at RLA College, Delhi University in 2001. Later, he joined the School of Humanities at the prestigious Indira Gandhi National Open University (IGNOU) in New Delhi in March 2007. Dr. Parmod Kumar's academic journey is marked by exceptional achievements, beginning with his first-rank position in English Honours during his undergraduate studies, where he also received the college color and Gold Medal for his outstanding performance at DAV College, Panjab University, Chandigarh.

His educational qualifications include a Doctor of Philosophy in English from Panjab University, where his doctoral research focused on "Domestication and Insurrection of Marginalized Voices: A Critical Study of Indian Writings in English." He also holds a Master of Philosophy in English from Panjab University and has completed a Master of Arts, Bachelor of Arts, earning a Gold Medal and College Color, all from Panjab University. Dr. Parmod Kumar is a renowned scholar with a particular interest in Post-colonial Literature, Indigenous and Marginality studies, Communication and Media Studies, Poetry, Drama, Cinema Studies, Literary Criticism, World Literature in English,

Indian Writings in English, Literary Theory and Criticism, Australian studies, Translation theory and Research, Social inclusion, and Distance Education.

He has undertaken international assignments related to "Indiginity in India and Australia: A Comparative Perspective," funded by the Australia-India Council, Australian High Commission, New Delhi, in 2010-11. This project allowed him to explore the convergence and divergence of Australian Aboriginal writings and Indian Dalit writings, where he also served as a Cultural Ambassador of India, delivering lectures on India's rich cultural diversity. Dr. Parmod Kumar's academic contributions are significant, with four authored books and two edited volumes, along with a substantial number of research papers, including 25 in peer-reviewed journals and 30 book chapters. He has also presented his work at numerous national and international conferences.

His professional affiliations include membership in various organizations, such as the Indian Association for Canadian Studies, Indian Association for Commonwealth Literature and Language Studies, Australia-India Interdisciplinary Research Network, Centre for Dalit Literature and Arts, All India University Teachers' Organization, and the Indian Association for the Study of Australia. Dr. Parmod Kumar is currently affiliated with the School of Humanities at IGNOU in New Delhi, where he continues to make significant contributions to the fields of literature, culture, and education. You can reach him at parmodkumar@ignou.ac.in or through the official address provided.



**Dr. C. Lakshmanan, Associate Professor (Retired), MIDS,
Chennai, Tamil Nadu, India.**

Dr. C. Lakshmanan is an Associate Professor (Retired) with a background in political studies and a focus on the political economy of the Tamil Film Industry. He holds a Ph.D. from Jawaharlal Nehru University, New Delhi, and his thesis delves into the culture of Dravidian parties in Tamil Nadu, particularly examining the phenomenon of personality cults in politics. With a Master's degree in Political Science from Madras Christian College, Chennai, India, Dr. C. Lakshmanan has established himself as a prominent academic in his field. His academic journey includes an M.Phil from Jawaharlal Nehru University, where he conducted research on the intersection of film and politics in Tamil Nadu, particularly the role of fan clubs.

Dr. C. Lakshmanan has a rich employment history, including positions as an Assistant Professor and later as an Associate Professor at the Madras Institute of Development Studies, Chennai. Additionally, he has worked as a Research Associate at the National Institute of Educational Planning and Administration in New Delhi and as a Research Consultant at the Centre for Social

Research, also in New Delhi. He has held various roles, such as Organizing Secretary at the Department of Education, Delhi University, and a Research Assistant at the Centre for Policy Research in New Delhi. His research interests extend beyond film and politics to encompass a wide range of topics, including political theory, political culture, Dravidian politics, subordinated social groups and movements, and media and cultural studies.

Dr. C. Lakshmanan has a list of selected publications that demonstrate his academic contributions, and he has ongoing research projects in collaboration with other scholars. His current work involves studying the impact of television, globalization, and social change in India and exploring corporate social responsibility and the extension of reservations for Dalits in the private sector. He also plans to publish his doctoral thesis, focusing on personality cults in Tamil Nadu politics.



Prof. Ramaiah, Dean, TISS, Mumbai, India

Dr. Avatthi Ramaiah is currently a Professor at the Centre for Study of Social Exclusion and Inclusive Policy, Tata Institute of Social Sciences, Mumbai. He obtained his M.A. (Social Work) in 1984 from the Loyola College, University of Madras, M.Phil. (Population Studies) in 1987 and Ph.D. (Sociology) in 1999 from the Jawaharlal Nehru University. His areas of academic interest pertain to the broad area of caste and development.

He was a Fulbright Visiting Fellow at the Department of Anthropology, Columbia University in 2009-10 under the Fulbright Senior Scholar Programme. He was a Visiting Fellow at the University of Hull, UK in 2010. Subsequently, he was also a Visiting Fellow at the Asia Research Centre, London School of Economics. In January 2015, Prof. Ramaiah was a Visiting Fellow at the Centre for the Study of Social Systems, School of Social Sciences, JNU. He has travelled extensively within and abroad giving lectures and participating in seminar/conferences.

Recently Prof. Ramaiah was selected by the Council on Social Work Education, a Global Commission for International Social Work Education, as the Prestigious 16th Hokenstad

International Lecturer and he delivered the keynote lecture on "Building Fraternity in a Multi Cultural Society: Contribution of Social Work Profession in India in Protecting the Dignity and Human Rights of the Victims of Caste System" at the CSWE Annual programme conference held at Anaheim, USA during Nov. 10 - 13, 2022.



**Dr. P. Sigamani, Dean, Central University of Tamil Nadu,
India**

Dr. Sigamani Panneer is a distinguished academic and researcher in the field of public health and social work. He holds a diverse educational background with a Ph.D. in Public Health from Jawaharlal Nehru University, an M.Phil. in Public Health, and a postdoctoral research fellowship from the University of Minnesota, School of Public Health. Additionally, he has earned multiple master's degrees in Social Work, Public Administration, and Economics. As a prominent figure in academia, Dr. Sigamani Panneer serves as a Professor and Head of the Department of Social Work at the Central University of Tamil Nadu. He has a history of collaboration with prestigious institutions worldwide, including the University of Minnesota, Tianjin University of Finance and Economics, and Jishou University in China.

Dr. Sigamani Panneer's extensive research contributions are well-recognized, with numerous articles and academic reference books published by respected publishers such as Springer, Sage, Macmillan, Bloomsbury, and more. His research interests span a wide range of critical topics, including healthcare and system management, occupational health, public-private partnerships in healthcare, social determinants of health, and public policy and management. Throughout his career, Dr. Sigamani Panneer has been actively involved in various research projects, serving as a Principal Investigator and Co-Principal Investigator for projects funded by organizations like the Indian Council of Social Science Research, the Indian Council of Medical Research, and the University Grants Commission. His dedication and expertise have been recognized with prestigious awards and fellowships, such as the Indo-US 21st Century Knowledge Initiative and the Raman Postdoctoral Fellowship.

In summary, Dr. Sigamani Panneer is a distinguished scholar and researcher known for his substantial contributions to the field of public health and social work. His work and expertise have significantly impacted the understanding and improvement of public health policies and systems in India and beyond.



**Dr. S. Lourdu Nathan, Jawaharlal Nehru University,
New Delhi, India**

Dr. S. Lourdunathan is an esteemed scholar and philosopher with a rich academic background and extensive research contributions. He currently serves as an Honorary Professor at the Centre for Philosophy within the School of Social Sciences at Jawaharlal Nehru University. Dr. Lourdunathan holds multiple academic degrees, including an M.A in Philosophy, an M.A in Political Science, and a Ph.D. He has also earned an M.Phil degree, reflecting his commitment to rigorous academic inquiry.

Throughout his career, Dr. Lourdunathan has made notable contributions to the field of philosophy. He has authored three books and presented 25 articles, further substantiating his expertise in the subject. His work primarily revolves around contemporary philosophical perspectives on society, culture, and religion, highlighting his dedication to exploring the complex interplay of these domains.

In his current role, Dr. Lourdunathan is engaged in research focused on social epistemology and ethics, offering insights into how knowledge is constructed and applied in society. Additionally, he is actively involved in the examination of postcolonial liberation discourse, shedding light on the enduring effects of colonialism on contemporary thought and culture.

