



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

**Writing Workshop: Publishing for Social Change:
Supporting Emerging Writing on Social Work and Youth
Work in India,
5th to 7th January, 2022**

Organized by
**Centre for Dalit and Subaltern Studies, RGNIYD
and
School of Education, Communication and Society,
King's College, London, UK**

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Prof. Lakshmi Lingam, TISS, Mumbai

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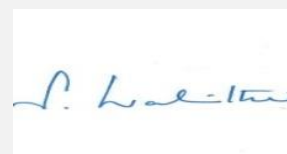
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Dr. S. LALITHA
Coordinator, CDSS

प्रो. सिबनाथ देब, पी एच डी, डी एस सी
निदेशक

PROF. SIBNATH DEB, PhD, DSc
DIRECTOR



राजीव गांधी राष्ट्रीय युवा विकास संस्थान (आर.जी.एन.आई.वाई.डी.)
(संसदीय अधिनियम की सं. 35/2012 के तहत राष्ट्रीय महत्व का संस्थान)
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Ministry of Youth Affairs & Sports, Government of India
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MESSAGE

The Academic Writing Skill Workshop organized by the Centre for Dalit & Subaltern Studies in association with King's College, London is a wonderful initiative for empowering young Scholars from marginalized communities to develop their writing skills for publication of research articles in the International Journals.

I am very happy to get the positive feedback from all the participants about the effectiveness of the one week programme. The contribution of the resource persons from the UK, India and other countries was highly significant and beneficial for the participants. I congratulate Dr. S. Lalitha from Rajiv Gandhi National Institute of Youth Development (RGNIYD) and Dr Aisha Hutchinson, King's College, London and their team for organizing the workshop successfully.

Sibnath Deb
18.02.2022
Prof. Sibnath Deb
Director

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Introduction

Academic Writing is a skill that enables the author to express himself/herself through his/her writing. Academic writing is both a prerequisite and a higher-order skill used in higher education to communicate knowledge in a particular field of study. Though academic writing is an integral part of the teaching-learning process, the technicalities and intricacies are not routinely taught to students in higher education, unless they express a personal interest. Furthermore, it is particularly difficult for those who belong to marginalised populations, as they are denied of such opportunities as a result of their marginalisation. However, an institution such as RGNIYD provides such opportunities to young people from underprivileged groups as it is required for their empowerment. The Writing Workshop: Publishing for social change: supporting emerging writing on social Work and youth work in India was an outcome of Dr. S. Lalitha's visit to the King's College, London, as a visiting fellow during the year 2019. After her visit, she received the offer from the King's College for a joint academic initiative and she proposed this writing workshop which she has been coordinating through the Centre for Dalit and Subaltern Studies (CDSS), RGNIYD at the State level in the past. Previously, the writing workshops were conducted by the CDSS, RGNIYD associating with the Department of English, University of Madras, and with the Madras Institute of Development Studies, Chennai. But those workshops were on a capsule model just for 2 days. Later, based on the feedback that was received from the participants it was felt realized her that the writing workshop should be intensive, engaging, build knowledge and capacity, provide individual mentoring and continued support for academic writing and publication to the Ph.D. scholars and early academics from the Marginalized Communities across the country. And the idea was very much appreciated by the Kings College London and they have agreed on the proposal. All these efforts were materialized because of the unconditional support and cooperation extended by the Honourable Director Prof. Sibnath Deb and the team of Administration, RGNIYD.

Writing Workshop: 'Publishing for Social Change'- Rationale

'Publishing for Social Change' was a three-day workshop, backed up by an eight month structured mentoring programme, for early career researchers (ECRs) in India who work on issues in or related to social work and youth work. Priority has been given to researchers from the Scheduled Castes. This workshop will celebrate and amplify the research of emerging scholars by supporting writing and publication in these important yet often marginalised fields, both in international peer reviewed journals, and for others publications. This workshop aims to provide insider knowledge and strategies, and to build capacity amongst Indian academics to develop existing and new networks and systems to support ECRs to publish their work.

Aims and objectives:

1. Support preparation of at least one paper to be submitted to an International Academic journal or an equivalent ambition depending on the participants' needs
2. Building knowledge and experience which can be drawn on for further publications in the future by participants
3. Build peer support networks between ECRs amongst SC in India
4. Support development of participants' research careers more generally, including sessions at the writing workshop on writing bids and developing an online research profile
5. Increase networking between participants and mentors

Mentoring:

Each participant will be allocated a mentor who will provide specific support to each participant to develop at least one paper for submission to an international academic journal. Mentors will meet with their mentee four times across 2021 and will review a draft of one paper before each meeting. Mentors will provide guidance regarding target journal, structure of paper, clarity of arguments, writing style and how to communicate originality. Mentors are unlikely to be experts in your exact field, but will be able to provide insider knowledge from experience and role.

Writing Workshop:

The workshop will develop and advance skills in academic writing. The workshop programme will include: Knowledge and skills needed to write for international academic journals, Activities and debates to develop networks and stimulate mutual learning amongst participants, Technical writing support, Building research careers, Technological support.

Additional support through programme:

1. Peer support network
2. Circulated and shared resources
3. English language support
4. Proofreading
5. Those submitting to 'International Social Work' or Youth and Policy' will be receiving an expedited review process and International Social Work journal will award one accepted article open access rights. All accepted publications will be actively promoted through social media.

The uniqueness of this International writing workshop is:

- It is a yearlong workshop from 2021 to 2022
- We received 27 applications and 17 were selected for the workshop. Each participant was allocated a mentor who will provide specific support to each participant to develop at least one paper for submission to an international academic journal
- Besides nearly 10 input sessions were handled by the senior academics from Social Work and Youth Work and Editors of International Scopus Indexed Journals from Kings College, London, Griffith University, Australia, and Hong Kong University.
- Also the peer support sessions led by the participants are an important aspect of this International Yearlong Writing Workshop.

In fact, the organizers from the Kings College, London were very particular to host the concluding workshop at RGNIYD, but unfortunately, Due to covid19 restrictions, our international delegates and a few of our participants could not join the program. However, the workshop has been designed in a blended mode for the benefit of the participants and the International delegates will be delivering sessions in the afternoon in all the 3 days.

WORKSHOP REPORT

Writing Workshop: Publishing for Social Change: Supporting Emerging Writing on Social Work and Youth Work in India

Day 1: 5th January 2022

Inaugural Session

A three-day Writing Workshop on Publishing for Social Change: Supporting Emerging Writing on Social Work and Youth Work in India was held in a blended mode at RGNIYD, Sriperumbudur from 5th – 7th January 2022 jointly organized by the Centre for Dalit and Subaltern Studies and King's College, London. The welcome address was given by Dr. S. Lalitha, Co-coordinator, Centre for Dalit and Subaltern Studies, RGNIYD and she briefed about how this workshop was been conceptualized and that it was an initiative from the feedback of participants from previous workshop conducted by the centre.

The Inaugural Address was delivered by Prof. Sibnath Deb, Director, RGNIYD wherein he highlighted the importance of developing the art of writing skills in academia and emphasized the role of academic institutions to train and inculcate new knowledge on students and academics. He motivated the audience to pursue academic excellence with perseverance and dedication. He also stated that Academic Writing is a continuous process and gives a social identity to an academician.

The keynote address was delivered by Dr. S. S. Ravichander, Head, Department of Education and Employment, State Planning Commission, Govt. of Tamil Nadu who highlighted the importance of generating data in research. He pointed out the lacunae in the lack of data in higher education sector and how researchers can play a role to fill this gap. He stated the current higher education status of the state and importance of academic writing for policy building. A note of facilitation was given by the resource person Prof. Avathi Rammaiah, TISS, Mumbai. The inaugural programme concluded with vote of thanks by Ms. Avinu Veronica Richa, Assistant Professor, Department of Sociology, RGNIYD.

