



Connecting Thinkers...



Editors' Message



Every year around this time I feel a sense of déjà vu. The students who have joined the research programme in the previous year are undergoing intensive workshops as a guide to the preparation of their synopsis and literature review. This is for the purpose of formally registering for the Ph.D. after successfully presenting the synopsis to a panel of experts drawn from both within and outside the University. One suddenly realizes how fast time flies!! Around this time last year they were going through the process of admission with all the doubts and anxieties!! With every passing year, we are making the rigour of the course work more intense. The objective is to ensure that our scholars are better prepared for their research work. This is a very critical stage that a research scholar goes through. This is may be the most rigorous phase of the entire research work. It is said that 'a work well begun is half done' and so it is for research work also. Any confusion with regard to the synopsis and you can be sure to be lost in the maze of research work. The most important parts of this document are the Proposed Title, Research question, Objectives, Review of Literature, Proposed Methodology, the relevance and the impact of the proposed research work and finally the ethical issues linked to the work being done. Each is dependent on the other and therefore any one of them going wrong or weak means the chain itself breaking and everything going wrong. The most important part of this entire link is the Review of Literature. The RoL acts as a preface to the rationale behind the proposed research work. It comprises of the body of knowledge, linked to the area of our study, published in journals of high index and reputed data bases. Each paper chosen for our study is analyzed critically and a summary of the work done is created also emphasizing the gaps in the work. Whenever we study one paper it is obvious that the author would have presented the RoL that he/she has gone through. That also gives very important clues and insights for our work. Cross-referencing is therefore a very important aspect for creating RoL. This body of knowledge should then be correlated with the current knowledge on the subject and the theoretical framework. This will then guide us to the development of a strong methodology. This initial rigour will ensure a strong research work.

Inside This Issue	
<i>Guide's Column</i>	<i>Pg 2</i>
<i>Article by Dr. Arun Bhattacharya</i>	<i>Pg 3-4</i>
<i>My Experience as a Research Scholar</i>	<i>Pg 5</i>
<i>Learning from the Research Methodology Workshops</i>	<i>Pg 6-12</i>
<i>RCDS, U.K. Delegation visit JAIN</i>	<i>Pg 13</i>
<i>JAIN joins International Peace Research Initiative</i>	<i>Pg 14</i>
<i>Achievements and Publications</i>	<i>Pg 15</i>



Guide's Column

Bridging a Divide

Long time ago when I was a doctoral student, I was always annoyed when my Advisor came into the lab to see the results. I was always midway into the experiment or trying to analyse what went wrong with an experiment when he would show up. I would think in my mind, "If I have something to report I would come over to you". The annoyance brought in a sort of resentment which turned into a perpetual avoidance of his inquisitions and a gradual withering of that routine. Long after, now as a guide I stand on the other side of the curb and see my doctoral student avoiding eye contact every time I turn up in our lab. Having seen both sides, I realise now why the Guide turns up at moments that the student would consider inopportune. Moreover, why is it, in the interest of the student to entertain that.

Isn't there a minimum time required to complete an experiment or analyse the result? Sure, there is. But experience brings in a wisdom that helps one see much farther. It is less of knowing the theory and more of knowing the experiment. There are a lot of experimental details that one learns by just doing the experiment and I have done it now and not then as a doctoral student.

I would always advise all starting doctoral students to make sure that you meet your advisor, every day.

Looking at my student's experimental setup I now know why I should have let my Guide sniff around, he would have saved me a lot of time. Aspiring for an illustrious research career, there are a lot of things that occupy a new research professor's mind. Hoping for a breaking result that can catapult his/her career or help his/her grant application, he/she is going to be impatient, his/her visits to the lab might be more frequent. For the student the advantage is that he/she is not going to let anybody waste time. So, if you have a flaw in your setup or you are flipping through the results to make sense, maybe you don't have to break your head or just not waste your time and this way he/she may save a lot of your time. Indeed, there is no guarantee, but most of the time it will happen. From my experience, I know the enthusiasm is not going to last forever. I would always advise all starting doctoral students to make sure that you meet your advisor, every day. Find the optimal time when he/she is fresh and before he/she gets busy with mundane tasks. Discuss experimental details before you start and let him/her know as soon as you are stuck, before you spend too much time problem-solving. Maybe he/she can show an easy way out and if he/she has no solutions to offer go ahead and try to solve it your way.

