Doing Research

Assessing the Environment for Social Science Research in India

Volume -I

Submitted to

GDN: Global Development Network

3 May 2016

Team:

Saumen Chattopadhyay and Binay Kumar Pathak

In association with

Tirthankar Mandal and Indrani Sengupta

Acronyms

AICTE		All India Council of Technical Education
API		Academic Performance Indicator
CAS		Centre for Advanced Study
CSIR		Council of Scientific and Industrial Research
DELNET		Developing Library Network
DfID		Department for International Development
DRC		Doctoral Research Committee
DRS		Department for Research Support
DSA		Department for Special Assistance
DU		Delhi University
GoI		Government of India
GSI		Geological Survey of India
HCU		Hyderabad Central University
HDI		Human Development Index
ICHR		Indian Council of Historical Research
ICMR		Indian Council of Medical Research
ICPR		Indian Council of Philosophical Research
ICSSR		Indian Council of Social Science Research
IIT		Indian Institute of Technology
IQAC		Internal Quality Assessment Cell
JNU		Jawaharlal Nehru University
JRF		Junior Research Fellowship
MCI		Medical Council of India
MHRD		Ministry of Human Resource Development
NAAC		National Assessment and Accreditation Council
NEP		New Economic Policy
NGO		Non-Governmental Organisation
NIRF		National Institutional Ranking Framework
NITI		National Institution for Transforming India
PAEG		People Action for Employment Guarantee
PBAS		Performance Based Appraisal System
RUSA		Rashtriya *Uchhatar* Shiksha Abhiyan: National Higher Education Mission
SAP		Special Assistance Programme
SIT		Special Investigation Team
SRF		Senior Research Fellowship
SSR		Social Science Research
TT		Think Tank
UGC		University Grants Commission
UNDP		United Nations Development Program
UNESCO		United Nations Education, Science and Cultural Organisations
UPA-2		United Progressive Alliance-2 (second regime)

Acknowledgements

Contents

Volume -II

Annexures

CHAPTER 1

INTRODUCTION

Social Scientists are said to be engaged in making everyday lives of ordinary people respectable[1]. This endeavour necessitates nuanced in-depth understanding of the everyday lives of ordinary people, critical analysis of policies influencing lives of people and bringing forth the research thus produced to people and policy makers for their courses of action. As the lives of people get shaped continuously by changing circumstances emanating out of the changing realities (disruptions and systemic changes) of this ever changing world, the Social Scientists encounter challenges to understand the perspectives, discourses and accounts of the changes in the lives of ordinary people and to draw the attention of the society and polity towards these changes.

In the present neo-liberal era, when economic growth drives policies and affects lives of people, the Social Scientists are not only entrusted with unravelling the peculiarities of the ongoing transformations but are facing new challenges arising out of fund-cuts and emergence of new systems of their engagements as professionals. Social Scientists in universities are negotiating with changes in their roles from being *teachers* pursuing their own research to *teaching professionals* engaged in sponsored research as the Universities themselves are undergoing irreversible transformations. Moreover, Universities as sites of research are being complemented by Think-Tanks and non-governmental organizations (NGOs)[2]. With the emergence of new sites of research, social scientists as professionals are governed by different ways of management. The changing professional environment for Social Scientists has added a new challenge of making their own lives respectable along with ordinary people.

In a phase, when economic growth is being driven by knowledge-generation in different fields of enquiry being facilitated by the developments in the Information Technology (IT) sector, the salience of social sciences to understand the socio-economic transformations and contribute to the framing of policies has increased. The contribution of Social Science Research (SSR) to society along with a comprehensive understanding of the processes involved and factors influencing SSR reveals the socio-economic and political dynamics of a country. Thus, studying environment for SSR assumes importance not only for Social Sciences but also for

---

[1] Fuller, S. (2014): Who Needs the Social Sciences? Project Syndicate, available from https://www.project-syndicate.org/columnist/steve-fuller, last accessed on 30th April 2016.

[2] The United Nations, in its Article 71, defines a non-governmental organisation as a not for profit citizen's group organised voluntary at local, national or international level to address a certain cause. Thus, NGOs are by definition private organisations which (may) receive grants from various agencies including the government.

understanding the dynamics influencing lives of people in a country. The state of Social Sciences in a country also reflects the state of democracy in the country as the latter is the necessary condition for the emergence and development of the former. Only democracy provides value to recognition of errors and others in making choices for oneself and for society (Gupta, 2016).

In particular, SSR needs to assess how science is contributing to the well-being of the people and societal transformation[3]. But, SSR even in the majority of the developed countries of the world is under-funded and the connection between SSR and policy making is rather weak. The study of SSR is not only different from the study of research environment of natural sciences rather it is revealing of a nation's socio-economic and political dynamics, which makes it interesting and challenging. This is partly attributable to the existence of various disciplinary perspectives to view the social reality which is complex and changing. The spheres of the society, the economy and the polity are overlapping and changing with time, space, the polity and culture.