SESSION I: What to Write

Resource Person: Prof. Avathi Rammaiah, TISS, Mumbai

The first session of the workshop started with a brief round of self-introduction of the participants which was facilitated by Dr. S. Lalitha and Ms. Avinu Veronica Richa, faculty members at RGNIYD before handing over the session to Prof. Avathi Rammaiah on “What to Write?” and “how to motivate yourself to write?”. He began by emphasizing three major concepts from the theme of the workshop -writing, social and change and elaborated that there is an indirect agreement of a writer for bringing social change in society through one's writing. He provided a brief background on the development of scientific temper and a questioning era from the enlightenment period. He referred to Kantian philosophy and ideas and explained the term “Self Incurred Immaturity” of Kant. He also mentioned that enlightenment in the Indian context starts much earlier from the time of Buddha Buddha in 6C BC who started challenging the religious notions of human existence. Buddha's ideas are based on scientific analysis of society. He also related it with Dr. B. R. Ambedkar's

philosophy of individual liberalism and how society controls this liberalism. By setting the context with above ideas, he then started discussion on why we need change. He started his deliberations by saying that, the idea of creation of society by Hindu religion is not valid and does not have scientific base. He referred the Dr. Babasaheb Ambedkar to support his arguments. He explained that the social evils like Sati, Child Marriage are product of caste system and many more issues are linked with this. The various inequalities in the Indian society was explained in the context of the varna and caste system. By stating liberty and equality, he focused on the lens which a researcher must have to perceive reality. He further explained various philosophical traditions and in the end note mentioned that as a researcher, the various social dynamics of the society must be kept in mind and what is the relationship that the researcher wants to have from the phenomena that is being researched and to keep the scientific temper. Therefore, a researcher should have a skeptic mind (Skepticism), do not follow anything blindly. As a researcher and writer we need to be clear about our ontological and epistemological premises of writing. When one is writing, one should have clarity of one's methodology. It is important as a researcher and writer what lens we use to look at reality.

SESSION II: Finding your voice as a writer

Resource Person: Prof. Avathi Ramaiah, TISS, Mumbai

Prof. Avathi Ramaiah started the next session stating the significant difference in the ideology by the State and the ideology promoted by the society in India. He started his discussion by saying that change in society depends upon ideology of state or individual/people. Norms are largely rooted in religion followed in society. There is significant contradictions between state's ideology and individual's ideology. Indians largely follows what religious thinks as ideal. He also referred to rights and duties under Article 51 which talks about inculcation of scientific temper among citizens as a constitutional responsibility. As a democracy the Constitution of India provides various right to its citizens and the right to profess, practice and propagate religion. Social change concept primarily originated from the preamble of our constitution. Therefore, as a writer and researcher it is our duty to write such kind of text which lead to develop scientific temper in society. We need to identify what is wrong and right in religious ideals and what is wrong and right in constitutional notions. By quoting Immanuel Kant's "Self-incurred immaturity" he emphasized realization of all these notions are needed for a researcher for academic writing. Further the session closed with Prof. Ramaiah asking participants to identify issues in the society and why we need change?

SESSION III: Collaborative Writing

Resource Person: Dr. Aisha Hutchinson, Kings College London

Dr. Aisha started the session with the question 'what is collaborative writing?' and highlighted the various circumstances in which collaborative writings happen and explained the following points in which we do collaborative writings such as for Joint Research Projects, comparison, sharing ideas and developing new Ideas. She then asked the participants to share about their experiences of collaborative writings and there was a consensus that collaborative writing is very important and it helps one to grow as a researcher. Dr Aisha further discussed about 'Why write with others?' and underlined that we are all part of an academic community and collaborative writing and joint projects provides intellectual stimulation, intellectual cross pollination; sharing of work, to increase

publications and in some cases specific expertise may be needed which can be met through collaborative work.

Through collaborative writing co-learning is possible and the process of writing with others starts from discussion and clarity about the various roles of each collaborator. She also shared her own collaborative writing experiences and explained some of the challenges in collaborative writing such as exclusion, lack of recognition, lack of clarity, disciplinary differences, conflict, leadership and expectations and knowing deadlines. Dr Aisha gave an activity to plan collaborative writing in the coming year with questions like with whom; reason and purpose of writing; potential challenges; and how to mitigate those challenges.

Session IV: Building Confidence/Overcoming writing blocks

Resource Person: Dr. Tania de St Croix, Kings College London

The session on Building Confidence/Overcoming writing blocks was delivered by Dr. Tania de St Croix, Kings College, London. The session's starting point was stating that "academic writing is not only a professional/ technical task. It is also emotional, embodied, temporal, spatial and takes places in the wider context of our lives". A brief introduction about various notions of writing in terms of location, timing, environment, writing habits, and writing interest was also provided. With this, as an activity to overcome writing block Dr. Tania facilitated a small exercise on free writing for about 5 minutes. After the activity participants shared their free writing works. Challenges faced while writing, such as lack of confidence, doubt in our ability, perfectionism, not ready or feel we need to read more, health issues including mental health, practical considerations such as lack of space, quietness, and other commitments such as family, work, problem of blockage, etc were highlighted. In order to overcome one's blockage some useful tips such as going for a walk, talking to a friend, reading something inspiring, being kind to yourself, etc was also shared. Dr Tania introduced using techniques such as using pomodoro to set a time a time to write, mind mapping, varying tasks such as writing a new part, editing or formation, etc to overcoming writing blocks. The session concluded with approaches to the writing process: planned, thinking while writing, patch work and reflect.

Day 2: 6th January 2022

SESSION I & II: Publishing in a post-colonial context & Writing Caste

Resource Person: Prof. Avathi Rammaiah, TISS

The second day of the workshop began with a recap of the first day's sessions led by the participants. The session then began with an introduction on caste and Indian society. Setting a background for his deliberation, Prof. Ramaiah mentioned that the caste is an ever present phenomenon in India though some changes can be seen over time but much remains unchanged. He also stressed on the importance of incorporating the study of caste as part of the social work curriculum and started the session by addressing the question - Why should we study caste? Giving context from history, he referred to the observations of Edmund Burke (1788) and other European and American scholars of India stating 'you cannot understand India without understanding caste' emphasizing how caste is so integral to India. Further he elaborated on some major aspects on, 'Why study caste?'. Caste behaviour is often irrational: Caste makes people to take undue pride or feel inferior which is not based on

objective reality. It leads to imposed mental illness by caste that is related to mental health, makes people feel lowly; Caste determines everything: it governs the mind and body, decides whom to worship, dictates/ limits one's economic status, rights and duties and also future prospects; Caste has survived for centuries: people getting privileges out of it preserve and protect it; Government formation: seats are allotted on the bases of caste; Contesting views on caste: caste as national pride or caste as curse to nation. The resource person further discussed how various Indian scholars viewed caste over time. With regard to Caste as India's Curse, he further explained the statement by referring to scholars such as P.N Bose (1894), "caste has prevented Hindus from sinking, but it has also prevented them from rising"; K.M Panikar (1933) - Democracy and caste are totally opposed- one is based on equality and the other on inequality of birth; Jawaharlal Nehru (1946), with caste intact, democracy is not possible. He also supported his arguments by referring to N. Dirks, J Phule, and Ambedkar on caste. Prof. Ramaiah further discussed on caste by mentioning the works of Emile Senart who defined caste as a closed corporation, hereditary, and occupation based on caste; J.C Nesfield – class of community which disowns connection with other class, do not marry, eat or drink with other class; S.V Ketkar- a person belonging to a specific caste cannot marry outside the caste, etc. He also highlighted the various characteristics of caste and referred to the likes of Mahatama Gandhi, Max Weber, Swami Vivekananda on how they looked at caste. He further discussed on the assumptions and implications on Brahmanic/ Divine theory of the caste system in social, economic, political and psychological context and also the contradictions in the theories of caste origin, and concluded with special focus on Ambedkar's take on the caste system which should be annihilated in order to achieve liberty, fraternity and equality.

