



ANNUAL REPORT 2020-21



ASHOKA
UNIVERSITY

Centre for Writing
and Communication

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DIRECTOR'S NOTE

As I write the introductory note to this annual report of CWC for the year 2020-21, the centre and the university have spent more than a year under lockdown, operating in an entirely online mode. Last summer, CWC selected and hired nearly half of its team through virtual interviews, and the new joiners interacted with the team, the students and teachers at the university without having met them in person even once. One of the biggest strengths of the CWC is its team work – it is this that makes the centre an intellectually vibrant place, pedagogically rich with opportunities to learn from each other. Online interactions (especially through the devastating second wave of the pandemic in India) present an enormous challenge for the working of the centre, forcing us to rethink our educational goals and working strategies.

The centre was able to maintain its routine activities – one-on-one tutorial appointments, research writing workshops, course-specific workshops including the pl-

agiarism and citation practices and running the English language support in an online mode.

The last was crucial as it is directed at some of the most vulnerable students in the university, and who were likely to be pushed into further disadvantage during the pandemic. The number of tutoring appointments this year has seen a reduction compared to last year which is due to a combination of factors: the interruptions in pattern of study due to the pandemic leaving students with less time to spend at the CWC, change in assessment strategies (in many cases doing away with written assessments) in the university, and the fact that many themes common to individual appointments were addressed through workshops (such as on research writing, SOPs, Cover letters, plagiarism and citation).

CWC was also able to introduce a number of new programmes. The most significant among these was the creation of course/

discipline-specific ELT support. English Language Teaching (ELT) was already a robust programme offered by the CWC in under which we taught the Academic Bridge Programme, and English Communication courses in the Monsoon and Spring semesters. In addition, CWC has now designed course-specific ELT support which involves working closely with the course instructors of any discipline to design pre-class, in-class and post-class pedagogical material and strategies to support a student. Each stage of this learning support has clearly defined objectives and roles of the participants (student, CWC teachers, course instructor, teaching assistants). This year this mechanism was successfully implemented for courses in Foundation and Elective courses in Environment Studies, Introduction to Critical Thinking and History.

Three Winter Schools on Research Writing were also introduced in this academic year. These were meant for Ashoka students who were writing dissertations at undergraduate, postgraduate and graduate levels.

This was also the first time we organised a course for science students with the help of the university's Research Office and the faculty members in the sciences. An initiative which proved to be tremendously popular was the sessions on SoP, Cover Letter and CV-writing for academic (especially graduate school) and job applications. These were organised multiple times for members of the university as well as for participants from outside Ashoka, including being offered as a summer course.

In another first, CWC offered a course titled 'How to Read a Film' which was cross-listed with the Media Studies department. This along with course-specific ELT support is an important step in integrating writing pedagogy in Ashoka's curriculum.

The extra-curricular programmes were designed and selected keeping in mind their effectiveness in a online interaction: Dalit writing, Adivasi writing, sound in cinema, sound in literature and screen writing were some of the themes explored through participatory workshops which were open to the public.

CWC's media presence also increased substantially in this past year – we participated in the university's Centres@Ashoka series with an episode dedicated to CWC's work, and the Ashoka's Research Quest which highlights research work done by the members of the university. CWC's media team curated initiatives like *Shelf Pick* (a book recommendation series covering books in Indian languages); videos on writing and critical thinking, podcast on the centre's work and Instagram live sessions on the skills and politics of writing.

There has been an increasing demand outside Ashoka for CWC's courses on academic writing, critical thinking and English communication. This year the centre conducted three summer courses which were especially meant for students and professionals outside Ashoka. CWC's ELT-team also designed and taught a course on business communication and and basic elements of critical writing for the employees of CEEW, a Delhi-based think tank. A creative writing workshop for

Ashoka students was organised in an international collaboration with Literature Across Frontiers (for an EU co-funded project).

Since 2017, CWC has emerged as an important platform for research in the field of higher education in India.

This is especially evident in the success of the annual conferences planned by CWC. *Challenges/Strategies in Teaching English for Academic Purposes* was the theme of the conference organized this year. The keynote address was delivered by Giridhar Rao (Azim Premji University) and chaired by Prakash Padakannya (Christ University). An important element in the conference was the participation of Ashoka students who reflected upon CWC's work and pedagogy.

In conclusion, I would like to acknowledge the work of my colleagues in CWC who have battled personal illness and loss in this time of utter devastation and desolation to continue working for the students, teachers and the staff at Ashoka. I express my gratitude to the other departments in Ashoka (teaching and administrative) without whose support CWC could not have functioned. Here, I would especially like to mention the role of IT, Media team and the Dean of Academic Affairs who worked closely with the centre to ensure the success of its programmes.

Kanika Singh
30 July 2021

OVERVIEW: CWC IN NUMBERS

ONE-ON-ONE TUTORING SESSIONS

The academic session started on 26 August 2020 and ended on 18 May 2021. All consultations during this academic year were held online. A total of **1282** tutoring sessions were conducted during the academic year 2020-21.

2020-21 NUMBER OF APPOINTMENTS AND STUDENTS CLASSIFIED BY LEVEL

| LEVEL | No. of students for Monsoon Appointments | No. of Monsoon Appointments | No. of students for Spring Appointments | No. of Spring Appointments | Total no. of students | Total no. of Appointments |
|-------------------|--|-----------------------------|---|----------------------------|-----------------------|---------------------------|
| 1st Year UG | 142 | 390 | 72 | 180 | 214 | 570 |
| 2nd Year UG | 38 | 143 | 33 | 94 | 71 | 237 |
| 3rd Year UG | 37 | 127 | 24 | 61 | 61 | 188 |
| 4th Year UG (ASP) | 35 | 124 | 19 | 66 | 54 | 190 |
| MLS | - | - | 3 | 3 | 3 | 3 |
| MA | 3 | 6 | 3 | 13 | 6 | 19 |
| YIF | 7 | 10 | 9 | 21 | 16 | 31 |
| PhD | 2 | 13 | 1 | 5 | 3 | 18 |
| Staff | 5 | 10 | 3 | 16 | 8 | 26 |

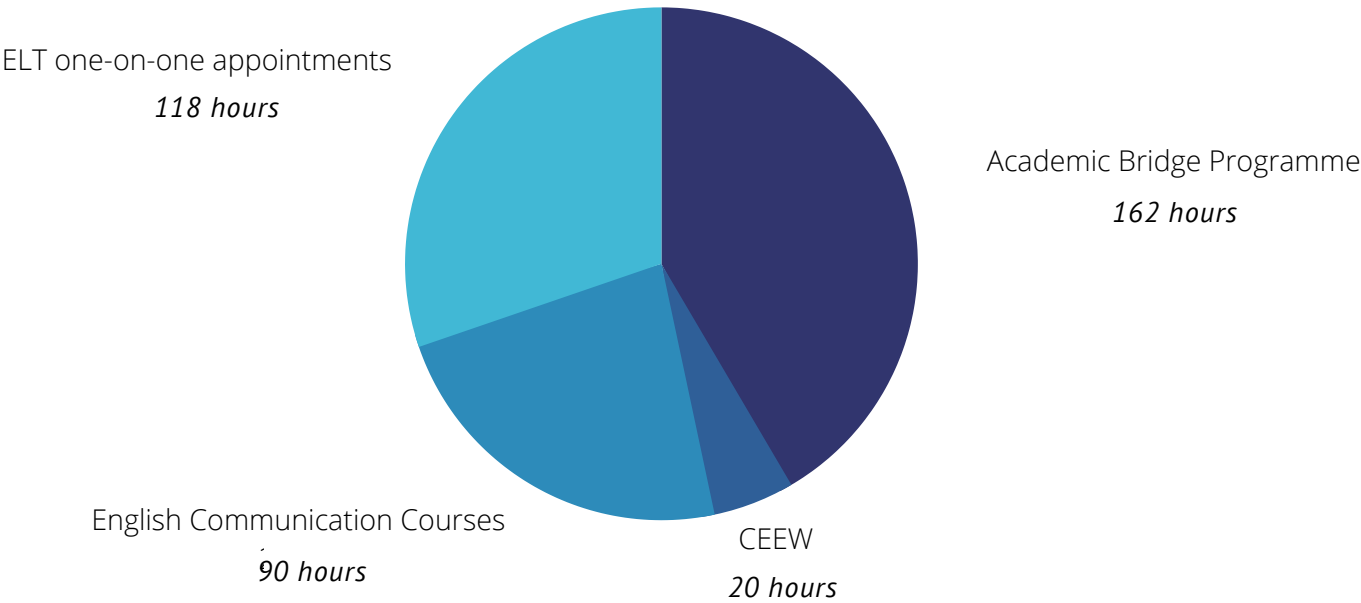
These numbers reflect CWC interactions over one-on-one appointments, and do not include workshops and courses taught by the centre. Each appointment is an hour long.

ENGLISH LANGUAGE TEACHING (ELT)

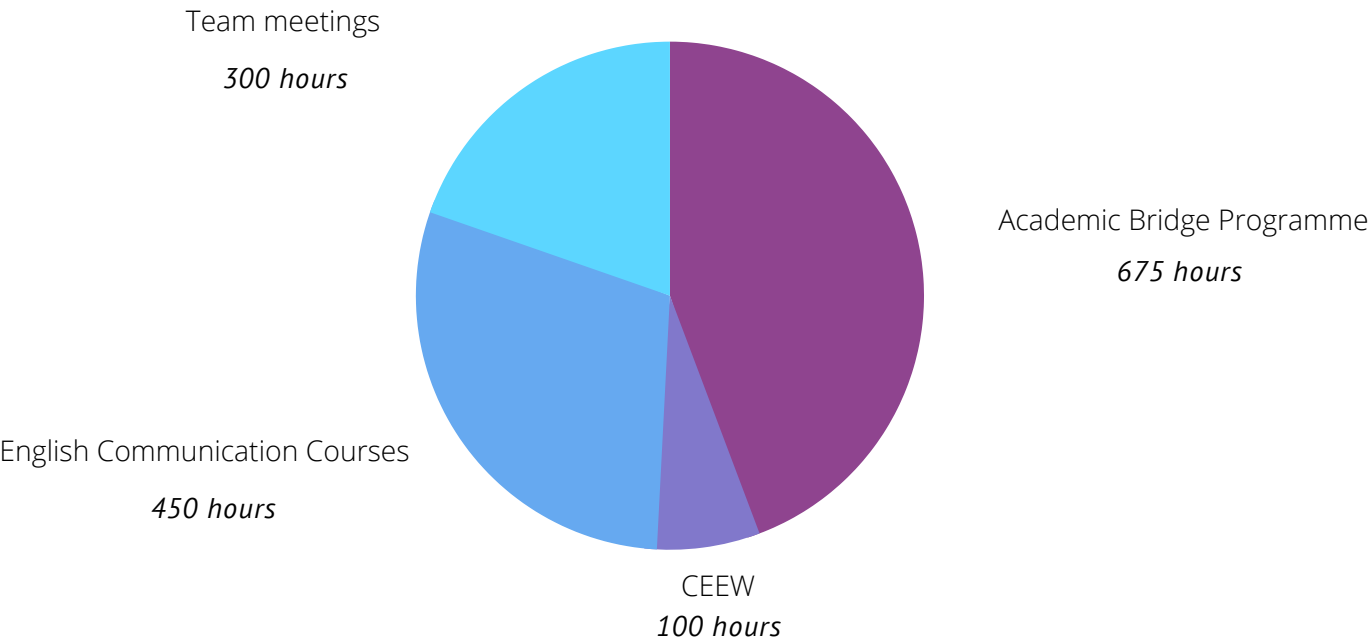
1915

Total no. of ELT hours (including classroom teaching in ABP, courses held for the CEEW, and English Communication courses, ELT- specific one-on-one appointments, team meetings, training and preparation hours)

TEACHING BY THE ELT TEAM: *CWC spent 390 hours in classroom teaching, including courses as well as one-on-one appointments*



ELT ACTIVITIES AT A GLANCE: *A total of 1525 hours were spent in preparing pedagogy and curriculum for ELT activities. This included designing courses, preparing lectures, student assessment and other related activities.*



ENGLISH COMMUNICATION COURSES AND INTERMEDIATE COMMUNICATION COURSE FOR ASHOKA STUDENTS

| Semester | Monsoon Semester | Spring Semester | Total |
|------------------------------------|------------------|-----------------|-------|
| No. of classes | 30 | 30 | 60 |
| No. of hours in classroom teaching | 45 | 45 | 90 |

A total of eight UG students were enrolled for the 'English Communication Course' in monsoon semester, and seven in 'Intermediate English Communication Course' in the spring semester.