Though this study is undertaken with the main purpose of assessing SSR from a comparative perspective of two countries, India and Bangladesh, the present version of the Report focuses only on India. The environment for doing SSR is determined by many factors and a complex interplay among them at various levels of analysis. The institutional culture determines the incentives for undertaking SSR by the individual researchers. The institutions of various types like the universities and the think tanks undertake research in an environment which is informed by policies pursued by the government including regulatory and funding mechanism, institutional mandate and no less important is the agency of the individual researchers. This study seeks to provide a glimpse of SSR in India by focusing on the SSR policy, the institution level policies and at the level of the individuals. Given the complexity of the policy making, how the research is being conducted, its nature and implications will reveal the state of SSR in India and explore as to what extent this research output is translated into policy making by the different policy actors.

1.1 Social Science Research in South Asia

Status of SSR in South Asia has drawn the attention of scholars for more than a decade. The environment of SSR in South Asia is well documented in the World Social Science Report

---

[3] Amenities emanating out of technological development can lead to better life conditions but the utilisation of these amenities by society depends on a host of factors ranging from economic, cultural, social and even historical. If we take sanitation problems as one of the illustrations we are left perplexed to find that although the hazards of poor sanitation facilities is established trough scientific research and technological development has provided the amenities to deal with the problem , sanitation remains one of the major problems facing India even with policies in place. Realising the need of the interventions by social scientists, the Defence Research Laboratory of the Defence Research and Development Organisation (DRDO), engaged in developing efficient sanitation technologies, invited social scientists to delve deeper into the problem. The research by social scientists on sanitation problems appeared in a special issue of a science journal called South Asian Journal of Experimental Biology along with articles based on laboratory experiments and authored by scientists. Here, the intervention made by three social scientists, Pathak, Sharma and Chattopadhyay (2015) and duly recognised by the scientists illustrates the significance of social sciences in understanding social transformation and policy communication.

(WSSR 2010) and Social Science Research Capacity in South Asia 2002. These reports are extensively commented upon by the Indian scholars (Singh 2011; Chatterjee, 2002; Deshpande 2002; Srivastava 2012 and others). WSSR 2010 noted huge disparities in research capacities and fragmentation of knowledge particularly in the developing countries. While agreeing to the fact that the contribution to SSR by the South Asian countries is limited, Singh (2011) argues that the factors are both global and local. Historical and political developments in the West, internationalization of English, shifts in the global labour market, lack of funds and degree of institutional autonomy are the important aspects. As a result, South Asian countries have chosen to be the consumers of 'cooked knowledge' in the West. The contradiction between massification and pursuit of excellence comes into light when the report advocates massification of research across universities over establishment of world class universities. The report seeks to suggest that the middle income countries are not in a position to afford world class research. Brain-drain is a serious problem for all the countries in South Asia (Chatterjee, 2002). UNESCO (2014) analyses the system of rankings of universities and their impacts on higher education policies. There is a general notion that research in social sciences has been declining. While countries differ in their regional and institutional characteristics, gradual decline in funding and political environment have been found to be common factors behind the fate of research in social sciences. The resultants of these processes, gradual privatization and dependence on sponsored projects are also prevalent in almost all the South Asian Countries. While there has been no serious foundation for research in social sciences in Nepal, the other South Asian Countries are showing declining trends. Krishna and Krishna (2010) expressed serious concerns about the quality of the research at the South Asian universities. According to them, though the situation is slightly different in India but in Pakistan, Bangladesh and Sri Lanka, the social scientists merely teach and do not undertake any research. Apart from regional variations, there are variations in research in different disciplines also. Economics as a social science discipline used to stand second in terms of number of departments in universities after History in South Asia, but in terms of funding for research, Economics attracts most of the funding. These variations invite specific country level analysis and comparison of these trends to unravel the status of research in social sciences in South Asia.

India

India is the second most populous country in the world with pretty low human development index (HDI) rank at 130 (UNDP, 2016). With bewildering diversity in the socio-economic landscape and multi-dimensional deprivation, India is undergoing rapid socio-economic transformation. Though growth performance has been moderately good, the disparities in various spheres are getting accentuated. Though size of the India's economy is more than 2 trillion dollar, but more than 1.2 billion population pull down the per capita income level to 5350 in terms of US$ PPP which puts India in the middle to a mediocre one.

India is the second largest higher education system in terms of size, next only to China (Tilak & Mathew, 2015) and ranks fourth in terms of numbers of Think-Tanks as per 2015 Global Go

To Think Tanks Index Report. In terms of world ranking of the universities, India does not feature even in the top 200. However, few individual departments feature in top 100. India's share in the social science research is just 1 percent with rank thirteenth among the top 26 countries in the world for the period 1996-2007 which is not commensurate with the India's size of the higher education system (Gupta *et al* 2009). However, the culture developed by ranking of institutions leads the system towards marketisation where products can be compared. These rankings imply very little for universities as their evaluation and guide to improve as the rankings in disaggregated forms are not readily available always. This applies more for social science departments (Marginson, 2014).

Developments in Social Science Research:

The research in Social Sciences, as we understand it today, coincides with the start of the modern university systems in the country in the nineteenth century (Papola, 2010; Mishra & Raveendran, 2015). In those formative days, the primacy of research was on dissemination of the European and British theories and ideas in the country. The national movement, however, questioned this trend and gave rise to a body of literature based on the exploration of concerns related to the challenges of socio-economic regenerations during that time (*ibid.*). This body of literature was influenced by the socialist developments across the world especially in the Soviet Union, and the popularity of the Gandhian ideas. However, a broad understanding of purpose of doing social science research in Indian context is reflected through an observation made by V.K.R.V Rao (ICSSR, 2011):

'*The understanding of the social phenomena and human behavior, knowledge about the social process and its determinants, are essential for designing policies to promote social change and to produce a dynamic society capable of absorbing and utilizing the scientific and technological developments for the welfare of human beings*'.