SESSION II: contd... Publishing in a post-colonial context & Writing Caste

Resource Person: Prof. Avathi Rammaiah, TISS

Prof. Avathi Ramaiah, started with Dr. Ambedkar's view on caste. He shared empirical data from post-colonial to present times focusing on the share of socio-economic and political power among various caste groups in India. The percentage of different caste/ communities in Class-1 services (comparison between census 1935 and 1989). Representation of SCs, STs, OBCs and others in various categories of posts in Indian embassies, universities and IITs showed a skewed number against the marginalized communities. He posed the question whether we really value our Constitution and its ideals of Justice, Liberty and Equality to realize ultimate goal of Fraternity. He spoke on Constitutional rights of the Dalits and other marginalized communities. Prof. Ramaiah ended the session with a brief from Dr. Ambedkar's speech during the Constitutional Assembly, 25 November 1949 and concluded that as a researcher and as academic writer one must keep in mind these complexities and use data to reflect the objective reality of the society.

SESSION III: Writing for policy and practice

Resource Person: Dr. Tania de St Croix, Kings College London

The third session by Dr Tania started by bringing the aims for writing for policy and practice. It started with why not write for policy and practice?. In addition, she invoked the idea of, What motives you to study, research and write?. She also posed a few questions, Do you think writing for policy and practices is difficult? or it is not compulsory to write? She provided the different reasons which motivates one to do research and write. Research can be

done for impact on policy or practice or aiming to inform a change and that there are intrinsic and extrinsic reasons for thinking about writing for impact. Most of the social science researchers' motives are from the justice, political, equal rights movements and community development related motivations. However, funding for certain research projects or movements can also motivate but not always. Dr Tania also touched upon the key features of different audiences in relation to writing such as Academic audience where there is a focus on the background of the study, literature, facts, analysis, conclusions and recommendations, while for Policy audiences, there is a focus on the impact in the real world, analysis of facts, conclusions and recommendations. Besides, for Non-academic audiences it generally do not start with a lot of literature and methodological background information. Telling story and adding evidences are the practice which an early researcher can do. There was a fundamental conflict between academic writing and non-academic writing because both follow a different set-up structure and involve different types of audiences. However, the academic writer needs to start by getting the reader's attention and stimulating the desire on the reader to read the paper. Dr. Tania also suggested a format/structure for policy briefing. For instance, the title must be clear and engaging with the reader, the introduction must include the importance and urgency, and background information should draw attention to relevant evidence and information, evidence-based results, conclusion, and recommendations.

SESSION IV: Communicating methodology

Resource person: Dr. Aisha Hutchinson, Kings College London

Dr. Milli, Kings College London

A brief introduction stating the importance of methodology as heart of any research was the beginning point for the session. The session then moved on to a 5 minute reading activity about a blog on research warrant which was followed by a discussion in small groups where participants shared the methodology aspects of their work with each other and made a list of questions and challenges related to methodology in their research work. This was followed by an another exercise of reading 5 checklists/ guidelines or standards to follow for research studies/ paper publications. The participants discussed about these checklists and shared their agreements and critical views on the checklists. The exercises were really helpful to understand the requirements in the methodology and structure of the paper. In addition, Dr Aisha has also explained what methodology is and what is a good research methodology. She explained that good methodology is one which has “coherence and justification, transparency and standardization.” Dr Aisha explained the methodological approaches such as those which are action-oriented approach, auto/biographical, conceptual analysis, documentary, ethnographic, experimental, expressive and surveys. Moreover, research methodology explains what we aim to do, what we did, how we did it, with whom/ what, how we selected the respondents, and it helps in understanding how we interpreted and presented the data. In addition, research methodology also includes research instruments, source of respondents, sampling method, data analysis, and research ethics. However, methodologies and research instruments will never deliver the complete knowledge of research objects and they have their own strengths and practical limitations which researcher must aware of. The appropriateness of any methodology depends upon the research aims and the research questions. The session concluded with a note that we researchers can be creative.

Day 3: 7th January 2022
SESSION I: Gendering Research
Resource Person: Prof. Lakshmi Lingam, TISS, Mumbai

Prof. Lakshmi's entry to the topic on Gendering Research was from how social scientists mimicked pure scientists and how neutrality became a part of social sciences research or knowledge production. Gendering research stresses upon the need to look at how feminists bring this concern about value neutrality in research and how they questioned the production of knowledge from the androcentric lens and how Social science research like any other discipline did not address the voices or issues of women was highlighted. Questions on who is writing about whom, who is speaking on whose behalf, etc are important questions feminists have voiced. She reiterated that the production of knowledge as generally believed is not a neutral process and it was also responsible for eliminating the voices of many people especially the oppressed. She gave an illustration how in the field of economics scholars like Karl Marx talked about exchange value and use value of labour but feminists questioned these aspects of value which did not include or represent the value of women's domestic work. She further threw light on the concept of reserved army of labour, role conflict theory, stand point theory, etc and emphasized on the need for production of knowledge from the margins or from below. That gendering research needs revisiting the role conflict theory to role re-allocation in the present circumstances. To articulate voices from all sections of the society, the entire subaltern studies emerged and they raised their voices. Knowledge building should start from the voices from below. Indian context women from Dalit, minorities started speaking about their existence in it. Because they experience differences in their life.

A researcher must also understand that women are not a homogenous category in any part of the world but rather heterogeneous with multiple identities. While making categorisation of women in research there are multiple layers that needs to be focused i.e., single women, widowers, LGBTQ etc. In India, identities like caste, class, religion, region, etc all these context have its own complexities and variations in the experiences of women. We as social science researchers have a epistemological privilege as knowledge producers and should have a clear stand point in critically examining the research problems mindful of our power relations with the researched.

SESSION II: Publication Ethics
Resource Person: Prof. Lakshmi Lingam, TISS

The second session by Prof. Lakshmi was about writing and publication ethics and what kind of violations happen. Our writing shows our participation in academic writing. While writing and publishing we have ethical obligations to follow. Writing and publishing itself is an ethical responsibility to the respondents and their research time for the researcher. Our research should create something new and unique and not a repetition of what is already done. Our work should also have the potential to influence policies. Prof Lakshmi stressed that critically analyzing existing literature and academic integrity are part of the ethical considerations. Plagiarism and academic integrity: While writing and publishing we need to be aware of plagiarism and give due acknowledgment to any work cited or referenced. She mentioned about using plagiarism softwares like Turnitin, Urkund etc to check one's work and ensure there is no plagiarism. Adherence to the norm of plagiarism- to avoid plagiarism authors, publishers and readers all are accountable. To avoid falsification of data we need to follow scientific approaches in research. Prof Lakshmi also gave some tips to avoid inadvertent plagiarism: we need to insert our own notes, right from the beginning,

maintaining your own notes is important with all citations and links to the various sources used. The session covered the self – plagiarism or text recycling, salami publication, redundant publication, authorship while collaborative writing also discussed.

SESSION III: Journal Peer Review Process

Resource Person: Dr. Naomi Thompson, Goldsmiths, UK

Dr. Naomi Thompson delivered the session on Journal Peer Review Process where she explained in detail about the peer review process while submitting writing work for publication to Journals. Dr Naomi shared about the importance of reading articles of that specific Journal to understand the ways of writing before submitting a paper to the Journal which will help draft one's paper suitable to that specific Journal. Also, taking into consideration the Citation index of a journal for narrowing down on a journal for publication is helpful. Dr Naomi elaborated on key points regarding the Peer Review process and the importance to take the comments and to read the recommendations of the reviewers. Some journals may provide a template to the reviewers but some do not. A reviewer may generally give comments along four categories like: no changes recommended; with minor changes; major changes; and not suitable for publication. She gave tips like avoid turning defensive, responding with thank you for feedback and if there were any changes made, to highlight the changes you made after the review, and also to give an explanation how you responded to a particular comment. An activity to participants to discuss in small groups about how we motivate ourselves when a reviewer gives a comment which you do not agree was administered to the participants after which Dr Naomi shared her personal experience.