Before his current position, Dr. Lourdunathan served as the Head of the Department of Philosophy at Arul Anandar (Autonomous) College in Karumathur, Tamil Nadu. His distinguished career and extensive body of work underscore his significant contributions to the philosophical community, making him a valuable resource person in the field of contemporary philosophy and related disciplines.



Dr. S. Lalitha, Assistant Professor, Controller of Examinations, Coordinator of Academic Writing Centre, RGNIYD.

Dr. S. Lalitha is an accomplished academic and professional with a wealth of experience in the field of social work and education. She currently serves as an Assistant Professor and has previously held the position of Head of the Department of Social Work at RGNIYD in Sriperumbudur, Tamil Nadu. In addition, she has taken on the important role of Controller of Examination (In-charge) at the same institution.

Dr. S. Lalitha's impressive educational journey includes a Ph.D. in Social Work from the University of Madras, a Master of Philosophy in Social Work from Loyola College, Chennai, and a Master of Arts in Social Work from Stella Maris College, Chennai. She is a UGC-NET qualifier in Social Work and has a Post Doctorate from the Department of Humanities and Social Sciences at IIT-Madras, supported by the ICSSR PDF fellowship. Her dedication to learning also took her to King's College, London, as a Visiting Fellow in 2019. She has further honed her expertise through a PG Diploma in Human Resource Management from Annamalai University and an Administrative Management certificate course in Tokyo, Japan, in 2011. Dr. S. Lalitha's commitment to academic and professional development is evident in her multiple scholarships to attend conferences, including World Water Week (2011) and Social Work and Social Development (2012) in Stockholm, Sweden.

With a strong focus on research and scholarly contributions, Dr. S. Lalitha has presented papers at national and international conferences and has published research papers and articles in both national and international journals indexed in Scopus. Her areas of interest encompass vital subjects such as water governance, youth studies, social inclusion, and social entrepreneurship. She also plays a pivotal role as the Coordinator of the Centre for Dalit and Subaltern Studies at RGNIYD, showcasing her commitment to social justice.

Dr. S. Lalitha's illustrious career spans 21 years of teaching experience, during which she has provided guidance to numerous Ph.D. scholars, shaping the future of the field of social work and education. Her dedication and contributions continue to make a meaningful impact in her areas of expertise.



MS.AVINU VERONICA RICHA

Assistant Professor

Ms. Avinu Veronica Richa is an accomplished anthropologist and educator with a diverse range of qualifications and experiences. She holds an M.A. in Anthropology from North Eastern Hill University, Shillong, and earned her B.Sc. in Bio-Anthropology from Kohima Science College, Nagaland University, where she received the prestigious Gold Medallist award for her outstanding academic performance.

Ms. Richa's dedication to promoting gender equality and awareness is commendable. She has organized and conducted several training programs on Gender Issues, catering to a wide variety of target groups including NSS, NYKS, Police/Prison/NDRF Personnel, youth, and women. Her commitment to raising awareness about gender-related matters and empowering different sections of society reflects her deep social engagement and leadership.

With four years of teaching experience at the undergraduate level, Ms. Avinu Veronica Richa has shared her expertise and knowledge with aspiring students. Her contributions to academia have been instrumental in shaping the next generation of anthropologists and fostering an appreciation for the subject.

As a Field Investigator under the Department of Art & Culture, Government of Nagaland, Ms. Richa was involved in the 'Project on Cultural History, Ethnography & Physical Characteristics of Nagaland.' Her work in this capacity has added valuable insights to the understanding of Nagaland's rich cultural heritage and ethnography.

Furthermore, Ms. Richa has served as a Project Coordinator for two significant projects at C-CERP, Dimapur, Nagaland. These projects include 'Promoting Environmental Education through the Ethical Value of Conservation' and 'Women Promoting Sustainable Livelihoods through the use of Eco-friendly Technology.' These initiatives highlight her commitment to environmental conservation and women's empowerment, showcasing her dedication to socially relevant and sustainable projects.

Ms. Avinu Veronica Richa has also cleared the UGC-NET Anthropology, demonstrating her academic excellence and ability to contribute to the field through research and scholarly activities. Her diverse experiences and commitment to important social issues make her a valuable resource person and an asset to any academic or community-focused endeavour.

Annexure -1

Programme schedule



Rajiv Gandhi National Institute of Youth Development
(Institute of National Importance under the Act of Parliament No.35/2012)
Ministry of Youth Affairs and Sports, Sriperumbudur,
Tamil Nadu, 602105, India

**Inauguration of Five Day Academic Writing Workshop for the
SC/ST Research Scholars and Early Academics**

Organized by

**Writing Facilitation Centre, Centre for Dalit and Subaltern Studies, RGNIYD
24 – 28 July, 2023**

Programme Schedule

Date: 24th July, 2023

Venue: Seminar Hall, NAB

Time: 10 am to 10.45 am

Welcome address and objectives of the
Workshop

Dr. S. Lalitha
Coordinator, CDSS,
RGNIYD

Presidential Address

Dr Sharmistha Bhattacharjee
Dean (Academics), RGNIYD

Special address

Dr.P.Thiyagarajan
Dean, (Research), RGNIYD

Inaugural Address

Rev.Fr. Dr Selvaraj Arulnathan SJ
Director, Indian Social Institute, Bangalore

Vote of thanks

Mr. Preethish Raja
Fellow, Writing Facilitation Centre, CDSS

All are Invited



Rajiv Gandhi National Institute of Youth Development
(Institute of National Importance under the Act of Parliament No.35/2012)
Ministry of Youth Affairs and Sports, Sriperumbudur,
Tamil Nadu, 602105, India

**Five Day Academic Writing Workshop for the
SC/ST Research Scholars and Early Academics**

Organized by

**Writing Facilitation Centre, Centre for Dalit and Subaltern Studies, RGNIYD
24 – 28 July, 2023**

Programme Schedule

Day – 1 (24th July, Monday)

Registration (09:00 am - 10:00 am)

Inauguration (10:00 am - 10:45 am)

Inaugural Address by: **Rev.Fr. Dr Selvaraj Arulnathan SJ**
Director, Indian Social Institute, Bangalore

(Tea Break - 10:45 am - 11:00 am)

Self-Introduction (11:00 am - 11:30 am)

Questionnaire filling (11.30 am -12.00 pm)

Session – 1 (12:05 pm - 01:00 pm)

Topic: Introduction to Academic writing Part - 1

Facilitator(s): Prof. Pramod Kumar, School of Humanities, IGNOU

Points for the discussion

- Most common forms of Academic Writing
- Types of Academic Writing
- Essential aspects in Academic Writing
- Fundamentals of Academic Scholarship

(Lunch break - 01:00 pm - 02:00 pm)

Session - 2 (02:00 pm - 03:30 pm)

Topic: Finding your voice as a Writer

Facilitator(s): Rev.Fr. Dr Selvaraj Arulnathan SJ

Points for Discussion

- What is Reflective Writing?
- How do we place perspectives into what we write, academically?
- Knowledge Production and Writing

Tea break - 03:30 pm - 03:45 pm

Session - 3 (03:45pm - 05:00 pm)

Group Activity

Facilitators: Dr Amudhan, Tutor Mr Preethish, Fellow, Writing Centre RGIYD

Day – 2 (25th July, Tuesday)

Recap Session - 09:00 am - 09:30 am

Session - 1 (09:30 am - 10:45 am)

Topic: Introduction to Academic Writing Part - 2

Facilitator(s): Prof. Pramod Kumar, School of Humanities, IGNOU

Points for Discussion

- Developing a writing plan (steps in writing process)
- Choosing a Journal

(Tea break - 10:45 am - 11:00 am)

Session - 2 (11:00 am – 1.00 pm)

Topic: Critical Reading

Facilitator: Dr C. Lakshmanan, Professor(Rtd.), MIDS, Chennai

Points for the discussion

- Read in between the lines
- In-depth understanding
- Reasonable Skepticism
- Balanced learning

(Lunch Break - 01:00 pm - 02:00 pm)

Session - 3 02:00 pm - 03:30 pm

Topic: Writing for policy and Practice

Facilitator(s): Dr C. Lakshmanan, Professor(Rtd.), MIDS, Chennai

Points for discussion

- Aims for writing for policy and practice
- Key features of different audience

(Tea break - 03:30 pm - 03:45 pm)

Session - 4 (03:45 pm - 04:00 pm)

Documentary on academic writing

Facilitator(s): : Dr Amudhan, Tutor Mr Preethish, Fellow, Writing Centre RGIYD

Points for discussion

- Interview of academic writers

Facilitators: Dr Amudhan, Tutor Mr Preethish, Fellow, Writing Centre RGIYD

Group Activity - 04:00 pm - 05:00 pm

Day – 3 (26th July, Wednesday)

Recap Session (09:00 am - 09:30 am)

Session – 1 (09:30 am - 10:45 am)

Topic: Writing About Caste in Academia in a Post-Colonial Context (Part 1)

Facilitator(s): Prof. Avatthi Ramaiah, Dean, Equal Opportunity Centre, Faculty, Centre for Study of Social Exclusion & Inclusive Policy, Tata Institute of Social Sciences

Points for discussion

- Caste and Indian society
- Why study caste?