With Independence, the research activities were guided mostly by the ideologies of nation building that coincided with the objectives of 'Big Science' and planned economic development. The overall objective was to achieve goals of poverty reduction and ensure rapid economic growth (Chatterjee, 2002). Rapid growth in number of institutions of research, creation of new university departments in various disciplines of social science research, and overall support from the central government on research and funding were the mainstay of developments during this time. In a study commissioned by the ICSSR, and referred to by Partha Chatterjee (2002), it was observed that there were 181 research institutes during the mid-1960s in India for doing social science research, and most of these were set up by private organisations with grants and research support from the central government. It was also noticed that the size of these institutes were too small to actually initiate any large scale research projects in social sciences as we observe today. Post 1970s to till 1990s, the country experienced an exponential growth in the number of institutions with government support in social sciences and the expansion of the agenda for research in the social sciences (Papola, 2010), mostly driven by the economic issues. During the post 1990s, the influence of the new economic policy (NEP) of the government was

mostly observed in the SSR with the stagnancy of support from central sources and rise of new modes of funding from the non-government sectors (ICSSR, 2001, 2011). In Table-A1.1 on page 135, we have broadly presented different stages of developments of social science research in the country.

Mapping of Social Science Research in India

In India, the social science research motives are driven by two forces, namely (a) understanding the social, cultural, political, and economic factors and their mutual interactions in shaping up the society and (b) policy makers and managers in the government and civil society space require information on the society for implementing the plans and programmes (ICSSR 2007). The research in social sciences is observed to be taking place in mainly five categories of sites, (a) departments of universities (both central and state) under the governance of UGC, (b) autonomous research institutes undertaking SSR (c) special institutes set up by government ministries (d) SSR undertaken within the agricultural universities, IITs and IIMs and the (e) non-government sector undertaking independent research. Table- A 1.2 on page 136 maps out the important sites of social science research that form the structure within the government.

Here we have left out the important segment of non-governmental players undertaking SSR in the country. This is mainly because of the paucity of availability of information from reliable sources of such entities across the length and breadth of the country. These research entities can be broadly classified into three categories, namely (a) think tanks undertaking policy relevant research (b) entities undertaking advocacy and action oriented research and (c) policy research groups of large multinational firms.

Developments of Social Science Research in India

In India, most of the studies assessing the status of social science research and development provide information about the physical growth of sites of research since independence. This, at any point of time, is a partial representation of the real research activities that are being carried out. The absence of systematic availability of data on the sites of research outside the government set up is hard to get, thereby, leaving a substantial gap in analysis. Based on the available information from the MHRD sources, we present in Table 1.1 the gradual growth of the university system—which reflects the gradual expansion, but the rise of independent and government research institutes (Table 1.2) suggest existence of a parallel research structure in social science in the country. Some studies have concluded this phenomenon as the decline of importance of social science research in the university system (Balakrishnan, 2008; Chatterjee, 2002), even though the physical growth took place during the last few decades[4]. Furthermore, the non-government research organisations also became important entities of research during the same time. From the main centers of research and development, the universities were reduced to

---

[4]Patnaik (2015a) has argued that the current day university system has been reduced to centers of teaching only, rather than intellectual exchanges which ignites a young mind toward undertaking research.

centers of production of skilled manpower capable of doing research. The diminishing rate of intellectual intensity in the university system has been cited as the main cause for such a transformational change within the Indian higher education system (Patnaik, 2015a).

Year	Central Universities	State Universities	Deemed to be Universities	Institutes of National Importance	Private Universities	Total
1970-71	5	79	9	9	-	102
1980-81	7	105	11	9	-	132
1990-91	10	137	29	9	-	185
2004-05	18	205	95	18	7	343
2012-13	42	303	128	61	122	656
2015-16	46	343	125	74	228	816

Table 1.1: Physical Growth of Higher Education in India

Source: Collated from Education Statistics at a Glance, MHRD, GoI, various years and updated with information available from the websites of the UGC and the MHRD.

The gradual decline of university system in research and simultaneous increase of non-university government supported social science sites are presented in Table 1.2. Even though we come across various studies on issues of social sciences commissioned and carried out by private entities, the actual number of such entities is hard to get. Experts (Patnaik, 2015a; Chatterjee, 2008) have indicated that the apparent commoditisation of higher education as a whole and decline of intellectual intensity (Patnaik, 2015b), which in turn have destroyed the ability to think creatively, and produce quality research. Therefore, even though there is a robust system of research in the country, the impacts of such research are not visible.

Table 1.2 Institutions of Social Science Research in India

Universities with Social Science Dept.	Government Research Institutes	Autonomous Institutions	Total
190	67	152 (25*+127**)	409

Source: Adopted from DfID (2011) ** Other Government institutes created by different ministries * Institutes under ICSSR funding.