SESSION IV: Feedback and Valedictory Session

The three-day workshop successfully concluded with the Feedback and Valedictory session which was conducted in a blended mode both online and offline. Ms. Avinu Veronica Richa, Assistant Professor, RGNIYD welcomed the gathering which was followed by feedback from the participants. Participants Sudhir and Pradip Jare appreciated that this workshop is an innovative model which can be replicated in any university across the country in social work education. Mr. Vinod appreciated that this workshop is very much helpful for a first generation learner like him coming from a very humble family background and he will work to ensure that the knowledge gained from this workshop will also be disseminated to his peers. Maya, a participant commented that this workshop benefited in many ways especially from the mentors and the motivation and mentoring support of this kind from RGNIYD and Kings College London is anticipated. Dr. Aisha Hutchinson, Kings College London gave the felicitation on behalf of King's College, London. Prof. Sibnath Deb, Director RGNIYD delivered the valedictory address wherein he congratulated all the participants, mentors and appreciated the effort taken by Dr. S. Lalitha, Coordinator, Centre for Dalit and Subaltern Studies, RGNIYD and the Kings College London to make the programme grand success and a fruitful one. The three-day writing workshop ended with a vote of thanks by Dr. S Lalitha, coordinator of the workshop, Assistant Professor and Head, Dept., of Social Work, RGNIYD.

Outline of the year-long Workshop Timeline

December 2020	: Call for participants across India
January, 2021	: Selection of application.
February, 2021	: Allocation of mentors
March, 2021	: Writing Workshop Launch Event.
April, 2021	: Writing Workshop Team meeting and first meeting with mentors.
May, 2021	: Participants work on draft of paper
June, 2021	: First peer support network meeting online
July, 2021	: Schedule second meeting with mentor
August, 2021	: Second peer support network meeting online
September, 2021	: Schedule third meeting with mentor
October, 2021	: Writing workshop TBC
November, 2021	: Develop final draft to send to mentor
December, 2021	: Final meeting with mentor, final peer support group meeting; Closing workshop online; Submit paper if ready
January, 2021	: Writing Workshop at RGNIYD

Details of Online Workshops (Input Sessions) conducted during the year 2021

S. No.	Title of the Session	Date	Resource Persons
1	GCRF Writing Workshop Launch Event: Presentation by the Participants on Summary of the proposed research/paper	26 th March, 2021 2.30 pm to 4.30 Through Zoom Meet	Resource Person: Prof. Sibnath Deb Moderators Dr. S. Lalitha Coordinator, CDSS, RGNIYD Dr. Aisha Lecturer, King.s College, London
1	Fundamentals of Academic Scholarship	28 th May, 2021 2.30 pm to 3.3.0 pm	Resource Person: Dr. S. Lalitha Coordinator, CDSS, RGNIYD Ms. Avinu Veronica Richa, Assistant Professor, Department of Sociology.
2	Activists Scholarship fundamentals	18 th June, 2021 2.30 pm to 3.30 pm	Resource Person: Dr. Tania Senior Lecturer, King's College, London
3	Developing a Writing plan	25 th June, 2021 2.30 pm to 3.30 pm	Resource Person: Dr. Aisha Lecturer, King's College, London
4	Choosing a Journal	7 th July, 2021 2.30 pm to 4.30 pm	Resource Person: Ms. Aisha, Lecturer, Kings College.
5	Writing Style	30 th July, 2021 2.30 pm to 3.30 pm Zoom Meet	Resource Person: Dr. Sharon, Professor, Kings College.
6	Academic Workshop - Argumentation	10 th September 2021 2.30 pm to 3.30 pm	Resource Person: Ms. Freya Gold Smiths, UK
7	Caste research, and Caste identities in research	8 th December, 2021 3.30 pm to 5.00 pm	Resource Person: Dr. Srilata Sircar from India Institute, Kings College, London.
8	Perspective of an editor	13 th December, 2021 1.30 pm to 3.30 pm	Resource Person: Prof. Patrick, Griffith University, Australia.

Details of Online Peer Support Workshop conducted during 2021

S. No.	Title of the Session	Date	Resource Persons
1	Peer Support workshop Activity on “Building Arguments for your Paper”	8 th May, 2021 2.30 pm to 3.30 pm Google Meet	Facilitator: Dr. S. Lalitha Ms. Avinu Veronica Richa Moderator: Dr. Aisha
2	Peer Support Workshop Talk on a Journal Article	21 st May, 2021 2.30 pm to 3.30 pm Microsoft Teams	Facilitator: Dr. Asiha Moderators: Dr. S. Lalitha Ms. Avinu Veronica Richa
3	Peer support workshop Framing Problem Statement and Formulation of Research Questions/arguments.	15 ^h June, 2022 1.30 pm to 3.30 pm Google Meet	Facilitator: Mr. Prashanth Tambe Moderators: Dr. S. Lalitha Ms. Avinu Veronica Richa
4	Peer Support workshop Framing Problem Statement and Formulation of Research Questions/arguments.	21 st June, 2022 1.30 pm to 3.30 pm Google Meet	Facilitator: Mr. Prashanth Tambe Ms. Mousami Moderators: Dr. S. Lalitha Ms. Avinu Veronica Richa
5	Peer Support workshop Framing Problem Statement and Formulation of Research Questions/arguments.	22 nd June, 2022 7.00 pm to 8.30 pm Google Meet	Facilitator: Ms Shaily Dr. Dinesh Chand Moderators: Dr. S. Lalitha Ms. Avinu Veronica Richa
6	Peer Support workshop Qualitative Data Analysis ATLAS.ti	18 th August, 2022 7.00 pm to 8.30 pm Google Meet	Facilitator: Ms Shaily Dr. Dinesh Chand Moderator: Ms. Avinu Veronica Richa

Mentors and mentees list

S.No.	Name of the Participant/Mentees	Mentors
1	Ajeet Kumar	Dr Lucy Jordan Associate Professor, Social Work and Social Administration, Faculty of Social Sciences, University of Hong Kong jordanlp@hku.hk
2	Amrit Kaur	Dr Aisha Hutchinson Lecturer in Social Sciences, School of Education, Communication and Society, King's College London aisha.hutchinson@kcl.ac.uk
3	Bagavanidhi M	Dr Tania de St Croix Senior Lecturer in the Sociology of Youth and Childhood, School of Education, Communication and Society, King's College London. Also editor at Youth and Policy tania.de_st_croix@kcl.ac.uk
4	Dinesh Chand	Dr Tina Salter Senior Lecturer in Applied Social Sciences, University of Bedfordshire. Also editor at Youth and Policy; tina.salter@beds.ac.uk
5	Hemangi Kadlak	Dr S. Lalitha (with support from Dr Tania de St Croix) Assistant Professor, Department of Social Work, Rajiv Gandhi National Institute of Youth Development (RGNIYD) and Indian Council for Social Sciences (ICSSR) and Post Doctoral Fellow at Humanities and Social Sciences, Indian Institute of Technology lalithargniyd@gmail.com
6	Jatin Kumar	Dr Lucy Jordan Associate Professor, Social Work and Social Administration, Faculty of Social Sciences, University of Hong Kong jordanlp@hku.hk
7	Madhavi Kamble	Dr Richa (with support from Prof Patrick O'Leary) Rajiv Gandhi National Institute of Youth Development (RGNIYD) veronicargniyd@gmail.com
8	Manisha Suryabhan Meshram	Dr Richa (with support from Prof Patrick O'Leary) Rajiv Gandhi National Institute of Youth Development (RGNIYD) veronicargniyd@gmail.com
9	Maya Annasaheb Bansode	Dr Mili (with support from Dr Tania de St Croix) Postdoctoral Fellow in Education, School of Education, Communication and Society, King's College London mili.mili@kcl.ac.uk
10	Mousumi Mandal	Dr Lucy Jordan Associate Professor, Social Work and Social Administration, Faculty of Social Sciences, University of Hong Kong jordanlp@hku.hk