(Tea break - 10:45 am - 11:00 am)

Session - 2 (11:00 am – 1.00 pm)

Topic: Writing About Caste in Academia in a Post-Colonial Context (Part 2)

Facilitator(s): Prof. Ramaiah, Dean, Equal Opportunity Centre, Faculty, Centre for Study of Social Exclusion & Inclusive Policy, Tata Institute of Social Sciences

Points for discussion

- Characteristics of caste

(Lunch break - 01:00 pm - 02:00 pm)

Session - 3 (02:00 pm - 03:30 pm)

Topic: Motivation: Building confidence/Overcoming Blocks

Facilitator(s): Dr P. Sigamani, Professor & Head, Department of Social Work, Central University of Tamil Nadu

Points for discussion

- Notions of writing
- Free writing
- Writing blocks
- Pomodoro Technique

(Tea break - 03:30 pm - 03:45 pm)

Session - 4 (03:45 pm - 05:00 pm)

Topic: Publication Ethics

Facilitator(s): Dr P. Sigamani, Professor & Head, Department of Social Work, Central University of Tamil Nadu

Points for discussion

- Ethical obligations to be followed
- Ethical consideration
- Plagiarism and academic integrity
- Tips to avoid inadvertent (or) unintentional plagiarism

Day - 4 (27th July, Thursday)

Recap Session (09:00 am - 09:30 am)

Session - 1 (09:30 am - 10:45 am)

Topic: Collaborative Writing & Journal Peer review Process

Facilitator(s): P Sigamani

Points for discussion

- Collaborative writing
- Joint research projects
- Why write with others?
- Co-learning

(Tea Break - 10:45 am - 11:00 am)

Session - 2 (11:00 am – 1.00 pm)

Topic: Critical Thinking & Argument

Facilitator(s): Dr. Lourdu Nathan, Centre for Philosophy Honorary Visiting professor, JNU, New Delhi.

Points for discussion

- Criticality
- Evaluation
- Argument
- Self-Reading

(Lunch Break - 01:00 pm - 02:00 pm)

Session - 3 (02:00 pm - 03:30 pm)

Topic: Critical writing and Writing Style

Facilitator(s): Dr. Lourdu Nathan, Centre for Philosophy Honorary Visiting professor, JNU, New Delhi.

Topics for discussion

- Writing steps
- Coherence
- Logical arrangements of the ideas or arguments
- The tone or voice

(Tea Break - 03:30 pm - 03:45 pm)

Session - 4 (03:45 pm - 05:00 pm)

Topic: Developing a writing plan/ choosing a Journal

Facilitator(s): Dr S. Lalitha, Assistant Professor, Department of Social Work, Coordinator, Writing Centre, CDSS, RGNIYD

Points for discussion

- Process in academic writing
- How to choose a journal?
- How to practice the art of academic writing?

Day - 5 (28th July, Friday)

Recap Session (09:00 am - 09:30 am)

Session - 1 (09:30 am - 10:45 am)

Topic: Gendering Research

Facilitator: Ms. Avinu Veronica Richa, Assistant Professor, Gender Studies, RGNIYD, Sripermbudur.

Points for discussion

- Feminists concern about value neutrality in research
- Dalit Feminist Standpoint in Social Sciences Research

(Tea Break - 10:45 am - 11:00 am)

Session - 2 11:00 am - 01:00 pm

Group Activity

Facilitators: Dr Amudhan, Tutor Mr Preethish, Fellow, Writing Centre RGIYD

(Lunch Break - 01:00 pm - 02:00 pm)

Valedictory session 3 (02:00 pm - 03:00 pm)

Workshop report presentation

Feedback by participants: Facilitators: Dr Amudhan, Tutor Mr Preethish, Fellow, Writing Centre RGIYD

Valedictory Address: Shri. Debashish Dey, Director, Rajiv Gandhi National Institute of Youth Development, Ministry of Youth Affairs & Sports, Government of India, Sriperumbudur-602105, Tamil Nadu



Rajiv Gandhi National Institute of Youth Development
(Institute of National Importance under the Act of Parliament No.35/2012)
Ministry of Youth Affairs and Sports, Sriperumbudur,
Tamil Nadu, 602105, India

Valedictory Function of the

**Five Day Academic Writing Workshop for the
SC/ST Research Scholars and Early Academics**

Organized by

**Writing Facilitation Centre, Centre for Dalit and Subaltern Studies, RGNIYD
24 – 28 July, 2023**

Programme Schedule

Date: 28th July, 2023

Venue: Seminar Hall,

Time: 2.30 pm to 3.30pm

Welcome address and Workshop Report

Dr. S. Lalitha

Coordinator, CDSS,
RGNIYD

Feedback

Workshop participants

Valedictory Address

Shri. Debashish Dey

Director, RGNIYD

Vote of thanks

Mr. Preethish Raja

Fellow, Writing Facilitation Centre,
CDSS

All are Invited

Annexure – II

Participants’ Assessment

on

The Workshop

Before and After Results of Academic Writing Workshop

Day – 1

Table - 1 Participants' Primary Understanding of Academic Writing (Before & After)

S.NO	Basics in Academic Writing	Before		After	
		Frequency	Percentage (100%)	Frequency	Percentage (100%)
1	Formal Method of writing	-	-	-	-
2	Research Based writing	5	19.23%	3	11.53%
3	Casual method of writing	1	3.84%	-	
4	Both A & B	20	76.92%	23	88.46%
5	NA	-	-		
6	Total	26	100%	26	100%

The table above reveals that the training had an impact on participants' understanding of academic writing, particularly in reducing the misconception of academic writing as a casual method of writing. It is evident that the majority of the participants (88.46%) viewed that academic writing involves both formal methods and research-based writings. This suggests that the core understanding of academic writing remained consistent for most participants.

Table - 2 Participants knowledge on Benefits of Academic Writing (Before & After)

S.NO	Benefits of Academic Writing	Before		After	
		Frequency	Percentage (100%)	Frequency	Percentage (100%)
1	Helps to improve our academic thinking	2	7.69%	1	3.84%
2	Helps us produce scientific research	2	7.69%	1	3.84%
3	Helps us to improve our vocabulary	-	-	-	-
4	All the above	22	84.62%	24	92.31%
5	NA	-	-	-	-
6	Total	26	100%	26	100%

It is shown in the table above that there was a slight decrease in the percentage of respondents who specifically mentioned "academic thinking" and "producing scientific research" as benefits of academic writing after the training, which indicates the respondents got the clarity on the benefits of academic writing. Also, the majority viewed that academic writing encompassed all of these benefits, thus it reveals the positive impact of the training.

Table - 3 Participants grasping scale of Academic Writing

S.NO	Understanding of Academic Writing	Frequency	Percentage 100%
1	Yes, I have	18	69.23%
2	No, I have not	-	-
3	May be I am not sure	-	-
4	I have understood little, still I need to understand more	8	30.77%
5	NA	-	-
6	Total	26	100%

This table provides valuable insights into the participants' perceptions of their knowledge of academic writing. The majority of the participants (69.23%) after the training claim to have a good grasp of academic writing. However, a significant percentage of the participants (30.77%) recognize that they understand it to some extent, but felt the need to enhance their understanding further. Importantly, no participants expressed complete ignorance about academic writing in this training.