(ELT) ONE-ON-ONE APPOINTMENTS

| Semester | Monsoon Semester | Spring Semester | Total |
|------------------------------------|------------------|-----------------|-------|
| No. of one-on-one ELT appointments | 63 | 55 | 118 |

In the monsoon semester 11 students attended these ELT-specific appointments while in the spring semester 13 students attended these appointments. One appointment is equivalent to one hour of consultation with the CWC instructor.

ACADEMIC BRIDGE PROGRAMME (ABP) AND COURSES HELD FOR COUNCIL FOR ENERGY ENVIRONMENT AND WATER (CEEW)

| Course | ABP | CEEW |
|-----------------------|-----|------|
| No. of participants | 42 | 20 |
| No. of sessions | 54 | 10 |
| No. of teaching hours | 162 | 20 |

The Academic Bridge Programme was conducted in August 2020 before the monsoon semester began, and the courses held for CEEW were conducted throughout December and January 2020-21.

CWC EVENTS AT A GLANCE

35

COURSE-SPECIFIC
WORKSHOPS

CWC organized 35 course related workshops this year, including a series of 24 workshops for the first year UG students, called the 'Plagiarism and Citation' workshop.

12

PROFESSIONAL
WORKSHOPS

A total of 12 professional workshops were conducted this year focusing on the process of writing documents like Cover letters, Resumes, Professional emails, and SoPs for academic and job applications.

12

COURSES
OFFERED

CWC offered 12 course for the academic year - one course on film studies, one for Academic Bridge Programme, two courses on English communication, three courses for Winter School, three courses for Summer School, and two courses for an external institution.

11

CREATIVE
PROGRAMMES

4

EXTERNAL
COLLABORATIONS

This year CWC collaborated with four institutions - CEEW, EU, NEF College, Guwahati, and CMGGA - to hold courses and workshops.

6

WINTER SCHOOL
AND
SUMMER SCHOOL

CWC offered three courses for its inaugural Winter School on: Research Writing Research Writing for: PhD students of the Social Science; Sciences; ASP, Master's and MLS students. The Summer School included three courses on: College Application Writing, Research Writing and Short Story Writing.

MEDIA

25

NEW VIDEOS
ON
YOUTUBE

6

EXCLUSIVE
CWC
NEWSLETTERS

3

DECODING
COLLEGE
APPLICATIONS VIDEOS

2

NEW
PODCAST
EPISODES

3

INSTAGRAM LIVE
SESSIONS

3

SHELF PICK, BOOK
RECOMMENDATION
VIDEOS

NEW INITIATIVES 2020-21

Winter School on Research Writing

Addressed the theme of research writing and methodology for Ashoka Scholar's Programme (ASP), Master's, Master's in Liberal Studies (MLS), and PhD students of Ashoka University. The five-day long programme was conducted during the winter break combining workshops, lectures, individual writing sessions, and group activities. This was also the first time that CWC taught Science writing and communication.

CEEW

This was the first extension of CWC's English language teaching services to an institution outside Ashoka University i.e., professionals working in a public sphere. The two offered courses enabled the members of the Council on Energy, Environment, and Water (CEEW) to improve research and critical writing skills, oral presentation, and professional communication skills.

Workshops on SoP, CV, and Email Writing

These workshops were aimed at participants at both the academic and professional level. This was also offered as a summer school course for the wider public.

Instagram Live Sessions

These sessions were the first events held on CWC's Instagram handle and were broadcast in real time, thus engaging in live interaction with the audience.

Collaboration with LAF

Online workshop series titled *Giving Contemporary Meaning to Myths and Legends* organised by Literature Across Frontiers (LAF) and co-funded by the Creative Europe Programme of the European Union. Hosted by CWC for Ashoka students.

Shelf Pick

CWC's *Shelf Pick* began this year as a YouTube video series in which we invited academics, publishers, and our own team of instructors to recommend their favorite books from the shelves of some iconic bookstores of India.

Course-specific English Language Support

This academic year we launched course-specific ELT support for students across all courses. This enabled the team to work alongside course instructors to meet the specific needs and learning goals of students.

How to Read a Film: Introduction to Film Studies

This was a CWC course cross listed with Media Studies department. It introduced the basic concepts and methodologies in the interdisciplinary field of Film Studies.

READING GUIDE FOR THE REPORT

1. Curricular Activities

- **Courses offered by CWC**

- How to Read a Film: Introduction to Film Studies
- Academic Bridge Programme
- CEEW Courses
- Winter School
- Summer School

- **Course-specific workshops**

- Plagiarism and Citation Workshop
- Citation Workshop
- Citation and Plagiarism Workshop for Developmental Psychology UG
- Academic Integrity Violation Workshop

- **English Language Teaching**

- Academic Bridge Programme
- English Communication and Intermediate English Communication courses.
- Course-specific English Language Support
- Courses held for the CEEW

- **Professional Workshops**

- SoP Writing Workshop for Postgraduate Programme
- Sop Writing Workshop for MA and PhD
- Cover Letter and Email Writing Workshop

- **One-on-one Tutoring Session**

2. Creative Programmes

- Sound in Cinema
- Sound and Literature: An Online Workshop on Ways of Listening to Literary Texts
- Poetry, Patterns, and Protests
- Reading/Writing Comics
- How do Journalists Tell Stories?
- On Writing for the Screen: A Workshop on Screen/Script Writing
- Pushing for a Feminist Science Practice in India: The Role of Science Communication and Journalism
- Why are Adivasi Writings Still on the Margins of Indian Literature?

- **Instagram Live Sessions**

- Witches at the Tea Stall: A Conversation and Live Storytelling Session
- Is There a Dalit English Writing?
- Where do Blogs go When No one Reads Them

3. Research

- **Annual Conference**

- **Winter School**

- Research Writing for PhD students of the social science
- Research Writing for sciences
- Research writing for ASP, Master's and MLS students.

- **Summer School**

- College Application Workshop
- Research Writing Workshop
- Short Story Writing Workshop

4. External Collaborations

- Research Writing for Harayana Chief Minister's Good Governance Associates (CMGGA)
- Bringing Theory to Research: Foundations of Academic Writing, for NEF College, Guwahati
- Giving Contemporary Meaning to Myths and Legends, for Literature Across Frontiers (LAF)

- Workshop for the Council on Energy, Environment, and Water (CEEW)

6. Media

7. Team 2020-21

8. Awards, Presentations, and Talks

9. Publications by CWC team members

CURRICULAR ACTIVITIES

Courses Offered by CWC

This year CWC offered 12 full-fledged courses.

1. How to Read a Film: Introduction to Film Studies

Senior Writing Tutor Aakshi Magazine designed and taught an intermediate level course cross listed with Media Studies department in the Spring semester. The course provided an introduction to the basic concepts and methodologies of the interdisciplinary field of Film Studies, using examples from across film industries, time periods and genres. It aimed to equip students with a lens through which they can understand the language of film that would be useful in film criticism and writing about film. The course was attended by 22 undergraduate students.

2. Academic Bridge Programme

- English Communication
- Intermediate English Communication

3. Courses for Council on Energy, Environment, and Water (CEEW):

- Research Writing
- Oral and Written Communication

4. Winter School:

- Research Writing for PhD students of the social science
- Research Writing for sciences
- Research writing for ASP, Master's and MLS students

5. Summer School:

- College Application Workshop
- Research Writing Workshop
- Short Story Writing Workshop

Details of these courses follow in the report.

CWC's interactions with the students are both in-class, through lectures, creative workshops, as well as through one-on-one sessions. Throughout the year, the CWC provides writing and pedagogical support to courses across disciplines at Ashoka.

Course-specific Workshops

The course-specific workshops designed and conducted by CWC address a range of topics related to academic writing and critical thinking. This includes a mandatory plagiarism workshop for first year undergraduate students. Other workshops are need based and conducted on request.

Course specific workshops conducted in 2020-21 are as follows:

1. Plagiarism and Citation Workshop, 19 September - 3 October 2020

CWC instructors designed and conducted a total of **24** workshops on citation and plagiarism for all first year undergraduate students enrolled in Ashoka University for the academic year of 2020-21.

The workshops were attended by 318 students. These workshops were conducted in an interactive format, engaging with the definition, processes, and tools for citation. They aimed at introducing students to academic integrity and

familiarizing them with the basic practical tools to start conducting their own research as an undergraduate student.

All CWC instructors were involved in conducting the workshops. Some of the key topics discussed extensively in the sessions were:

- Identifying credible sources
- How to avoid Plagiarism in research and writing
- Summarizing, Paraphrasing, and Quoting from sources
- Various Citation Styles

2. Citation Workshop, 19 November 2020

CWC instructors Uday Kanungo and Aakshi Magazine conducted a follow-up workshop on citations for the Undergraduate Writing Programme taught by Durba Chattaraj. The workshop was attended by **seven** students. The workshop guided students through the Chicago Manual of Style for different types of sources and the use of footnotes in academic writing.

3. Citation and Plagiarism Workshop Developmental Psychology (UG), 25 March 2021

CWC instructors Uday Kanungo and Aakshi Magazine conducted a workshop for the students of Developmental Psychology taught

by Madhavi Maganti. During the workshop, the instructors addressed themes like plagiarism, citations, referencing sources, literature review , bibliography, and other topics related to composing a research proposal. The session was attended by **66** students and **five** teaching assistants.

4. Academic Integrity Violation Workshops, 27 February - 8 March 2021

CWC instructors Uday Kanungo and Aakshi Magazine conducted remedial workshops intended for the students listed for violation of Academic Integrity by the Office of Academic Affairs. The students included UG, PG, and PhD students from a range of courses.

Employing an interactive format, the workshops discussed the concerns of the students regarding plagiarism and violation of academic integrity. The workshops also used a group activity to help students understand the importance of collaborative work without necessarily resorting to copying each others' ideas. In Spring semester, the instructors conducted **nine** workshops for **47** students. In addition to the workshops, **five** individual sessions were organized for students who had not attended the workshops.

English Teaching

Language

Throughout the academic year, CWC provides English language support to students relatively unfamiliar with the language, helping them towards fluency and better understanding. Starting with the Academic Bridge Programme conducted for incoming students in the summer, the support continues in the form of English Communication and Intermediate English Communication courses in the Monsoon and Spring semesters respectively. In addition to offering these credited courses, the ELT team also provides course-specific support to students by familiarizing them with discipline-specific vocabulary, comprehension of texts, participation in classroom discussions, making presentations, and editing drafts. This is done over regular one-on-one appointments in consultation with the course instructor. This year, the ELT team framed a specific extensive pedagogical plan aimed at course-specific language support for students enrolled in Majors, Minors, Foundation Courses, and Elective courses. This year the ELT team comprised of Jyotirmoy Talukdar, Poulomi Das, Neerav Dwivedi, Naincy, and Shalim M. Hussain.

In 2020-21, the team also offered two courses – one on research writing and another on oral and written communication – for the employees of Council on Energy, Environment and Water (CEEW), a Delhi-based think tank.

1. Academic Bridge Programme, *3-21 August 2020*

CWC instructors Jyotirmoy Talukdar, Poulomi Das, and Neerav Dwivedi, conducted the annual Academic Bridge Programme from 3 August to 21 August 2020. The programme was intended to act as a bridge for those students of the incoming undergraduate batch of 2023 who needed special assistance and orientation in acclimatizing to the university environment. The students underwent proficiency tests and were evaluated for LSRW (Listening, Speaking, Reading, Writing) skills, and thereafter students were selected for the English Communication Course and the Intermediate English Communication Course. Apart from focusing on English language grammar and vocabulary, the programme also dedicated time to critical thinking, research, the fundamentals of academic writing, and other related concerns that the student could find useful and adaptable to their overall research work at Ashoka and begin their undergraduate period smoothly. The three-week programme was attended by **42** students from all over India as well as international students.

2. English Communication and Intermediate English Communication courses

CWC offered two courses to the students this year - the English Communication Course in the Monsoon Semester and the Intermediate English Communication course in the Spring Semester. Each of these courses were of four credits each. The classes were held twice a week, and were taught by Senior Writing Fellow (ELT) Jyotirmoy Talukdar. The pedagogy of these courses delved into grammar, speech, articulation, and other issues of language learning and communication. The classes were attended by **eight** students in the monsoon semester and **seven** students in the spring semester. All the courses and classes were conducted online.