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Literature Review From a ‘First-Time’ Academic Research Scholar’s Perspective: A Content Analysis

Stepping into an academic researcher’s shoes is presumably associated with ‘newness’ - shedding light on a phenomenon, not understood or explained hitherto. But therein comes the ‘roadblock’ - a one-eyed giant called Literature Review (LitRe). Why one-eyed, one might ask? Because there is a need to use one eye to focus on work that is distant (*the telescope metaphor fits perfectly here*), and because LitRe should make us go that distance, one reference to another, in search of the proverbial ‘*Research Gap*’. Besides, as the acronym tells us, there is bound to be litres and litres of perspiration involved. Otherwise it could just end up in a pile of (academic!) litter.

What would be it like for the expectant ‘first-time’ academic researcher, whose motive perhaps is to demonstrate to the world that a significant work is on the way, humbly packaged as a *publication*? We thought we would get it from their own pens, so to say. In the month of May this year, we asked about 30 of our academic Research Scholars, primarily from the August 2018 Batch, cutting across various disciplines, as to what they understood about LitRe and their perceptions about it. We did a 3-stage content analysis of their submissions and the same is reproduced in Table-1. The weights were determined by the number of times the initial codes appeared in their submitted text.

Table - 1: Content Analysis

Initial Codes	Weights	Advanced Coding
Information/ Knowledge/ Insight/ Context/ Problem/ Data/ Concepts/ Subject/ Topic/ Domain/ Area/ Content/ Themes/ Constructs/ Variables/ Method(ology)	449	Where/ what should I specifically focus on?
Previous/ Prior/ Past/ Former/ Origin/ History(ical)/ Background/ Existing/ Current/ New/ Source/ Seminal/ (Un)published/ Comprehensive/ Exhaustive/ Similar/ (Un)bias	238	How do I select literature?
Academic/ Scholarly/ Journal/ Article/ Paper/ Book/ Theory(ies)	209	Where do I search for literature?
Systematic/ Order(ly)/ Categorize/ organize/ Scope/ List/ process/ Survey/ Broad/ Narrow/ General/ Specific/ Particular	189	How am I going to do it?
Decide/ Update/ Clarity(fy)/ Direction/ Perspective/ Questions/ Issues/ Identify/ Justify/ Validate/ demonstrate/ Solution/ Answer/ Comprehend/ Familiarity	175	How will it help me in my research?
Argue(ment)/ Debate/ Conversation/ Discussion/ Analysis/ (re)look/ Examine/ Integrate/ Synthesis(ize)/ Link/ Investigate/ Evaluate	173	What ' method ' am I going to use to understand literature?
Understand(ing)/ Foundation/ Purpose/ Read(ing)/ Write(ing)	169	How do I go about it?
Hypothesis/ New Idea/ Surprise/ Conclusion/ Learning/ What LR is 'Not'	95	What could be the ' outcome ' of the literature review?
Relevant(ce)/ Credible(ity)/ Critical(ity)/ Crucial/ Reliable(ity)/ Quality	79	What I am trying to establish about the literature? Where to be careful ?
Gap(s)/Limitation(s)/Boundary(ies)	55	What am I looking for? Positioning
Passion(ate)/ Logic(al)/ Interest(ing)	34	How am I as a researcher ?
Time/ Duration	25	How much time should I devote to literature review?