Table - 4 Essential Aspects of Academic Writing

S.NO	Aspects of Academic Writing	Frequency	Percentage 100%
1	Precise	1	3.846%
2	Formal	-	-
3	Critical	2	7.69%
4	All the above	23	88.46%
5	NA	-	-
6	Total	26	100%

The table above reveals that majority of the participants (88.46%) were found to encompass all the mentioned aspects of academic writing. The results reflect that the training provided knowledge to the participants about all the aspects of academic writing.

Table - 5 The Outcome of the Session on Brief Introduction to Academic Writing

S.NO	Introduction to Academic Writing	Frequency	Percentage 100%
1	5 (Understood very well, most of my doubts are cleared)	2	7.69%
2	4 (I have a Good Understanding for now, and I need to learn a little more)	20	76.92%
3	3 (I have received an average understanding of the subject matter)	4	15.38%
4	2 (I still must learn more on this subject, I have not understood much)		
5	1 (I have not understood anything on this subject, from today's session)	-	-
6	NA	-	-
7	Total	26	100%

The table above reveals that majority of participants (76.92%) felt that they got a good understanding of Academic Writing after the session (Response 4). A smaller proportion (15.38%) considered their understanding to be average (Response 3), and a very small group (7.69%) felt that they understood the subject very well with most of their doubts cleared (Response 5). No participants indicated that they did not understand anything (Response 1). This reveals that the training was generally effective in providing a brief introduction to Academic Writing, with most participants having a positive perception of their understanding of the topic.

Table - 6 The Quality of Course Instructor from Participants perspective

S.NO	The Quality of the Course Instructor	Frequency	Percentage 100%
1	a) 5 (Excellent Instruction)	10	39.46%
2	b) 4 (Very Good with small or minimal scope for improvement)	16	61.54%
3	c) 3 (Average level of quality teaching, I found it difficult to understand some concepts)	-	-
4	d) 2 (Not so great level of instruction, I think more effort needed to improve)	-	-
5	e) 1 (I feel the instructor is not suitable for this session)	-	-
6	NA	-	-
7	Total	26	100%

The table above reveals that majority of the participants evaluated the course instructor positively, with a significant number rating the instruction as "Excellent" (5) and "Very Good" (4). This suggests that the instructor's teaching was generally well-received, with only minor room for improvement, according to the participants' feedback.

Day – 2

Table – 1 Participants' understanding about Critical Reading

S.NO	Introduction to Academic Writing	Before		After	
		Frequency	Percentage 100%	Frequency	Percentage 100%
1	Thinking beyond	4	15.38%	2	7.69%
2	Reasonable scepticism	7	26.92%	4	15.38%
3	Understanding the Voice of the author	1	3.84%	2	7.69%
4	All the above	13	50.00%	18	69.23%
5	NA	1	3.84%	-	-
6	Total	26	100%	26	100%

The table suggests that, after the session on the topic ‘critical reading’, there was a mixed impact on respondents' understanding of different aspects of critical reading in the context of academic writing. Understanding of some aspects decreased, some remained the same, and some improved. The "All the above" category was viewed by the majority of the respondents which shows that the knowledge was gained by the participants during the training.

Table – 2 Participants’ View on the Importance of Critical Reading

S.NO	Critical Reading is Important	Before		After	
		Frequency	Percentage 100%	Frequency	Percentage 100%
1	Think from critical lens	4	15.38%	2	7.69%
2	Think in dimensions never thought	4	15.38%	2	7.69%
3	Flaws in author’s argument	1	3.84%	1	3.84%
4	All the above	17	65.38%	22	84.62%
5	NA	-	-		
6	Total	26	100%	26	100%

The table above suggests that critical reading is perceived as important for various reasons, including thinking critically, exploring new dimensions, and identifying flaws in arguments. It is clear that the session helped the majority (84.62%) of the participants to value critical reading highly, thus it reveals the positive impact of the training.

Table – 3 Participants’ understanding about Reading between the Lines

S.NO	Reading Between the Lines	Before		After	
		Frequency	Percentage 100%	Frequency	Percentage 100%
1	Reading between first and second line in paragraph	-	-	-	-
2	Reading between the paragraphs	1	3.84%	1	3.84%
3	Hidden within a text	23	88.46%	25	96.15%
4	Both A & B	1	3.84%	-	-
5	NA	-	-	-	-
6	Total	26	100%	26	100%

The table shows how people interpret the phrase "Reading between the lines," with a focus on whether they associate it with finding hidden meanings within a text or reading between paragraphs. After the session, majority (96.15%) of respondents seemed to associate it with finding hidden meanings within a text, thus it reveals that the training promoted clarity on how to read between the lines.

Table – 4 Participants’ view on the Potency to Read between the Lines

S.NO	Potential to read between the lines	Before		After	
		Frequency	Percentage 100%	Frequency	Percentage 100%
1	Yes	12	46.15%	23	88.46%
2	No	-	-	-	-
3	May be/ I am not sure	12	46.15%	3	11.54%
4	I don’t know	2	7.69%	-	-
5	NA	-	-	-	-
6	Total	26	100%	26	100%

The table above shows that half of the participants (46.15%) before the session claimed they had the potential to read between the lines. After the session, the number of individuals who claimed they had the potential to read between the lines increased to eight (88.46%). Thus it is evident that the training had an impact on participants' perception of their potential to read between the lines.

Table – 5 Participants' Idea about Critical Writing Goes Together With Critical Reading

S.NO	Critical Writing Goes Together With Critical Reading	Frequency	Percentage 100%
1	Yes	24	92.31%
2	No	-	-
3	Sometimes critical writing cannot be done without critical reading	2	7.69%
4	None of the above	-	-
5	NA	-	-
6	Total	26	100%

The table above reveals that the majority of participants (92.31%) believe that critical writing goes together with critical reading. Whereas only a small percentage (7.69%) mentioned that sometimes critical writing cannot be done without critical reading. Therefore, the training has given a clear idea on the topic.

Table – 6 Participants' view on the Importance of Critical Writing

S.NO	Critical Writing is important	Frequency	Percentage 100%
1	Produce knowledge which is critical in nature	4	15.38%
2	Newer and radical kinds of perspective	3	11.54%
3	Awareness in important social issues	1	3.84%
4	All the above	18	69.23%
5	NA	-	-
6	Total	26	100%

The table above summarizes participants' views on the importance of critical writing. After the training majority of the participants, around 69.23% selected the option that critical writing is important for all of the reasons mentioned in the previous options. This indicates that many participants perceive critical writing as a multifaceted activity that encompasses producing critical knowledge, introducing new perspectives, and addressing important social issues. Thus, the training enabled the participants to understand the importance of critical writing.

Table – 7 Participants' knowledge on the Characteristics of Critical Writing

S.NO	Characteristics of Critical Writing	Frequency	Percentage 100%
1	Higher order skill	-	-
2	Logically sequenced and coherent writing	2	7.69%
3	Reflective thinking	1	3.84%
4	All the above	23	88.46%
5	NA	-	-
6	Total	26	100%

The table above reveals that majority of the participants (88.46%) selected "All the above," after the training. It indicates that participants gained knowledge to believe that critical writing possesses all of the mentioned characteristics.

Table – 8 Session's Impact among the participants in giving brief idea about Critical Reading

S.NO	Session's Impact in giving brief idea about Critical Reading	Frequency	Percentage 100%
1	5 – understood very well, most of my doubts are cleared	4	15.38%
2	4 – I have a good understanding for now, and I need to learn a little more	15	57.69%
3	3 – I have received an average understanding of the subject matter	7	26.92%
4	2 – I still must lean more on this subject, I have not understood much	-	-
5	1 – I have not understood anything on this subject, from today's session	-	-
6	NA	-	-
7	Total	26	100%

The table above shows that majority of the participants (57.69%) after the training felt that they had a good understanding of critical reading, while a smaller percentage felt they had an average understanding.

Table – 9 Session's Impact among the participants in giving brief idea about Critical Writing

S.NO	Session's Impact in giving brief idea about Critical Writing	Frequency	Percentage 100%
1	5 – understood very well, most of my doubts are cleared	5	19.23%
2	4 – I have a good understanding for now, and I need to learn a little more	11	42%
3	3 – I have received an average understanding of the subject matter	9	34.61%
4	2 – I still must lean more on this subject, I have not understood much	1	3.84%
5	1 – I have not understood anything on this subject, from today's session	-	-
6	NA	-	-
7	Total	26	100%

The table above shows that majority of the participants (ratings 3 and 4) had a decent understanding of critical writing after the training, and only a small percentage needed further clarification or had not grasped the topic. Therefore, the training appears to have had a generally positive impact on the participants' understanding of critical writing.