In addition to the classes, the centre also provided continuous support to the students through one-on-one appointments, which were conducted by Jyotirmoy Talukdar, Neerav Dwivedi, Poulomi Das, Naincy, and Shalim M. Hussain. In the entire academic year, CWC had a total of **118** such ELT-specific appointments. This formed a core part of the centre's English language support to the Ashoka community.

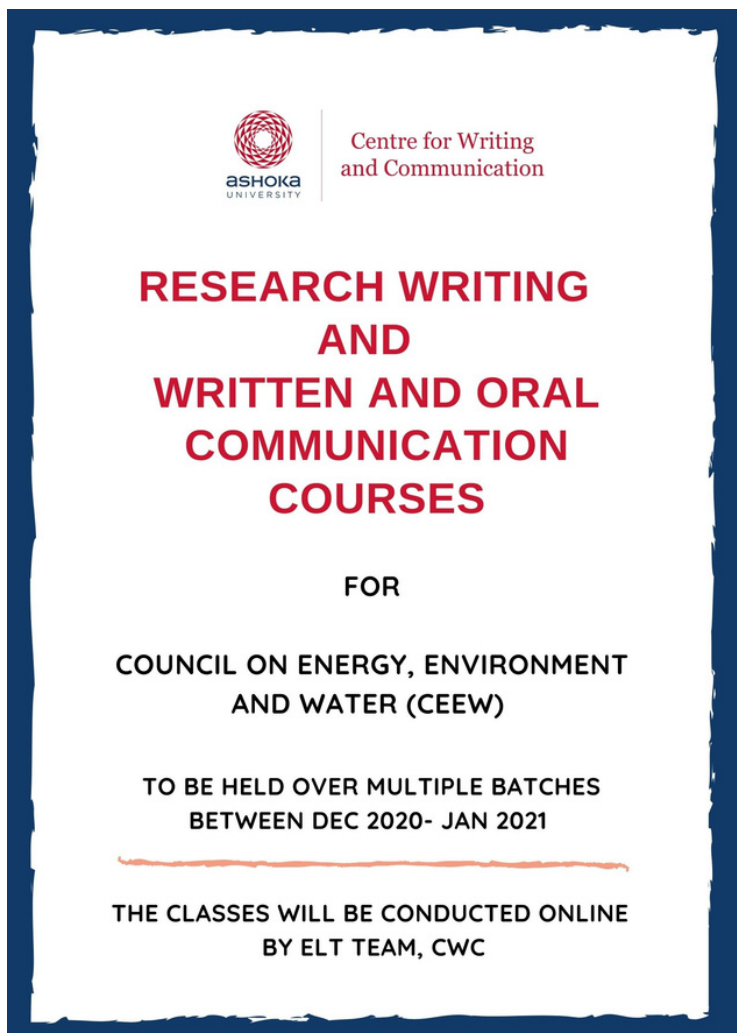
3. Course-Specific English Language Support

Beginning this academic year, the ELT team drafted a new, extensive plan with the objective of extending course-

specific ELT support. This was offered to students across all Foundation Courses and Electives that contribute to a student's requirements for majors and minors. Students struggling in specific courses due to a lack of receptive and productive skills in English were nominated by the teaching fellows or professors, and were directed to the CWC for course-specific assistance in language proficiency. In the Monsoon semester, **three** students were nominated in this manner, while in the Spring semester **six** students were nominated. Depending on the recommendations by the teaching fellows or professors, the support provided to each student either ranged over the duration of a course or for a particular assignment or activity.

The plan aimed to help these students read academic texts, participate in classroom discussions, and write various academic assignments specific to their coursework, including research papers, response papers, reviews, op-eds, etc. The ELT team worked closely with each student, assessed their language proficiency and conducted interactive activities focused on enhancing the students' listening, speaking, reading and writing skills, also known as LSRW skills. This plan enabled the team to work alongside teaching fellows and professors to build a long-term plan for each specific student, setting up learning goals and focusing on particular skills relevant to their specific needs and concerns.

4. Courses for the CEEW (Council on Energy, Environment and Water)



CWC conducted two full-fledged courses for the members of CEEW - a course on research writing and another on oral and written communication, with **13** and **seven** participants enrolled in each course respectively. CEEW is an independent, not-for-profit think tank and institution which does research and policy-based work on renewable energy sources, water, and other environmental issues.

Professionals from CEEW consisted of researchers, policy workers, and administrative staff whose work includes

professional communication about a range of issues as well as elements of research, data analysis, and creating policy frameworks.

This was the first such consultation that CWC provided to any external institution. All five instructors in the ELT team were engaged in conducting these two courses. While the research writing course focused on imparting the techniques and ethics of research methodology and managing sources, the oral and written communication course aimed at employees relatively unfamiliar with the English language and intended to guide them towards practical usage in their daily official activities - such as writing an email, drafting documents, making presentations, composing cover letters etc. The programme spanned from December 2020 to February 2021, with classes taking place every alternate week.

Professional Workshops

Supporting its YouTube series *Decoding College Applications*, CWC introduced a series of professional workshops on writing a Statement of Purpose (SoP), Cover Letters, and Emails throughout the academic year to help students and professionals with drafting documents to make a crucial difference in their study or job applications. Of the **three** rounds of such workshops, the first round was meant for students and staff of Ashoka, while the other two were open to public. The workshops helped the students prepare applications for different foreign universities as well as various disciplines of study. These topics were also covered later in the Summer School through the College Applications Workshop, which was open to public as well. The details can be found below:

Statement of Purpose Writing (SoP) Workshop for Postgraduate Programmes

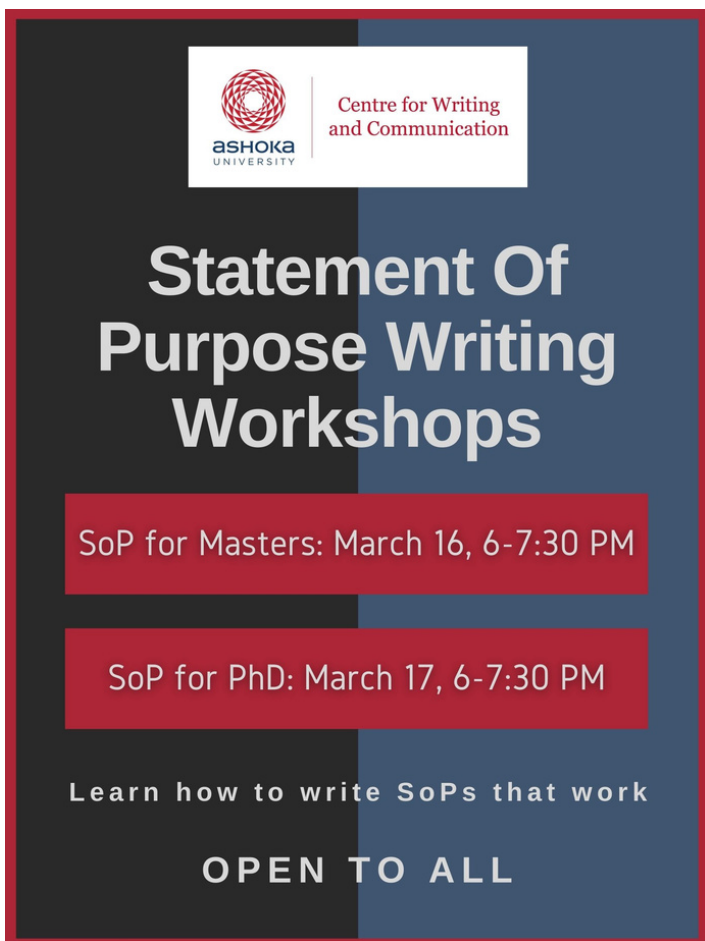


The first series of such workshops consisted of **nine** workshops that took place from 23 October to 1 November.

It aimed to impart training on composing both SoPs and Cover Letters for Ashoka students and staff planning to apply to postgraduate studies. While the SoP writing workshops were planned and conducted by the CWC, the Cover Letter writing workshop was conducted in collaboration with the Career Development Office (CDO). A total of **120** applicants attended this series of workshops, including staff members of Ashoka University, and representatives from the CDO and Global Education and Strategic Programmes (GESP). This series included one-on-one sessions with the instructors, and was conducted by Ashmita Chatterjee, Maitreyee Shilpa Kishor and Naincy.

SoP Writing Workshop for Master's and PhD Programs

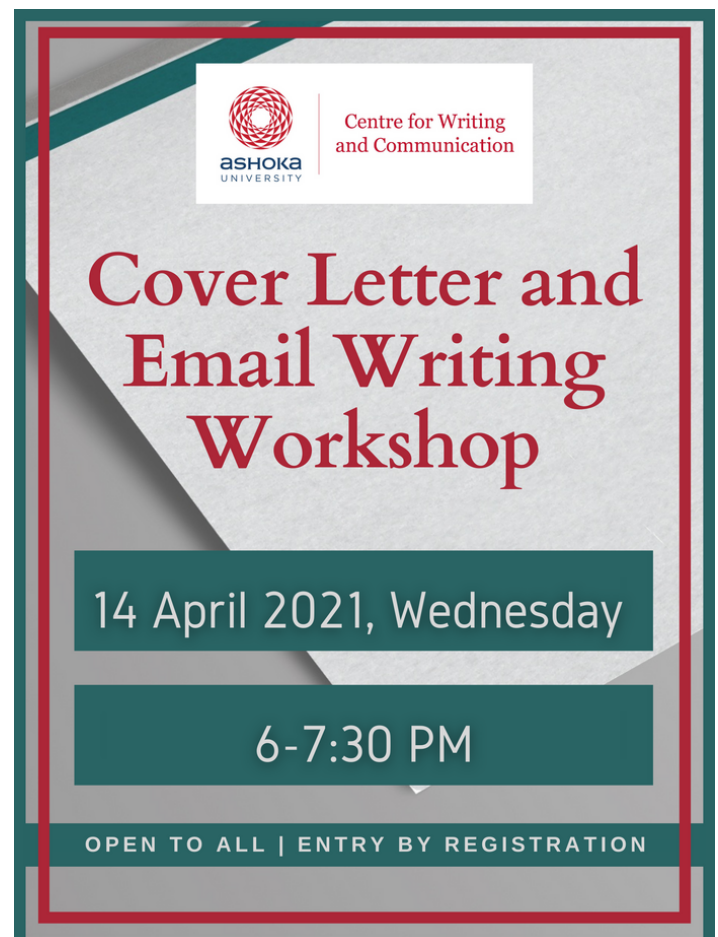
Open to public, the second iteration of such a series, consisting of **two** workshops, was held on 16 and 17 March, 2021, and aimed exclusively on how to guide students in writing their academic statements of purpose. In this edition, the workshops were divided into Master's and PhD applications, and the event was attended by **300** participants. The Master's workshops focused on professional and academic experience both, since programs like MBA or related to the field of public policy tend to require some professional experience, while PhD workshops were geared towards demonstrating how to write about academic interests and research methodologies.



The workshops were followed by one-on-one sessions with the instructors. The Master's workshop was conducted by Maitreyee Shilpa Kishore and the PhD workshop by Naincy.

Cover Letter and Email Writing Workshop

The third round consisted of a single workshop themed on writing cover letters and professional emails for academic and job applications. It covered the basics of how to brainstorm for a cover letter, what to include, writing style, tone and formality, editing and proofreading etc. It also dealt with writing professional emails during the job search process. The workshop was held on 14 April 2021, and was open to all. This workshop saw an attendance of **60** students and was jointly conducted by Maitreyee Shilpa Kishore and Naincy.



The highlight of the workshop was the question-answer session which led to a discussion on the differences between documents such as a resume, a cover letter, a statement of interest and so on. The session also gave the facilitators an opportunity to expand on the possible starting points for cover letters.

One-on-one Tutoring Sessions

In view of the Covid-19 pandemic, the academic year 2020-21 was completely taught online. CWC conducted a total no. of **1282** one-on-one tutoring sessions (equivalent to 1281 hours), out of which **118** were for students who wanted academic and language-related support from the ELT team.

The students can book appointments which last an hour (or longer based on the instructor's discretion) with any CWC instructor on a date and time of their convenience. Earlier conducted in-person, these were held in the following two ways in this online academic year:

Online Session:

This comes with an audio/video option where students get to meet the concerned instructor and communicate in real time on an online portal.

E-Tutoring:

These appointments are asynchronous in nature. The students don't meet the instructor but are required to upload their paper after making an appointment, and receive feedback from the instructor within 24 hours from the appointment time.

The process of writing in an institutional space for an academic audience can be an overwhelming task, especially for students in their first year of study. One-on-one sessions help demystify and simplify the process and form a crucial support system as students navigate the unfamiliar waters of academic writing.