11	Parul Gazta	Dr Mili (with support from Dr Tania de St Croix) Postdoctoral Fellow in Education, School of Education, Communication and Society, King's College London mili.mili@kcl.ac.uk
12	Pradeep Jare	Prof Ming-Sum Tsui Co-Chief Editor of International Social Work; Professor and Felizberta Lo Padilla Tong Dean of Social Sciences, Caritas Institute of Higher Education (CIHE), Hong Kong. mstsui@cihe.edu.hk
13	Prashant Tambe	Dr S. Lalitha (with support from Dr Aisha Hutchinson) Assistant Professor, Department of Social Work, Rajiv Gandhi National Institute of Youth Development (RGNIYD) and Indian Council for Social Sciences (ICSSR) and Post Doctoral Fellow at Humanities and Social Sciences, Indian Institute of Technology lalithargniyd@gmail.com
14	Rasipogula Vinod Kumar	Dr Naomi Thompson Lecturer in Youth and Community Work, Goldsmiths, London. Also editor of Youth and Policy. Naomi.Thompson@gold.ac.uk
15	Shailly	Prof Patrick O'Leary Joint position in Criminology and Social Work: School of Human Services and Social Work and Griffith Criminology Institute. Also Co-Chief Editor of International Social Work p.oleary@griffith.edu.au
16	Sudhir Maske	Prof Ming-Sum Tsui Co-Chief Editor of International Social Work; Professor and Felizberta Lo Padilla Tong Dean of Social Sciences, Caritas Institute of Higher Education (CIHE), Hong Kong. mstsui@cihe.edu.hk
17	Suraj	Dr Aisha Hutchinson Lecturer in Social Sciences, School of Education, Communication and Society, King's College London aisha.hutchinson@kcl.ac.uk

Academic Writing Workshop – Participants' details

S.No	Name of the applicant and contact details	Sex	Age in years	Area of Research in Social work OR Youth work	Early career researcher (PhD Scholar OR Early academics)
1	Dr. Hemangi Suresh Kadlak hemangi.kadlak@gmail.com	F	42	Social Work	Early Academics
2	Bagavanidhi M bagavanidhi@gmail.com	M	25	Youth Work	Early career researcher
3	Prashant Tambe pashyapt@gmail.com 9881474243	M	44	Economics	Early career researcher
4	Mousumi Mandal mouherein@gmail.com	F	35	English Literature	Early career researcher
5	Madhavi S. Kamble madhavi.socialworker@gmail.com	F	41	Social Work	PhD Scholar
6	Pradeep Jare Email: pradeep.tiss@gmail.com Mob. : 8956981380	M	34	Social Work	Early Academics and Pursuing PhD
7	Mr.Sudhir Maske Email: smaske@socialwork.du.ac.in sudhir.maske@gmail.com Contact No:+9953918090	M	32	Social Work	Early Academics and Pursuing PhD
8	Dr. Manisha Suryabhan Meshram manishameshram.jnu@gmail.com	F	35	Social Work	Early Researcher

9	Ms. Shailly shailly.17@stu.aud.ac.in	F	40	Sociology (youth work)	PhD Scholar
10	Jatin Email Id: nitajvirtual@gmail.com, Mobile no: +91 9868043279	M	23	History (Dalit studies)	PhD Scholar
11	Maya Annasaheb Bansode 9561415385 bansode.maya156@gmail.com	F	30	Social Work	PhD Scholar
12	Parul gazta.parul@gmail.com	F	26	Social Work	PhD Scholar
13	Dr. Ajeet Kumar Pankaj Contact No.: +91-9967540735 Alternative Email- Id: ajeet.pankaj@igntu.ac.in ajeetkumarp7@gmail.com	M	29	Social Work	Early Academics
14	Suraj surajbba87@gmail.com 9888377989	M	33	Social Work	PhD Scholar
15	Rasipogula Vinod Kumar Contact: 9490355807 rasipogulavinodkumar@gmail.com	M	29	Social Work	PhD Scholar
16	Dinesh Chand Email dineshchand2030@gmail.com, mobile no 9082467063 dineshchand2030@gmail.com	M	34	Social Work	Early Researcher
17	Ms. Amrit Kaur amrit.kaur2593@gmail.com	F	27	Social Work	Early Researcher

ANNEXURE – I



Launching Ceremony of the Writing Workshop on

Publishing for Social Change: Supporting Emerging Writing on Social Work and Youth Work in India

Jointly organized by the RGNIYD, Tamil Nadu and King's College, London

Funded by the British Academy, UK

26th March, 2021 through Zoom Meet

PROGRAMME SCHEDULE

2.30 pm (IST) - Welcome Address by	Dr. S. Lalitha Assistant Professor and Head, Department of Social Work RGNIYD
2.35 pm (IST) - Objectives and expected Outcome of the Workshop –	Dr Aisha Hutchinson Lecturer in Social Sciences School of Education, Communication and Society King's College, London
2.45pm (IST) Inaugural message by -	Prof. Sibnath Deb Director, RGNIYD
2.55pm (IST) Self introduction the mentors	
3.05 pm (IST) A brief presentation by the selected participants	
4 25pm (IST) Vote of thanks by	Ms. Veronica Assistant Professor Department of Social Work RGNIYD

ANNEXURE -II



**Writing Workshop: Publishing for Social change: Supporting Emerging Writing
on Social Work and Youth Work in India,
Through blended mode
5th to 7th January, 2022 at RGNIYD, Sriperumbudur, Tamil Nadu, India**

Workshop Programme Schedule

4th January 2022: The arrival of participants at RGNIYD

Day 1

5th January 2022: Registration - 9.00 am to 10.00 am

Inauguration - 10.00 am to 10.45 am

Inaugural address by: Prof. Sibnath Deb, Director, RGNIYD

Special Invitee: Dr. S.S. Ravichander

Head, Department of Education and Employment
State Planning Commission, Government of Tamil Nadu.

Tea break: 10.45 am to 11.00 am

1st Session – 11.00 am to 12.00 pm

Topic: Getting to Know Each Other

Facilitators: Dr. S. Lalitha and Ms. Avinu Veronica Richa, RGNIYD

2nd Session – 12.05 pm to 1.05 pm

Topic: How to motivate yourself to write?