Table – 10 the quality of the Course Instructor from participants perspective

S.NO	Course Instructor	Frequency	Percentage 100%
1	5 – excellent instruction	10	38.46%
2	4 - very good with small or minimal scope for improvement	14	53.84%
3	3 – average level of quality teaching, I found it difficult to understand some concepts	2	7.69%
4	2 – not so great level of instruction, I think more effort needed to improve	-	-
5	1 – I feel the instructor is not suitable for this session	-	-
6	NA	-	-
7	Total	26	100%

The table above reveals that majority of the participants (53.84%) rated the course instructor as very good, with a significant portion (38.46%) considering the instruction to be excellent. Only a small percentage (7.69%) found the instruction to be average and had some difficulty understanding certain concepts. There were no negative ratings for the instructor in the provided data.

Day – 3

Table – 1 Participants’ understanding on the phrase “Find Your Voice as an Academic Writer”

S.NO	Find Your Voice as an Academic Writer	Before		After	
		Frequency	Percentage 100%	Frequency	Percentage 100%
1	To determine what kind of perspective that I will develop while writing	1	3.85%	-	-
2	To see in which position my argument will be aligning	-	-	-	-
3	To develop a clarity of what I exactly I wish to convey	2	7.69%	1	3.84%
4	A, b, c	22	84.62%	25	96.15%
5	I do not know	1	3.85%	-	-
6	NA	-	-	-	-
7	Total	26	100%	26	100%

The table above shows the transition from 84.62% of respondents stating "A, b, c", the "Before" the training to 96.15% "After" the training which indicates that training made the majority of the participants to view that having a clear and distinct voice makes the writing more structured, coherent, and effective.

Table – 2 Participants’ View on Generally faced Obstacles while Writing Academically

S.NO	Generally faced obstacles while writing Academically	Before		After	
		Frequency	Percentage 100%	Frequency	Percentage 100%
1	Not able to think or brainstorm clearly	1	3.85%	1	3.85%
2	Finding difficulty to covert my thoughts into a writing format	8	30.77%	5	19.23%
3	Low self-confidence before writing	1	3.85%	2	7.69%
4	Not finding a clear mental picture	2	7.69%	3	11.54%
5	Struggle in English language	3	11.54%	3	11.54%
6	All the above	11	42.30%	10	38.00%
7	NA	-	-	2	7.69%
8	Total	26	100%	26	100%

Before the training the participants were not sure of the difficulties in academic writing. The training provided the opportunity to understand their difficulty in academic writing which enabled the participants to focus on those specific areas to improve.

Table – 3 Participants’ Strength to Overcome Obstacles by Themselves

S.NO	Overcome obstacles by yourself	Before		After	
		Frequency	Percentage 100%	Frequency	Percentage 100%
1	Yes, overcome every time	3	11.54%	13	50.00%
2	No, struggle with every time	7	26.92%	-	-
3	Overcome Some time, mostly struggle	13	50.00%	-	-
4	Struggle some time, mostly overcome	3	11.54%	13	50.00%
5	NA	-	-	-	-
6	Total	26	100%	26	100%

The table above reveals that all the participants identified their ability to overcome obstacles by themselves after the training on the academic writing.

Table – 4 Participants’ Self-Motivation

S.NO	Self-Motivation	Before		After	
		Frequency	Percentage 100%	Frequency	Percentage 100%
1	Generally motivate	12	46.15%	22	84.62%
2	Demotivated every time	2	7.69%	-	-
3	Sometimes motivated, mostly difficult to motivate	12	46.15%	3	11.54%
4	Sometimes I do not feel motivated, mostly I motivate	-	-	1	3.85%
5	NA	-	-	-	-
6	Total	26	100%	26	100%

The table above suggests that after the training, there was an increase in the number of individuals who generally felt motivated (Category 1), and a decrease in the number of individuals who were demotivated every time (Category 2) and those who found it mostly difficult to motivate (Category 3). Additionally, there was a small number of individuals who reported sometimes not feeling motivated but mostly being able to motivate themselves (Category 4). This shows that self-motivation is critical for academic writing. Thus it is observed that the training gave motivation to the participants on academic writing.

Table – 5 Participants’ Confidence Level

S.NO	Self-Motivation	Frequency	Percentage 100%
1	Yes, gained enough confidence	13	50.00%
2	No, still do not feel confident	1	3.85%
3	Gained little confidence, need more confidence	11	42.00%
4	I am not sure	1	3.85%
5	NA	-	-
6	Total	26	100%

The table above shows that majority of participants (50.00%) reported gaining enough confidence to write after the training. A significant portion (42.00%) felt that they gained some confidence but still needed more. Thus, the training made a positive impact among the participants in gaining confidence to write academically.

Table – 6 Participants’ understanding on Writing about Caste in Social Sciences

S.NO	Writing about Caste in Social Sciences	Frequency	Percentage 100%
1	Descriptively writing	-	-
2	Critically writing	10	39.46%
3	Both a and b	16	61.54%
4	Neither a nor b	-	-
5	NA	-	-
6	Total	26	100%

The table above reveals that majority of the participants (61.54%) after the training believed that writing about caste in social sciences should involve both descriptive and critical elements. This reveals that they see value in presenting factual information about caste while also critically examining its social implications and significance. The remaining participants (39.46%) believe that a critical approach alone is sufficient for writing about caste in social sciences. Thus, the training gave deepen understanding of writing about caste in social sciences academically.

Table – 7 Impact of the Session among the participants

S.NO	Impact of the Session	Frequency	Percentage 100%
1	5 – understood very well	13	50.00%
2	4 – good understanding for now	12	46.15%
3	3- average understanding	1	3.84%
4	2 – not understood much	-	-
5	Not understood anything	-	-
6	NA	-	-
7	Total	26	100%

The table above shows that majority of participants (50%) indicated that they understood the session very well (rating it as 5), and a significant portion (46.15%) felt they had a good understanding for now (rating it as 4). Only a small percentage (3.84%) rated their understanding as average (3), and no participants indicated that they did not understand much or did not understand anything. This is evident that the session on writing about caste was generally effective in helping participants grasp the topic of writing about caste in social sciences.

Table – 8 Participants’ knowledge on Publication Ethics

S.NO	Publication Ethics	Frequency	Percentage 100%
1	To publish a book	-	-
2	Mindful of ethical obligation	2	7.69%
3	Maintain the academic integrity	2	7.69%
4	Both a and b	22	84.61%
5	NA	-	-
6	Total	26	100%

The table above shows that most participants (84.61%) after the training understood that publication ethics involves being mindful of ethical obligations and maintaining academic integrity. This indicates that the training created awareness of publication ethics among the participants.

Table – 10 Impact of the Session among the participants

S.NO	Impact of the Session	Frequency	Percentage 100%
1	5 – understood very well	13	50.00%
2	4 – good understanding for now	12	46.15%
3	3- average understanding	1	3.85%
4	2 – not understood much	-	-
5	Not understood anything	-	-
6	NA	-	-
7	Total	26	100%

The table above shows that majority of participants (96.15%) after the training rated their understanding of publication ethics as either "understood very well" or "good understanding for now." This suggests that the training was effective in providing participants with a brief idea about publication ethics, since most of the participants felt that they had a reasonable understanding of the topic.

Table – 11 Participants’ idea on Academic-oriented and Policy-oriented

S.NO	Academic-oriented and Policy-oriented	Frequency	Percentage 100%
1	Difference in audience	4	15.38%
2	Difference in writing	5	19.23%
3	Both a and b	17	65.38%
4	Neither a nor b	-	-
5	NA	-	-
6	Total	26	100%

The table above summarizes that participants gained reasonable ideas about the differences between academic-oriented and policy-oriented writing. The majority of participants, 65.38% (17 out of 26), after the training, believed that the differences between academic-oriented and policy-oriented writing encompass both the audience and the writing style/content.