While public support for research is manifested in the form of funding the publicly funded universities and Think-Tanks, initiatives for creation of space for private players for all forms of institutions are also evident ushering in changes in the landscape of SSR in India. There are specified agencies to channelize funds to universities. For research and education in social sciences, the University Grants Commission (UGC) remains the main regulatory body for higher education in India. The UGC provides scholarships, project funding and runs Special Assistance Programme (SAP) for departments apart from distributing grants to the colleges and the universities. The UGC invites proposals for SAP and the process of sanctioning grants is highly competitive. The selection through competition ensures that the relatively better institutions are awarded more grants than others. But the competition is restricted to the different layers of

institutions depending on their proven research capacities. There are different schemes under SAP, like Department for Research Support (DRS) and Department for Special Assistance (DSA) which support the institutions below the top layer. University departments/centres with proven track record during these phases are considered for the prestigious award of Centre of Advanced Study (CAS). The UGC supports individual initiatives as well. The faculty can apply for minor and major research projects. This has a salutary effect as the individuals with zeal and enterprise need not remain constrained by their institutional facilities and resources. The fate of these projects submitted to the UGC needs to be probed as mere provision of inputs is no guarantee for outcome.

The state of social science research in India is hugely diverse, varied and non-uniform across regions. As for illustration, South Indian institutions are in a better shape than their North Indian counterparts except those located in Delhi. Pandian (2002) argues that though the social science institutions in South India had decayed, but a critical number of social scientists located outside these institutions sustain research, which are internationally recognized through global networks. Delhi's dominance has declined over the years. In general, independence in the conduct of social science research is compromised (Deshpande, 2002). As part of SSR Capacity in South Asia (2002), Deshpande identified that Indian academicians have not been able to negotiate with social context and maintain their esteemed positions in the age of rapid growth of Think-Tanks and NGOs. Kumar (2013) argued that loss of dynamism and erosion of values in the society which has undermined the role and import of the universities in the country. Research is not independent of the government even if carried out independently with government funding. Such sponsored researches are subject to political scrutiny (Hay and Sudarshan, 2010). Mishra *et al* 2015 is a recent research initiative in SSR. The volume consists of case studies from select countries including India and Bangladesh. The study on India is based on a primary survey of 267 research scholars and 117 teachers from the university system[5].

Indian Council of Social Science Research (ICSSR) was established in 1969 on the recommendations of V.K.R.V. Rao Committee to steer and encourage research in social sciences. It did influence social science research during the initial years by persuading state governments to encourage social science research. It had heads with political background till late 1980s which probably impacted its working (Balakrishnan, 2008). The ICSSR has been reviewed five times since its inception, four times by committees set up by it and once by the review committee set up by the Government of India in 2010. The role played by the apex body for SSR needs to be examined in the light of these reviews and state of research in India.

In general, the quality of education and research in India is arguably poor. It is not only evident in terms of the Indian universities in the world ranking but also in terms of assessment and accreditation carried out by the National Assessment and Accreditation Council (NAAC). It

---

[5]The SSR survey (Mishra *et al* 2015) was presented at the International conference on 'Social Science Research: 'Issues, Challenges and Strategies' organized by the Institute of Public Enterprise in January 2013.

is also claimed that the mushrooming of the private initiatives in higher education has yet to deliver excellence. But as argued by Chattopadhyay and Mukhopadhyay (2013), the factors responsible for the sub-standard quality of research and education in both the public and the private institutions are different. While government funded institutions suffer from poor governance which is a typical example of 'government failure', the privately funded institutions are mostly functioning on commercial basis despite the fact that education is not for business in India. Mostly they impart poor quality education and hardly do research because of their propensity to resort to unfair commercialization and offer market oriented research which are indeed inimical to quality education. Further, the majority of the private institutions offer professional courses. However there are some new initiatives in the private sector which are keen to promote SSR.

India has also witnessed the growth of Think-Tanks since independence. The numbers have risen to 280, the fourth highest in the world now[6]. Earlier most of the Think-Tanks used to be public funded but the growing size of the economy has influenced the emergence of private funded Think-Tanks. While some Think-Tanks are focused on specific issues like foreign policy and defense strategy, some others work on a wide range of social issues. NGOs have also started taking initiatives to promote SSR and some international NGOs have drawn attention of media and society at large to crucial issues like nuclear energy and genetically modified food. Some Think-Tanks in India after being given the status of deemed universities have started teaching and organizing training and workshops. .

The number of NGOs is in the news in India as their number is exceedingly high and higher than the number of primary schools in India (The Indian Express, August 1, 2015). While it is true that only a small percentage of them are engaged in any meaningful activities, some of them have come under attack in the recent period due to mismanagement of funds and negative portrayal of India internationally. Some of the interventions made by the NGOs have also been recognised internationally. The award of Nobel Peace prize to Mr. Kailash Satyarthi who is the founder of NGO, *Bachpan Bachao Andolon* (BBA) and the Magsasay award to Mr. Anshu Gupta who founded the NGO, *Gunj* are two very recent examples. There are, in addition, state government funded research institutions and institutions funded by various ministries. While it is true that privately funded universities have not shown any remarkable propensity to do social science research, but their rising participation is having an impact on the government funded university system as they offer mainly market oriented professional courses and choice of social science courses are often opted for by the majority out of compulsions. But in the view of India's diversity and a multitude of social problems, the scope and salience of social science research has not waned but rather increased. However its link with the potential policy makers may be tenuous, weak and unclear.