Resource person: Prof Avathi Ramaiah, TISS

Lunch Break – 01.10 pm to 2.00 pm

3rd Session – 2.05 pm to 3.10 pm

Topic: Finding your voice as a Writer

Resource person: Prof Avathi Ramaiah, TISS

Tea break: 3.15 pm to 3.30 pm

4th Session - 3.30 pm to 4.45 pm (IST)

Online

Topic: Collaborative Writing

Resource person: Dr Aisha Hutchinson, KCL, London

5th Session – 5.00 pm to 6.15 pm

Online

Topic: Building confidence/Overcoming writing blocks

Resource person: Dr Tania de St Croix and Dr. Mili, KCL, London

Day 2

6th January 2022

1st Session - 10.00 am to 11.15 am

Topic: Publishing in a Post-colonial context

Resource person: Prof Avathi Ramaiah, TISS

Tea break: 11.15 am to 11.30 am

2nd Session - 11.30 am to 01.00 pm

Topic: Writing Caste

Resource person: Prof Avathi Ramaiah, TISS

Lunch Break – 01.00 pm to 2.00 pm

3rd Session - 2.00 pm to 3.15 pm (IST)

Online

Topic: Writing for policy and practice

Resource person: Dr Tania de St Croix, KCL, UK

Tea break: 3.15 pm to 3.30 pm

4th Session - 4.45 pm to 5.30 pm (IST)

Online

Topic: Communicating methodology

Resource person: Dr Aisha Hutchinson/Dr. Mili, KCL, UK

Day 3

7th January 2022:

1st Session - 10.00 am to 11.15 am

Topic: Gendering Research

Resource person: Prof. Lakshmi Lingam, TISS

Tea break: 11.15 am to 11.30 am

2nd Session – 11.30 am to 01.00 pm

Topic: Publication ethics

Resource person: Prof. Lakshmi Lingam, TISS

Lunch Break – 1.00 pm to 2.30 pm

3rd Session – 2.30 pm to 3.15 pm

Online

Topic: Journal Peer review Process

Resource person: Dr Naomi Thompson, Goldsmiths, UK

Tea break: 3.15 pm to 3.30 pm

5th Session - 3.30 pm to 5.00 pm

Online

Topic: Giving and Receiving Feed Back /Valedictory

Facilitators: Dr. S. Lalitha, Dr. Aisha, Dr. Tania, Dr. Naomi and Dr. Mili

Valedictory Address: Prof. Sibnath Deb, Director, RGNIYD

8th January 2022:

Departure of Participants from RGNIYD

Partnering Department/Institution

CENTRE FOR DALIT AND SUBALTERN STUDIES,
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
and
SCHOOL OF EDUCATION AND COMMUNICATION AND SOCIETY
King's College,
London, UK

Funding Support

The British Academy,
London, UK

Workshop Patron

Prof. Sibnath Deb
Director, RGNIYD

Mentors Core team

Dr Aisha Hutchinson, King's College, London, UK
Dr S. Lalitha, RGNIYD, India
Ms Avinu Veronica Richa, RGNIYD, India
Dr Tania de St Croix, King's College, London, UK
Dr Mili, King's College, London, UK
Dr Lucy Jordan, Hong Kong University, Hong Kong
Prof Patrick O'Leary, Griffith University, Australia

Additional Mentors

Prof Ming-Sum Tsui, Caritas Institute of Higher Education, London, UK
Dr Naomi Thompson, Goldsmiths, University of London, UK
Dr Tina Salter, Bedfordshire, London, UK
Prof. Avathi Ramaiah, TISS
Prof. Lakshmi Lingam, TISS

Organizers or the Event

Dr S. Lalitha,
Coordinator,
Centre for Dalit and Subaltern Studies, RGNIYD, Tamil Nadu, India
Mobile: +91 7904877307, Email: drlalitha.rgnyid@gmail.com

Dr Aisha Hutchinson
Lecturer in Social Sciences
School of Education, Communication and Society
King's College London, Email: aisha.hutchinson@kcl.ac.uk

ANNEXURE III

WORKSHOP PATRON

Prof. Sibnath Deb



Prof. Sibnath Deb, is currently the Director of RGNIYD. Prof. Deb has rich experience and expertise in the field of academics, research and publications. Before joining the RGNIYD, he served as a professor at the Department of Applied Psychology, Pondicherry University (a central university), India. He has produced more than 20 PhDs in addition to publishing more than 100 research articles/book chapters in the leading national and international journals. He held various administrative positions such as Director (I/C), Directorate of Distance Education, Dean (I/C), School of Law, Pondicherry University, Member, Institutional and Departmental Advisory Board, Central Board of Secondary Education (CBSE), New Delhi for three years (2018-2020). He was an Adjunct Professor at the School of Public Health and Social Work, QUT, Australia. During 2004–2008, he served the International Society for the Prevention of Child Abuse and Neglect (ISPCAN) as Councillor Member. Prof. Deb has received three national and three international awards in recognition of his contribution to the field of psychology including the “Visitor’s Award 2019” from the Hon’ble President of India. His area of specialization includes Child protection and legislations related to child rights, clinical psychology, applied social psychology, health psychology, students’ mental health, child protection, reproductive health including HIV/AIDS. His current areas of research interest include child abuse and neglect, child rights, inequality in educational opportunities, students' mental health, adolescent reproductive health, domestic violence and adolescent risk behaviour. Prof. Deb is a dynamic personality and inspires people with his positive approach.

PROFILE OF THE MENTORS CORE TEAM

Dr Aisha Hutchinson



Dr Aisha Hutchinson is an applied social scientist with significant practice, research and academic experience. Aisha contributes to the BA Social Sciences course and leads the Child Protection modules on the Child Studies MA and International Child Studies MA. She did her PhD on the coping strategies of young women in Mozambique in response to unintended pregnancies. Her post-doctoral fellowship was funded by the British Academy which enabled her to examine the impact of displacement on the social processes underpinning child marriage among Syrian refugees in Jordan and Lebanon. Aisha is interested in expressions and negotiations of agency by girls and their families in difficult situations and the role of organizations in empowering and supporting communities in crisis using critical perspectives. Aisha's research has involved partnerships with a number of academic and third sector organizations in Mozambique, South Africa, Switzerland, Jordan, Lebanon and Australia. Her research informs her teaching and enabled Aisha to support the development of an MA in International Social Work and Social Development. She is also a qualified social worker with seven years of practice experience. Aisha is currently supervising two students completing a Professional Doctorate at the University of Bedfordshire in the area of International Child Protection.

Dr. S. Lalitha



Dr. S. Lalitha, currently an Assistant Professor and Head of the Department of Social Work, RGNIYD, Sriperumbudur, Tamil Nadu and coordinates the activities of Centre for Dalit and Subaltern Studies at RGNIYD. She, has 17 years of teaching experience at the Post Graduate level. She completed her Post-Doctoral Research (Social Work) in 2019, at the Department of Humanities and Social Sciences, Indian Institute of Technology (IIT-Madras) with the award of Post-Doctoral Fellowship (PDF) from the Indian Council for Social Science Research (ICSSR), Ministry of Human Resourced Development, New Delhi. She acquired Ph.D. (Social Work) from the University of Madras, Master of Philosophy (Social Work) from Loyola College, Chennai and Master of Arts (Social Work) from Stella Maris College, Chennai. She qualified UGC-NET in Social Work in 2000 and holds PG Diploma in Human Resource Management from Annamalai University. She underwent Administrative Management-certificate course in Tokyo, Japan in 2011. She was awarded scholarship a couple of times to attend conference of World Water Week (2011) and Social work and Social Development (2012) in Stockholm, Sweden. She was a Visiting Fellow to the School of Education Communication and Society, King's College, London during in 2019. She specializes in Community Development, Water Governance, Youth civic engagement and Social inclusion. Her areas of interest are viz., water governance, youth work practice and research, social inclusion, and social entrepreneurship.

Dr. S. Lalitha is guiding a PhD scholar at RGNIYD. She was the coordinator of STEPS – Students’ Theatre Forum, Academic Discourse, Leo Club and Village Adoption programme in RGNIYD. She initiated Social Work Students’ Forum ASWIDE in RGNIYD. She presented papers in the national and international conferences and has published research papers and articles in national and international journals and edited volumes. She is a Master Trainer Programme in Social Entrepreneurship and has trained 253 young women entrepreneurs across Tamil Nadu during 2014 and 2015 at RGNIYD, Sriperumbudur with the funding support of the British Council, Chennai. She was nominated by the RGNIYD and the British Council, India to participate in the Active Citizens Social Enterprise Leadership Programme - A Global Master Facilitator Development workshop, London, UK, in the year 2015. She has been conducting Social Enterprise Leadership Training for the social entrepreneurs. She conducted a research on “Social Entrepreneurship through Social Group Work Method: Social Entrepreneurship Training Impact Analysis”- A Prospective Cohort Interventional Study” in 2016. The research report was published by RGNIYD with ISBN No. She has been conducting training programmes for the marginalized youth across the country. Her training manual on Social Inclusion for PRI functionaries was also published by RGNIYD with ISBN No. She is currently engaged in the research project titled “project titled “Empowerment and participation of Scheduled Caste Youth in achieving Sustainable Development Goals (SDGs) in Tamil Nadu”.