Table – 12 Participants Understanding on Difference between simple writing and critical writing

S.NO	Simple Writing and Critical Writing	Frequency	Percentage 100%
1	Yes, I have	24	92.31%
2	No, I have not	-	-
3	May be, I am still not sure	2	7.69%
4	None of the Above	-	-
5	NA	-	-
6	Total	26	100%

The table above reveals that the majority of participants (92.31%) after the training understood the difference between simple writing and critical writing and no participants explicitly stated that they did not understand the difference. Thus, it reveals that the training provided clarity on difference between simple writing and critical writing.

Table – 13 Impact of the Session among Participants

S.NO	Impact of the Session	Frequency	Percentage 100%
1	5 – understood very well	11	42.31%
2	4 – good understanding for now	14	53.84%
3	3- average understanding	1	3.85%
4	2 – not understood much	-	-
5	Not understood anything	-	-
6	NA	-	-
7	Total	26	100%

The table above shows that majority of the participants (96.15%) after the training either understood academic writing very well (42.31%) or had a good understanding for now (53.84%). Thus, the training made a good impact among the participants on the significance of academic writing.

Table – 14 The Quality of Course Instructor (Prof. Ramaiah) from Participants' Perspective

S.NO	Course Instructor	Frequency	Percentage 100%
1	5 – excellent instruction	15	57.69%
2	4 - very good with small or minimal scope for improvement	11	42.31%
3	3 – average level of quality teaching, I found it difficult to understand some concepts	-	-
4	2 – not so great level of instruction, I think more effort needed to improve	-	-
5	1 – I feel the instructor is not suitable for this session	-	-
6	NA	-	-
7	Total	26	100%

The table above reveals that majority of the participants rated Prof. Ramaiah's session as excellent (5) or very good (4), with no negative ratings. This indicates that Prof. Ramaiah was able to deliver knowledge and made the participants involved in the session that he took.

Table – 15 The Quality of Course Instructor (Dr. Sigamani) from Participants Perspective

S.NO	Course Instructor	Frequency	Percentage 100%
1	5 – excellent instruction	18	69.23%
2	4 - very good with small or minimal scope for improvement	8	30.77%
3	3 – average level of quality teaching, I found it difficult to understand some concepts	-	-
4	2 – not so great level of instruction, I think more effort needed to improve	-	-
5	1 – I feel the instructor is not suitable for this session	-	-
6	NA	-	-
7	Total	26	100%

The table above shows that majority of participants (69.23%) considered Dr. Sigamani's instruction to be excellent (5 on the scale), and a smaller portion (30.77%) found it to be very good with minimal room for improvement (4 on the scale). There were no explicit negative ratings (ratings of 3, 2, or 1) mentioned by the participants. Thus, it is evident that the participants had high appreciation for his session.

Question number: 16 (Qualitative Assessment)

From today's session, do you think writing about Caste in Social Sciences, from a critical perspective is necessary, as an academic scholar? If so, why? Briefly explain in few words:

சாதி என்பது இந்தியா முழுவதும் பரவியுள்ள ஒன்றாகும். இது இந்தியாவில் உள்ள மனிதர்களிடையே ஏற்ற தாழ்வை உருவாக்குகிறது. இந்தியாவை ஆய்வு செய்த பல்வேறு மேலைநாட்டு அறிஞ்சர்களுக்கு சாதி புதிது. அதை பற்றி முழுமையான புரிதல்களும் இல்லை. இங்கு உள்ள படித்த மேல்தட்டு வர்க்கத்தினர் கல்விபுலங்களில் சாதியை பற்றிய உண்மையை கூறுவதில்லை. இவர்கள் எழுதுவதே உண்மை, தரவு என மேல்நாட்டு அறிஞ்சர்கள் திகைக்கின்றனர். இந்த நிலைமை மாற்றவும் சாதி உண்மையில் இந்தியாவில் எப்படி இயங்குகிறது, சிலருக்கு பலனையும், பெரும்பாலோருக்கு வாய்ப்புகளையும் மறுக்கிறது என்பதை விளக்க கல்விப்புலங்களால் சாதி தொடர்பான நேர்மையான ஆய்வுகள் செய்யப்படவேண்டும். மிகவும் மோசமான காரணியாக விளங்கக்கூடிய சாதியை, அதன் இயங்கியலை உலக அளவில் "உலகளாவிய பிரச்சனையாக" மாற்ற பொது சமூகத்திற்கு அதுதொடர்பான புரிதலை ஏற்படுத்த சாதி தொடர்பான ஆய்வுகள் ஆங்கிலத்தில் நிறைய வெளிவரவேண்டும். அதற்கான ஒரே வாய்ப்பு கல்வி புலங்களில் சாதி தொடர்பான நேர்மையான ஆய்வுகள் வெளிவரவேண்டும்.

- வருசக்கனி கே.

Yes it is necessary to write about caste from critical views. For me, hearing first time about writing regarding caste and critical writing is an eye opener to me. I will read and practice the same in my writing.

- **N. Kavitha**

I think writing about caste in social sciences from a critical perspective is necessary as a budding academic scholar. Because, it helps me first of all to understand the politics behind caste system from a critical lens which will also help me to enlighten the consciousness of everyone.

- **Sreekutty M. J.**

As Ambedkar argued for annihilation of caste and advocated for fraternity, liberty and equality to bring progress in the society, we need social cooperation and solidarity and for that sake we need to write caste in academia.

- **Ajay Nagdiya**

The available literatures discuss about caste system but they did not counter the statement. Therefore, it is necessary to write about caste from a critical perspective as an academic scholar.

- **Dhanajay Kumar**

Brief interpretation of their viewpoints

Mr. Varusakani K argues that writing about caste in social sciences from a critical perspective is necessary in India. He highlights that caste is a pervasive issue in the country and that it perpetuates discrimination and inequality among its people. He also mentions that many academic scholars in India do not sufficiently address the reality of caste in their writings, and the needs to change. Further he emphasizes that educational institutions and scholars should conduct rigorous research on caste-related matters to shed light on its functioning in Indian society. He further asserts that this research can help expose the harsh realities of caste and its global impact, ultimately contributing to its eradication.

Ms. N. Kavitha recognizes the need for critical writing about caste as an eye-opening opportunity to enhance her understanding and writing skills.

Ms. Sreekutty M. J. emphasizes that critical analysis of the caste system helps scholars understand the underlying politics and contributes to raising awareness and consciousness about caste-related issues.

Mr. Ajay Nagdiya highlights the legacy of Dr. B.R. Ambedkar, who advocated for the annihilation of caste and the promotion of fraternity, liberty, and equality. Writing critically about caste is seen as a means to foster social cooperation and solidarity.

Mr. Dhanajay Kumar points out that existing literature discusses the caste system but doesn't necessarily challenge or counter it. Hence, writing from a critical perspective is essential for scholars to provide a nuanced perspective on this important societal issue.

Thus, it is evident that Mr. Varusakani's clarity of thought, Ms. N. Kavitha's recognition of writing caste at first time, Mr. Sreekutty's emphasize on politics behind caste, Mr. Ajay Nagiya's highlight on Dr. B. R. Ambedkar standpoint and Mr. Dhanajay Kumar's apprehension on paucity of literature that challenge the system reveals the notable impact of the training. Ultimately, participants' views on critical writing about caste in social sciences envisage the need for gaining a deeper understanding of its complexities, addressing social issues, and promoting social progress and equality. Thus, the training paved way for deeper knowledge and understanding of writing caste from critical perspective participants.

Day – 4

Table – 1 Participants' idea on Writing plan, academically

S.NO	Writing plan, Academically	Before		After	
		Frequency	Percentage 100%	Frequency	Percentage 100%
1	Yes	10	38.46%	14	53.84%
2	No	3	11.54%	1	3.85%
3	Sometimes I do, mostly I do not have	8	30.77%	1	3.85%
4	Sometimes I do not, mostly I do have	1	3.85%	10	38.46%
5	NA	2	7.69%	-	-
6	Total	26	100%	26	100%

The table above shows that after the training, there was an increase in the percentage of individuals who have a writing plan before academic writing, as indicated by the shift from "Yes (Before)" to "Yes (After)" and a decrease in the percentage of those who do not have a plan, as indicated by the shift from "No (Before)" to "No (After)." Additionally, there was a decrease in the "Sometimes I do, mostly I do not have (Before)" category, suggesting that more individuals began to adopt a consistent writing plan after the training.