CWC can be approached for pre-writing brainstorming, rough/first drafts, pre-submission overview, techniques for better writing, citation, and other queries related to academic research and writing. These appointments can be booked by students from all levels from UG 1st year to PhD, staff, and YIF.

Students with English-language needs can also book appointments to address language-related concerns and doubts, and their academic requirements are met by the ELT team - a group of writing instructors especially assigned to support such students.


These sessions were also offered as part of Summer school and Winter school courses.

CREATIVE PROGRAMMES

CWC organizes a wide range of creative programmes that address a variety of issues under the scope of writing and communication. These programs are open to everyone, and cater to a diverse audience from various academic or professional backgrounds makes for highly engaging sessions with a myriad of perspectives. Since the inception of CWC, these programmes have revolved around themes that include, but are not limited to, creative writing, research practices, communication, music, computer programming, journalism, cinema, comics, law, and photography. Here is an overview of this year's **eight** events:

1. Sound in Cinema, 12 October 2020

This program was conducted by Pankaj Seal, Associate Professor at Satyajit Ray Film & Television Institute, Kolkata. The discussion focused on how sound is written into the script. He went into the details of how sound is designed for a script, how specific kinds of scenes are set up by specific kinds of sounds, and the atmospheric and narrative value of sound engineering in cinema. The workshop was enriched by hands-on examples and exercises; for instance, Seal showed the audience how to identify diegetic and non-diegetic sounds. All technical explanations were substantiated by clips from a variety of films played in the session. The discussion also framed the different sound components in a script and how they affect narration.

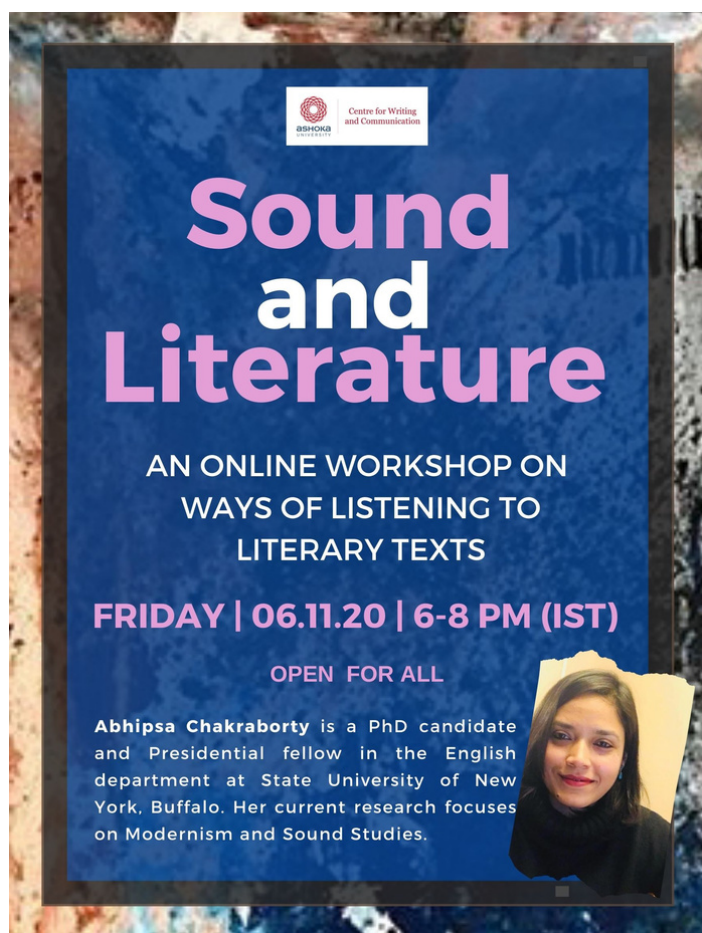


SOUND IN CINEMA
A WORKSHOP ON
AUDIO-VISUAL ASPECTS OF SCREENWRITING
BY
Prof. Pankaj Seal, Sound Faculty,
Satyajit Ray Film & Television Institute, Kolkata (SRFTI)
12.10.2020, 10 AM-1PM
to be held online on Zoom

Seal's own experience with and work in sound design for cinema also drew a large audience to the workshop. He is a

recipient of National Award (Rajat Kamal) in 1998 for Best Audiography in the non-feature section, and has worked on films like *Suraj Ka Satvan Ghoda* (Dir: Shyam Benegal), *Phir Teri Kahani Yaad Aayee* (Dir: Mahesh Bhatt), and *Charuulata 2011* (Dir: Agnidev Chatterjee).

2. Sound and Literature: An Online Workshop on Ways of Listening to Literary Texts, 6 November 2020



The workshop aimed to train students to attune their ears to the literary text, since the sonic element of language has most frequently been associated with the practice of poetry writing—rhyme, meter and rhythm being some of the ways we learn to appreciate the sound of language.

Abhipsa Chakraborty, a PhD candidate and Presidential fellow in the Department of English, State University of New York, conducted the workshop which was hosted by Neerav Dwivedi, Senior Writing Fellow at the CWC.

Over the course of the workshop, the audience evolved into a focused group; the participants wrote poetry and prose and shared these in the workshop. Towards the end they were asked to take some time and describe the soundscape of their homes over one day.

The overview of the workshop was what Chakraborty described as a ‘sonic imagination of words’, moving beyond the dominant ocular-centric model of reading by means of seeing words on the page. She discussed the role of sound particularly in Modernist novels, where sound becomes instrumental in furthering or stunting the emotional and psychological trajectory of characters, and creates a more holistic psychosocial landscape of the time.

3. Poetry, Patterns and Protest, 21 November 2020

The session started with a short conversation between Pervin Saket, author of the novel *Urmila* and of a collection of poetry *A Tinge of Turmeric*, and Uday Kanungo, Writing Instructor at CWC. The workshop looked at poetry and its circulation in spaces of protest, examining poetic forms and stylistic experimentation, and the audience was taken through poetry readings and writing tasks. India has seen immense protests over the

past few years, and poetry as an expression of public and social anger has emerged from several corners, with poems like Faiz Ahmed Faiz's 'Hum Dekhenge' and 'Bol' becoming the battle cries of protestors.

Poetry, Patterns, and Protest

AN ONLINE WORKSHOP ON WRITING ACROSS POETIC FORMS

SATURDAY | 21.11.2020 | 10 AM

REGISTER THROUGH THE LINK TO CONFIRM PARTICIPATION, OR, WRITE TO US AT CWC@ASHOKA.EDU.IN

Pervin Saket is the author of the novel 'Urmila' and of a collection of poetry 'A Tinge of Turmeric'. She was shortlisted for the Srinivas Rayaprol Poetry Prize 2020. Her work has been featured in *The Indian Quarterly*, *Coldnoon*, *The Madras Courier* and other literary journals, and she is also the co-founder of the annual Dum Pukht Writers' Workshop held at Pondicherry.



While various individual and social causes have found their words in poetry, this workshop examined how poetic themes and structures come together, how poets have used traditional and innovative forms to express their ideas, and the ways in which structure informs the theme and content. The participants were encouraged to use the form and flexibility of poetry to reflect upon their relationships with themselves and the world that we must negotiate. Participants were led through introspective discussions, word-associations, writing experiments, and

examples of classical and experimental poetry, and guided through structural and thematic experiments.

4. Reading/Writing Comics, 29 January 2020

In this program hosted by Senior Writing Fellow Neerav Dwivedi, Suniti Madaan, Assistant Professor of English at Sri Venkateswara College (Delhi University), discussed the material history of comics, giving a brief history of comics from the 18th century onwards in the context of their production.


Madaan discussed the works of Carracci, Hogarth, Topffer and Disney, setting the context against other forms of pictorial representation - etchings, engravings and hieroglyphs.

PRESENTS

READING/ WRITING COMICS

A DISCUSSION ON THE POLITICS OF THE VISUAL

SUNITI MADAN teaches English at Sri Venkateswara College (Delhi University). Her areas of interest are comics, cultural studies, popular literature, and children's literature.



29 JAN | 6-8 PM | FRIDAY

OPEN FOR ALL

Topics under discussion were history and methods of print technology and its evolution, reproduction of caricatures and how they became commodities, the differences between cartoons, comics and graphic novels. Madaan also discussed the visual grammar of comics - panels, colours, placement, lines, and speech bubbles, the ideological gaze structuring comics, and went into a deeper analysis of Tinkle comics and the male gaze.

The workshop acquainted students with the methods of engaging with the structure and form of comics, locating it both in its material history as a popular 'object' – given its circulation. The workshop was accompanied by a brief discussion on the ideological underpinnings of what engineers the 'popular' and the readership this arrangement seeks to engender.

5. How do Journalists Tell Stories?, 12 February 2020

Hopes and expectations from journalism are immense, but does journalism deliver? This much-contested question was one of the central themes of this creative programme, where Maya Mirchandani, Assistant Professor of Broadcast Journalism and Media Studies at Ashoka University and Jyotirmoy Talukdar, Senior Writing Fellow (ELT) at the CWC were in conversation with Naincy, Writing Instructor at CWC.

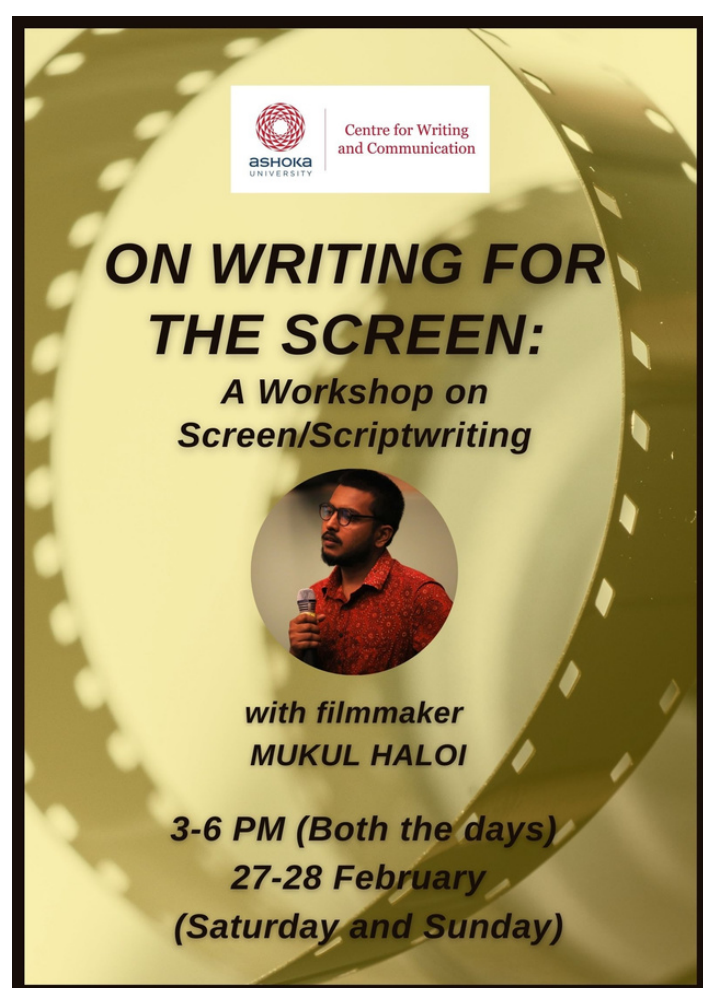


The speakers delved into the details of the making of a journalistic piece, the research required for such pieces, and the critical moments in reporting that can make or break a story.

This programme introduced to the participants 'the journalistic gaze' and attempted to demystify it, talking about the hierarchies and blind spots in research and the subjectivity of the journalist. Naincy moderated the conversation through questions about the journalistic gaze, the ethics of reportage and its outcomes. The discussion also veered into the relationship between journalism and activism, and the discrepancies between editorial expectations and ground reality.

It gave the audience an overview of not only the journalistic process but also the complications and more nuanced challenges that come with the attempt of sharing stories about real lives through the lens of objectivity, especially when questions of justice and ethics arise in the field of journalism.

6. On Writing for the Screen : A Workshop on Screen/Scriptwriting, 27-28 February 2020



Conducted by filmmaker and documentarian Mukul Haloi and hosted by Senior Writing Fellow (ELT) Jyotirmoy Talukdar, this workshop examined the elements that go into screenwriting, and the process of writing through forms that go beyond the literary.

With interactive and practice oriented methods, the workshop analysed the differences between literary writing and scriptwriting, practices of writing through image and sound, script structures and evolution of film writing through different cinema movements.