Ms. Avinu Veronica Richa



Ms. Avinu Veronica Richa currently an Assistant Professor in the Department of Sociology, RGNIYD, Sriperumbudur. She acquired M.A (Anthropology) from North Eastern Hill University, Shillong B. Sc (Bio- Anthropology) from Kohima Science College, Nagaland University (Gold Medallist); organized several training programmes on Gender Issues for various target groups - NSS, NYKS, Police/Prison/NDRF Personnel, youth, women: Four years of teaching at UG level; Field Investigator under Department of Art & Culture, Govt. of Nagaland, for a Project on Cultural History, Ethnography & Physical Characteristics of Nagalanda; Project Coordinator for projects Promoting Environmental Education through the

Ethical Value of Conservation, and Women Promoting Sustainable Livelihoods through the use of Eco-friendly Technology at C-CERP, Dimapur, Nagaland; UGC - NET Anthropology.

Dr Tania de St Croix



Dr. Tania de St Croix is currently a Senior Lecturer in the Sociology of Youth and Childhood, School of Education and Communication and Society, King's College, London, UK. Tania's background is in professional youth, community and play work. Her research is on youth services, and how policy interacts with professional and voluntary practice and young people's lives. Tania teaches in the areas of education policy, child and youth studies, and interdisciplinary social science. She is actively involved in the In Defence of Youth Work forum. Tania's primary research area is the policy and practice of children's and young people's services, with a focus on issues of equality, participation and democracy. She is currently working with Louise Doherty to research how young

people and youth workers experience evaluation and outcomes frameworks. Her book, *Grassroots Youth Work: Policy, Passion and Resistance in Practice*, draws on a three year qualitative research project investigating how youth workers experience a working context dominated by managerialism and marketisation in times of austerity. Tania is interested in young people's and children's experiences of education and everyday life in a changing policy context. Tania is the Programme Director for the MA Education, Policy and Society course and teaches on courses related to this MA. She teaches on the BA Social Sciences programme and was part of planning and setting up this programme. She also teaches on the (International) Child Studies programme and contributes more widely to teaching throughout the School.

Dr Mili



Before starting in her current position Dr Mili worked as a postdoctoral fellow as part of the Transnational Research Group on Poverty and Education in Modern India at the German Historical Institute, London. She worked on a project examining the socio-scientific theories that underpin child-centred education policy directives of the Indian government. The project examined how the emphasis on child-centred education shapes the conceptualisation of teachers' work and expertise. Prior to commencing her PhD, Dr Mili worked for eight years in the non-profit sector in India as President of the

ICICI Centre for Elementary Education and as a member of the Social Initiatives Group of ICICI Bank. Dr Mili completed her PhD in Education from King's in 2014, in which she studied teachers' conceptions of knowledge in Indian government schools. The study brought together philosophical perspectives on teachers' knowledge and expertise with ethnographic research in Indian classrooms. Her research interests are in philosophical and empirical enquiry into teachers' professional knowledge and expertise, professionalism in state run schools, and public system reforms.

Dr Mili teaches on the following modules such as, International & Comparative Education Teacher Education, Recent Developments in Education Management, International Education and International Schools

Dr. Lucy Porter Jordan



Dr. Lucy P. Jordan currently an Associate Professor, Department of Social Work and Social Administration, The University of Hong Kong. Her research focuses on how societal transformation impacts on intimate family life and wellbeing. My primary field of research is migration studies. Within the field of migration studies, my most significant research explores and analyzes the long-term impact of parental migration on the health and well-being of families and children who remain in countries of origin, more specifically within the Southeast Asian Region. My scholarship further develops the key themes of social transformation and family life more broadly beyond the key area of migration and transnational families, focusing on topics of social vulnerability including intergenerational family relationships, social integration of migrants, commercial sexual exploitation of children, and risk behavior in developing global urban contexts. I have published extensively in social work and interdisciplinary social science journals. My research has been funded by competitive research funders in the United States, the United Kingdom, Hong Kong and Singapore. Additionally, I am active in a wide range of knowledge exchange, consulting with diverse organizations including International Organization for Migration (IOM), UNICEF, Terres d'Hommes and the Geneva Global/Freedom Fund. I have been invited to speak at diverse international organizations including OECD (Paris), Administration for Children and Families (USA), Japan International Cooperation Agency (JICA).

Prof. Patrick O'Leary

Prof. Patrick O'Leary is an internationally recognized researcher with significant expertise in domestic violence/gender-based violence, child protection, long-term impact of child sexual abuse (especially for men), social work, and socially excluded young people. He has conducted a number of complex research projects in Australia, USA, UK, China, Indonesia, Sri Lanka, Pakistan, Albania, Sudan, Nepal, and Lebanon for international clients including Terre des hommes, Islamic Relief Worldwide, and UNICEF. Professor O'Leary's work has influenced international domestic violence and child protection policy and practice. Professor O'Leary was commissioned as an Expert Academic Advisor to the Royal Commission into Institutional Responses to Child Sexual Abuse. Professor O'Leary is the Chair of the Clinical Advisory Committee for Survivors and Mates Support Network (SAMSN) a lead national organization supporting male survivors of child sexual abuse. He has served as a Senior



Research Fellow with UNICEF's Office for Research. He holds three international visiting professorships. Since 2012 he has been successful in obtaining over 3 million dollars (AUD) in competitive research funding, giving a career total of over 4.5 million dollars (AUD).

Professor O'Leary has published in high quality journals and his work has been highly cited. Currently he is the Co-Chief Editor of International Social Work published by SAGE. International Social Work has the largest subscription for all academic social work journals.

Professor O’Leary is also the Co-Editor of the Contemporary Social Work Studies Series published by Routledge in the United Kingdom. Currently he is Director of Violence Research and Prevention Program (VRPP) and member of the Executive Leadership and Research Committee in the Griffith Criminology Institute. The VRPP includes a team of more than 30 researchers and also operates the bystander intervention project, MATE. He also currently serves as Chair of Changing Attitudes and Behaviour Working Party for Safe Campuses at Griffith University, and leads internationalization for the School of Human Services and Social Work. Previously at Griffith University he was Head of School (2011-2018) where he supervised an unprecedented period of growth in the School of Human Services and Social Work. Social work at Griffith achieved its best Excellence in Research Assessment ranking of 4 (above world standard) in 2016-15. In 2018 The Australian Newspaper rated Griffith as the top ranked University for research in social work.

Additional Mentors

Prof Ming-Sum Tsui,

Ming-sum TSUI is Professor and Felizberta Lo Padilla Tong Dean of Social Sciences, Caritas Institute of Higher Education (CIHE), Hong Kong. He is



also adjunct or honorary professor of other 7 universities in the world. Before joining CIHE, he was Professor of Social Work and Associate Dean, Faculty of Health and Social Sciences, The Hong Kong Polytechnic University. Ming-sum has 40 years of experience in practising, teaching, researching, and revitalizing social work practice. In the 1980s, Ming-sum was Service Supervisor of Development and Health Services of Hong Kong Christian Service, he set up the first community-based family service centre, the first counselling centre for psychotropic substance abusers, and the first employee assistance program in Hong Kong. He also supervised the Hong Kong Eye Bank Clinic

and coordinated the program development, fund raising, program evaluation, and staff development of Hong Kong Christian Service in 1980s.

