Capacity Building Programme on

Academic Writing and Publication Processes

for early career teachers and researchers

01.12.2022 - 14.12.2022

RAPPORTEURS' REPORTS

Organised by:

Department of Economics, Jamia Millia Islamia, New Delhi

Knowledge Partners:

Biodiversity Collaborative (BC) and

Indian Society for Ecological Economics (INSEE)

Indian Council of Social Science Research

GOLDEN JUBILEE CELEBRATIONS

A SAGA OF 50 GLORIOUS YEARS OF Department of Economics

JAMIA MILLIA ISLAMIA

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NAAC Accredited A++ Grade | 3rd Ranked among Universities in NIRF-2022

BIODIVERSITY COLLABORATIVE

INSEE

Indian Society for Ecological Economics

RAPPORTEURS' REPORTS

Week 1, Day 1: 01.12.2022

Speaker Quotes:

"Sustaining our laurels is our top priority"
"Information on how to write for academic purposes is present only in limited fashion in higher education landscape in India. Authors are mainly self-taught by trial and error"
—**Prof. Najma Akhtar**, Vice Chancellor, Jamia Millia Islamia (JMI)

"98% of readers will only read your summary"
"Try to connect your work with larger global problems"
— **Prof. Mohammad Zahid Ashraf**, Director (Academics) and Head, Department of Biotechnology, JMI

"Don't dilute the rigor of conceptual vocabulary"
"Writing with pen and paper has its own value and can't be substituted with computer"
"Academic writing promotes a reasonable way to think"
"Institutional time and academic time often don't talk to each other"
— **Prof. Savyasaachi**, Programme Co-Director and (former) Professor, Department of Sociology, JMI

"Simple curiosity may not be a good enough reason to do research but it can be a good starting point"
"Natural sciences publish more than social sciences and it is important for us to recover that ground"
"Don't try to sell soaps to a soap company"
— **Prof. Pranab Mukhopadhyay**, Former President, INSEE and Professor of Economics and Vice-Dean (Research), Goa Business School, Goa University

"Not all research problems are suitable for getting funds"
—**Prof. Nandan Nawn**, Programme Director, and Professor, Department of Economics, JMI, Former Secretary, INSEE and Member, Biodiversity Collaborative

[From Left: Prof. Pranab Mukhopadhyay, Prof. Asheref Illiyan, Prof. Savyasaachi, Prof. Najma Akhtar, Prof. Nandan Nawn, Prof. Mohammad Zahid Ashraf; 01.12.2022; PC: JMI]

Narrative

Session 1.1: Inaugural Function

Programme

10:00 hrs	Welcome by Compere Ms. Isha Sharma
10:02 hrs	Welcome address by Prof. Asheref Illiyan, Head, Department of Economics, JMI
10:15 hrs	Remarks by Chief Guest, Prof. Najma Akhtar, Hon'ble Vice Chancellor, JMI
10:30 hrs	Remarks by Distinguished Guest, Prof. Mohd. Zahid Ashraf, Director (Academics) and Head, Department of Biotechnology, JMI
10:40 hrs	Remarks by Guest of Honour, Prof. Pranab Mukhopadhyay, former President, INSEE and Professor of Economics and Vice-Dean (Research), Goa Business School
10:50 hrs	Remarks by Prof. Nandan Nawn, Programme Director and Professor, Department of Economics, JMI, Former Secretary, INSEE and Member, Biodiversity Collaborative
11:00 hrs	Vote of Thanks by Prof. Savyasaachi, Programme Co-Director and (former) Professor, Department of Sociology, JMI
11:05 hrs	Announcement of closure of programme by Compere, followed by high tea

Prof. Asheref Illiyan began the session extending a warm welcome to everyone. He thanked the hon'ble Vice Chancellor for accepting the invitation and for her continuous support and co-operation for all the programmes. He informed that the Department of Economics is celebrating the completion of 50 years of its establishment as the first Honours programme started in 1971-72. He mentioned that the hon'ble Vice Chancellor inaugurated the Golden Jubilee celebrations with a workshop on R on 16.09.2022.

Chief Guest, Prof. Najma Akhtar congratulated Department of Economics for completing 50 glorious years. She mentioned that JMI was awarded with A++ grade by NAAC, is reckoned among the top three universities in India as per NIRF Rankings 2022, dozens of its faculty members have featured in the Stanford University global list of top 2% scientists on a regular basis and have an h-index of more than 100. She added that JMI is an exceptional institution with eminent teachers and a composite culture. She mentioned that this Capacity Building Programme will benefit many across disciplines and will impart skills to improve the quality of research. She thanked ICSSR for finding the necessity for such training programme besides the generous grant. She concluded by extending her good wishes to the participants, resource persons, and the Department of Economics, JMI for a truly rewarding experience.

Distinguished Guest, Prof. Mohd Zahid Ashraf started with the role of higher education institutions in creating leaders—JMI has created such leaders in diverse fields, he said. He emphasised that students and scholars must learn to communicate to the intended listeners—publication is the best way towards this end, where one's words are put in a documented form. He mentioned that about 1500 publications per year come from JMI. A useful starting point can be writing a summary of about 250 words in order to get an idea of limitations of the thought process in implementing the idea. He argued that one must spend considerable amount of time on writing and rewriting the abstract as about 90 per cent of the readers read it only. He suggested use of simple language for improved communications—even the mother tongue to express one's views. No matter what language one uses, one must get into the habit of writing, he emphasised.

Guest of Honour, Prof. Pranab Mukhopadhyay spoke on behalf of Indian Society for Ecological Economics (INSEE), one of the knowledge partners. He expressed his happiness to be at JMI, the first university in the NCR to have a woman Vice Chancellor. He then provided a brief introduction to INSEE, established in 1999 to further the cause of sustainable development, actualised through providing platforms to facilitate interactions between scholars from various disciplines, particularly economics and ecological sciences. Its flagship open-access, no APC, Scopus indexed and UGC CARE listed, *Ecology, Economy and Society-the INSEE Journal*, offers authors a forum to address socio-environmental issues with an aim to promote methodological pluralism and inter-disciplinary research, he mentioned. He thanked the organisers for inviting INSEE to be a knowledge partner.

Prof. Nandan Nawn first spoke on behalf of Biodiversity Collaborative (BC), the other knowledge partner. He traced the brief history of this growing network of institutions and individuals whose shared vision is to promote biodiversity science in India and its application in conservation and sustainable development with a focus on enhancing human well-being. Members of the BC, like him, were involved in the Preparatory Phase project of the National Mission on Biodiversity and Human Well-being, approved by the Prime Minister's Science Technology & Innovation Council (PM-STIAC), he said. Subsequently, he spoke as the Director of the Capacity Building Programme tracing its genesis in late 2020, before providing an overview of the structure of the programme.

Prof. Savyasaachi thanked everyone for the co-operation extended towards organisation of this CBP, including JMI administration and the knowledge partners.

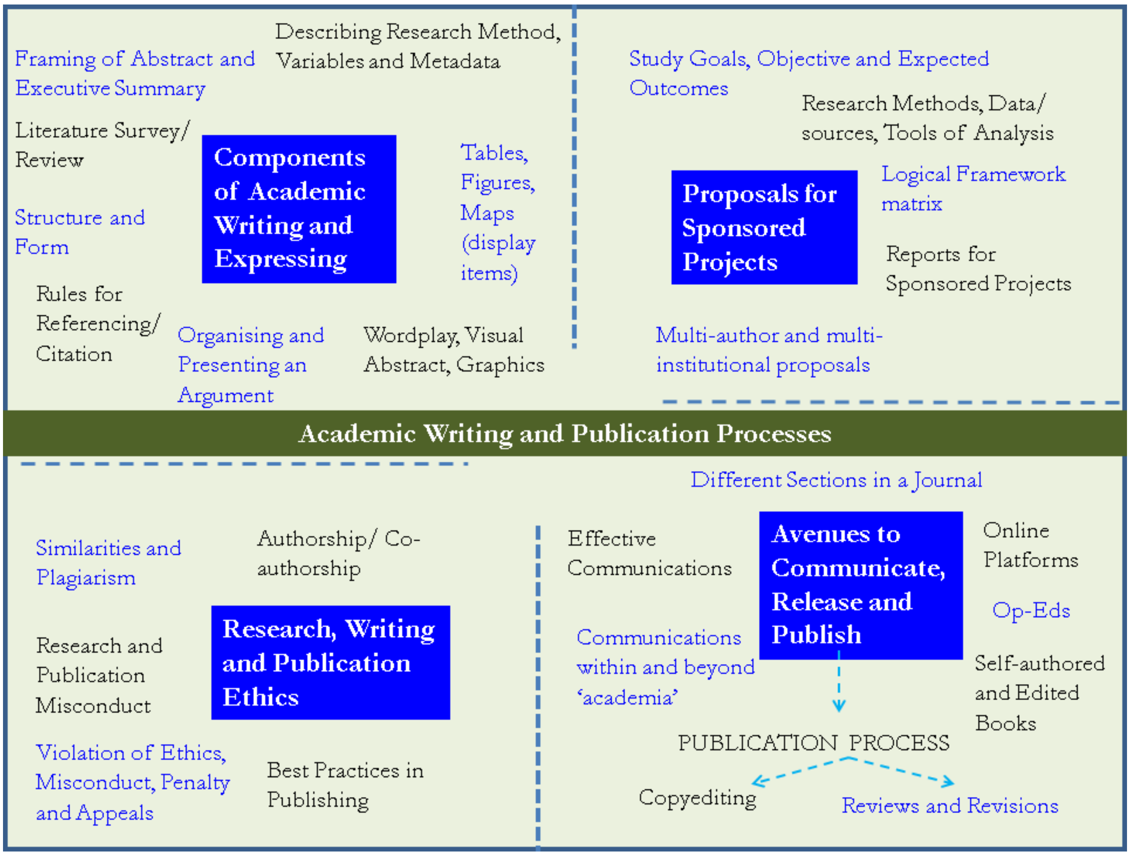
Session 1.2: Academic Writing and Publication Processes: A 'scoping exercise'

Indicative contents: What is meant by academic writing? What is ordinarily understood by academic rigour, logical consistency and expositional clarity—the gold standards—in academic writing? What kind of trade-offs academic workers may face with, prompted by time constraints? What are core elements of publication processes?