---

[6] According to Global Go to Think Tank Index Report (2015).

Statement of the Problem

India is a country with bewildering diversity which poses challenge for the state to arrive at a consensus in policy making. The largest democracy in the world has witnessed contestation in the realm of policy making which had its impact on the election outcomes. In view of low attainment in socio-economic development indicators, SSR assumes critical importance in its contribution towards informed decision making.

This study seeks to go deeper into the issues raised by the studies undertaken so far on the state of SSR in India. This study would also look for possible explanations for the wide variations in research output across the institutions and regions. As the Think Tanks play a significant role in the overall canvas of research and policy making, this report examines the environment for doing research that prevails in the Think Tanks, how these research institutes are funded, how are the issues of funding and accountability are related and how does the question of accountability affect the social utility of research outputs. The study will look at the macro level policy making, institutional level variation and individual level differences.

While the problems facing Indian higher education system have been documented and highlighted in various studies as discussed above, there is a need to situate the problems in a coherent theoretical framework to study the environment for doing SSR in its totality. There is also a need to study the institutions within the national framework of SSR and how does the funding mechanism, capabilities and training of the faculty and the researcher affect the conduct of research and research output broadly speaking. The institutions differ expectedly in terms of doing SSR owing to a multitude of factors. Among the set of factors, we need to prioritize and assess the relative importance of the factors. While funding remains crucial, the individual researchers assume pivotal role in the overall analysis.

To map the overall macro-environment for social science research in India in terms of the variations in terms of funding, regulatory framework and disciplinary variations, we need to address the following questions,

Whether there are regional variations in the environment for SSR? What would be the degree of variation within the vast Indian higher education system?

How do the institutions respond to the funding mechanism? How do the research institutions, universities and the think tanks constitute research environment?

How do the individuals respond to the incentives?

How do the research output and research processes affect the researchers, the faculty and the students engaged in research?

How does one study the social utility of research in in terms of its impact on policy making?

This Report seeks to make a modest attempt to know how SSR is carried out and with what purposes. In the next chapter, Chapter 2, we provide a theoretical framework and how did we

choose the institutions for study, why do the institutional contexts differ and what role does the leadership play to contribute to the making of a conducive research environment. In Chapter 3, we try to capture the overall condition of SSR in India. In Chapter 4, we undertake case studies to understand the situations at a deeper level. In Chapter 5, we make an attempt, based on the questionnaires, to know the backgrounds of the researchers, their engagement and aspirations.

CHAPTER 2

CONCEPTUAL FRAMEWORK AND METHODOLOGY

This chapter seeks to spell out a conceptual framework to study the environment of SSR in general. The three levels at which the study will be pitched and how does the three levels interact with each other. The chapter will enable us to unravel the complex process in which the individuals and the institutions respond to the macro-level policies and interact with each other in their conduct of research. The utility of SSR in terms of its impact on policy making needs to be studied within that framework.

Conceptual framework for the study

However in order to understand and assess the research environment for social sciences, we need to develop a comprehensive understanding of the environment for doing research and identify the factors in a systematic fashion to unravel the interconnections amongst the factors and the levels. This would also help us in identifying a set of indicators to capture the various aspects of doing SSR. In this context, to examine the interconnections between the research inputs and research outputs, we could envisage an educational production function where output is mainly in the form of research publications, and inputs are mainly the human resources which are supported by the financial and physical resources in their engagement with research.

Research output = f (Human resources: students, researchers, faculty, administration; Physical resources: infrastructure, library facilities, and computers; Financial resources: mode of funding, and its adequacy).

The function 'f' refers to the complex underlying process of production of research output which entails conversion of the research activity undertaken by the human resources, the students and the teachers. This is one form of an educational production function where the function 'f' does not refer to a technically well-defined input-output relationship but instead it depends on the agency of the researchers, their responses, and their level of motivations. The process for doing research is, however, different from that of a typical input-output function for

the production of goods[7]. Research is carried out by the human capital and so the persons involved, their motivations and responses are crucial to our understanding of the environment for doing research. What drives an individual depends on the academic culture of the institution and how the expectations and requirements of the researchers are met which result in the delivery of research output. In order to understand why some of the institutions of higher learning do well and others do not we need to probe deeper. Some institutions are driven by 'prestige maximisation' in absence of profit maximisation, and some institutions under the same set of rules, fail to deliver possibly because of inadequate internalization of the institutional objectives by all the stakeholders, the administration, the research scholars and the faculty.

Diagram 2.1: A Schematic portrayal of the linkage between funding and policy impact in university

Output: medium, quality and integrity
1. Journals and books. Reports for TT mainly.
2. Hierarchy of institutions.
3. Integrity.

Structure and processes
a. Autonomy: choice of area, freedom to decide allocation of time
b. Incentives: API, additional pecuniary benefits
c. Governance: administration
d. Governance: network and collaboration
e. Academic leadership

Inputs
1. Infrastructure
2. Funding: Mode and its quantum
3. Input or output based

Accountability to whom:
A. To society: Peer and the public driven by prestige and recognition.
B. To the Funding agency: to fulfill their objectives (TT).