Haloi started the workshop with an introduction of the evolution to film writing and how writing for the screen differs from other mediums of writing. Emphasizing the role sound and visual imagination play in writing for the screen, he gave an overview of the basic writing principles of screen and script writing and conducted writing exercises for the participants. Over the two days, participants worked on multiple exercises, and the workshop was followed by an extensive Q&A session. The workshop provided hands-on training for aspiring screenwriters, people generally interested in writing for the screen, and anyone hoping to understand the nuances and technical grammar of filmmaking and scriptwriting.

Haloi's feature documentary *Tales from Our Childhood* won the Bala Kailasam Award. It was shown at festivals like Yamagata, Sibiu and Mumbai, and is included in Modern Indian Studies, Gottingen University and in an upcoming anthology on documentaries.

7. Pushing for a Feminist Science Practice in India: The Role of Science Communication and Journalism

8 April 2021



This program was conducted by Sayantan Datta, a queer-trans science writer, communicator and journalist, working with the feminist multimedia science collective, TheLifeofScience.com, and hosted by Poulomi Das, Senior Writing Fellow at CWC.

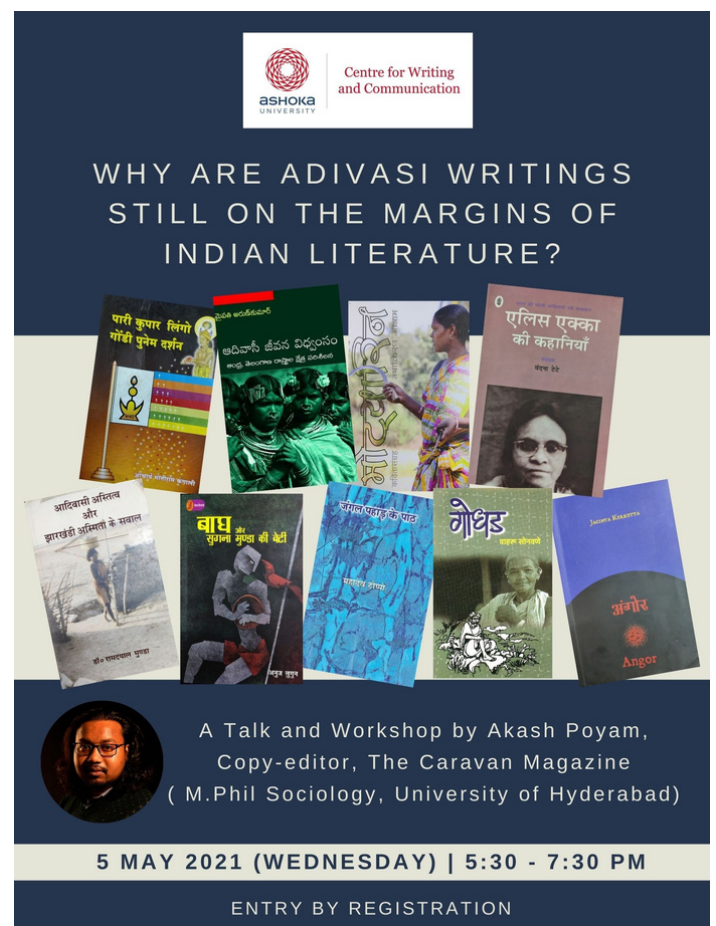
The workshop was highly interactive, which examined how scientific discourse and language, both from the end of the instructors and the discipline itself, perpetuate gendered models of learning, and share a complicated relationship with disability, sexism, mental health and inequity of access and resources.

While the academic sciences claim to be based solely on objectivity, intelligence and capability, science does not exist in vacuum, and its practitioners - also products of social prejudice and conventions - bring social biases and discrimination into science practice.

This workshop also talked about some of the studies of *TheLifeofScience.com* on Indian science practice that reveal the glaring loss of marginalized people in Indian science academia. Altogether, the audience was initiated into understanding how important a role science communication and journalism play in Indian science practice, and engaging with feminist critiques of science in general.

8. Why are Adivasi Writings Still on the Margins of Indian literature?

5 May 2021



Akash Poyam, copy-editor at *The Caravan* magazine conducted this workshop. For the larger part of Indian history, Adivasi voices have remained on the periphery of 'Indian' literature, with overwhelming domination of Savarna narratives, which has also been considered a tool for the subjugation of indigenous people. However, since the beginning of the twentieth century, a significant number of Adivasi writings have emerged, predominantly in indigenous languages.

Poyam, who is from the Koitur (Gond) community of Chhattisgarh, started the program by giving a history of the Adivasi writings in India and how they mostly exist as oral narratives in vernacular languages among the Adivasi groups. He examined the existing literature on Adivasis and how they were written first by colonial anthropologists and then by Savarna and non-tribal anthropologists and writers. These works, he argued, have not only posited Adivasis as people without literature but also demonized them through colonialism epistemes. He then discussed various Adivasi texts both in the oral and written traditions, and looked at initiatives led by Adivasi communities.

The session was followed by an engaging Q&A session, where the discussion progressed into tracing how Adivasi writings are changing and some tribal writers' works have started to appear in popular media alongside mainstream Anglophone writers.

Instagram Live Sessions

Over the last academic year, CWC also organized shorter, hour-long conversations between writers, artists, poets, performers and academicians and the writing instructors over Instagram live sessions. These sessions covered a range of ideas and themes, from the trajectory of blogging in Hindi, the occupation of mainstream spaces by marginalised identities, to Dalit writing in India, excavating a plethora of complexities of inhabiting and writing from minority positions, societal marginalisation, and the challenges of documentation when the medium becomes obsolete. These conversations, which took place over Instagram live, were open to all audiences and were well-attended, and proved to be a valuable addition to the set of creative programs conducted over the academic year. It gave us a chance to experiment with a different, slightly more informal and open medium, and opened up conversations to anyone who wished to participate. The CWC conducted **three** such programs over the year:

1. Witches at the Tea Stall, 9 October 2020

Madhuri Adwani, a writer and digital content creator, was in conversation with Apoorva Saini, Writing Instructor at CWC for our first Instagram Live session. Madhuri touched upon some aspects of her work, like womxn claiming the online space, the question of form and content while writing for different digital platforms, and the ideas of performativity, dissent, and intersectionality.



The session also included live storytelling by Adwani.

The conversation was opened by discussing the title of the program, and she then read Suniti Namjoshi's text 'The Monkey and the Crocodile'. She discussed dissent on social media, how closely she relates dissent to the body, and the occupation of space.

Her story readings were interspersed with discussions on documentation of memory, intersectional collaboration, performativity and mental health among other things.

You can watch the session [here](#).

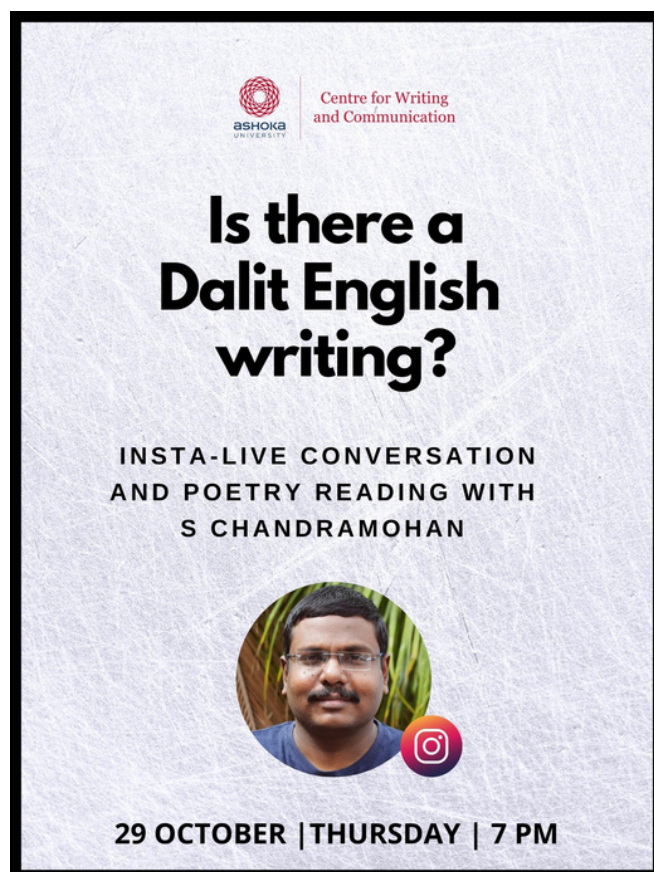
2. Is there a Dalit English Writing?, 29 October 2020

Writing Instructor Ajmal Khan opened the conversation by asking Chandramohan S, an Indian Dalit poet and literary critic who writes in English, by starting with the basics, and shedding light on questions like what Dalit writing means and how it is different from other writings.

English Language in India and Indian English Writing always had caste and privilege attached to it. Until very recently Indian English writers remained to be only those who came from certain caste groups (read Brahmins and other upper castes) mostly from metros like, Delhi, Mumbai, Chennai, Bangalore, Calcutta etc. However, we now witness “Dalit” and “Adivasi” writers who write directly in English and their works are being celebrated. These range from poetry, novels, autobiography, memoir and non-fiction.

The conversation continued to examine new Dalit English writing emerging in India and a range of more contemporary works, and the response of the literary community. The discussion also went into the nuances of Dalit aesthetics and the methodology of Dalit English. The conversation also addressed questions sent in by members of the audience. This was followed by Chandramohan reading some powerful poems from his new books.

You can watch this session [here](#).



3. Where do Blogs go When No One Reads Them?, 4 December 2020

Social media has revolutionized the way we access information, but what does it do to the work we write? When we engage with the social media of writers, we also become privy to the details of their quotidian lives. Does this information and biographical insight change our perception of their writing?

Puja Upadhyay is a Hindi writer and her first book of stories *Teen Roz Ishq* was published by Penguin. Her blog *Laharein* was among the first Hindi blogs to get famous and attract a wide readership, and she was in conversation with Writing Instructor Naincy.



because it is a collection of her blog posts.

You can watch this session [here](#).

Upadhyay discussed how blogs have evolved, how engagement has changed over the years in terms of the kinds of comments left. She started writing without the expectation that someone would read her work, but she found a community that was actually interested.

She also elaborated on what roles blogs play as a medium, and how blogging has created a community of writers. When she started writing, she used something called 'blog aggregators', a program which gave a list of blogs published on the day and the comments. For her it was almost a morning ritual to check who's writing.

She then talked about her book *Teen Roz Ishq* and how it was completed. In some ways it changed the idea of a book as unpublished content, because

RESEARCH

CWC organises a number of research programs. The major activities held under this category in 2020-21 were: a two-day long annual conference in April 2021, **three** workshops as part of a five-days long winter school in December 2020, and **three** courses as part of its summer school held in July 2021.

Annual Conference 2021 :

Challenges/Strategies in Teaching English for Academic Purposes (EAP) in Higher Education in India, 23-24 April 2021

The CWC annual conference, 2021, in seeking to bring together English Language Teaching (ELT) practitioners and experts in conversation with each other, focused on innovative and inclusive language teaching approaches in university classrooms in India. This dialogue was accompanied with a critical reflection on the absence of an inclusive English language pedagogy suitable for a multilingual university classroom and a simultaneous meditation on steps that need to be/have been taken in this direction, both at the level of deciding on appropriate pedagogical approaches as well as syllabi making, keeping in mind the varying levels of English proficiency in a diverse and multilingual student body.



CONFERENCE PROGRAMME

DAY 1

23 APRIL, 2021 (FRIDAY)

10.00 – 10.15 AM : *Introduction to CWC/Conference*
Ranika Singh (Director, CWC)

PANEL 1

Writing Centres in India: Objectives and Challenges

10.15 – 11.15 AM

Chair: Ranika Singh, Ashoka University

**INTEGRATING WRITING PEDAGOGY WITH ENGINEERING EDUCATION
- ATTEMPTS AT THE WRITING STUDIO, IIT GANDHINAGAR**

Leslee Lazar
IIT Gandhinagar

**ACADEMIC WRITING CENTRES ARE A NECESSARY STRUCTURAL
REFORM TO ACHIEVE PEDAGOGIC AND SOCIAL INCLUSION**

R.M.C Kandharaja
University of Hyderabad

CONFERENCE PROGRAMME

DAY 1

23 APRIL, 2021 (FRIDAY)

PANEL 2

The Heterogeneous Classroom: Strategies for Inclusion

11.15 AM – 12.15 PM

Chair: Reena Gupta, Ashoka University

**RE-THINKING OF A SPACE FOR LEARNERS' 'E-L-T' - WHAT DO
UNIVERSITY 'STUDENTS' INFORM US ABOUT 'EAP' CLASSROOMS
ACROSS INDIAN INSTITUTIONS?**

Akshay Kumar
EFLU, Hyderabad

ELT OR LITERATURE: DILEMMA OF AN ENGLISH TEACHER

Umesh Patra
Mahatma Gandhi Central University, Motihari

12.15 – 12.45 PM

Break

CONFERENCE PROGRAMME

DAY 1

23TH APRIL, 2021 (FRIDAY)

PANEL 3

CWC Roundtable 1

12.45 – 1.30 PM

Moderator: Jyotirmoy Talukdar,
Senior Writing Fellow (ELT)

The roundtable will comprise instructors from the Centre for Writing and Communication (CWC) and student representatives. It will discuss the Academic Bridge Programme and the English Communication courses offered by the CWC which aim to address the English language needs of its students, along with working on writing for academic purposes.