Resource Persons: Savyasaachi (formerly, JMI) and Nandan Nawn (JMI, INSEE and BC)

This session focused on the deconstructing of 'academic writing and publication processes' and explaining its different components. Academic rigour, logical consistency and expositional clarity—considered as the gold standards in academic writing—were discussed, followed by the trade-offs that academic workers face due to time constraints.

Core elements of the publication processes were covered next. Savyasaachi emphasized on the necessity of (lots of) practicing writing and suggested that one needs to be mentally and spiritually prepared to make many drafts and improvise it as many times as instructed to do so. He suggested that one must learn to formulate a question and not be afraid of asking too many questions. He emphasized on the importance of academic humility and ethical responsibilities. He suggested that the author should always remind her/himself the very reason for writing and there should neither be false talks (i.e. without proper research) or personal opinions in the writings. He explained that the attributes which a good writer must adhere to includes use of simplest vocabulary, clarity on audience (for whom to write), and being mindful of their own discipline.



Nawn provided an overview of the entire programme which is divided into four sections (see above). He spoke on some aspects of multi-author and multi-institutional projects and how it involves transaction costs, difference between releasing i.e., pre-print and publications, and COPE

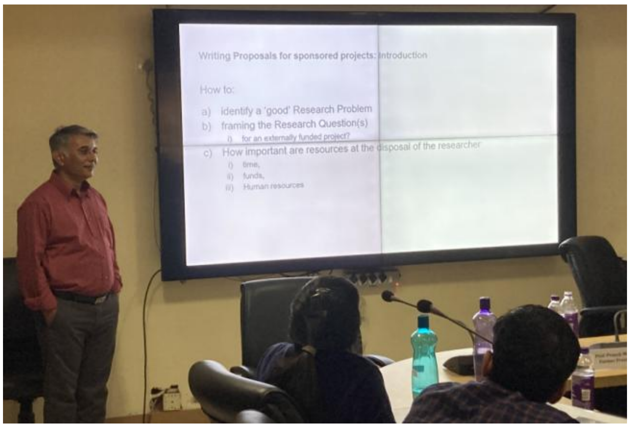
(Committee on Publication Ethics) recommendations. The session ended with a suggestion to the audience on attempting to write one's own introduction without using 'I', adverb and adjectives.

Session 1.3: Writing Proposals for sponsored projects: an introduction and Session 1.4: Writing components of a Proposal: Study Goals, Objective and Expected Outcomes

Indicative contents: How to identify a 'good' Research Problem and what is to be considered while framing the Research Question(s) for an externally funded project? How important are resources at the disposal of the researcher (time, funds, hands *et al*) towards selection of research problem and question(s)? What are the most important components of a proposal during the evaluation for a 'call for proposals'? What do funders look for in a proposal, to fund it? How important are goals, objectives and expected outcomes in this respect?

Resource Person: Pranab Mukhopadhyay (Goa University and INSEE)

Mukhopadhyay started with a discussion on how to identify a good research problem and the points which need to be considered while framing the research question(s) for an externally funded project. He explained the connection between the resources at the disposal of the researcher (time, funds, hands, etc,) and the 'scope' of the research problem and 'breadth and depth' of the question(s) that can be addressed with the given resources.



The most important components of a proposal during the evaluation of submissions received against a 'call for proposals' and what do funders look for in a proposal were also discussed. He explained the reasons behind the emphasis given to journals and not on books. He opined that the periodicity of publication in natural sciences is quicker than social sciences which might be the reason for natural sciences publishing much more than social sciences. He further explained the difference between journals indexed in Scopus and Web of Science, importance of impact factor and quality of a journal, besides predatory journals. The elements of the most common structure of a research paper in a journal, known by its acronym, IMRAD, were explained: I-Introduction; M-Materials and Methods; R-Results; A-Analysis; D-Discussions. He suggested looking at the list of journals included in the reference list accompanying the literature review to identify potential journals where one can submit the article for publication. He advised spending some time on framing the title as it is the first thing which editors and reviewers may notice. He explained the features of a good title and the matters to be kept in mind—for example, precision—while framing it.

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Week 1, Day 2: 02.12.2022

Speaker Quotes:

"Research Question is the only clincher in proposal writing"
"an extensively used dataset but with improved techniques or methodologies makes it viable enough for doing research"
—**Prof. Pranab Mukhopadhyay**, Former President, INSEE, and Professor of Economics and Vice-Dean (Research), Goa Business School, Goa University

"Economise your words while doing academic writing"
—**Prof. Nandan Nawn**, Programme Director, Professor, Department of Economics, JMI, Former Secretary, INSEE and Member, Biodiversity Collaborative

"Collaboration, coproduction and interdisciplinarity allows for the production of high impact knowledge"
"Numerous types of barriers exists to collaborative writing"
—**Prof. Uma Ramakrishnan**, Professor, NCBS-TIFR and Member, Biodiversity Collaborative

"There are no standard benchmarks followed in writing reports"
"To fail to prepare is to prepare to fail"
"Objective is not what you intend to write but what you intend to achieve"
—**Dr. Chander Kumar Singh**, Associate Professor, TERI School of Advanced Studies

Narrative

Session 2.1: Writing components of a Proposal: Research Methods, Data/sources, Tools of Analysis

Indicative Contents: What is the importance of specific and 'micro' matters such as tools, methods et al as opposed to macro matters like goals? Does the importance vary between different types of proposals, say a Ph.D. thesis and sponsored works? What should the author pay attention to, to grab the attention of the reviewer and examiner of the proposal?

Resource Person: Pranab Mukhopadhyay (Goa University and INSEE)

Particular focus was given in this session to the matters to be remembered during the writing of research proposal and their significance to the associated funding agencies. Mukhopadhyay suggested 'strategic thinking' to foreground 'value additions' in the proposal. He discussed the importance of budget allocation to a research proposal and how it could help in targeting the right platform. He advised to be 'specific' while looking for research gap but at the same time one can re-invent use of available datasets with improved technologies or/and methodologies. Mukhopadhyay concluded by stating that research question is the only clincher which makes a proposal to stand out.

Session 2.2: Linking different components of a proposal: the Logical Framework matrix for an action-research proposal

Indicative Contents: What are the types of proposals for which the Log-frame matrix assumes more importance? What are its components? Can it be used to analyse/ deconstruct the texts like policy declarations?

Resource Person: Nandan Nawn (JMI, INSEE, and Biodiversity Collaborative)

Nawn provided an overview of the logical framework matrix, its core components and significance. Its usefulness to tell a precise story with specific goals, objectives, activity, output, and outcomes was illustrated. He pointed at the importance of preciseness while filling up the various cells, while keeping in mind the two fundamental requirements: horizontal consistency and vertical logic. In the hands-on component, participants were encouraged to frame a log-frame matrix using the text of an UN declaration. Nawn emphasized on economizing the words while writing academically as it will bring in the preciseness.

Session 2.3: Multi-author and multi-institutional proposals: how to overcome the challenges

Indicating Contents: Increasingly calls are being made for 'joint' proposals across spaces, institutions, and disciplines. There are many challenges associated with them. Resource person will share here experience.

Resource Person: Uma Ramakrishnan (NCBS-TIFR and Biodiversity Collaborative)

Ramakrishnan initiated the session discussing the importance of collaborations—both institutional and interdisciplinary ones—to add 'weights' in academic writing. However, she disagreed with the perceived necessity of having collaboration, co-production and interdisciplinarity for producing high impact knowledge. To her, fundamental research does not require them. As evidence, she provided many examples, ranging from different time zones, knowledge of the persons, language differences, logistic barriers, lack of trust and competing claims over datasets as barriers faced in collaborations. The 'real' picture of challenges to bring collaborative efforts and costs to overcome them as portrayed by her was quite convincing. In her concluding remarks, she mentioned that discussions are needed for bringing in the change: bringing people together and working with them always brings rich dividends in future.

Session 2.4: Writing Reports for Sponsored Projects

Indicating Contents: At the end of sponsored research, a report is to be submitted. Its requirements are different from an article, or a book. What are its typical components?

Resource Person: Chander Kumar Singh (TERI School of Advanced Studies)

Singh, an expert in writing proposals for sponsored projects, discussed the components of a sponsored research report, including its outcomes as expected by the funding agency. To him, the core requirements of an effective research report are focus, accuracy, clarity, and conciseness. He argued that in case data do not meet the expectations it need not be discarded—rather it is a new finding. It follows that—according to him—the job of a researcher is to give justification to this new result. He classified the existing research types into three major domains: informational, analytical, and persuasive. He then provided overview of the various types of templates on writing reports for sponsored projects. The basic terminologies, specific to discipline, play a critical role in improving academic writing, he said. The thin line of difference between goals and objectives, output and outcome, structure and table of contents can help the researcher to write the project report more accurately and precisely. He concluded his session remarking that the best way of writing is the one through which the researcher can communicate the research findings to the common persons.

Author Bio: **Ilma Rizvi** is in the fourth year of Ph.D. programme at the Department of Economics, JMI. Her research focuses on the Indian food processing industries. Her research interests are primarily in industrial and development economics. She has completed her B.A. and M.A. in Economics from the Aligarh Muslim University. She has qualified UGC-NET of June 2019. She has presented her work at conferences at the IGIDR (Mumbai), IIT-Roorkee, and IIM-Bodhgaya. One of her research papers has been published in a UGC-CARE listed journal, and two more have been published as book chapters.
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Week 1, Day 3: 03.12.2022

Speaker Quotes:

"We need some creative madness to carry out research"
"A Ph.D. is not about similarities; it is all about differences"
"Process of research is like filling holes on the wall of knowledge"
"Earlier hands of people were cuffed but minds were free; now minds are cuffed and hands are free"
"To compare x & y we must acknowledge both, admitting their peculiarities"
—**Prof. Anup K Dhar**, (Formerly) Professor, Dr. B R Ambedkar University Delhi

"Graphics are relatively simple yet powerful tool for understanding"
"LaTeX helps you to make your academic documents more advanced and powerful"
—**Prof. Vikram Dayal**, Professor and Head, IES Section, and Course Director, IES Training, Institute of Economic Growth and Member, INSEE

Narrative

Session 3.1: Organising and Presenting an Argument: a general introduction and Session 3.2: Wordplay: how to attract a reader's attention with words and phrases

Indicative contents: (a) What are the ways to present an argument for improving the efficacy of communicating to the reader, reviewer, or editor? Are there discipline specific requirements? (b) What are the pros and cons of playing with words? When does the text appear verbose? Are there discipline specific 'boundaries'—say between ecology and sociology—on this?