Policy impact
Indirect: lagged and through media and public debate

Direct: determined by the funding agency subject to willingness for TT

---

[7] Though in economics of education, the educational production function is invoked to understand and explain the function of an educational institute, this analogy between a firm and an institution has been subject to serious criticisms.

An important issue is to understand how does culture matter in educational governance. The students and the teachers deliver within a set of rules and norms required to be complied with by the institutions where they are located. But the institutions are also the spaces which articulate the policies framed by the government to foster research. What the institutions do to encourage the researchers also in a way reflect the policies of the government and its mandate and more importantly the funding mechanism.

Inputs

We need to identify what are the inputs that contribute to the conduct of research. We need human resources to work with the infrastructure facilities and both require financial resources.

Physical infrastructural facilities: In terms of inputs like availability of books and journals, computers and other facilities.

Central universities are well funded compared to the state. Though there is severe budget cuts, some departments get additional funding though b. individual faculty members show interest in c and d. Good universities get more funds and the hierarchy gets accentuated. TTs are funded by the ministries, ICSSR, state governments. They generate funds through many additional projects. TTs on an average are better funded.

Human resources: out of the three entities, most crucial is the teachers/faculty. While the faculty and the researchers in TTs are pivotal to the system, students, i.e., research scholars participate in research activities while they write their dissertations.

But how the students and the researchers select the institutions they would like to be associated with and how the institutions select them are extremely crucial for the success of the instituions in research. This is what makes the higher education system in a market framework different in achieving efficiency and excellence[8].

Mode of funding: It is not only adequacy of resources to suitably compensate the faculty and provide scholarships to the students but how resources are provided is crucial for the conduct of research because that changes the incentives and accountability structure.

For the universities, there could be several sources of funding. The most important is the block grants which are given to pay for the cost of salaries, the special grants awarded to the departments by the UGC in the form of DRS, DSA, CAS, and the chairs from the various innstitutes like RBI and other trusts and institutions or instituted after noted scholars to further research work in the special areas of those reputed scholars. Then there is an additional infusion

---

[8]Winston, Gordon C. (1999), 'Subsidies, Hierarchy and Peers: The Awkward Economics of Higher Education', *The Journal of Economic Perspectives*, Vol. 13, No 1 (Winter) 13-36. It is argued that the institutions select the faculty and the students as they do the same. The result is that the best of the institutions select the best of the minds and best of the individuals choose the best of the institutions. Since human capital embodied is non-reproducible, a hierarchy is created in the higher education system. This is also referred to as S-efficiency or selection based efficiency.

of fund for projects. There could be two distinct cases of this. One is where the faculty apply for research grants in the areas they would like to work on and the second where the areas are announced by the funding agencies and the researchers bid for. In the second case, the funding agency has a definite objective to promote research in a particular area. For the universities, the importance of the four sources decline in importance. Whereas for the TTs, given block grants given by the governments, the last one emerges to be the most important one. If the TTs are not funded by the government, the importance of the last one becomes important.

Structure and processes at the institutions

While analysing the structure and the processes, autonomy of the researcher appears to be the most important hallmark to asssess the environment of SSR. Autonomy is narrowly defined here in terms of choice of research area, conduct of research and dissemination of research output. The researchers in the academe are though supposed to be intrinsically motivated, in the competitive world, the incentive structure offered is an important issue. Following are the issues which define the structure and the processes for doing research.

1. Autonomy: For universities, research undertaken is mostly autonomous. Focus is more on teaching and research guidance rendered to the research scholars and less on research, depending however on the the nature of the universities in terms of mandates and academic culture. For the TTs, focus is ofcourse more on research and less on teaching and training. Research is mostly funded by outside agencies and hence research output take the shape of reports submitted to the agencies.

2. Incentives: How do the researchers, the faculty and the students respond to the policies and career progression scheme is an important issue because this aspect is crucial to the 'f' functional form. This is where the efficiacy of SSR policy has to be judged.

3. Governance and administration: Doing projects require support from the administration as the funds are generally credited to the university accounts. Since projects are carried out in addition to the other regular assigned responsibilities, it is important that institution administration is cooperative to facilitate the conduct of SSR. Strict adherence of rules in the name of curbing malpractices in the use of projects funding raise the implicit cost of doing projects which turn away many facuty from doing projects or they prefer to locate their research outside the universities.

However for the TT, since projects bring funds and projects are the main activity of the faculty, the administarion is generally supportive and facilitating. As the TTs are much smaller in size, decision making and academic activity hover around the director who plays a crucial role in guiding and managing the TT.

4. Network governance and collaboration: Collaborations both within the country and outside are increasingly adding a new dimension to the governance issue. Running parallely to the governance reform based on corporate principles as in the case of PBAS, network governance is assuming impotance in some of the instututions. More effective for the TTs because of their smaller sizes, and effective leadership. For universities, depending on leadeship and other administrative support, it is generally less. The degree of collaboration varies across the institutions and the social science disciplines.

5. Leadership qualities: the head of the instituions, the vice-chancellors in case of the universities and the directors in case of think tanks, play an important role in facilitating research and realising the overall mandate of the institutions. The heads are important for exercising their discretion and using of autonomy to foster a culture of research so important.