SPEAKERS

Neerav Dwivedi
Senior Writing Fellow, CWC

Fatima Rasuly
Student

Poulomi Das
Senior Writing Fellow, CWC

Mayank Sharma
Student

Chandra Shekhar Mishra
Student

CONFERENCE PROGRAMME

DAY 1

23TH APRIL, 2021 (FRIDAY)

1.30 – 1.45 PM

Break

PANEL 4

CWC Roundtable 2

1.45 – 2.30 PM

Moderator: Jyotirmoy Talukdar,
Senior Writing Fellow (ELT)

In this roundtable, three CWC members will have a conversation about the role of one-on-one mentoring and discipline specific support in English language learning. We will address issues around teaching EAP/ESP to a diverse group of learners through task-based, multi modal approaches and the role of subject teachers in this process.

SPEAKERS

Naincy
Writing Tutor, CWC

Shalim M. Hussain
Writing Tutor, CWC

Conference Programme: Day 1

CONFERENCE PROGRAMME

DAY 2
24 APRIL, 2021 (SATURDAY)

PANEL 5A

Teaching Methods and Curriculum Building 10.00 – 11.30 AM

Chair: Sreelekha Koppambil, Presidency
University (Bangalore)

INSTITUTIONAL INVOLVEMENT IN PROVIDING LANGUAGE SUPPORT THROUGH DIFFERENTIATED INITIATIVES AT THE UG LEVEL - A CASE STUDY OF CHINMAYA VISHWAVIDYAPEETH

Neethu S Kumar, Sandhya Shankar & Saurabh Singanapalli
Chinmaya Vishwavidyapeeth

CHALLENGES IN THE DESIGN AND DEVELOPMENT OF AN EAP COURSE ON ARGUMENT BUILDING FOR RESEARCH SCHOLARS

SK Akram & Jasti Appa Swami
University of Hyderabad

THE SCEPTIC AND THE JIGSAW: 5 YEARS OF ACADEMIC WRITING AT APU

Sonali Barua
Azim Premji University

CONFERENCE PROGRAMME

DAY 2
24TH APRIL, 2021 (SATURDAY)

PANEL 5B

Teaching Methods and Curriculum Building 11.30 – 12.30 PM

Chair: Poulomi Das, Ashoka University

ENHANCING ACADEMIC WRITING SKILLS THROUGH COLLABORATIVE LEARNING

Amit Kumar
GITAM University, Hyderabad

SUBJECT SPECIFIC IGNORANCE AS A FACILITATING FACTOR IN EAP TEACHING

Pooja Sancheti
IISER, Pune

12.30– 1.00 PM
Break

CONFERENCE PROGRAMME

DAY 2
24TH APRIL, 2021 (SATURDAY)

CLOSING KEYNOTE ADDRESS

Hooked on Books: The Power of Reading for Writing by Giridhar Rao, Azim Premji University

1.00 – 2.00 PM

Chair: Prakash Padakannaya
Christ University, Bangalore

VOTE OF THANKS

2.00 – 2.15 PM

Conference Programme: Day 2

The conference proceedings started with a panel on the role played by Writing Centres, their primary objectives and challenges. **Two** participants, Leslee Lazar from IIT Gandhinagar and K.M.C Kandharaja from University of Hyderabad presented their papers on 'Integrating writing pedagogy with engineering education-attempts at the writing studio, IIT Gandhinagar' and 'Academic writing centres are a necessary structural reform to achieve pedagogic and social inclusion', respectively. The session was chaired by CWC Senior Writing Fellow, Neerav Dwivedi.

The second panel *The Heterogeneous Classroom: Strategies for Inclusion* was chaired by Reena Gupta, Director, Office of Learning Support, Ashoka University. This panel had **two** participants: Akshay Kumar from EFLU, Hyderabad and Umesh Patra from Mahatma Gandhi Central University, Motihari. They presented papers on "Re-thinking of a Space for Learners" 'E-L-T'- What do University 'Students' inform us about 'EAP' classrooms across Indian Institutions?" and "ELT or literature: Dilemma of an English teacher" respectively. These included a case study highlighting an example of effectively interweaving language courses into the curriculum at the undergraduate level, an examination of different levels at which students can be provided differentiated language education, and a deliberation on the usefulness of enhancing writing and reading skills through collaborative learning and peer feedback.

These panels discussions were followed by two roundtable discussions, both moderated by Jyotirmoy Talukdar, Senior Writing Fellow (ELT).

The first round table discussed the Academic Bridge Programme and the English Communication courses offered by CWC which aim to address the English language needs of its students, along with working on writing for academic purposes. This session had **five** speakers: CWC Senior Writing Fellows, Poulomi Das and Neerav Dwivedi, and **three** Ashoka students Chandra Shekhar Mishra, Fatima Rasuly, and Mayank Sharma.

In the second round table, CWC Writing Instructors, Naincy and Shalim M. Hussain, discussed the role of one-on-one mentoring and discipline specific support in English language learning.

Day 2 saw **two** panels on *Teaching Methods and Curriculum Building*. The first, chaired by Sreelekha Koppambail, Presidency University (Bangalore), had **six** participants: Neethu S Kumar, Sandhya Shankar, and Saurabh Singanapalli from Chinmaya Vishwavidyapeeth who presented their paper titled "Institutional involvement in providing language support through differentiated initiatives at the UG level - A case study of Chinmaya Vishwavidyapeeth" and SK Akram & Jasti Appa Swami from University of Hyderabad who presented a paper titled "Challenges in the Design and Development of an EAP Course on Argument Building for Research Scholars".

The second panel, chaired by CWC Senior Writing Fellow Poulomi Das had **two** participants: Amit Kumar

from GITAM University, Hyderabad, and Pooja Sancheti from IISER, Pune. They presented their papers, "Enhancing Academic Writing Skills through Collaborative Learning" and "Subject Specific Ignorance as a Facilitating Factor in EAP Teaching", respectively.

The closing keynote panel titled *Hooked on Books: The Power of Reading for Writing* was delivered by Giridhar Rao. Rao's research interests are multilingualism in society and education policies for linguistic minorities, and he is currently a faculty member at the School of Education, Azim Premji University. His keynote address discussed the manner in which 'reading for pleasure' is among the most effective strategies for acquiring language as well as critical thinking skills, and explored some of the implications of this position for English-language writing programmes in a multilingual India. The session was chaired by Prakash Padakannaya, Professor of Psychology at Christ University, Bengaluru. His research interests include reading, dyslexia, language, and cognition among preliterate, literate and illiterate populations.

*CWC's annual conference brings together educators, scholars, students, and activists working in the field of education every year. Our first conference in 2018, *Reflections on Writing*, critically examined the idea of writing in university spaces. The 2019 conference focused on *Inclusive Pedagogy: Teaching and Learning Practices in Higher Education in India*. However, in light of the COVID-19 pandemic, the 2019-20 Conference *Challenges/Strategies in Teaching English for Academic Purposes (EAP) in Higher Education in India* was postponed and held in April 2021.

Winter School

11-15 January 2021

CWC organized its Winter School on Research Writing for ASP, Master's, MLS and PhD students of Ashoka university. The workshops were conducted over a period of 5 days between 11 - 15 January 2021. Three separate sets of sessions were conducted: (1) Research Writing for PhD students of the social sciences (2) Research Writing for sciences and (3) Research writing for ASP, Master's and MLS students.

Combining individual writing sessions, group tasks and presentations, the sessions were conducted by CWC instructors, Ashoka faculty and an external resource person. The CWC instructors who led the workshops were Aakshi Magazine, Ajmal Khan, Ashmita Chatterjee, Maitreyee Shilpa Kishor, Poulomi Das and Senjuti Chakraborti. The topics of the sessions included literature review, research question, chapterization, abstract writing, structure of a research paper, editing your own work and citations.

The science sessions were conducted by Shahid Jameel, Director of Trivedi School of Biosciences at Ashoka University, L.S. Shashidhara, Dean of Research and Professor of Biology at Ashoka University, and Anusha Krishnan, a freelance science writer.



Shahid Jameel's session addressed grant writing and L.S. Shashidhara's session discussed communicating the outcome of experimental research. The sessions conducted by Anusha Krishnan addressed a range of topics like mechanics of good writing, dissecting a scientific paper, research proposals, among others. This was the first time that a research writing course was organized exclusively for science students, in collaboration with the Office of Research.

Overall, **16** PhD students and **15** ASP, Masters, and MLS level students attended the programme. The batch of students hailed from a diverse range of disciplines, like visual arts, psychology, physics, biology, evolutionary immunology, literature, economics, sociology and anthropology, political science and computer science, among others.

Summer Schools



ASHOKA UNIVERSITY Centre for Writing and Communication
presents

ONLINE SUMMER SCHOOL 2021

| | | |
|--|--|---|
| College Applications Workshop (5-7 July, 2021) | Research Writing Workshop (19-23 July, 2021) | Short Story Writing Workshop (26-30 July, 2021) |
|--|--|---|

The applications are now open to the public.
For any queries write to us at cwc@ashoka.edu.in

CWC Summer Schools are paid courses, organized for participants outside Ashoka University. The Annual Summer School Programme 2021 was conducted online from 5 July to 30 July, and consisted of three workshops - the College Applications Writing Workshop, the Research Writing Workshop, and the Short Story Writing Workshop. These three events catered to a total of **54** participants, hailing from a wide diversity of more than **30** institutions and numerous states from all over India, and composed of students from Ashoka University and outside, as well as professionals.

Combining both academic and creative themes and topics, these workshops were held with the objective of imparting practical skills and tenets of critical thinking that could be used by the participants in achieving their writing goals.

College Application Writing Workshop, 5-7 July 2021

The event that kicked off the Summer School of 2021 was the workshop for writing college applications, conducted by instructors Maitreyee Shilpa Kishor and Naincy, and aimed to help participants wishing to fine-tune their applications for both Master's and PhD programs in Indian universities and abroad. Out of **26** applications, **16** candidates were selected for the three-day workshop and were divided into two groups - The Master's cohort and the PhD cohort, both comprising **eight** participants each. The workshop started off by discussing the process and technical elements of writing SoPs and methods of researching relevant information in university websites. As the workshop progressed, the process of composing a range of documents integral to a

college application - resumes, professional emails, diversity statements, and so on - was broached through interactive writing activities based on prompts as well as feedback sessions in which participants closely reviewed and critiqued each other's writings. The last part of the workshop was devoted to detailed individual feedback from the instructors on documents written by the participants, as well as any other concerns they might have had regarding the process of college application.

Research Writing Workshop, 19-23 July 2021

The second workshop as part of the Summer School was the 5-day Research Writing Workshop conducted by CWC Instructors Senjuti Chakrabarti, Neerav Dwivedi, Ashmita Chatterjee, Aakshi Magazine, Ajmal Khan, Poulomi Das and Shalim M. Hussain. The workshop was composed of **26** participants, who were selected out of **40** applicants. The selected participants reflected a diverse range of public and private institutions, as well as disciplines as varied as Sociology, Psychology, East Asian Studies, Visual History, Literature, and many more. They worked closely with the instructors through lectures, interactive sessions, writing activities, and one-on-one sessions. The writing tasks and discussions focused on topics central to forming a dissertation, like chapter designing, literature review,

research methodology, and research proposal, and the participants were guided in their approach to these aspects. Towards the end of the workshop, the instructors also met the participants in one-on-one sessions, where their writings and research interests were extensively discussed and where they received detailed feedback.