Resource Person: Anup K Dhar (Formerly, Dr. B R Ambedkar University Delhi)

Dhar initiated with the question that all researchers face most often: "What you are working on?". This, he explained, can be best explained through the research question: it should be something unknown and it should be contributing to existing knowledge quite akin to filling the gaps in the wall of knowledge. Without the 'unknown' there cannot be a Ph.D. He illustrated how Stephen Hawking developed *his* unknown from the works of Albert Einstein. Having a puzzle in mind, creative madness is essential to carry out research, he added. Literature reviews, rather than a summary of works is essential—in fact, it is better to write a critical review that covers what others have said about the *researcher's* unknown. As an example, he explained how Karl Marx has started the enquiry on changes taking place around him and reached the point of 'Hidden abode of production'. He emphasised that the starting point—'object of enquiry'—is very important and that provides the *different* 'angle'. He cited the example of Sigmund Freud, on how he developed his method from Marx's work.

In the second session, Dhar explained the usage of words and how it is important in conveying meanings and explanations. Giving example of the word 'underdeveloped', he said it gives an image of backwardness, while it's actually *differently* developed only. Only if one is able to see from below (or from a different angle), then only he/she can see about differences, and at the same time those differences are not deficiencies. For any comparison between two entities, the first thing is to acknowledge their differences, he added. He emphasized on following a 'Banyan tree approach' to enquiries rather than a 'coconut palm' one were categorization and hierarchies of superiority and inferiority takes place. He also commented on the usage of 'pre' as it gives impression of something as primitive or not worthy. Finally, he concluded explaining the title of his own book *From Third World to World of the Third* illustrating the difference between a space and the transitions taking place in someone's/somethings' world, captured by the changes in the order of words.

Session 3.3 and 3.4: Using R Studio for display items, documents and reproducibility I & II (hands on)

Indicative contents: How to effectively create a set of display items? This session will cover preparing graphs, and also how to make (supporting) documents to meet increasing reproducibility demands from journals.

Resource Person: Vikram Dayal **(**Institute of Economic Growth and INSEE)

Dayal started the first session on exploring data with R studio and explained the need and advantage of presenting data in graphical methods since it is relatively simple and quite a powerful tool for clearer understanding. Quoting Andrew Gelman and Jennifer Hill, he said that graphics are mainly used for 1) Display of raw data 2) Graphs of fitted models and inferences and 3) Graph for presenting final results. Later he explained the properties of basic graphs like line graph, distribution graph and scatter-plots including its peculiarities.

In the hands-on session, Dayal demonstrated how to import external and inbuilt datasets to the workspace of R and using it for creating varieties of graphics. With help of <deplyr> and <gcookbook> functions in R, he explained how to create graphs, change colours and filling and other functionalities for improving the visual/ aesthetic appeal. He also pointed that graph plays a significant role in data journalism and blog. With examples from the original works of eminent scholar's like Acemoglu, Robinson, etc. he showed how such graphs are created. Finally, he concluded the session by introducing LaTeX, which can be creatively used to generate more sophisticated academic works.

Author Bio: **Muhammed Abdul Bari** is a second-year Ph.D. student at the Department of Economics, JMI. He is currently working on the comparative study between Sukuk and Bonds, which falls under the broad area of Finance. After completing his B.A. in Economics from the University of Calicut, he joined Central University of Kerala for a M.A. in Economics. He cleared the UGC NET-JRF exam in the June 2021 cycle.
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Week 1, Day 4: 05.12.2022

Speaker Quotes:

"As a research scholar, you should try to express what you already know about the topic rather than what others have said"
"The researcher should depend on his own reason and legitimacy rather than adopting authority from others"
"People with different fields of expertise may have different perspectives on the same object"
—**Prof. Savyasaachi**, Programme Co-Director and (former) Professor, Department of Sociology, JMI

"Depending on the word limit imposed by the particular journal, the format for writing abstracts will vary"
"Every abstract should begin with the research gap, followed by the conclusion, implications, and, if applicable, suggestions"
—**Mr. Surit Das**, Freelance Editor

"A proper framework is necessary to get better clarity on what the researcher wants to do within certain boundaries and without any deviation from the main topic"
"The frameworks are most general, and the models are most specific"
—**Prof. Nandan Nawn**, Programme Director, Professor, Department of Economics, JMI, Former Secretary, INSEE and Member, Biodiversity Collaborative

"Present the data in line with the audience for whom the study is intended"
—**Dr. Chander Kumar Singh**, Associate Professor, TERI School of Advanced Studies

"Research methods are particularly taken care of by the researcher while doing the research"
—**Dr. Ravi Chellam**, CEO, Metastring Foundation and Coordinator, Biodiversity Collaborative

Narrative:

Session 4.1: Structure and Form in Academic Writing: A General Introduction

Indicative Contents: What does it mean by building a structure? Is it useful to work with blocks, like sections, paragraphs, sentences? Alternatively, is it more useful to write the core first and then the introduction and the conclusion? Is there any way to balance between micro (sentence) and macro (structure)?

Resource Person: Savyasaachi (Formerly, JMI)

Savyasaachi initiated the session with differentiating between writing an academic paper and conventional methods like reading literature. He emphasized that, scholars acquire much knowledge starting from schools and later in the bachelor and masters. Scholars should not expect, like an MA student, that knowledge will come from others. He urged the participants to start writing what is already in the mind.

He identified three elements during the process of academic writing: (a) stop reading once you start writing—try to articulate what you already know about the topic first rather than listing what others have said about it; (b) try to discover something unique and its relationship with the world; (c) keep reminding yourself always about the fundamental principles of reason.

Further, he pointed out at three forms through which one can acquire knowledge: (a) Traditional knowledge that every person gets from his/her ancestors; (b) Charismatic knowledge that one gets through 'divine' texts; (c) Reason, which no one will obtain unless they use their own constructive thoughts and ideas. The last does not depend upon external factors such as teachers, parents, divine texts, etc.

He also advised not to 'borrow' authority from others while writing—only one's own reason can provide the required legitimacy to one's words. The researcher should learn how to observe, and then try to document what he/she has observed. When he/she is stuck somewhere in the writing, then, one should resume observation. Emphasis on the process of observation doesn't reduce the need for reading. In case the researcher has multiple set of thoughts and faces difficulty in arranging them, reading can help to find linkages among those sets of thoughts and ideas.

To Savyasaachi, different perspectives about a single object come from different people using different domains of knowledge. In his concluding remarks, he mentioned that one of the important characteristics of scientific research is that it should be falsifiable (Karl Popper).

Session 4.2: Framing of an Abstract and Executive Summary

Indicative Contents: What skills are necessary to write an abstract? In which way, abstract of a proposal differ from that of a research paper, or a report? Is there any difference between executive summary and summary for policymakers?

Resource Person: Surit Das (Freelance Editor)

Das began the session by asking some fundamental questions: is the article in sync with what the journal may be looking for? Do the title and abstract clearly convey what the research was all about? To him the most important characteristics of a perfect abstract is that it should motivate both the editor and the reader to read further.

In this partially hands-on session, he asked each participant to write an abstract. Later, he reviewed each abstract and gave specific suggestions on how to improve further.

He provided some suggestions on how to write an abstract. Depending on the word limit imposed by the journal, the structure of an abstract will differ, he said. The abstract should be more precise if the word limit for the abstract is 100, starting from the research gap, conclusion, implications, and then concluding with suggestions. It is not necessary to include methodology unless it is important and something new. In contrast, if the word limit is higher, say 500, then methodology and data sources can be included.

Session 4.3: Preparing and Reporting a Literature Survey/ Review

Indicative Contents: Are there some skills and tools to write a literature survey or a review? What are the stages to prepare a survey? How important is locating a research question? Can there be a literature survey on the method of analysis or even on concepts? Are there tools to help the author to conduct a literature survey?

Resource Person: Nandan Nawn (JMI, INSEE, and Biodiversity Collaborative)

Nawn initiated the session mentioning that anthropologists and archaeologists started using survey as a tool of research long ago—but the quest always had an object of enquiry. To arrive at this, it is important to formulate a framework of one's own. This is the starting point of research, he said, before narrowing down to the theories and then models: clarity in the first will lead to clarity in the second, and so on: frameworks bind the researcher.

He quoted E Ostrom in identifying the attributes: "frameworks organize diagnostics and prescriptive inquiry [...] They attempt to identify the universal elements that any theory relevant to the same phenomenon would need to be included". He differentiated research questions into 'exploratory', 'explanatory', 'analytical' and 'predictive' at one level and between diagnostic/ positive and prescriptive/ normative at another. He explained that for conducting explanatory research it is important to have a firm grip over the exploratory kind in the same area; likewise, for analytical, it's important to have clarity on explanatory and so on. Further, he advised venturing into the 'predictive' domain only if one has reasonable clarity on analytical one. While researching on this predictive domain, he continued, in case the researcher cannot see trade-offs, one should go back to the evidence.

To Nawn, models are most specific while frameworks are most abstract or generic—these models are not the models used in mathematical formulations supporting econometric explorations. Following Ostrom, he stated that models always make precise assumptions about a limited set of parameters and variables that allow analysts to test particular parts of theories by fixing a limited set of variables at specific settings and exploring/ examining the outcomes produced.

In the second half, he explained the purpose of the literature review in the following way: to demonstrate the reader that the researcher is well informed about the matter s/he intends to research on, as well as to motivate the reader to inquire further. He differentiated between the literature review and literature survey: all surveys are reviews, but not all reviews are surveys. In review, the researcher tries to critically evaluate the works, identify the research gaps, etc.

Session 4.4: Description of the Research Method, Variables and Metadata

Indicative Contents: How can one write on complex methods, description of variables etc in a simple language without loss of academic rigour?

Resource Persons: Ravi Chellam (Metastring Foundation and Biodiversity Collaborative) and Chander Kumar Singh (TERI School of Advanced Studies)

Chellam started the session by citing some examples from his own Ph.D. work on lions that involved extensive field-work. Then he differentiated between two most common kinds of research methods: descriptive and experimental: He explained that former mostly describes a study or topic, whereas the latter is conducted on a specific condition in a certain place while controlling particular variables etc.