Table – 2 Participants’ Understanding about Collaborative Writing

S.NO	Collaborative Writing	Before		After	
		Frequency	Percentage 100%	Frequency	Percentage 100%
1	Together with someone	2	7.69%	1	3.85%
2	Joint report	1	3.84%	-	-
3	Multiple authors on a same topic	4	15.38%	3	11.54%
4	All the above	15	57.69%	22	84.62%
5	NA	4	15.38%	-	-
6	Total	26	100%	26	100%

The table above suggests that after the training, the respondents’ understanding of collaborative writing became more widened, with a greater percentage of them selecting “All the above” (84.62%). This implies that the training likely helped participants broaden their perspective on what collaborative writing entails, beyond just working with someone or on a joint report.

Table – 3 Participants’ Understanding on Publication Ethics

S.NO	Publication Ethics	Before		After	
		Frequency	Percentage 100%	Frequency	Percentage 100%
1	Publish a book called ethics	-	-	-	-
2	Mindful of ethical obligation	11	42.30%	13	50.00%
3	Maintaining the academic integrity	9	34.62%	13	50.00%
4	Both a and b	2	7.69%	-	-
5	NA	4	15.38%	-	-
6	Total	26	100%	26	100%

The table above shows a comparison of how different aspects of publication ethics were considered by the participants before and after the session. It suggests that there was an increase in the consideration of ethical obligations and maintaining academic integrity after the session. Thus it reveals training provided clarity of thought on publication ethics.

Table – 4 Participants' knowledge about Publication Ethics

S.NO	Have you heard about Publication Ethics	Before		After	
		Frequency	Percentage 100%	Frequency	Percentage 100%
1	Yes	20	76.92%	25	96.15%
2	No	2	7.69%	1	3.85%
3	NA	4	15.38%	-	-
4	Total	26	100%	26	100%

The table above shows that the training had a positive impact on increasing awareness of Publication Ethics among the participants, as the percentage of "Yes" responses increased significantly, and the percentage of "No" responses decreased. Additionally, the number of "NA" responses decreased to zero after the training. Thus, the training was successful in increasing awareness of Publication Ethics among the participants.

Table – 5 Preferable options of the participants for publishing Journal(s)

S.NO	Journal(s)	Before		After	
		Frequency	Percentage 100%	Frequency	Percentage 100%
1	UGC-Care	4	15.38%	2	7.69%
2	Scopus Index	4	15.38%	5	19.23%
3	SCI Index	-	-	1	3.85%
4	Peer Reviewed	-	-	-	-
5	All the above	14	53.84%	18	69.23%
6	NA	4	15.38%	-	-
7	Total	26	100%	26	100%

The table above shows changes in preferences for publishing in different types of journals before and after a certain period. Notably, there was an increase in preference for "Scopus Index" journals, and "SCI Index" journals gained one preference after the specified period. "All the above" remained the most preferred category. Thus it reveals that after the training the participants preferred to publish their work in a recognised specific journals.

Table – 6 Impact of the Session among the Participants

S.NO	Impact of the Session	Frequency	Percentage 100%
1	5 – understood very well	15	57.69%
2	4 – good understanding for now	10	38.00%
3	3- average understanding	1	3.85%
4	2 – not understood much	-	-
5	Not understood anything	-	-
6	NA	-	-
7	Total	26	100%

The table above reveals that the training on critical writing, reading, and thinking in social sciences has been quite effective, with a substantial majority of participants (95.69%) indicating either a very good understanding or a good understanding of the topic.

Table – 7 Participants’ Brief ideas about Collaborative Writing

S.NO	Brief ideas about Collaborative Writing	Frequency	Percentage 100%
1	Definitely	15	57.69%
2	Most probably yes	10	38.46%
3	Not yet decided, I must think more	1	3.85%
4	I am not sure	-	-
5	No	-	-
6	NA	-	-
7	Total	26	100%

The table above shows that majority of the participants (over 95%) either definitely felt that the training had given them a brief idea about collaborative writing or believed it was most probably helpful. Only a small fraction needed more time to decide. None of the participants expressed complete uncertainty or disagreement with the statement.

Table – 8 Impact of the Session among the Participants in Planning to Engage in Collaborative writing

S.NO	Impact of the Session	Frequency	Percentage 100%
1	5 – understood very well	14	53.84%
2	4 – good understanding for now	11	42.31%
3	3- average understanding	1	3.85%
4	2 – not understood much	-	-
5	Not understood anything	-	-
6	NA	-	-
7	Total	26	100%

The table above reveals that majority of the participants (over 96%) had a very good understanding of the session on collaborative writing, with a significant portion (53.84%) indicating that they understood it very well. Only a small percentage (3.85%) found their understanding to be average. No participants reported a poor understanding or not understanding anything, which is a positive outcome of the session.

Table – 9 the quality of the Course Instructor (Prof. Sigamani) from Participants' perspective

S.NO	Course Instructor	Frequency	Percentage 100%
1	5 – excellent instruction	19	73.08%
2	4 - very good with small or minimal scope for improvement	7	26.92%
3	3 – average level of quality teaching, I found it difficult to understand some concepts	-	-
4	2 – not so great level of instruction, I think more effort needed to improve	-	-
5	1 – I feel the instructor is not suitable for this session	-	-
6	NA	-	-
7	Total	26	100%

The table above shows that majority of the participants (73.08%) rated Prof. Sigamani's instruction as excellent (Rating 5), and the remaining participants (26.92%) found it to be very good with small or minimal scope for improvement (Rating 4). None of the participants provided lower ratings, suggesting that the overall perception of the instructor's quality is quite positive among the participants.

Table – 10 Quality of the Course Instructor (Prof. Lourdu Nathan) from Participants’ perspective

S.NO	Course Instructor	Frequency	Percentage 100%
1	5 – excellent instruction	15	57.69%
2	4 - very good with small or minimal scope for improvement	10	38.00%
3	3 – average level of quality teaching, I found it difficult to understand some concepts	1	3.85%
4	2 – not so great level of instruction, I think more effort needed to improve	-	-
5	1 – I feel the instructor is not suitable for this session	-	-
6	NA		
7	Total	26	100%

The table above shows that majority of the participants had a positive view of Prof. Lourdu Nathan's instruction, with a significant number rating it as excellent and very good. Only a small percentage found it to be average, and there were no negative ratings. This suggests that, overall; the course instructor received favourable feedback from the participants.

Day – 5

Table – 1 Participants’ understanding on Gendering Research

S.NO	Gender Research	Before		After	
		Frequency	Percentage 100%	Frequency	Percentage 100%
1	Dominance of a male-centric worldview	1	3.84%	1	3.84%
2	Mindful of the gender-binary	3	11.54%	3	11.54%
3	Feminist perspective	5	19.23%	4	15.38%
4	All the above	15	57.69%	18	69.23%
5	NA	2	7.69%	-	-
6	Total	26	100%	26	100%

The table above provides an overview of how different gender perspectives were considered or changed in the training before and after its completion. It reveals that the training had an impact on enhancing gender perspectives among the participants.

Table – 2 Participants’ Understanding about Value Neutrality

S.NO	Value Neutrality	Before		After	
		Frequency	Percentage 100%	Frequency	Percentage 100%
1	Being neutral	4	15.38%	-	-
2	Ability to overcome own biasness	4	15.38%	2	7.69%
3	Both a and b	15	57.69%	24	92.31%
4	Neither a nor b	-	-	-	-
5	NA	3	11.54%		
6	Total	26	100%	26	100%

The table above indicates that after the training, a significant majority of participants (92.31%) identified with both being neutral and having the ability to overcome their own biasness.

Qualitative Assessment – Question no: 3

Do you think that your positionality in research matters a lot? If so, please explain in few words why:

Every human being has their own biasness in their mind. So, it is necessary to take positionality at the side of the oppressed or the victim.

- **Mr. Elayakumar R**

Positionality matters a lot to stay focused in research areas and specific targeted group.

- **Mr. Swapnil**

Without positionality the research cannot be understood.

- **Mr. Virendra Dhek**

Positionality tells the reader about my social identity that influences my research.