Research Output

This is the outcome of research in which the funding agencies are interested because here lies the accountability of the researchers and the institutions. The quality of research output determines the status of the individuals and the institutions. One important issue the Report will seek to address is how to account for the variation in quality and quantity of research intra-institutions and inter-institutions, across the disciplines and across the regions. The issue is whether there exists a trade off between the quality and the quantity.

Research integrity

In SSR, it is extremely difficult to assess the quality of research because of the differences in perspectives to understand the social reality. There are subtleties in the conduct of research. The funding agency may influence the process of research to exercise control over the research output, the concluding remarks of Report. In a way, the integrity of doing research will also determine the social utility of research. Respect for research integrity is not easily ascertainable as subjectivities are involved in the choice of research paradigms and research methodologies.

Policy impact: the issue of accountability

Research areas and freedom in its conduct: Since the universities are largely autonomous and the focus is on knowledge generation, policy impact is not direct. It can affect the policy through the generation of informed debate and providing inputs to the policy actors and the committees and commissions formed. There is also a good deal of research which is focused on theory. Research methodolgy is deermined by the researcher. Quality may suffer because of poor training, lack of knowledge about the suitable research methodology, lack of accountability, and absence of monitoring. The impact on policy could take time. But for the TTs, it is often direct if the projects are awarded by the government agencies, departments and ministries with mandates.

For TTs, the research topics are often given by the funding agencies, which explains why the policy impact is stronger and direct. It all depends on how well does it serve the political establishments.

Research objectives and questions

Keeping in mind the broad theme of the project entitled 'Doing Research' and a survey of literature; we have identified the following research questions we would like to address in this Report. In practice, the coverage of the Report goes beyond the questions listed below.

Research Questions

The study would seek to answer the following research questions to fulfill the above mentioned objectives-

A. The macro scenario in Social science research

To understand the overall situation of SSR in India, we would like to address the following,

- To identify and study the site for SSR, and to understand the institutional diversity
- The regulatory policy guiding SSR
- The financial support/assistance for SSR-various sources of financing and mode of funding
- The policy actors

B. Institutional processes:

Inputs
- Physical infrastructure
- Faculty and students: admission and recruitment processes, variation across institutions,
- Sources of finances, mode of funding, adequacy and conditions attached.

Processes of research
- The degree of autonomy enjoyed by the researchers in their academic pursuits
- The incentive structure, pay structure and career progression and variation across the institutions
- Mentoring and training
- The bureaucracy and governance, how does it matter, how does it vary
- Academic leadership

C. At the individual levels
- Motivation and career vision.
- The network and collaboration, with peers from other disciplines, Collegiality and the individuals relate to others, its impact on the pursuit of research, teacher-student relationship

i)   Students' approach

a) What motivates students to join research programmes? - do the students join PhD as a qualifying degree for job or training for research?

b) Awareness of fellowships, scholarships, sponsored workshops of different kinds

c) How are the topics/subject matter for research chosen- out of inquisitiveness or on the basis of some trends or decided externally?

ii)   Selection of students for M.Phil/Ph.D

a) What is desired-motivation for research or subject knowledge

Modes of selection- written examinations- objective /subjective, interview?

Research Training/education

This phase is the training of the researchers during their research degrees-M.Phil/Pre-PhD courses and Ph.D. The training process in terms of rigor and content shapes the budding researchers to become professional ones. People in the Indian academia often talk, whisper and murmur on such issues but there is no research on these critical issues. The state of training of social scientists is much grave than the state of social science research itself. That is, the research programmes in universities might lead to deterioration of the state of research (Deshpande, 2002). Teachers are heavily loaded with teaching duties (Chatterjee, 2002) which is aggravated by the faculty positions lying vacant even to the extent of 40 percent in the central government funded institutions.

The indicators for these can be developed around the following-

iii)   Student- teacher relationship: kind of co-operation, how they perceive each other

iv)   Training of research methodology-: qualitative and quantitative research methods, assessment of rigor and the training programme, field visit and software training

a) Timing of training during- Masters or research degree,

b) The content and approach

Apprenticeship- learning by doing, internships, seminar and conferences to learn research methodology,

D. Research output

- How do the researchers intend to publish, how do they like to disseminate, their preferences for mode of publications, how the research output varies across the universities and the think tanks.
- Ethics in conduct of research, quality check, objectivity in SSR
- Discipline wise variation, institution wise variation

E. Social utility of Research

Who are the policy actors? How is the social utility of research determined? What is the mechanism to ascertain the social utility of research? How do the researchers get connected with the policy actors? How do institutional differences matter in terms of social utility of

research? These are the questions which will help us in knowing the contributions of SSR towards policy making and the relevance of research. Moreover, in the process of ascertaining the social value of research, we would understand better both objectivity of doing SSR and identification of the factors that determine quality of SSR.

Research Methodology

The Study seeks to understand social science research through three distinct frames- (i) output-current state of research or available disseminated research (ii) process- training, research practice and dissemination and (iii) factors affecting these two frames of references. These three frames cannot be confined to any one of the traditional qualitative or quantitative approaches solely. The frames where a pattern is expected to emerge or some deterministic behaviour can be hypothesized, can be utilized for quantitative analysis. The complex and diverse spheres involving human subjectivity would require qualitative analysis through deeper investigations.