Irrespective of the method used, Chellam stressed on the importance of clarity in language and logical structure while describing the method: clarity in language comes from clarity of thought, he said. The originality necessitates use of one's own thoughts and ideas rather than of others; repeat of works done by others hardly makes much sense.

Singh started discussing the research methods used in his own studies on groundwater contamination that used both field and experimental (laboratory) data. While presenting the data, he said, it is important to remember that it must be comprehensible to the audience/ for whom the presentation is being made. He demonstrated various methods for presenting data using illustrations from his own works.

He discussed the following characteristics of scientific research: (a) it is a public research in the sense that it allows other researchers to verify or refute the research independently; (b) objectivity in science rules out eccentric judgments by the researcher; (c) empirical attribute of science implies that research should be concerned with a knowable world and potentially measurable; (d) systematic and cumulative attributes of science can be ensured only by taking an exhaustive account of the previous studies (this helps in identifying the research gap); (e) predictive attribute of science is connected with the dataset on the basis of which predictions are made.

He listed the following steps of research procedures: (a) select a problem; (b) review existing research and theory; (c) develop hypotheses or research questions; (d) determine an appropriate research design/methodology; (e) collect relevant data; (f) analyze and interpret the results; (g) present the result in the appropriate form. On the matter of method, data analysis and interpretation, he stressed on the need for both internal and external validity. He added a note in his concluding remarks that *all* the seven steps are not necessarily followed in *all* scientific research.

In the final half an hour, Chellam discussed attributes of variables and metadata. Variables are any quality or characteristic that researchers are trying to measure, control, or manoeuvre, he said. For example, in order to understand how things relate to one another in a descriptive study, the researcher should thoroughly analyze the variables and interpret the value(s) of each variable. He then went on to define 'metadata': the data that describes the other data. Additionally, it also summarizes basic information about data, which can make it easier to find the use and reuse of particular instances of data. For example, simple document file metadata includes things like author, date created, date edited, and file size. Having the ability to search for a particular element (or elements) of metadata makes it much easier for someone to locate a specific document. In addition to document files, metadata is used for computer files, images, relational databases, spreadsheets, videos, audio files, web pages, etc, he concluded.

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Week 1, Day 5: 06.12.22

Narrative

Session 5.1: Research Writing and Publishing: An Overview and the Discussion of Individual Sections

Indicative Contents: Every journal offers a variety of options from book review to research article, from commentary to survey. Are there specific requirements for each?

Resource person: C. Rammanohar Reddy (The India Forum)

Reddy, a former Editor of *Economic and Political Weekly*, in this session covered various topics such as where to publish, and how to break down the process of article writing. On the matter of writing, he urged non-native English speakers to use simple English rather than fancy words. He deconstructed a research article and discussed the most common attributes of each part:

(a) Abstract should contain what the researcher is set out to do and why (hypothesis and research questions), how s/he has done it (methodology), what s/he has found (results and conclusions) and what can be recommended based on the research (its nature will depend on the type of research).

(b) Introduction provides readers a lot of information on what the issue is, why it is significant, and how the author intends to move the 'conversation' along. In the majority of academic fields, the introduction should include a 'thesis statement' that states the main point. Ideally, it should also provide the reader with a feel of the types of data that will be used to support the claims and the overall structure of the sections that will follow.

(c) A literature review's objective is to provide background information on the subject to the reader. The author must avoid duplication while listing existing studies and properly credit other scholars. Author may recognize a pattern, contradictions or inconsistencies between studies, gaps or unanswered questions. Author may determine if there is a need for further research (i.e. justifications to carry out new research). It may be useful to locate the impact of existing works on the subject and other works. Author may put the findings in the context of the existing literature and argue why more research is necessary.

(d) Methodology can assist the reader to understand the plan of the investigation carried out by the researcher. The author is expected to choose the best approach (and justify the choice), given the aims, and put them down clearly in the research design sub-section. It also enables researchers to gain clarity.

(e) A conclusion should make the purpose and significance of the work clear rather than introducing any new ideas. Additionally, it could highlight the contribution of the work to the exciting literature besides listing limitations and offering ideas for further study on the subject (beyond addressing the limitations). This section will contain the policy implications, if any.

Session 5.2: Writing Op-Eds

Indicative Contents: Many researchers choose OpEds to express their views. The content and style of OpEd is different from many other avenues.

Resource person: Ravi Chellam (Metastring Foundation and Biodiversity Collaborative)

Chellam, who has written many Op-Eds (acronym for Opposite Editorial) across newspapers deconstructed the process of Op-Ed writing and publishing through 10 'rules': (1) Be timely or timeless; (2) Write with passion; (3) Write with authority; (4) Write with persuasion; (5) Write with insight; (6) Write for a general audience; (7) Write succinctly and end where you began; (8) Write creatively; (9) Learn from others; (10) Be patient and persistent

To him the timing of an Op-Ed submission holds key importance. He advised to choose an interesting and timely topic, as it allows more 'speculation' than a scholarly piece. He also said that writing is time-consuming. He asked, why bother to write an Op-Ed if it won't help your H-index or promotion? Passion, not scientific repute of the hosting platform, should drive the work, though well-stated viewpoints might help, he opined.

On the matter of writing style in Op-Eds, Chellam suggested avoiding a dry, emotionless tone of a typical scientific study: "You have a viewpoint. If you don't care, don't write it". On the question of choosing the topic, he suggested focusing on those on which the author has expertise: "You can write authoritatively only in *your* research area". In the initial few sentences, the hook should be evident. End it by answering the question you raised, offering future steps, he said.

Further, he said, an Op-Ed is usually a one-sided, opinionated argument and therefore the author must provide statistics and facts in support of her/his ideas. He advised avoiding wrath, harshness, and over-opinionated writing. His suggestion was to balance opinion with fact: "it is only facts that boost confidence of the author to write convincingly". Avoid use of shallow words, flowery language, needless words, or long sentences, he advised: "your analysis counts; so be critical and perceptive".

A good Op-Ed is expected to cause goose bumps and other emotions. It follows that the work will attract more attention if it's intriguing and offers a unique perspective. Catchy titles, phrases, or quotes will improve the content. This is unlike factual journal papers. Creative writing and narrative skills are needed for Op-Eds. When used properly, metaphors and similes can enrich language and aid understanding.

The final suggestion from Chellam was to be aware (and cautious) of lead periods and editor response time. Editors may take a lot of time to respond as they receive hundreds of daily contributions. They may not even answer at all, he warned. Even if it's accepted, editors may not reply. Sometimes you get to know about acceptance only when it is copyedited or even after publication, he said. He concluded the session pointing out that it is important to know the terms on which the work was published, including liability of the author.

Session 5.3: Writing for online Platforms

Indicative Contents: Over the years, many online avenues have appeared to express one's research or even opinions. The requirements are different from print avenues

Resource person: C. Rammanohar Reddy (The India Forum)

Reddy started the session noting that over the years many online avenues have emerged that provide a space to authors for expressing research outputs or even opinions. The requirements are different from the print avenues, however. There are only print formats (like many Indian journals), only online (like The India Forum) or hybrid (like EPW print and EPW engage). Irrespective of the nature and type of forum, authors must learn to write, communicate, and express themselves.

In today's increasingly digital world, researchers must practice and hone the skills to engage ethically, critically, and responsibly in online communities and in the process become excellent digital citizens. Initially, the writing may appear to be difficult or even dull but with adequate practice one can acquire the necessary skills.

He compared print and online options on the one hand, and between open access and behind-the-paywall ones on the other with a number of examples**.** Open-access articles are free to read, and therefore are cited more than non-open-access ones, he said. Likewise, electronically available articles get more citations than print only ones.

Reddy said that freelance authors have the option of working with clients located anywhere in the world. In this way, they don't feel limited by where they live—they can build a clientele anywhere.

On the matter of starting a writing career, he made a number of suggestions: (a) choose your area of writing, say, current issues with which you are most familiar and have confidence; (b) set up a website or blog where you can upload your writing samples; (c) seek advice from the best on how to improve your writing; (d) pitch yourself at the level at which you are most comfortable; (e) keep on checking writing job boards, who pays to authors.

Session 5.4: Writing and Editing Books

Indicative Contents: Books remained the most preferred avenue for expressing one's thoughts in many social science disciplines. What are the components of a book proposal? Is there any particular thing in the proposal that the publishers look forward to?

Resource persons: Savyasaachi (Formerly JMI), and Nandan Nawn (JMI, INSEE and BC)

Resource persons shared their experience of editing books. They started with discussing various components of book proposals, the need to find the common thread across chapters, citation rules (similar to journals), among others. They stated that editors of books serve the same role as editorial board members of journals. It is important to remember that the requirements of meeting the expected academic rigour, logical consistency and expositional clarity will be applicable to book chapters just like any publication in journals.

They advised the participants to remember that there is always a chance that initial/ draft submissions will have mistakes and flaws that the author may have missed being 'too close' to the work (having invested heavily in the writing process). Editors' job is to locate the error and rectify them with their set of experienced eyes. Professional book and essay editing services can help in this situation, however.

The writing process also includes copyediting and proofreading, which often is not recognised. These two steps aid in making the writing more accessible and ideas more understandable. Early career authors may have a mistaken belief that they are identical, but there are clear distinctions between the two. During the copyediting phase the focus is on identifying and fixing grammatical and linguistic mistakes. Both Savyasaachi and Nawn advised reading and rereading the manuscript to look for more serious problems with organisation, paragraph structure, and substance.

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Week 1, Day 6: 07.12.22

Narrative

Session 6.1: Ethics in Academic Writing: A General Introduction

Indicative Contents: There exists code of professional ethics to be followed by employees of HEIs. Yet there is separate code of ethics to be followed in research, writing and publication—why? Are there 'Postcolonial' research issues? What is the philosophical and conceptual framework behind UGC regulations on academic integrity? Is there any difference between morality and ethics in academic writing?

Resource persons: Savyasaachi (Formerly JMI), and Nandan Nawn (JMI, INSEE and BC)

Savyasaachi set the tone of the session by pointing out only that writing which respects a variety of viewpoints on a subject is ethical. To him, ethical writing shall demonstrate inclusivity, respect, and awareness of diversity. Writing that adheres to ethical standards makes it obvious where the source material has been originated from, through proper documentation, he added. It follows that ethical writing is focused on avoiding bias and exclusive language (sexist, racist, homophobic, etc.) besides avoiding plagiarism. All these make the argument of the writer more credible and convincing, he concluded.