Short Story Writing Workshop, 26-30 July 2021

The final event of the summer school was the Short Story Writing Workshop, which was open to all and was conducted over five days by Writing Instructors Apoorva Saini and Uday Kanungo. Consisting of **12** participants selected from a pool of **24** submissions, the workshop aimed towards working on style, structure, voice, narration, and other formal components of prose writing. Participants in the workshop included college students, professionals, as well as school students keen on gathering writing experience. Prior to the workshop, participants were provided with ample fiction and non-fiction writings related to theories of literary reading, cultural issues, and other aspects of storytelling, and these were later discussed at length as part of a free-flowing exchange between the participants and instructors. While the first part of each day of the workshop was devoted to lectures, writing activities, and discussions surrounding the elements of short

stories like plot, character, narration, time, and so on, the second half comprised of interactive peer-review sessions where each participant's story was minutely critiqued by all others so as to test the participants' creative output with other readers and foster the ability of close and critical reading. On the last day of the workshop, noted short story writer and contemporary novelist Tanuj Solanki interacted with the participants in a special guest session and answered some of their most probing questions about the activity of writing and editing stories.

SUMMER SCHOOL 2021

PARTICIPANTS' INSTITUTIONS

JAWAHARLAL NEHRU UNIVERSITY, DELHI

RAVINDRA BHARATI UNIVERSITY, KOLKATA

CENTRAL UNIVERSITY OF KERALA, KASARAGOD

PUNJAB UNIVERSITY, CHANDIGARH

COOCH BEHAR PANCHANAN BARMA UNIVERSITY, WEST BENGAL

DELHI UNIVERSITY

THE ASSAM ROYAL GLOBAL UNIVERSITY, GUWAHATI

IIT, DELHI

INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU), DELHI

MUMBAI UNIVERSITY

JAMIA MILLIA ISLAMIA, DELHI

ALPHONSA COLLEGE, KOTTAYAM, KERALA

KATHMANDU UNIVERSITY

DEVI AHILYA VISHWAVIDYALAYA, INDORE

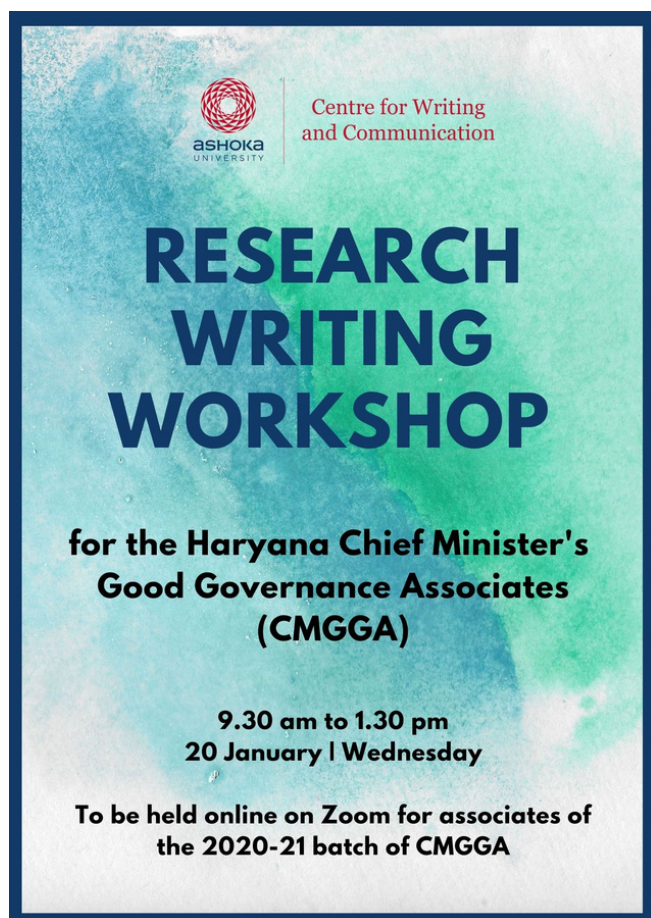
PANDIT DEENDAYAL PETROLEUM UNIVERSITY, GANDHINAGAR

RAJIV GANDHI NATIONAL UNIVERSITY OF LAW, PATIALA

CWC ENGAGE

Under this initiative, CWC offers courses and training programmes to institutions outside Ashoka. CWC team members, with their expertise and diverse academic backgrounds, teach academic, research and professional writing as part of these programmes. This is done by conducting workshops for professionals and students from various backgrounds and institutions in India. Some of the institutions we have worked with include CEPT University, Ahmedabad, Indraprastha College for Women, Delhi, Jawaharlal Nehru University Delhi and Gauhati University. This year CWC was involved in **four** such programmes:

Research Writing Workshop for Haryana Chief Minister's Good Governance Associates (CMGGA), 20 January 2021



University to improve governance in the state and driving a mass impact on ground. It attempts to streamline implementation of the state government's flagship programmes in the field of education, women's safety, health and sanitation, higher education and e-governance.

The workshop by CWC focused on writing a research report and a research journal article, and was conducted by CWC Instructors Ashmita Chatterjee and Ajmal Khan. It was held online for **23** associates of the 2020-21 batch of CMGGA.

Bringing Theory to Research: Foundations of Academic Writing at NEF College, Guwahati, 20 February 2021

Senior Writing Fellow Jyotirmoy Talukdar was invited to conduct a workshop titled *Bringing Theory to Research: Foundations of Academic Writing* by the Department of Sociology,

The CMGGA Programme is a strategic collaboration between the Government of Haryana and Ashoka



  Centre for Writing and Communication

**DEPARTMENT OF SOCIOLOGY
NEF COLLEGE, GUWAHATI**

**IN COLLABORATION WITH
CENTRE FOR WRITING AND COMMUNICATION,
ASHOKA UNIVERSITY**

PRESENTS

**BRINGING THEORY TO
RESEARCH:
FOUNDATIONS OF
ACADEMIC WRITING**

Speaker:

JYOTIRMOY TALUKDAR
Senior Writing Fellow (English Language Teaching),
Centre for Writing and Communication, Ashoka University

**12:30-2:30 PM
20 FEBRUARY 2021 (SATURDAY)**

Zoom Meeting link:
[https://us02web.zoom.us/j/84257614032?](https://us02web.zoom.us/j/84257614032?pwd=NThXRvZ3bINZR3Fsc1VrSWZNT25mUT09)
[pwd=NThXRvZ3bINZR3Fsc1VrSWZNT25mUT09](#)

Meeting ID: 842 5761 4032
Passcode: 901318

As a part of its external collaborations, CWC hosted and participated in a workshop series titled *Giving Contemporary Meaning to Myths and Legends*. The series was organized by Literature Across Frontiers (LAF) and co-funded by the Creative Europe Programme of the European Union. Ashoka University was among the **three** participating institutions from India.

GIVING CONTEMPORARY MEANING TO MYTHS AND LEGENDS

creative writing pilot project with students at three Indian universities

with writers

- Davit Gabunia (Georgia)
- Siðurbjörg Þrastardóttir (Iceland)
- & Steffan Donnelly (Wales)

and

- Dr Maaz Bin Bilal (Jindal Global University)
- Dr Mamta Sagar (Srishti Manipal Institute of Art and Design)
- & Shalim M Hussain (Ashoka University)



ELITERATURE ACROSS

literary europe

Co-funded by the Creative Europe Programme of the European Union

Support Collaborative Governance of Wales

APPROXIMATELY 10% OF THE PROJECT IS FUNDED BY THE EUROPEAN UNION

ICELANDIC LITERATURE CENT

Four sessions, one each week, were held over a month where students worked with their workshop leaders reading myths and legends from Europe and India, writing assignments and developing a shared body of work. It resulted in **30** creative pieces consisting of poems, short fiction, short research concepts, videos and multimedia artworks created by the students.

**Workshop for Council on Energy,
Environment, and Water (CEEW),
20 March - 10 April 2021**

The **two** courses that CWC conducted for the members of CEEW were the first extension of our English language teaching services to an institution outside Ashoka University. Since the members were professionals working in a think-tank where writing and communication played a different role than in a standard academic environment, this programme required the ELT staff to widen their horizons of how to approach language teaching and communication, and also pushed them to think of how learning English can be practically applied to various everyday official tasks as well as research and planning. Towards recognizing this goal, the classes also especially emphasized oral and written communication.

MEDIA

CWC successfully improved its media presence in this year through several online initiatives keeping student-specific needs in mind, and our social media handles saw a consistent increase in the number of followers across platforms. The most popular of these activities were: Book and Film Recommendations on Instagram, YouTube series *Shelf Pick* where people from both academic and non-academic backgrounds take you through their all time favorite reads, and our podcast series #Backtothetutor.

In the beginning of this academic year, the centre released annual report for the year 2019-20 which is available on our improved page on the existing Ashoka website. Periodic newsletters (both Ashoka and CWC ones) were also released throughout the year.

YOUTUBE



Centres@Ashoka is a series by Ashoka University to introduce its various centres and the exiting work they do! In this video, Kanika Singh gives an intro about CWC's journey so far, the different kinds of programmes we offer, our latest activities, and how the centre functions.

MEET THE TEAM VIDEOS

13
VIDEOS

TEAM CWC 2020-21

A playlist with an introduction by each team member.

DECODING COLLEGE APPLICATIONS

3
NEW
EPISODES



A Youtube series that addresses the most daunting questions about framing college applications.

SHELF PICK

CWC's *Shelf Pick* began this year as a YouTube video series in which we invited academics, publishers, and our own team of tutors to recommend their favorite books from the shelves of two of the most well-known bookstores in India - The Bookshop and Rajkamal Publishers.

The series has released three episodes till now, and forms a part of a plethora of audio-visual activities that the CWC launches on its own social media platforms.



Ashok Maheshwari, Managing Director of Rajkamal Prakashan.



Asst Prof. Awadesh Tripathi, AUD at Rajkamal Prakashan, Delhi.



CWC Director, Kanika Singh at The Bookshop, Jor Bagh.

3
EPISODES
OUT

WRITING CENTRES IN HIGHER EDUCATION LANDSCAPE



Centre for Writing
and Communication

Writing Centres in Higher Education Landscape

Q & A

with

Kanika Singh

Director, Centre for Writing and Communication

A webinar presentation and Q & A with Kanika Singh from a series of seminars on the theme 'Writing as a Cognitive Activity' organized by Gargi College, University of Delhi.

These videos explain the basic tenets and philosophies that guide CWC to help students with academic writing.

RESEARCH QUEST

Ashoka's Research Quest is a campaign that gives insight into various subjects through a detailed conversation with the faculty. This video features Kanika Singh's work on Sikh museums and heritage politics in contemporary India, Delhi's history and its medieval monuments, and teaching pedagogy.



PODCAST

Podcast series #BackToTheTutor is now available on YouTube. It engages and holds discussions with artists, academics, researchers, and students and throws light on issues like culture, politics, society, art, environment, and more.

INSTAGRAM

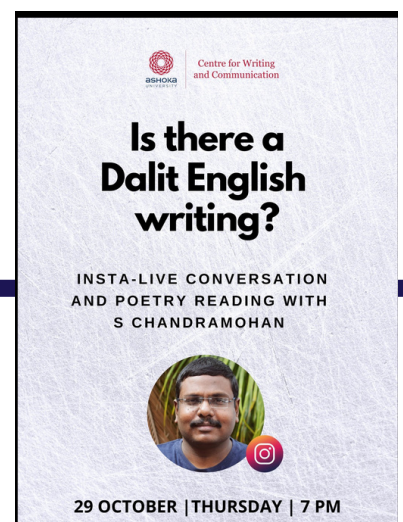
Instagram series: Film and reading recommendations from team CWC



BOOKS AND FILMS RECCO SERIES

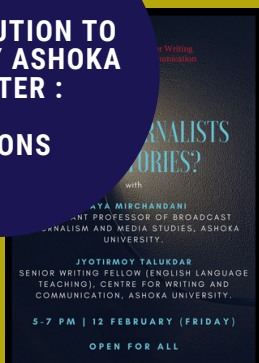
Movie and reading recommendations on Instagram from team CWC.

3 INSTAGRAM LIVE SESSIONS



NEWSLETTERS

REGULAR
CONTRIBUTION TO
MONTHLY ASHOKA
NEWSLETTER :
ASHOKA
REFLECTIONS



6
EXCLUSIVE
NEWSLETTERS
PUBLISHED IN 2020-
21, INCLUDING ONE
YOUTUBE AND ONE
PODCAST
NEWSLETTER

TEAM 2020-21



Kanika Singh, Director

She is a historian working on heritage politics and museums in contemporary India with a particular interest in Sikh museums. She completed her PhD from Ambedkar University Delhi and Masters in History from Jawaharlal Nehru University. Her doctoral work examines the representation of heritage in Sikh museums in independent India. Her research interests include Delhi's history, architecture and urban history, visual culture, and pedagogy. At Ashoka, she teaches courses on museums, heritage and visual culture of South Asia. She is the Founder of Delhi Heritage Walks, where she is involved in leading heritage walks, designing walking trails, and training volunteers and professionals in the field of cultural heritage. She has taught at Ambedkar University Delhi, CEPT University Ahmedabad, IGNOU, IITTM, NOIDA.