What does the analysis tell us? There can be several interpretations, of course, but let's focus on some pertinent insights. First, there seems to be an overarching need to find *specifics* (first item in the table) for carrying out research, which can be interestingly linked to the last item- *time spent on searching for (relevant) literature* and where does *passion* lie....., almost towards the end. A possible indication of "Can I get something definite to work on quickly" ? The scholar then plans to select (and correspondingly searches for) literature that tries to *affirm* his or her a priori assumptions, biases and beliefs on the 'specific topic' he/she wants to work on. The *selected* literature is then organised and categorised to get clarity on the topic and to identify pertinent issues related to the research, followed by *how* to go about *doing* the research. Surprisingly, the respondents did not seem to be unduly concerned about either the outcome of the LitRe and what were they trying to measure (e.g., hypotheses construction or new idea), or the *quality* (e.g., relevance and credibility) of the literature being reviewed. These items got low weightages. Most interestingly, identification of research *gaps*, which is generally considered critical at the beginning of a research, featured well down the list.

Will academic research be confined to exploration in a 'country context', and studying 'effectiveness' and 'justification' of real-world phenomena?

Does it mean that the one-eyed giant called LitRe is losing its relevance and significance and is being dwarfed to the point of a minority status? Will academic research be confined to exploration in a 'country context', and studying 'effectiveness' and 'justification' of real-world phenomena? Would 'impactful' academic research be relegated to publications in journals with so-called high impact factor?

A caveat: The inferences are based on the content analysis of the respondents in question by the author and may not be generalisable.

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**“The world is a university and everyone in it is a teacher. Make sure when you wake up in the morning, you go to school.”
– T. D. Jakes**

My Experience as a Research Scholar

When I decided to describe my experience as a Ph.D Research Scholar doing my research in Languages, I predictably opened the Google search engine for an appropriate quote that reflected my thoughts and the quote that caught my attention was “*Research is to see what everybody else has seen and to think what nobody else has thought*” by *Albert Szent Gyorgyi*. As my research training doesn’t allow me to accept anything without verifying its authenticity, I browsed about the epigrammatist and found that Albert Gyorgyi was a Hungarian biochemist who had won the Nobel Prize for his work on ‘isolating Vitamin C’. My curiosity egged me to spend some more time surfing about him and his contributions and then to check the authenticity of the quote. I discovered that the original quote is “Discovery is to see what everybody else has seen and to think what nobody else has thought.” Now, I am left with two choices, to either discard the quote completely or reframe my ideas and convey that my intention is to speak about research findings and not about how to substantiate my content. This is research simply put. You begin with something and it will lead you paths that you were unaware of earlier, where sometime the findings are rejoicing and sometimes disappointing. However, the knowledge that we have gained through our Research Methodology classes has effectively inserted the route map into our brains that we may be lost for a while but we are trained enough to come back to the right track. Research has allowed me to learn new skills, new knowledge and allowed me to live in the world I am interested in, yet transformed me enough that my perspectives are not blind beliefs anymore. While I enjoy my research totally, I only face the fear when my Guide asks “What is the status of your research?”

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“There are no secrets to success. It is the result of preparation, hard work and learning from failure.”

- Colin Powell

My research journey at JAIN has been exciting and full of surprises and challenges. Most enriching have been the course work classes, which have always left me wanting for more. The lecture hours were motivating, the assignments, group activities during the presentation were all unforgettable and made the research journey multi-disciplinary. Along with the Research Methodology classes my research guide, Dr. H. R Keshavan helped me in channelising my efforts in the right direction. The most challenging task during my research was finalising the scheduling methods among so many methods and deriving the proper solutions with algorithms and computer programs. It has been a wonderful journey to understand the purpose of education. I also found the research skills training during the Research Retreat provided by JAIN very much useful as I could apply them not only in the academic but also general context. The staff has always been readily available to help me in any aspect of my research work. Their kind encouragement and supportive attitude helped me a lot. During research journey what one needs to do is to keep working hard and to be passionate, positive, and to persevere.

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Learning from the Research Methodology Workshops

The second term at JAIN started off on a promising note. The pedagogy employed in conducting the workshops was something that wasn't to be missed. It was interactive; it stimulated my 'Thinking Quotient' and left an impression on my psyche even after I exited the four walls of the classroom. I have so far attended two workshops entitled "How to Plan your Research Study" and "Conducting Review of Literature: Identifying Issues and Objectives in Research". In the first workshop, scholars dabbled with 'excavating' their research questions and research objectives. We were taught how to contextualise the specificities. The Workshop Faculty emphasised that the scholar must think both laterally and linearly, depending upon the circumstances. During the Workshop, M.Phil and Ph.D Scholars from varied disciplines imbibed the nitty-gritty of the rudiments of research.