He spoke in detail on two matters, formation of a complete argument and use of precise words. For the former, it is essential to include a wide range of perspectives as this will help strengthening the claims made by the author besides making the contribution stand out. Towards this end, he advised, consideration of other people's thoughts and opinions carefully but with due respect, without bias, besides describing opposing viewpoints fully and accurately. For the latter, he suggested picking an opposing viewpoint worth disputing rather than a ‘straw man’ that can be exposed quickly.

To ensure precise wording, Savyasaachi suggested avoiding use of euphemisms, value-laden language, and words with excessive emotion. He in fact advised against assuming anything about the audience’s knowledge or personality.

Nawn spoke about the necessity of being ethical in the process of production of new knowledge. This process, by definition requires teamwork, where principles such as mutual respect, trust, and accountability are of fundamental importance. Ethics play a significant role in ensuring that scientists are held accountable and responsible to societies and communities, which in turn fosters public confidence in and support for science, he concluded.

Session 6.2: Varieties of Plagiarism and how to Avoid it

Indicative Contents: Every academic worker knows that allegations of plagiarism can be costly. At the same time, not knowing about plagiarism is not a valid defence in academia. What are the differences between similarity index and extent/percentage of plagiarism? There are conceptual, legal, and technical aspects—this session will capture these.

Resource person: Murari Tapaswi (Formerly, National Institute of Oceanography)

Tapaswi started the session stating that plagiarism is a globally recognized problem and frequently arises in academia. It has serious repercussions: there have been scandals at prestigious colleges, resulting in suspensions and even expulsions. One must learn how to avoid it, as stealing someone else’s ideas or expressions can violate copyright at times. The first step is to have a thorough understanding of the numerous varieties of plagiarism, he said.

When one copies a complete piece and presents it as one’s own, it is an instance of global plagiarism. A student buying a paper written by someone else is an example of this type.

Many people don’t realise that paraphrasing is a form of plagiarism that involves rewriting someone else’s work and calling it one’s own without giving due credit, Tapaswi alerted. Individual who came up with the idea must be credited, even if one paraphrases the original work. Because a paraphrase is not a verbatim quote, extent of plagiarism that included paraphrasing is more difficult to identify but not impossible. Nevertheless, stealing someone else’s ideas is still a serious offence.

Verbatim plagiarism occurs when one copies text directly from a source without citing it and without using quotation marks. One must cite sources following the citation rules that s/he chose to follow. Mosaic plagiarism, or patchwork plagiarism occurs when one use one’s sources as a starting point and then borrow parts of them. This kind of plagiarism frequently occurs when one uses another work’s main ideas as the basis of one’s own. This can be avoided by using a variety of sources and correctly citing them.

Authors must remember to reference the sources for everything other than common knowledge, Tapaswi said. He provided several tips to avoid plagiarism, including developing good research habits, good time management, and taking responsibility for one's own learning: (a) don't procrastinate with research and assignments; (b) commit to *doing your* work; (c) be 100% scrupulous in your note-taking and citation.

Authored by **Tajamul Rehman Sofi**

Session 6.3: Research Misconduct; Falsification, Fabrication

Indicative contents: What should a careful researcher keep in mind while reporting results or findings of research? What are the grounds on which credibility and validity of such output is tested against by a 'third party'?

Resource Person: Chander Kumar Singh (TERI School of Advanced Studies)

Session 6.4: Rules for Referencing/ Citation and why should they be followed; Practical with Zotero/Mendeley (hands on)

Indicative contents: Why is it necessary to follow one accepted or standard citation style for both in-text and bibliography? How helpful are the reference managing tools? Can they be useful beyond listing references?

Resource Person: Johan Mohamad Mir (JMI)

Week 2, Day 7: 08.12.22

Speaker Quotes:

"Students must know the best practices in publishing"
"One of duties of institutional authorities is to encourage researchers to publish papers in best journals"
—**Dr. Murari Tapaswi,** (Former) Chief Librarian, National Institute of Oceanography, Goa

"Predatory journals do not follow ethical practices"
"Citation and attributions are not the same"
"Turnitin or any other similarity check software cannot make a distinction between what is common knowledge and what is not"
—**Prof. Nandan Nawn**, Programme Director, Professor, Department of Economics, JMI, Former Secretary, INSEE and Member, Biodiversity Collaborative

"Most papers are rejected without going through the peer review; they are rejected at desk"
"It is not necessary that great research will be always published in high impact journals"
"Sometime papers published in a low impact journal are highly cited"
—**Dr. Chander K Singh,** Associate Professor, TERI School of Advance Studies

Narrative

Session 7.1: Publication Ethics and Best Practices in Publishing

Indicative Contents: What is the role of COPE in setting ethical practices in publications? Importance of a 'Publication Malpractice and Ethical Statement' that every journal has to declare and uphold. How do journals fulfil these requirements? There are Best Practices/ Standards Setting Initiatives and guidelines in directories and indices such as Scopus, DOAJ, WoS, UGC-CARE list etc. Each asks for some specific and some common attributes for considering a journal to include in its fold: what are they?

Resource Person: Murari Tapaswi (Formerly, National Institute of Oceanography)

Tapaswi started with the following question: what is meant by best practices in publishing, what are the items in the list and why should authors know about them? After explaining meaning of ethics and publication ethics, and how they help maintaining public faith on science, he discussed the relevant guidelines and duties of all connected with the publication processes: authors, editors, reviewers, copyeditors and publisher. He explained various elements of the guidelines issued by Committee on Publication Ethics (COPE), the gold standard that every journal included in international indexes such as Web of Science and Scopus has to follow. He also expressed some concern over the Scopus list as in the past it included journals with questionable credentials (before removing them). On the matter of identification of a journal following best publication practices he suggested looking for attributes like ISSN, adherence to the declared publication schedule, and peer review process.

Session 7.2: Violation of Publication Ethics and Misconduct, Authorship/ Co-authorship, Publication Misconduct, Complaints & Appeal Provisions

Indicative Contents: What is the difference between pre-print/ release and publication? What are the different allegations that falls in the domain of publication ethics? What are the institutional structures associated with filling such complaints and what are the grounds for defence? Who can make such allegations, and who are to defend before whom? Why should one be careful in choosing co-authors?

Resource Person: Nandan Nawn (JMI, INSEE, Biodiversity Collaborative)

Nawn, in the following session, started with the following question: how to check authenticity of journal? He shared his experience as a former Managing Editor of *Ecology, Economy and Society—the INSEE Journal* and used a variety of examples from the website of this Scopus indexed and UGC CARE included journal. He referred to several attributes of clone, fake and predatory journals and provided suggestions on how to identify these attributes. On the question of using applications such as ithenticate, Urkund, Turnitin, he mentioned that scope of each differs: except Turnitin, no other has access to publications behind paywalls. Further, variations in the length of string used to check the extent of similarity can yield different numbers. As a result, the similarity percentage can differ when same work is tested through multiple applications.

He also referred to the variety of what is popularly known as 'Impact Factor' and explained why the number differs across platforms. Due to reasons similar to difference in similarity percentages, the h-index differs across platforms such as Google Scholar, Scopus and Web of Science. In his further remarks he made a useful difference between publishing and releasing, arguing that in India only those with a license from Registrar of Newspapers of India can publish anything: the rest can only release. Using the COPE guidelines, he showed the requirements of authorship and difference between authors and those who should be acknowledged.

Referring to the provisions included in the INSEE journal website, he discussed the provisions that every journal included in international indexes has to follow on the matter of complaints on violation of publication ethics by anyone in the entire publication process, besides penalty and appeal provisions.

Session 7.3: Initiatives at HEI regulatory bodies in India to instil publication ethics

Indicative Contents: Since the public notice was issued by the UGC, on 28.11.18, to announce the establishment of a dedicated Consortium for Academic and Research Ethics (CARE), many changes have taken place in the regulatory framework in this area—what are the next stages in the roadmap of this journey?

Resource Person: Nandan Nawn (JMI, INSEE, Biodiversity Collaborative)

Nawn, in this session, discussed various provisions that UGC regulations on the matter of plagiarism (including self-plagiarism) includes. In this context he pointed at the difference between citation and attribution, identified the circumstances when prior permission from the copyright holder is necessary before quoting verbatim a text with a length above a certain number of words. Later he theorized self-plagiarism using the concept of a pure commodity. While referring to the UGC regulations on Academic Integrity, he pointed to the responsibilities of higher education institutions on making students and teachers learn the fundamental aspects of plagiarism as the regulation calls for. During the subsequent discussion he commented that copying a text without proper attribution which is not copyrighted is also plagiarism, and thus interpreting plagiarism as just a matter of violation of copyright is not correct. Even ideas and not just expressions of others, if used in the text, must accompany proper citation, he concluded.

Session 7.4: How to choose a forum for releasing or publishing your work?

Indicative Contents: What are the varieties within Open Access options? Are there tell-tale attributes of 'predatory journals' and book publishers? Can there be a trade-off in choosing between (a) a subject-specific journal and a high impact factor 'general' journal and (b) an OA and behind-the-paywall journal?

Resource Person: Chander K Singh (TERI School of Advanced Studies)

Singh, in his initial remarks pointed out that maximum papers are rejected by editors ('desk rejection'), i.e. before the review by external peers and also that it is not necessary for best quality research to be always published in high impact journal. As a corollary it is not necessary that all papers in a reputed journal will be highly cited. Sometimes papers in a low impact journal also are highly cited.

There are about 35,000 peer review journal and about 15,000 predatory journals. Every real journal necessarily includes its Aims and Scope—it provides useful information for the author to decide whether it includes the area of one's research. Further, he discussed the different attributes of a manuscript and types of submissions (beyond research article).

In his concluding remarks he discussed some of the attributes of the open access journals: at times publishing in OA may appear to be unaffordable due to high author processing charges (APC) but various international journals offers waiver in case authors are from low or middle income countries.