- **Ms. Sunita**

As a woman scholar positionality in research matters a lot to give priority to the issues, arguments arising regarding issues faced by women in the society.

- **Ms. Kavitha N.**

Brief interpretation of their viewpoints

Mr. Elayakumar R felt that acknowledging biases and aligning with the oppressed in research is crucial.

Mr. Swapnil thought positionality helped keep research on track and target specific groups effectively.

Mr. Virendra Dhek saw positionality as essential in understanding a researcher's social identity's influence on research.

Ms. Sunita stressed the significance of positionality for women scholars in addressing women's challenges.

Ms. Kavitha N also emphasized the importance of positionality, especially for women scholars, in highlighting women's issues in research.

The viewpoints expressed by Mr. Elayakumar R, Mr. Swapnil, Mr. Virendra Dhek, Ms. Sunita, and Ms. Kavitha N all emphasized the importance of positionality in research and how it helped researchers stay focused, understand their own biases, and address the specific needs and perspectives of marginalized or oppressed groups. Thus, the training provided an opportunity to increase a deeper understanding of positionality, which was a crucial aspect of conducting meaningful and impactful research.

Question no: 4

State your own positionality first (for example, as a man, or a woman, gender non-confirming person or a Dalit/Adivasi and explain how SELF-CRITICAL have you been while conducting research, before? (Please explain in few words)

Being a tribal researcher I feel that tribal positionality mainly in research is not given enough space and attention.

- Mr. Fateh Lal Bheel

As a woman there are many challenges are to be faced while doing the research. We have to prove ourselves at every level from the discrimination of woman to why you are doing this research. As women we have to overcome the problems and stand on.

- Dr. M. Reena

As a man I have become very critical about the writings. Whatever I write I criticise and as a Dalit man I write my reflections in my research.

- Mr. Anand Kumar

I am woman and I belong to Dalit community. Being a woman is another level task in our society and being a Dalit woman is another level of difficulty which is faced by every Dalit woman in the society.

- Ms. Shamal

As a Dalit woman it is double the burden always which I have faced while conducting research. Deprivation, poverty and caste violence are the problem faced by Dalit woman while conducting research.

- **Ms. Umarani**

Brief Interpretation of their Viewpoints

Mr. Fateh Lal Bheel, a tribal researcher, felt that tribal positionality was often overlooked in research, indicating a lack of attention to the specific perspectives and experiences of tribal communities in academic work.

Dr. M. Reena, as a woman researcher, pointed out the challenges of gender discrimination in research. She highlighted the need for women to constantly prove themselves and overcome societal biases and expectations.

Mr. Anand Kumar, a Dalit man, expressed his self-critical approach to his research, reflecting on his experiences as a Dalit. He suggested that his Dalit identity informed his research and writing, indicating a critical examination of his own work in the context of caste-based discrimination.

Ms. Shamal, a Dalit woman, underscored the intersectionality of her identity as both a woman and a Dalit, which added another layer of difficulty in conducting research. She mentioned the specific challenges faced by Dalit women, such as deprivation, poverty, and caste violence.

Ms. Umarani, also a Dalit woman, echoed the dual burden faced by Dalit women in research due to their gender and caste identity. She highlighted the persistent issues of deprivation and caste-based violence that impacted Dalit women's research experiences.

The viewpoints provided by these individuals highlighted the importance of considering one's own positionality and the unique challenges they faced while conducting research. Overall, the training provided a space to be aware of self-criticism and a deeper knowledge and significance of self-criticism and self-awareness in research, particularly when considering one's own positionality and the unique challenges associated with gender, caste, and tribal identities. At the same time, the training encouraged the researchers to acknowledge and address those challenges to ensure more inclusive and equitable research practices.

Question No: 5

After today's session, have you understood what 'reflexivity' means, in the context of a 'feminist' research? Please explain in few words:

According to my understanding reflexivity means that having the understanding of one's own identity, experiences. But as researcher we always try to overcome the biases of our multiple identities. Reflexivity will bring the holistic understanding of the problems faced by women in the society.

- **Mr. Ajay Nagdiya**

In the context of feminist research reflexivity is to be conscious of our own emotions which arise during the research process.

- **Ms. Sunitha**

In the context of feminist research, reflexivity means my identity as a Dalit woman should not lead to bias in research. My identity should not interfere in the process of research as a bias.

- **Ms. Sreekutty M J.**

Reflexivity is important in the research. Women empowerment should be given importance in the academic research. Reflexivity should come from women perspective in the research more.

- **Mr. M. Ignatius**

My positionality in research has helped me to be more reflexive and critical in my research process. In feminist research as a researcher of the process, prior experiences, assumptions and beliefs will influence the research process.

-Mr. M. Kaliyaperumal

Brief Interpretation of their Viewpoints

Mr. Ajay Nagdiya felt that reflexivity in feminist research meant understanding one's own identity and experiences, while also striving to overcome biases related to multiple identities. He had emphasized that it contributed to gaining a holistic understanding of the challenges women faced in society.

Ms. Sunitha said that in feminist research, reflexivity had involved being conscious of one's own emotions that arose during the research process.

Ms. Sreekutty M J. felt that reflexivity in feminist research had meant ensuring that one's identity, in this case, being a Dalit woman, did not lead to bias in the research process. She had emphasized the need to prevent personal identity from interfering with research as bias.

Mr. M. Ignatius expressed that reflexivity had been crucial in research, particularly in feminist research, where it had come from a women's perspective. He had highlighted the importance of considering women's empowerment in academic research.

Mr. M. Kaliyaperumal felt that positionality in research had helped one become more reflexive and critical in the research process, especially in feminist research, where prior experiences, assumptions, and beliefs had influenced the research process.

Thus, it had been evident that the training had provided an opportunity to the participants to understand collectively that reflexivity in feminist research had involved being aware of one's own identity, emotions, and biases and striving for a balanced and unbiased perspective. The training had also emphasized the importance of a women-centric approach in research.

Table – 6 Impact of the Session among the participants on inter sectional feminism in social science

S.NO	Impact of the Session	Frequency	Percentage 100%
1	5 – understood very well	13	50.00%
2	4 – good understanding for now	11	42.30%
3	3- average understanding	2	7.69%
4	2 – not understood much	-	-
5	Not understood anything	-	-
6	NA		
7	Total	26	100%

The table above reveals that majority of the participants seemed to have benefited from the training on intersectional feminism, with half of them reporting a very good understanding and the rest indicating a good understanding or average understanding. This suggests that the training was generally successful in imparting knowledge about the topic among the participants.

Table – 7 Participants’ Understanding on Gender-Binaries and Non-Binaries

S.NO	Understanding on Gender-Binaries and Non-Binaries	Frequency	Percentage 100%
1	5 – understood very well	12	46.16%
2	4 – good understanding for now	12	46.15%
3	3- average understanding	2	7.69%
4	2 – not understood much	-	-
5	Not understood anything	-	-
6	NA	-	-
7	Total	26	100%

The table above shows that majority of the participants seemed to have gained a solid understanding of gender binaries and non-binaries, with a significant portion reporting a very good understanding, and none reported a complete lack of understanding. Thus, the training made a positive impact among the participants in understanding gender-binaries and non-binaries.

Table – 8 Quality of the Course Instructor (Ms. Veronica) from Participants’ perspective

S.NO	Course Instructor	Frequency	Percentage 100%
1	5 – excellent instruction	15	57.69%
2	4 - very good with small or minimal scope for improvement	10	38.46%
3	3 – average level of quality teaching, I found it difficult to understand some concepts	1	3.84%
4	2 – not so great level of instruction, I think more effort needed to improve	-	-
5	1 – I feel the instructor is not suitable for this session	-	-
6	NA	-	-
7	Total	26	100%

The table above shows that majority of the participants found Ms. Veronica's instruction to be excellent (5) or very good (4), with only a small percentage finding it average (3) and there were no negative ratings.

Annexure – III

Workshop photos

Inauguration of Five Day Academic Writing Workshop for the SC/ST Research Scholars and Early Academics



Pictures of the sessions of the Academic Writing Workshop, July, 2023







Participants' sharing pictures during sessions



Felicitation to the Resource Persons



Group Discussion





Group Presentation



Happy Clicks during Workshop



Valedictory Function Pics





Group Photo



Thank you