In the second workshop, the professor commenced the class with the letters 'R' and 'E', which stand for Regression and Empirics respectively. We learnt the characteristic differences between concepts and constructs. The Workshop Faculty also provided handy philosophical advice when a student articulated that her Review of Literature was akin to wandering without a purpose. He shrewdly said that there has to be meaning in the process of wandering and one must systematically wander, which would ultimately yield fruitful results. Thus, Review of Literature is a vast ocean and it is also like an endlessly expanding universe, with researchers adding cupfuls of research almost every day. The scholar must prudently choose what to review and research.

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A workshop is a period of discussion and practical work on a particular subject when people share their knowledge and experience. A workshop is a building which contains tools or machinery for making or repairing things, especially using some materials. A workshop on research is an interactive session, often extending for a full day or more time in which researchers or other participants work innovatively on an issue or question. As far as my experience is concerned in JAIN, the workshops which I have attended have been tremendously innovative and full of knowledge. Other workshops have also been very engaging and interesting as they impart interdisciplinary knowledge with respect to data collection and data analysis. These kind of workshops enhance our knowledge with respect to present technical knowledge and skills I have had a wonderful experience in the workshops conducted by JAIN during the months of April and May 2019. Last but not least, these workshops offers an opportunity to develop new professional relationships, meeting and making new friends, gaining knowledge and becoming more successful in our career.

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JAIN has never ceased to amaze their students with the innumerable opportunities that it provides them with in their journey as Research Scholars. Notable amongst these are the recent workshops that I have attended on 'How to Plan Your Research Study' and 'Conducting Review of Literature: Identifying Issues and Objectives in Research'. As a researcher it was of a vital use since it aided my understanding of how a research study has to be planned, designed and put into work. Though the understanding of it might appear simple but the complexity it provides as we delve into the topic was worth capturing and learning. It has helped me to discover and unfold my vision and make mind more focused on how and where I should locate my study. Even the minutest details like errors in word phrasing, to ways of framing a research question or objectives were acknowledged. Apart from that we were also given a better understanding of starting with our review of literature which is the most important part of a research work. Attending these workshops have enabled me to better comprehend my study and have confidence in what I am intending to do. I am truly grateful that I could be part of these workshops. Though the duration of the workshops could have been a little longer, they can be counted as the most significant times where you sit together with your fellow scholars and the mentors doing various activities individually and in groups, discussing, correcting and encouraging each other with different ideas and insights. Spending hours in such workshops more frequently would definitely be of greater help in preparing a sound Research Scholar.

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I am grateful for the Workshops that I attended namely 'Conducting Review of Literature: Identifying Issues and Objectives in Research' conducted by Dr. Srividya Shivakumar and 'Data Collection Methods and Tools' steered by Dr. K. Venkadeshwaran and Dr. Ashutosh Pattanaik. Prior to attendance, I had the notion that these two areas were daunting tasks and one needed vast experience to endeavour into them. The workshop on 'Review of Literature' came as a blessing as it came during the time when I was overwhelmed with literature and trying to find published works appropriate to my research. Probing through various sources of literature, I was totally lost in the realm of great writers and ended up collecting an overabundance of literature. Redeeming myself from the vast collections was now the new challenge. The workshop enlightened me on this quagmire, from how to segregate the works and sources, to identifying gaps and coming up with objectives for research. This enabled every attendee to draft and present thesis statements with corrections from the floor where necessary. Eventually, all and sundry were on the same page regards the practical conduct of literature review. In addition, the Data Collection workshop proved equally beneficial by highlighting to attendees the various methods for gathering primary data for use in various research experiments. Though it was a reiteration of the chapter in Research Methodology Class from first semester, it enabled everyone to seek clarity according to their research domains. Furthermore, the exposure to numerous tools for data collection will unquestionably assist during that phase in research. Predominantly, the workshops are practical and highly interactive and they augment the theoretical knowledge acquired during the first semester. I even wish to attend all the remaining workshops regardless of the mandatory attendance of three only.