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Week 2, Day 8: 09.12.22

Speaker Quotes:

"Scientific knowledge must satisfy three requirements: observability, repeatability and verifiability"
"If you have to sell your work, do it in the best possible way"
—**Prof. Nandan Nawn**, Programme Director, Professor, Department of Economics, JMI, Former Secretary, INSEE and Member, Biodiversity Collaborative

"The music may not make sense if the audience is with different aural abilities"
"Consider research presentations to portray an adventure/mystery that you have ventured to solve"
—**Dr. Nilanjan Ghosh**, Director, Centre for New Economic Diplomacy, & ORF Kolkata Centre, Observer Research Foundation, and President, INSEE

Narrative

Session 8.1: Publication process in a journal: a general introduction

Indicative Contents: This session will provide an overview on the entire publication process, from receipt of a submission to its publication and its submission in the indexes like Scopus, from the journal manager's end. This session will provide an insider's view of the 'black box'.

Resource Person: Nandan Nawn (JMI, INSEE, Biodiversity Collaborative)

In this session Nawn provided an overview of different stages in the process of publication and significance of each stage. He pointed out that most common reasons for desk rejection are absence of the following in the research paper: substantive research question, new insights and new findings. In the first stage, i.e. submission, special emphasis must be placed on the Aims and Scope of journal (to ensure 'fitness' of the submission), contents of the cover letter, abstract (strict adherence to word limit and number of keywords as per the Author's Guidelines), anonymised text for reviewers, font style and size, footnotes, references, and attributes of display items such as maps, tables and figures, besides a declaration stating that the content is free of plagiarism and also copyright free. Once the submission is accepted for publication, author(s) will have to submit a declaration—often authors unknowingly transfer the exclusive copyright to the publisher that creates problems later, he said. Third stage includes responding to queries from copyeditor. Proofreading of the typeset version takes place in the final stage. Nawn advised to proofread the printed copy rather than on screen.

Session 8.2: Submission and publication of a paper in a journal—processes from the author's end

Indicative Contents: This session will show the steps that are involved from the submission to the publication of a paper in a journal, from the author's end. In the process the participants will learn the matters to be kept in mind, from technical to formats.

Resource Person: Nandan Nawn (JMI, INSEE, Biodiversity Collaborative)

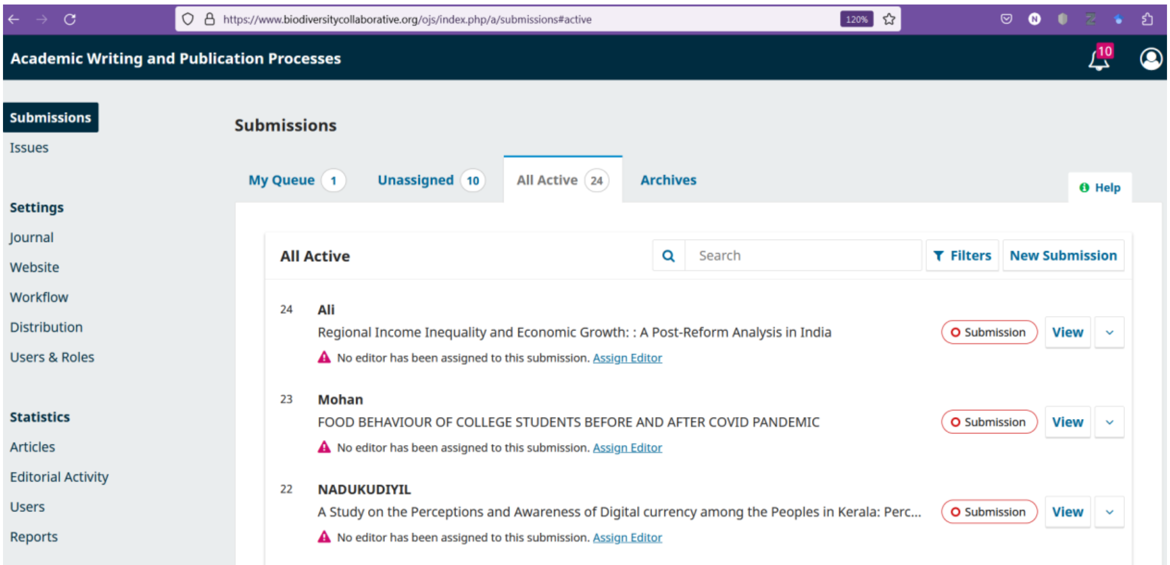
Nawn shared the URL of the mock journal portal created on Open Journal Systems platform. He provided a tour to the participants of the entire portal, wearing the hat of an author first, and then of the journal managing editor's. He shared his experience in the process of handling INSEE journal and setting up the OJS platform on which this journal is run today.

Session 8.3: Submission of a paper in a journal (hands on)

Indicative Contents: Participants will submit a draft paper on a mock online journal portal

Resource Person: Nandan Nawn (JMI, INSEE, Biodiversity Collaborative)

Participants were asked to go through the Author's guidelines of INSEE journal, and prepare the documents to be submitted. He advised use of .doc files instead of .docx while saving the text to minimise formatting issues later. Then they were asked to go through Aims and Scope of some journals in the subject area of document to be submitted. They were advised to decide the type of submission they want to make and note the requirement accordingly, before making suitable changes to the draft documents. Finally, they were asked to register themselves on the mock journal portal using their non-institutional email ID before making the submission indicating the type (research article, commentary, etc) and the name of the journal in the cover letter.



Session 8.4: Making effective communications during an oral presentation

Indicative Contents: Resource person will share his experiences on how to captivate the audience during the presentations.

Resource Person: Nilanjan Ghosh (Observer Research Foundation, and INSEE)

Ghosh, with a rich experience and proven expertise on making effective communications in the domain of policy making started the session highlighting three stages of research enquiry: negotiation, analytical and communication. He classified charts, pictures, and numbers as the tools for making effective communications. Every word you speak should have a purpose, he said. Focus should always be on the key ideas. He stressed on the importance of asking questions. In his view, question arises from a conflict and must be directed in the right approach to the right audience. In a nutshell, communication must be tailor-made in such a way that it has an influential impact in the arena of policy making. His message was "Know your audience. Make a positive preparation (do not prepare in fear) and communicate to the right audience."

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Week 2, Day 9: 10.12.22

Speaker Quotes:

"Everyone should be well versed with the characteristics, benefits and drawbacks of writing tools: it is important to maintain academic integrity"
—**Mr. Johan Mohamad Mir**, Information Scientist, Dr. Zakir Hussain Central Library, JMI

"Managing the journal office through artificial intelligence can resolve certain problems of conflict of interest, but there are some other issues which only a human managing editor can handle"
"Social science is not rocket science, it is only harder"
"There is a huge difference between common sense and social science. The former is the collection of empirical facts not codified using any theoretical apparatus while the latter consists of systematic knowledge about the society"
"By memorizing only the factual knowledge, one can succeed as a craftsperson, but not as a speaker"
—**Prof. Deepak Malghan,** Associate Professor, Indian Institute of Management-Bangalore, and member, INSEE

"Minimize queries, reply accurately"
"Citations, footnotes and endnotes—use them judiciously"
"Clarify your pronouns, decrease your prepositions"
—**Mr. Surit Das,** Freelance Editor

Narrative

Session 9.1: Using tools to improve quality of textual expressions

Indicative Contents: There are a variety of tools—some free and some paid—that offer services to improve readability and correct grammatical mistakes. This session will provide hands-on training using some such tools.

Resource Persons: Johan Mohamad Mir (JMI) and Sandeep Sharma (JMI)

Sharma initiated the session with a discussion on characteristics, pros and cons of the writing tools such as Quillbot. He pointed out that many such tools are freely available. They usually include tools for spelling check, grammar check, improving conciseness, and modes such as paraphraser, summarizer, among others. Paid version, in addition, includes tools such as tone adjustment, thesaurus searches, unlimited paraphrasing and additional paraphraser modes such as standard, fluency, formal, simple, creative. To Sharma, the pros include stress elimination, enhancement in communication clarity, and increment in productivity by instilling greater confidence. Cons on the other hand include alteration of actual meaning due to paraphrasing, which can be quite costly to the author.

Mir, through a lecture-demonstration, showed use of Quilbot and Grammarly to alter/ improve the quality of textual expressions. A hands-on session for participants followed. Mir concluded with a disclaimer that these tools should be used only as a complement and not substitutes to what humans can do.

Session 9.2: Review process in a journal: a general introduction and Session 9.3: Revisions and response sheets

Indicative Contents: (a) "Validity, Rigor, and Proof in the Social Sciences"—What are the characteristics of the processes followed within the journal, between Editor and Associate Editors? What should the authors keep in mind during the submission process? And (b) How seriously do the editorial board members treat the responses by the authors on the queries raised in the review process? Is it expected that authors will address all comments and suggestions? Is there any room to not to follow all comments and suggestions?

Resource Person: Deepak Malghan (Indian Institute of Management, Bangalore, and INSEE)

Malghan, an Editor of *Ecological Economics*, started the first session focussing on the indispensable role of validity, rigor and proof in social science research. In the process, he classified the taxonomy of research questions in the following manner: What is (catering to the exploratory questions); what can be (caters to the real world application); and what should be (caters to the normative aspect as to what can ideally be done).

He started the session explaining the hierarchal structure in the editorial board of any journal and the responsibilities at each level. Further, he spoke on the modus operandi followed in a journal right from receiving submissions to the final stage of publication. Given this background, he emphasized on a few things which an author should bear in mind while doing submissions for any journal. For example, the time constraints at every level of the editorial board is real, who do not receive any financial remuneration in any case. It follows that authors must make attempts to make a decent impression through the cover letter, title and abstract, as they will be read first.

Malghan shared his experience (as author and editor) on the ways in which authors usually address the comments and suggestions received from the editors and reviewers before speaking in detail on the importance of 'response sheet'. To him, rejections are a part and parcel of every review process but it is also the responsibility of the Editors to inform the authors about the reasons behind rejection of a submission.