Ming-sum received his MSW from McGill University as a top student and earned his PhD from the University of Toronto with 3 scholarships. He is also a member of the Academy of Certified Social Workers (ACSW), the first international member of Certified Social Work Managers, USA (CSWM), a member of the Chartered Management Institute (MCMI), a Fellow of the Hong Kong Professional Counselling Association (FHKPCA) and Hong Kong Institute of Human Resource Management (FIHRM). As a pioneer in social work supervision in the world, Ming-sum is the consultant in social work supervision for China National Association of Social Workers, Hong Kong SAR Government, Singapore Association of Social Workers and Hong Kong Social Workers Association. At The Hong Kong Polytechnic University, Ming-sum has set up three academic programs: BA (Hons) in Social Policy & Administration, Master of Social Work (MSW) and the first Doctor of Social Work (DSW) program in Asia.

Dr. Naomi Thompson



Dr. Naomi Thompson is currently Lecturer in Youth and Community Work, in the Department of Social, Therapeutic and Community Studies, Goldsmiths, University of London, UK. She is a sociologist of youth, faith and inclusion with particular research interests in faith-based youth work and the inclusiveness of such provision. She has wider research interests in young people, youth work, communities and issues of inclusion and exclusion. She acquired her undergraduate degree in youth and community work in the School of Applied Social Sciences (SASS) at the University of Durham, and her MA in Education and PhD in Religious Studies, both with The Open University. Her PhD was funded under the AHRC/ESRC Religion & Society programme and explored the peak and

decline of the Sunday School Movement in the twentieth century, as well as young people's engagement with churches in the present day. She is currently working on research projects exploring community engagement with marginalised migrant Muslim women; hate and discrimination experienced by Gypsy, Roma and Traveller communities. She undertakes evaluation for youth and community projects. She is very much interested in co-produced and applied research that ensures the voices of young people and communities are heard, particularly where these voices have been marginalised and/or excluded. She edits for the open access journal, Youth & Policy (www.youthandpolicy.org).

Dr Tina Salter, Bedfordshire

Dr. Tina Salter has been teaching youth and community work in a number of educational settings since 2004. She qualified as a youth and community worker in 1994 and have gone on to be awarded a Masters and Professional Doctorate in Coaching and Mentoring from



Oxford Brookes University. She developed a keen interest in mentoring and coaching as this was an area she got specialised when working as a youth work and manager in the area of youth inclusion. Part of her doctoral research looked at comparing different mentoring and coaching disciplines and more recent research suggest that greater opportunities to coach young people using strengths-based approaches might be more effective than depending on older, deficit mentoring models.

She took up my position as Senior Lecturer in Applied Social Sciences in 2020 and enjoy supporting students at undergraduate and postgraduate levels to think creatively and critically about effective ways of supporting young people, particularly those who may find their adolescent years a challenge.

Dr. Avatthi Ramaiah



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.

Prof. Lakshmi Lingam



Dr Lakshmi Lingam is Dean & Professor, School of Media and Cultural Studies, TISS, Mumbai. Dr Lakshmi is a well-known gender specialist. She was a scholar on the International Visitors Leadership program of the USIA; a Fulbright New Century Scholar during 2004-5 and a Nehru-Fulbright Fellow in 2015. Dr Lingam was an Indo-Shastri Visiting Scholar associated with the University of Montreal, Montreal, Canada (2011); Visiting Fellow, Gender, Sexuality and Law Fellowship program, School of Law, Keele University, Keele, North Staffordshire (2007). Dr Lakshmi Lingam is on the Curriculum Advisory Boards, Executive Committees and Academic Councils of several Indian Universities as well as a member of Technical

and Ethical Advisory Boards, Internal Complaints Committees of academic, GO and NGOs. In addition to her outstanding teaching and research activities, she has contributed to gender and equity mainstreaming activities of Government departments in a number of states in India. She was the General Secretary of the Indian Association for Women Studies during the period 2000 -2002. Dr Lakshmi was a member of the National Resource Group of the Government of India, Mahila Samakhya program for women's empowerment under the Ministry of HRD. Dr Lakshmi has undertaken several national and international research projects, evaluation studies and has travelled widely within and outside the country for carrying out research, giving lectures and participating in conferences. She has published widely in national and international peer-reviewed journals and supervises several research students.

ANNEXURE IV

WORKSHOP PHOTOS



The 3 day writing Workshop was inaugurated by Prof. Sibath Deb on 5th January, 2022.



During the Inaugural Ceremony Prof. Avathi Ramaiah appreciated the joint efforts taken by the RGNIYD and the King's College for organizing the Writing Workshop for the SC early academics and the PhD scholars



Participants attending the lecture delivered by Prof. Avathi Ramaiah on 5th January, 2022 through online and offline.



Prof. Avathi Ramaiah, TISS interacting with the participants on 6th January 2022



Prof. Sibnath Deb honouring the Resource Person Prof. Lakshmi Lingam on 7th Feb 2022



Participants attending the lecture delivered by Prof. Lakshmi Lingam through online and offline



Prof. Sibnath Deb was felicitated by Dr. S. Lalitha, Coordinator, CDSS



Workshop participants with Prof. Sibnath Deb and Experts from King's College, London



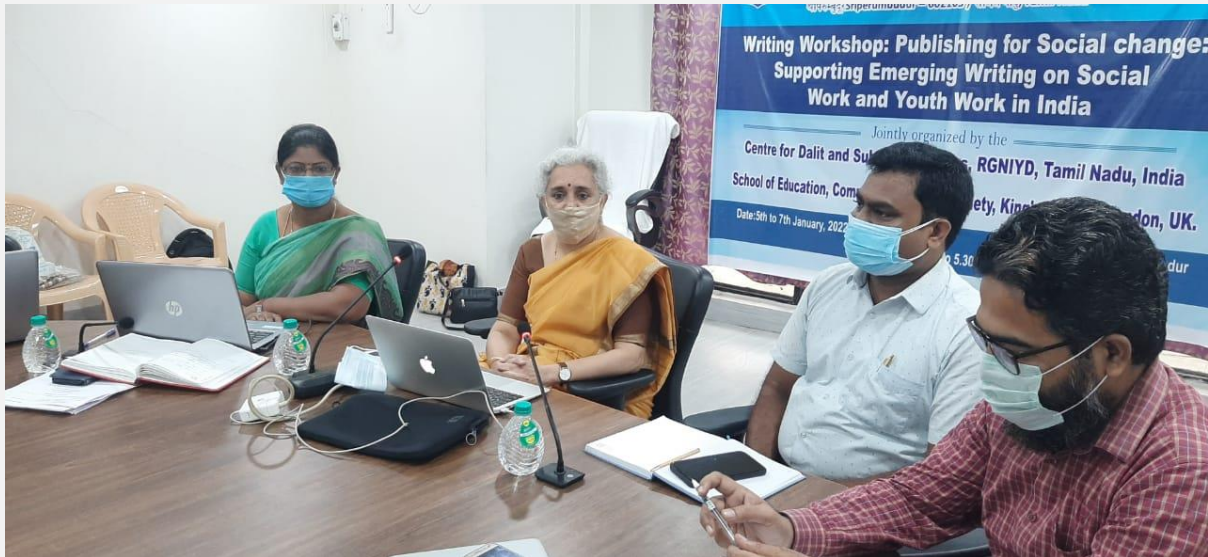
Workshop participants interacting with the experts from King's College, Online during the Valedictory ceremony



Resource Persons from King's College, London interacting through online with the participants



Workshop participant receives certificate from Prof. Sibath Deb



Prof. Lakshmilingham, TISS interacts with the participants.



Workshop participants with Prof. Sibnath Deb, Director RGNIYD



Prof. Sibnath Deb delivering his valedictory address on 7th February, 2022



Workshop participants are with the delegates from King's College, London, UK online.