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For me the Research Coursework at JAIN has been a remarkable experience, as the quality of lectures, assignments, paper presentations and class participation among different domain of research scholars have all guided me to develop a new point of view. It has changed my thinking on the scope of interdisciplinary research. As a young research scholar I have learned how to interpret and how to construct a research study. Importantly, attending the research methodology sessions allowed me to explore diverse research areas and perspectives related to my research interest in a systematic way. The best part was the experiential learning through effective student engagement (case studies, quiz, impactful activities, research paper-book review and to conduct in-depth interview as an assignment) sessions conducted. The workshops have been interactive, informative and in them the learning environment was created very professionally which encouraged us to come up with our own ideas during group activities. They also provided me with the opportunity to meet experts and other scholars in different fields who are also interested in similar research areas. I was able to learn about other fields apart from my own, which in turn deepened my understanding of my own discipline, and became the foundation of my interdisciplinary research. I personally benefitted a lot from the Pre and Post workshop assignments given by different professors and the freedom in selecting different workshops. What I loved about the workshop sessions was the practical exposure on do and don'ts of literature review, advanced coding of data, and data analysis etc. Thank you for helping me to be a better researcher.

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The workshop on “Organisation and Presentation of data” was very beneficial and informative for those of us who are about to embark on the vast journey of research. Our Workshop faculty, Dr. Priyanca Mathur focused on various aspects of the topic ranging from the meaning of data, what it includes, how it can be collected and presented in accordance to the type of research one does and the common myths associated with data collection. But the main highlight in my personal opinion was the second half of the workshop where we were given the dissertations of scholars who have already successfully completed their thesis. I was always under the impression that in order for a thesis to really stand out, a unique idea, a complex and sophisticated methodology and majority of the hypothesis framed should be validated is necessary. Getting the opportunity to go through a well-structured thesis, which quite evidently reflected the efforts of the researcher showed me that I was clearly mistaken. We concluded the session by having a discussion on what we learnt from the scholars through their dissertations, what were the similar challenges in our respective domains. It all greatly assisted all of us in better conceptualising the various aspects of their own thesis.

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It was an amazing experience to step into the classroom and become a student again. I attended three workshops, viz., Research Methodology, Review of Literature and Data Collection: Tools and Techniques. All the three classes cleared quite a lot of doubts that I had in my mind about the scope of my research work. The key feature of all the three workshops that I attended was the group activities that encouraged sharing of ideas and experiences across disciplines. It underlined the need to factor in the inter-disciplinary inputs into the research.

Another significant learning from the workshop was the need to interact and be in touch with other Research Scholars from different fields, share the research work to get qualitative inputs so that the research work in the end-analysis comes out as quite comprehensive. Research questions to be asked should be the fundamental reference point for undertaking research. Besides, instead of focusing on books, one need to focus more on research articles, as it is the research articles that evolve into books, and it was a vital learning. I also learnt that a fine line of distinction needs to be maintained between research objective and research questions. It was owing to the workshop that one notion was dismantled- research does not provide solutions, it does help in analysis of the problem. Last, but not the least, the role of questions in data collection is very pertinent and its approval from the University holds paramount importance.

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The Workshop that I attended was on Research Question and Objectives. The session was taken by Dr. Sandeep Shastri and Dr. Priyanca Mathur. I learnt that for any research the fundamental requirement is a research question. The techniques undertaken to formulate the research question, the research objectives and the thesis statement were clearly discussed with appropriate examples and one on one discussion. Every participant had to discuss their research question, objectives and thesis statement which made the session not only interactive but a session that involved knowledge sharing.

The next session was on Review of Literature and was taken by Dr. Srividya Shivakumar. During this session the ways in which one has to collect the literature, review the literature and paraphrase the same was elaborately discussed. What can be considered for the literature review was also discussed and this enhanced the knowledge of how to do the literature survey and review. Then there were sessions focused on how data should be analysed. There were three sessions. The first two sessions focused on how data should be analysed from a clinical research perspective. The third session concentrated on how statistics should be used to interpret data collected in order to draw good conclusion. All were very useful.