Jyotirmoy Talukdar, Senior Writing Fellow (ELT)

He completed his MPhil in English from the University of Delhi. His dissertation, completed under the supervision of Dr Hany Babu, was on the process of standardization of the Assamese language. His areas of academic interest include language policy, disability studies, Dalit studies and the northeast. His first book of translation is forthcoming.



Neerav Dwivedi, Senior Writing Fellow

He has an Mphil degree in English Literature from Delhi University, where he also taught before joining Ashoka University. His research, examining some of Orhan Pamuk's novels, looks at different ways in which object assemblages construct the literary text.



Poulomi Das, Senior Writing Fellow

She has done extensive fieldwork in the Indian mangroves for over a span of six years and has recently submitted her PhD thesis titled "The Bonbibbi Cult of Sundarbans: Expressions and Expectations in the Performances of Everyday Life" at the Jawaharlal Nehru University. Her research and scholarly interests are related to English literature, language pedagogy and acquisition, translation and multi-linguism, performance studies, ethnography, culture studies, folklore and tourism studies. She has been teaching the English language to students of varying disciplines and age-groups in public, private and corporate organizations for almost a decade now.



Aakshi Magazine, Senior Writing Tutor

She has a PhD in Film Studies from the University of St Andrews. Her doctoral thesis is on the Hindi film song of the 1950s. Her writings have been published in The Hindu, The Indian Express, DNA, Ladies Finger, Economic and Political Weekly and Popula, among others.



Senjuti Chakaborti, Senior Writing Tutor

She is a doctoral scholar at the Centre for Studies in Social Sciences, Calcutta (CSSSC). Her research interests include novel studies, African American fiction, law and literature, and political theory. Previously, she has taught literature to the undergraduates at Bhangar Mahavidyalaya, West Bengal, and at the Department of English and Humanities, Birkbeck, University of London.



Ajmal Khan, Writing Tutor

He is an interdisciplinary researcher and poet. Prior to CWC, he taught at the Centre for Development Practice, Ambedkar University, Delhi and at the Undergraduate Writing Programme, Ashoka University. His recent collection of poems is titled as *The Mappila Verses*.



Apoorva Saini, Writing Tutor

She writes short stories in Hindi and English and is the Founder and Editor of an online magazine *The Bilingual Window*. With a background in English Literature, she has a Masters degree in Literary Arts (Creative Writing) from Ambedkar University, Delhi. She was previously an Assistant Publicist with the independent publishing house, Yoda Press.



Ashmita Chatterjee, Writing Tutor

She completed her MPhil from University of Cambridge. Her research explores narratives of state-sponsored sexual violence in areas of conflict, their literary representations, and their affective coordinates in different media. She also examines angles of nationalism and citizenship with regard to gendered identities in areas of conflict. Her interests include literatures of decolonization, visual culture and theories of affect and its relationship with legal frameworks.



Maitreyee Shilpa Kishor, Writing Tutor

She completed her MA in International Security from Sciences Po (Paris) where her research explored a discourse analytical approach to examining the Baloch ethnonationalist insurgency. She has previously worked at CERI (Sciences Po), IDSA and the National Maritime Foundation. Her research interests include political communication and populism, maritime security in the Indo-Pacific, and postcolonial and feminist approaches to International Relations.



Naincy, Writing Tutor

She has an M.Phil in Sociology. Her M.Phil dissertation explores farmers suicides in India examining the subjectivity formation of farmers in post-partition India and the many meanings of suicides. Her research interests are air pollution, urban anthropology, ethnography, hindi literature and decolonial theory.



Shalim M Hussain, Writing Tutor

He is a writer and translator. Previously he has taught in universities in Delhi and Meghalaya and also worked as a media researcher. His books are *Betel Nut City* and *Post-Colonial Poems*.



Uday Kanungo, Writing Tutor

He has completed a Masters degree in English Literature, and has previously worked as a teaching and research assistant as well as an assistant editor. He writes fiction in English while translating prose and poetry from Odia to English. His writing has been published in *Pif Magazine*, *City Journal*, *Eleventh Column*, *The Hindu*, and *The Bombay Review*.

AWARDS/ PRESENTATIONS/ TALKS

- Kanika Singh presented a paper titled “Heritage in Contemporary India: A Study of Sikh Museums”, in the international Fifth Biennial Conference, Association of Critical Heritage Studies, London (online), in August 2020.
- Senjuti Chakraborti, and Aakshi Magazine guest-edited and published a themed issue titled "Writing (in) the Post-colony: Practising Academic English in Indian Higher Education" in the journal *Sanglap: Journal of Literary and Cultural Inquiry*, Vol. 7, no. 1, November 2020.
- Uday Kanungo was longlisted for the TOTO award for Creative Writing in English for his short story 'My Time at Boyonika', on 10 November 2020.
- Aakshi Magazine, was invited to give a talk on ‘Streaming New Possibilities: Online Content, Gender, and Media’, by the Department of Social Sciences and Humanities, Indraprastha Institute of Information Technology, Delhi, on 11 November 2020.
- Kanika Singh participated in an international workshop Using Holocaust Documents Online: The Changing Relationship Between the Archivist and the Users held by the Yad Vashem and EVZ Stiftung, 23-24 November 2020.
- Kanika Singh gave the keynote lecture on ‘Writing Centres in India’ in a conference organized by Departments of English, Philosophy and Education in Gargi College, on 7 December 2020.
- Kanika Singh attended Commemorating the Holocaust in the Digital Age, as part of the online 1-week Bergen-Belsen International Summer School, Germany, 2020.
- Kanika Singh participated in an 8-week course on Memory Sites and Human Rights held online by the Global Campus of Human Rights, Italy, an EU centre for excellence, 2020.
- Poulomi Das was invited to design and curate audio-visual educational content as part of the panel of course experts for Language Across Curriculum Course, an MHRD Initiative under *SWAYAMPRAKASH*.
- Kanika Singh was invited to talk at *International Webinar on Teaching Critical Thinking and Academic Writing in Higher Academic of India and China*, Birsa Munda College, Darjeeling Dist. West Bengal on 1 February 2021.
- Ajmal Khan’s poetry collection *The Mappila Verses* was reviewed by Zeeshan Hussain in the website *Twocircles.net*, titled “Life and longing of a Mappila poet: On Ajmal Khan’s *The Mappila Verses*”, on 22 February 2021.

- Poulomi Das was invited to conduct a two-month long research writing online workshop series and individual-mentoring sessions titled, “Troubleshooting Your Dissertation” for the Masters students finishing their thesis in the Performance Studies course at the School of Culture and Creative Expressions, Dr. B. R. Ambedkar University, from 5 March 2021 - 29 April 2021.
- Md. Shalim M Hussain curated original and translated poems under *Colomboscope 2021: Language is Migrant* radio series that went live on *colomboscope.lk* on 17 March 2021.
- Poulomi Das presented a paper titled "Becoming What the Tourist Wants: A case-study of the Bonbibbi Pala Performances" at the two day Online International Seminar on “Performative Traditions in Asia” hosted by the Department of Sociology, South Asian University, on 29 April 2021.
- Kanika Singh participated in a 12-week online certificate course in Reading/Writing Punjabi in Gurmukhi script organised by the Department of Punjabi, Government Degree College, Bishnah, Department of Higher Education, UT of Jammu and Kashmir, April-July 2021.
- Jyotirmoy Talukdar conducted an interview with students of Delhi University for the YouTube channel *The Multilingual Interviewer*, on the university’s admission process, on 15 August 2021.

PUBLICATIONS BY CWC MEMBERS

- Aakshi Magazine, "In Bulbbul, Moment of Dread is Not About Female Demon, but Husband Inflicting Violence", Film Review of *Bulbbul*, *The Indian Express*, 8 July 2020.
- Jyotirmoy Talukdar, "How Academia Represents Assam and North East India", *Raiot.in*, 27 July 2020.
- Ajmal Khan, poetry collection *The Mappila Verses*, published by Hawakal Publishers, September 2020.
- Uday Kanungo, "Soho Chatter Forever: Book Review of David Mitchell's *Utopia Avenue*", *The Hindu*, 11 September 2020.
- Kanika Singh, "Commemorating Baghel Singh's 'Conquest' of Delhi: The Fateh Diwas", *Studies in History*, Vol. 36, Issue 2, 26 October 2020.
- Maitreyee Shilpa Kishor, "Indian Pharma: A Global Leader Under Pressure", co-authored with Christophe Jaffrelot, *Institut Montaigne*, 6 November 2020.
- Jyotirmoy Talukdar, "How a Jailed Activist Continues to Influence Assam's Politics: Conversations Regarding Akhil Gogoi", *OpenAxis*, 11 November 2020.
- Souradeep Roy and Senjuti Chakraborti, "Introduction: A Writing Pedagogy of Failure", *Sanglap: Journal of Literary and Cultural Inquiry*, Vol. 7, Issue 1, 30 November 2020.
- Apoorva Saini, 'Selenology', short story, *The Bombay Literary Magazine*, 13 December 2020.
- Ashmita Chatterjee, Book Review of Ottessa Moshfegh's novel *Death in Her Hands*, *World Literature Today*, 22 December 2020.
- Aakshi Magazine, "Odd Men Out", *Verve Magazine*, 30 December 2020.
- Poulomi Das, "Language Tasks across the Curriculum: Reading the Communist Manifesto", *Fortell: Journal of Teaching English Language and Literature*, Issue no.42, January 2021.
- Uday Kanungo, 'Christopher Nolan's *Tenet* is Disappointing. But It's Great for Cinema', Film Review of *Tenet*, *Newslaundry*, 18 January 2021.
- Ajmal Khan, 'The Mappila Verses: Where do we go if our names are not in the list?', *Scroll.in*, 1 February, 2021.

- Kanika Singh, “In 2014 the Sikh Flag Flew at the Red Fort and the Hindu Rightwing has no Complaints”, *The Wire*, 27 February 2021.
- Uday Kanungo, Book Review of *Think, Write, Speak: Uncollected Essays, Reviews, and Letters to the Editor by Vladimir Nabokov*, eds. Brian Boyd, Anastasia Tolstoy, *The Nabokov Online Journal*, Volume XIV, March 2021.
- Jyotirmoy Talukdar, ‘Alliance of New Parties Alone May Not Be Enough: Mrinal Borah on Assam 2021’, *OpenAxis*, 5 March 2021.
- Aakshi Magazine, “Their Own Selves”, Op-ed on *Bombay Begums*, *The Indian Express*, 13 March 2021.
- Ajmal Khan, ‘Karkidakam in Kerala: The Spectacle of Climate Breakdown in South India’, published in *The Ecologist*, 23 March 2021.
- Ajmal Khan, ‘Should we listen to Bill Gates on Climate Change?’ Book Review of *How to Avoid a Climate Disaster: The Solutions We Have and the Breakthroughs We Need*, *South Asia Journal*, April, 2021.
- Kanika Singh, ‘Icons of Defiance: Protest and Solidarity on Delhi's Borders’, *The Wire*, 28 May 2021.
- Ajmal Khan, “Native Son and Mother Land”, *Yearbook of Indian Poetry in English 2020-22*, edited by Sukrita Paul Kumar and Vinita Agarwal, Hawakal Publishers, June 2021.
- Jyotirmoy Talukdar, ‘Lakshmi Nandan Bora: A Stalwart Of Assamese Literature Who Will Remain Forever Young’, *The Wire*, 4 June 2021.
- Kanika Singh, ‘Conquering Delhi: Popular Culture of the Farmers' Protests’, *The India Forum*, 4 June 2021.
- Kanika Singh, ‘Bhai Mati Das Museum, Sisganj Gurdwara, Delhi’, *Gods' Collections*, 18 June 2021.
- Ajmal Khan, “Write me down, I am an Indian” *Witness: The Red River Book of Poetry of Dissent*, edited by Nabina Das, Red River Press, August, 2021.
- Md. Shalim Hussain, “Counterstorytelling as Epistemic Justice: Decolonial Community-based Praxis from the Global South”, *American Journal of Community Psychology*, 7 August 2021.



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