Session 9.4: Post-acceptance processes: copyediting, response to queries

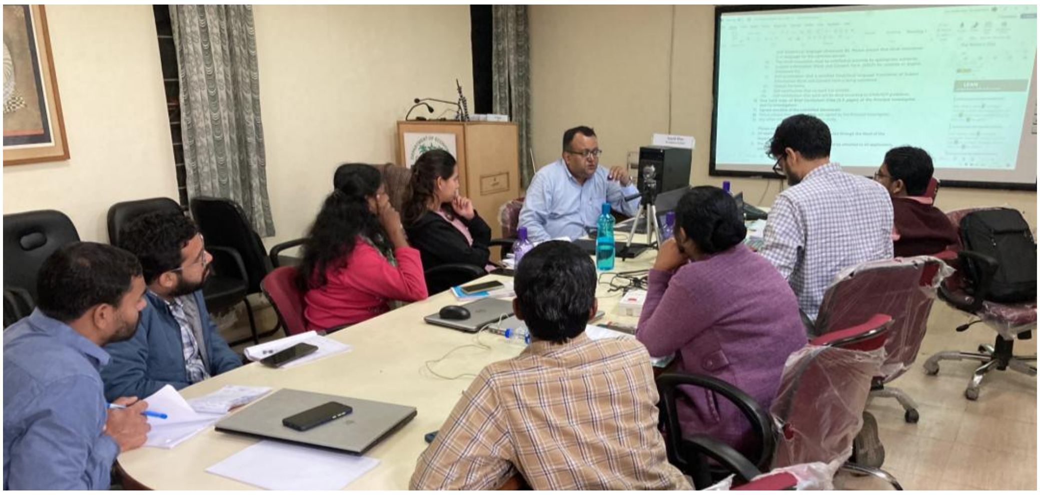
Indicative Contents: What should the authors keep in mind while addressing the queries from the copy editor? What are the things to be kept in mind during the submission process, to minimize errors in this stage?

Resource Person: Surit Das (Freelance Editor)

Das, who has served as the copy editor in several journals including EPW and INSEE journal, started with an overview of one of post-acceptance stages namely copyediting and responding to queries. Drawing from his rich experience he shared several advises for authors to keep in mind in order to minimize errors in this stage, including how to address the queries from the copyeditor. He explained each of five types of queries.

On the matter of choosing the keywords (usually five), he suggested avoiding those that are already included in the title and abstract. These three, together, to him, makes the first impression to the editor. He further advised minimum use of abbreviations as far as possible.

As a writing tool he provided an example of 'The Writer's Diet' (a plug-in to MS-Word) by Helen Sword. He urged the participants to go through the works of some of the 'must read' authors such as Wendy Laura Belcher, Lynn P Nygaard and Valerie Matarese. He concluded the session by urging the authors to consider responding to queries raised by copyeditors as quickly as possible.



Authored by: **Munshir C.**, **Muhammed Abdul Bari**, **Isha Sharma** and **Saima Darakhshan**

Week 2, Day 10: 12.12.22

Speaker Quotes:

"Knowledge come from an evidence based research"
"Knowledge translation encourages researchers to go beyond the research and academic group"
—**Dr. Shailly Kedia**, Senior Fellow and Associate Director, Centre for Sustainable Development Research and Leadership, The Energy and Resources Institute (TERI), New Delhi and member, INSEE

"Social media if leveraged well can get you a lot"
"Be mindful about the repercussion"
—**Mr. Shreyas Joshi**, Communications Associate, The Energy and Resources Institute (TERI), New Delhi

Narrative

Session 10.1: How to communicate research beyond the 'academia'? and Session 10.2: How to improve visibility of your works?

Indicative Contents: (a) Scope of communicating research output is beyond the 'academic' domain. What are those spaces, how can one enter them and engage with? And (b) Dissemination of new knowledge is one of the reasons for many academic workers to pursue and engage with the art of knowledge production. What are the ways to reach the maximum number of readers?

Resource Persons: Shailly Kedia (TERI and INSEE), and Shreyas Joshi (TERI)

The aim of these sessions was to encourage the participants to improve the visibility of their works through use of a variety of such platforms that are perceived as outside of academia.

In her initial remarks, Kedia highlighted the importance of knowledge creation, knowledge translation, knowledge synthesis, knowledge products and associated tools. She highlighted the significance that knowledge translation holds while communicating about research. Among the practices she included diffusion and dissemination as its core elements. Moreover, various rules for knowledge transmission were also discussed to simplify the process of putting thoughts into words.

She mentioned problem identification, research planning and design, data collection, analysis and findings as some of the conceptual areas within knowledge creation. She used an inverted pyramid figure to depict the knowledge-to-action framework. Before concluding her remarks with a video, Kedia highlighted the demand-driven and supply-driven as two types of research processes with co-production and issue identification as related variants. In the end, she engaged the participants through a hands-on session on knowledge translation using research problems identified by the participants.

In the second session, Joshi showcased the relevance of social media platforms in disseminating one's ideas to those other than academicians. He discussed multiple ways through which social media can be used as a tool or channel for communication; if leveraged well, it can help the researchers to gain a lot, he opined. He specified a number of factors to be kept in mind while reaching out to those outside of academia: keeping it jargon free; simplifying research (rather than making it simplistic); creating the context and lastly, communicating in an interesting manner. He used several examples from social media platforms like Twitter, Facebook, LinkedIn and Instagram as illustrations. One was a Twitter thread used by Roxy Roll on improving the visibility and narrative of research.

He engaged the participants further through a hands-on session for creating ‘threads’. The idea was to find a hook (while narrating the story) by dividing a post into ‘beginning’ (should be catchy, anecdotal accounts, quirky facts and must be easy to disseminate), ‘middle’ (meat of the matter) and ‘end’ (building up on conversations). To him, ‘end’ is the part where the author leaves ideas for the reader to think further. Further, he discussed a case study by Ambarish Satwik where research ideas were presented as a conversation between two cardiologists. Another hands-on followed it on creating a thread for a voluntary event.

The most important message from these sessions: Short films and videos are some of the examples through which knowledge synthesis can taken place in an effective way. Translating research to brochures, policy brief, article and videos for public are less active tool for knowledge dissemination as against tailoring them for targeted workshops.

Session 10.3: Visual tools: wordcloud and datawrapper (hands on) and Session 10.4: Creating Author Profiles (hands on)

Indicative Contents: (a) There are many open source tools that can help improving the visual appeal. In this session, participants will work with some of such tools and (b) At the end of this session each of the participants are expected to have their own author profiles on Scopus, Web of Science, ORCID, Google Scholar and Vidwan.

Resource Person: Nandan Nawn (JMI, INSEE, Biodiversity Collaborative)

In the first session Nawn showed use of different apps/ tools that allow ‘playing’ with data and words and in the second one he shepherded the participants to create ‘author’s profile’ on different academic platforms.

Nawn used wordclouds and datawrapper in the first hands-on session. The basic idea was to make research more attractive, catchy and presentable through the freely available tools. He helped the participants to understand the architecture of wordclouds platform that allows the users to create insightful pictures with the words that can communicate research output more effectively. Participants explored available options available under 'theme', 'mask', 'shape' and 'weight' of words. Nawn also explained trade-off between font size and including all the words.

Subsequently, participants were shown how to use 'datawrapper' platform, including uploading of data, checking and describing it and visualizing it before creating URLs for data and visualisation. These links can be shared by the host and included in any electronic document, Nawn said. The most interesting feature of this platform is 'malleability' of display items, it was pointed out: the display items can change shape as per the orientation of the equipment (say, portrait or landscape).

In the concluding session of the day and last 'teaching' session of the CBP, participants created their profiles on different academic platforms like ORCiD, Scopus, ResearchGate, etc, to create their profile on Vidwan.

Authored by **Ilma Rizvi**

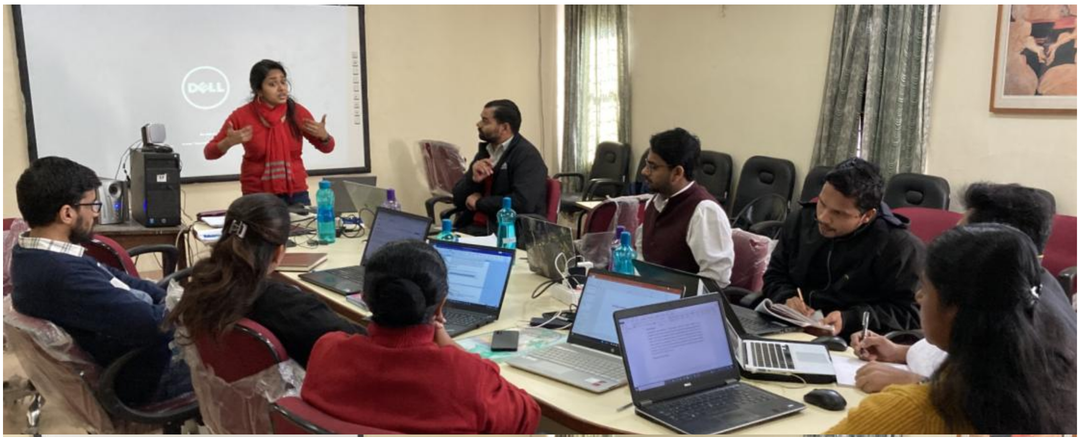
Session 11.1—11.4: Presentations

Indicative Contents: Each participant will present the final version of the research output; followed by comments from a discussant from among the participants, mentor and other audience. The objective shall be to identify the ways to improve the arguments, presentation of findings, conclusions, method, besides the structure and not the validity of arguments, findings, conclusions, or the method as such. Participants will be evaluated on the submitted research output during session 8.3, by the mentors. The comments will be shared in session 12.2.

Narrative

Each participant made a presentation of their research output, indicating the type of work (commentary, research article, etc) and the journal for which the output was prepared. A second participant—from a different discipline—played the role of the Editor of the journal for which the presentation was made.

One of the objectives behind this 'role playing' was to make the authors understand how the other side (i.e. editor) thinks. It was a learning experience for everyone.




Why only care about women?


Introduction
A developed and efficient commodity derivatives market makes it easier to discover prices.
Lowers the risk of price volatility caused by dramatic seasonal changes in commodities' demand and supply for farmers and helps them


2. Suraj — Deepa
3. Azhar — Rajitha
Meera

Week 2, Day 12: 14.12.22

Speaker Quotes:

"No country could become powerful or strong without playing an active role in the production of knowledge"
"Publication of ideas passed through the strictest peer review process in academic journals is equally important to publication of ideas through popular mediums read by the laypeople"
— **Prof. Prabhash Ranjan**, Professor and Vice Dean (Continuing Education), O P Jindal Global University, Sonepat, Haryana

Session 12.1: Written test

Indicating content: MCQ based test for 60 minutes duration.