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As a Research Scholar I personally faced challenges in framing and outlining the Research Topic and Question in my chosen field. While the area of my study is clear, how to problematise the domain and how to narrow down from a broader perspective to consolidate my enquiry has always been my concern. The workshops on Research Topic and Question helped to clear many of my doubts. The importance of understanding the difference between Research Topic and Question was demonstrated and I understood the need of moving from a broader perspective to narrower specificity. I learnt that while a Research Topic should encompass the study in a broader sense to enable accommodation of various requisite issues, a Research Question, on the other hand, helps in boundary management and keeps the study focused in the right direction. The Research objective should clearly specify what the researcher intends to examine and analyse keeping in mind the broader perspective of the Research Title.

The workshop on Data Collection was of enormous help where we were given a group task of simulating data collection. The task taught us how to face the practical challenges involved in data collection process. Finding out the crucial data or information from multiple information should be the key focus of the researcher. Reporting correct observations, correct documentation, logical connectedness to the central idea, understanding the bigger picture where each part should synchronise with the proposed enquiry had all been the key takeaways from the session. The concepts of Quality Assurance (prior to data collection) and Quality Control (post data collection) was an enriching concept to ensure data integrity. The discussion on data collection techniques or the various tools helped in giving a clear idea about the various methods that the researcher can use based on the requirement of the area of study. The discussion on questionnaire and survey as a tool of data collection was especially interesting as methods or provisions like purchasing patented questions by experts, seeking prior permissions following protocols and developing existing questions to suit the needs of the research were discussed. Also the technique of focused group discussion prior and post data collection by experts in the specific field was a learning experience. In a nutshell such workshops should be frequently organized for the clear understanding and concept clearing of the Research Scholars.

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11th May, 2019 was an exciting day for me. I attended my first Research Methodology Workshop and I returned home enriched with fruitful information and guidelines on data collection technologies and tools. The day's session started with a refreshing introduction and information on data mining, data analysis, structuring of data, classifications and sources of data and different methodologies of data collections by Dr. Venkadeswaran. It is worth mentioning that each of his topics were presented in an interesting manner, which were easy to comprehend. The second session was also equally interesting and it's main focus was on data collection methods and tools used. The afternoon session for the Science batch taken by Dr. Ashwini and it was truly inspiring and interesting. Her experiences and challenges while doing the Ph.D, and the way she handled it, proved to be an inspiration for us. In this session, we were taught how to effectively and efficiently utilise time and data collection for our literature review, and data search, among other related topics.

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Our Research Methodology Workshops have been very engaging and informative. They have been able to engage our interest throughout. Most importantly, they have given us the opportunity and space to be interactive with each other. This has been indispensable for us to be able to discuss our own research study and get everyone else's valuable feedback on the same. It also helped us clear some of the myths and misconceptions about data collection, analysis and interpretation. Although we might have more doubts as we start out data analysis, we seem to have a more precise picture regarding the proceedings as of now.

However, the essence of the class according to me was the opportunity we had to glance through the previous dissertations by our seniors, which would prepare us for the challenges we might face in our research. Thank you so much for the wonderful class.

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'Thinking like a researcher' may not come naturally to all of us. Critical thinking, objectivity, analytical skills, clarity of thought and communication - we need to acquire these skills to build our credibility among peers and become effective Guides to future Research Scholars. The ongoing workshops on Research Methodology allow M.Phil and Ph.D scholars to hone some of these skills using practical examples.

In the first Workshop that I attended on Research Planning, we revisited the concepts of Research Questions, Objectives and Hypotheses with examples from research topics of the participants themselves. Working in groups, we analysed select Research Questions and reported on their strengths and areas of improvement. An interesting side effect was that we learnt to allow external scrutiny of our closely held research ideas, besides learning to give constructive feedback to other scholars.