ICSSR Sponsored two-week Capacity Building Programme on
Academic Writing and Publication Processes for early career teachers and researchers
Organised by: Department of Economics, Jamia Millia Islamia, New Delhi
(01.12.2022 to 14.12.2022)
Knowledge Partners: Biodiversity Collaborative (BC) and Indian Society for Ecological Economics (INSEE)

TEST

Maximum Marks: 60 **Time: 1 hour**

Answer All Questions
All question carry equal marks
Mark your choice | Question paper contains four pages

1. __________ is a dynamic process that includes the synthesis, dissemination, exchange, and ethically sound application of knowledge
a) Research
b) Knowledge translation
c) Data collection
d) Knowledge management

Narrative

Participants appeared in a closed book MCQ test. At the end of the test, answer keys were revealed to the participants for self-evaluation.

Session 12.2: Feedback on output

Indicating content: Programme Director shared feedback with the participants on the output submitted via mock journal portal at the end of day 8.

Narrative

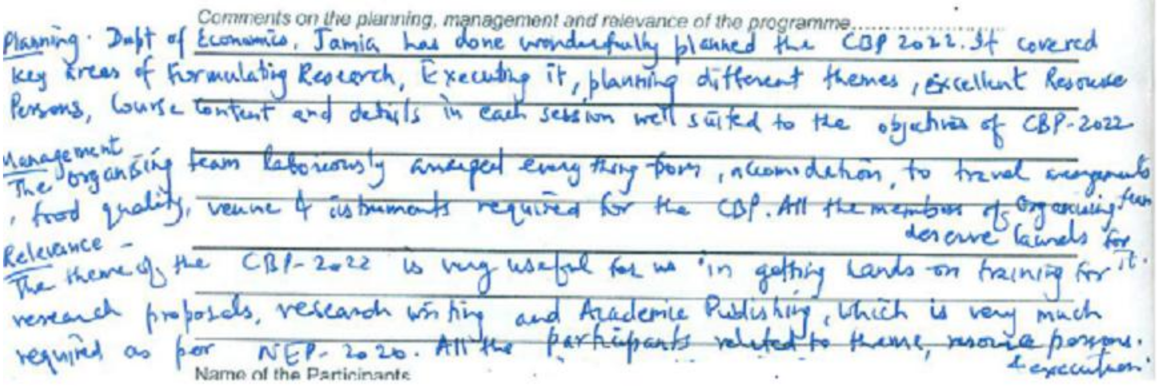
Programme director shared his general comments on the research outputs submitted, followed by specific comments on each submission. It was advised that in case the authors intend to publish their work in a journal, they need to read the Aims and Scope carefully, decide on the type of submission and follow the guidelines scrupulously. The three elements of 'gold standard' in knowledge production—namely, academic rigour, logical consistency and expositional clarity—was emphasised again. Nawn concluded that these elements are used by all evaluators irrespective of the type of submission or discipline.

Session 12.3: Feedback from participants

Indicative Content: Participants will fill up the survey as per the template shared by ICSSR.

Narrative

Participants filled up the forms for general feedback as well as the session-wise one as per the template.


Comments on the planning, management and relevance of the programme...

Planning · Dept of Economics, Jamia has done wonderfully planned the CBP 2022. It covered key Areas of Formulating Research, Executing it, planning different themes, excellent Resource Persons, Course Content and details in each session well suited to the objectives of CBP-2022

Management
The organising team laboriously arranged every thing from, accomodation, to travel arrangements, food quality, venue & instruments required for the CBP. All the members of Organising team deserve laurels for it.

Relevance -
The theme of the CBP-2022 is very useful for us in getting hands on training for research proposals, research writing and Academic Publishing, which is very much required as per NEP-2020. All the participants related to theme, resource persons & execution.

Name of the Participants

Session 12.4: Valedictory Function

Programme

Introductory Remarks by Prof. Asheref Illiyan, Head, Department of Economics, JMI
Address by Chief Guest Prof. Nazim Husain Al-Jafri, Registrar, JMI
Reflections by participants
Valedictory Lecture by Guest of Honour Prof. Prabhash Ranjan, Jindal Global Law School
Distribution of Certificates to participants
Vote of Thanks by Prof. Nandan Nawn, Programme Director
Reflections by Prof. Savyasaachi, Programme Co-Director

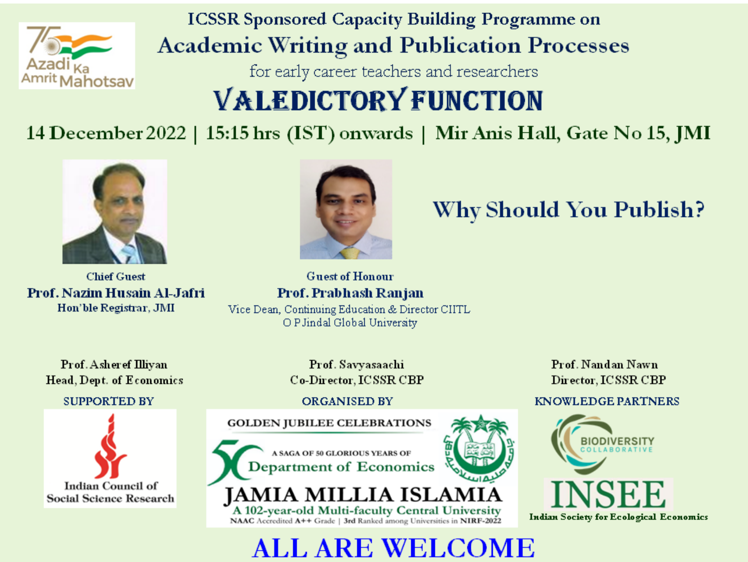
Narrative

Prof. Illiyan offered introductory remarks after welcoming everyone. Prof. Nazim Husain Al-Jafri spoke on the importance of organizing capacity building programmes for improving the quality and enhancing the quantum of research output besides the role JMI has played towards this goal since its early days.

Nawn provided a snapshot view of all the 47 sessions of the CBP, before valedictory. In his commentary, he emphasised on the diversity among the participants and resource persons, presence of a significant number of PG and Ph.D students and effective coordination between the host organisation and two knowledge partners.

Four participants—self chosen by the participants themselves as their representatives—Meera

Mathew (Christ University, Ghaziabad, UP), Avina Kavthankar (Goa University, Taleigao, Goa), Suraj Berry (Nagaland University, Lumami, Nagaland), and Deepa Mohan (Co-operative Arts and Science College, Payamgadi, Kannur, Kerala) shared their feedback and reflections on the experience of participating in the CBP.



Ranjan started his valedictory address 'Why Should you Publish?' with three core questions—what to publish, where to publish and how to publish—of the entire academic writing and publication process ecosystem. As the last one was dealt with in the sessions before, he proposed to focus on the first two—what and where, which are inseparable in many ways, on which he deliberated upon further with his own 'stories' and struggles.

He started with an honest 'confession': his first motivation to publish is to build his CV and to improve Academic Performance Indicator (API) scores for promotions, etc. His advice to the young participants and students was as follows: even if one may not agree with API to be the best or even a desirable way to quantify extent of knowledge production, one may take them as given, at least for now, and try to change these rules later in their life, if at all. But accumulation of API scores is not the only reason to publish, Ranjan put the disclaimer quickly.

He placed the larger motivation to publish in the broader context of global business model of publishing industry. He finds it to be skewed towards the global North, be it setting rules of the game or setting the agenda for publication in terms of areas which will receive greater priority. Be it the US, UK, ancient civilizations or even China in the most recent times played as active role in the production of knowledge, he stated. Global South merely consumes the knowledge produced in this process, Ranjan opined. As evidence he mentioned the predominance of foreign authors in the reading list in all courses across disciplines in India. Likewise, geographical spaces in which most influential journals in any discipline are located or countries hosting the most influential authors in any discipline points to global North only. It follows that, to change these attributes of knowledge production-consumption ecosystem, it must be a 'fundamental duty' of every academic in the global South to challenge this hegemony of the global North. Towards this end, Ranjan mentioned that, he publishes in those places where global North will be compelled to take notice of his work. His own target is to publish one research paper in every six months in a top rated journal.

The third reason to Ranjan for publishing is to 'sell' his ideas to peers, to challenge the existing dominant ones. In this sense, publications are the mediums to interact or engage with the student community, to be a matter of debate among them. After all, many students know author like Upendra Baxi or Prabhat Patnaik only through their writings, he noted. Reaching out to the larger academic community that includes students is important to Ranjan—he prefers not to write *only* for ten people who are experts in his field. This may facilitate students to talk, discuss, debate and may even extend or critique his ideas—he argued. It is only through the critique, newer ideas emanate. In this way, knowledge production becomes a collective endeavour. Writing for a larger academic community contributes in this process variously.

As a corollary, he mentioned the fourth reason of publishing, namely, to inform the laypeople—anyone who is educated but may not be skilled or proficient to understand his subject, international law. To inform this person about the issues that he thinks are important—for example, the legal issues associated with recent annexation of Ukraine territory by Russia—through popular mediums such as Op-Eds. How many economists read journal articles written by sociologists and vice versa, he asked, pointing at the limitations posed by disciplinary boundaries towards unhindered flow of information of public importance. Not just laypeople, but even policymakers read primarily the articles in newspapers, he noted.

To him, the final reason to publish is to speak truth to the powers. As examples, he provided commentaries on a Supreme Court judgment, economic policies made by the executive or bills tabled in the parliament. To Ranjan, this should be the guiding philosophy behind writing.

Subsequently, participants received the certificate from Illiyan, Ranjan and Nawn. The session ended with a Vote of Thanks by Nawn, followed by brief reflections by Savyasaachi.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[Participants (from Left): Rajitha N K, Shafeer P S, Avina A. Kavthankar, Deepa Mohan, Ashutosh Yadav, Shaik Azhar Iqbal, Javed Alam, Suraj Beri, Furqan Ali, Meera Mathew]

[Volunteers with the Guest of Honour at Valedictory Function, Programme Director and Co-Director | from left: Ahmad Raza, Muhammed Abdul Bari, Tajamul Rehman Sofi, Prabhash Ranjan, Nandan Nawn, Savyasaachi, Isha Sharma, Ilma Rizvi, Saima Darakhshan]