The second workshop on Literature Review used a simple Research Question derived from our workshop pre-work to walk through the process of identifying Research Concepts and Constructs. We also had a hands-on session where we used online resources to derive a conceptual model for a given topic. I felt that this workshop used well-thought-out exercises to clarify the objectives and process of Literature Review. I believe that with commitment and continued practice, the scholarly way of thinking will not merely be confined to our dissertations but will be evident in everyone of our contributions to our respective areas of specialisation.

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I have attended the Research Methodology Workshop on “Conducting Review of Literature: Identifying Issues and Objectives in Research” that was held on 4th May 2019, conducted by Dr. Srividya Shivakumar.

The main learning outcomes of the session were:

- ◇ Purpose of Literature Review.
- ◇ Types of Literature Review.
- ◇ Thinking about our Literature Review
- ◇ Development of the Literature Review
- ◇ Ways to organize our Literature Review
- ◇ Writing our Literature Review
- ◇ Common mistakes to avoid in Literature Review
- ◇ How to deal with Feedback and Criticism.

In the afternoon session, we did an activity with 3 relevant papers in our proposed research area to make Review of Literature to make the session more interactive and all the participants presented their RoL.

The Research Methodology Workshop on “Data Collection Methods and Tools (Using technologies to collect Data)” scheduled on 11th May 2019, conducted by Dr. Venkadeswaran and Dr. Ashutosh Pattanaik.

The main learning outcomes of the session were:

- ◇ Types of Data
- ◇ Methods of Data Collection
- ◇ Use of Social Media to collect Data
- ◇ Equipment used to Collect Data
- ◇ How to do effective Literature Survey

The Research Methodology Workshop on “Data Analysis” scheduled on 18th May 2019 conducted by Dr. Chandra Sekar Rout, Dr. Siddappa A Patil and Dr. Shajesh Palantavida.

The main learning outcomes of the session were:

- ◇ Modern analytical tools used for Data Analysis.
- ◇ To list and describe the sequence of steps involved in the analysis of an experiment.
- ◇ To determine objectives for analysis of data from an experiment based on the objectives of the experiment.
- ◇ To describe the tentative numbers, tables and graphs that will be needed to meet the analysis objectives.
- ◇ Statistics across Sciences.

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RCDS, U.K. Delegation Visits JAIN

JAIN (Deemed-to-be University), Atria Campus was delighted to host an 18-member delegation, comprising of senior armed personnel from multiple countries (six nationalities) of the **Royal College of Defence Studies (RCDS)**, a senior college of the Defence Academy of the United Kingdom. The Delegation which was visiting India this year to better understand the strategic, political, economic and cultural landscape was warmly received by the Registrar, Prof. N.V. H. Krishnan. They had a fruitful interaction with the students present in the Campus.



JAIN joins International Peace Research Initiative

JAIN (Deemed-to-be University) was happy to join the 'International Peace Research Initiative', that comprises of National Institute for Advanced Studies (NIAS), Bangalore University, JAIN University, Christ University and St. Joseph's College at the IPRI Peace Lecture on 'Liberal Democracies and Emerging Challenges', delivered by Dr. Klaus Schuler, Federal Secretary of the Christian Democratic Union (CDU), Germany. The event was organised by IPRI and Konrad Adenauer Stiftung India and was attended by Faculty and Ph.D students of JAIN.



Achievements and Publications

Jagannatha Venkataramaiah, Ph.D Scholar presented a paper titled, “*Role of Space Technology in Disaster Management: Agenda and Action Plan*”. The paper was presented at the Session # 06 in the IAA Planetary Defence Conference held at Maryland University Washington DC Area USA on 29th April – 3rd May, 2019.

Anand Jaiswal, Ph.D Scholar in Commerce was quoted in an article published by **International Tax Review** on 15th May, 2019. The article was titled “*Taxpayers say India’s proposed move to fractional apportionment would intensify disputes*” and written by Joe Stanley-Smith and Alexander Hartley who quoted him in their writing.

Thinklet Congratulates the Achievers and wishes them Good Luck for all their future endeavours!

My thesis is written in



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WORDS

PLEASE INCLUDE YOUR NAME, E-MAIL AD-
DRESS AND THE KNOWLEDGE DOMAIN OF
YOUR INTEREST.