Research Instruments have been designed for four categories of respondents-

1. **Research Students:** The students pursuing Master of Philosophy (M.Phil) and Doctoral Degrees (PhDs) in social sciences were administered with a semi-structured questionnaire which is divided into five sections. Identification details, training and capability, facilities, publication and socio-economic background. The questionnaire uses "Research Scholars" for Research Students as they are usually known by the term in India.

2. **Teaching Faculty:** As the faculty members of social sciences in universities do both teaching and research in social sciences; they present themselves as a distinct category. They were administered with a semi-structured questionnaire which is divided into seven sections. The issues covered in the first three sections of this questionnaire are same in nature as that of the above mentioned one. There are separate sections on sponsored research and collaborations.

3. **Researchers:** This category refers to researchers who are not engaged in teaching. These scholars, trained in social sciences, generally work for Think-Tanks, non-government organizations (NGOs) and other agencies in the development sector. They were also administered with a semi-structured questionnaire, divided into seven sections.

4. **Key Informants:** This refers to the persons in leadership positions in universities, Think-Tanks and NGOs. A tentative list of such key informants includes chairpersons of centres, heads of departments, and deans at universities; directors and such senior people at Think-Tanks and NGOs. A checklist has been prepared to interview these researchers in leadership positions.

The tools for the data collection have been in-depth interviews and questionnaire survey. Three different semi-structured questionnaires have been designed for the first three categories of respondents-Research Students, Teaching faculty and Researchers. These questionnaires have been designed to understand the processes involved in social science research. The questions, thus, sought to gather perceptions, views and unravel different

aspects related to research. The aim of the questionnaires has been to delve deeper rather to accumulate facts. The unravelling of the processes concerned and their interlinkages serves as fodder for further research based on pilot studies of this kind. As the study stressed on coverage of issues at the cost of sample size, the questionnaires have been expected to aid the unravelling of process instead of ability to draw inferences.

Issues and Approaches in choice of method and its justification

Only 15-20% of the HEIs are reasonably well-endowed financially to do research and are visible in India and abroad[9]. Comparatively speaking, limited job prospects has rendered the social sciences as second or even third best choices barring economics for the majority of the graduate aspirants.

The process of training or educating future researchers during research degree programmes does not only build the foundations for research in a country but also manifest the research environment, at least in snapshots. The researchers prepared within such educational system serve the universities and research institutions of various kinds- government sponsored think tanks, non-government organizations and private think tanks. The research output finds its way to journals, working papers, policy briefs, books etcetera. These processes are usually governed by modes of financing and policy guidelines/initiatives.

The study would seek to collect the following set of primary data for purposes mentioned against them-

  i)   Attitudinal and Perception data from researchers to gauge their motivation and aspirations
  ii)   Course content for research training/education for assessing the research capability
  iii)   Networks: collaborations and peer review
  iv)   Journals and Websites of Institutions –quality assessment
  v)   Institutions: internal governance, research output, and incentives for research

Sampling

The study seeks to understand social science research at three distinct spheres-individual, institution and macro environment for research. These three spheres are inter-related but may not be captured in the same frame.

To assess the environment for Social Science Research in India, three criteria for sampling are identified in order of priority-

---

[9] It has been mentioned above that Central HEIs are well funded as compared to institutions funded by the State Governments. From Table 1.1 above, the institutions funded by the Central Government are all central Universities, almost all Intuitions of National Importance and some Deemed to be Universities. Thus, their percentage lies between 15-20% of total number of institutions.

i) Nature or type of institutions engaged in social science research and policy communication
ii) Discipline wise categorization
iii) Region/cluster wise identification

Since the focus of the project is to study the research environment for conducting SSR, we give top most priority to the type of institutions followed by disciplinary focus and the regional dimension. The environment would vary in accordance with the types of institutions as the funding is supposed to guide the importance assigned to research and in particular what type of research. We classify the institutions into three broad categories- university, think tanks, and NGOs. The environment for doing research would vary depending on the source of funding agency for these institutions. The universities in India may be classified into three categories on the basis of sources of funding- (i) Central University (funded by the Central or the Union Government), (ii) State University (funded by the State Governments), and (iii) Private University. Likewise, the Think-Tanks can also be classified on the basis of sources of funding. The Central Government provides funding to Think-Tanks through the Indian Council of Social Science Research (ICSSR), an autonomous body for promotion of research in social sciences. The Think-Tanks may have funding from more than one source as well.

There exists a hierarchy amongst the social sciences in terms of funding and opportunities. The agenda of research would also vary in terms of variation in the issues across the regions depending on the socio-cultural and political dimensions. At the second stage, we give priority to social science disciplines and areas of research. As the location of the institutions matters in policy communication, we select the key Think-Tanks keeping in view their regional spread.

The clusters chosen from the three directions possess specific socio-economic and political background and have been grounds for varied policy relevant research. As for instance, the Eastern cluster around Kolkata has a background characterised with poor socio-economic development and has witnessed policy initiatives for industrialisation in recent past. The movements and research which emerged out of these circumstances has influenced the public debate and amendments in the recent Land Acquisition Bill. The region is also known as one of earlier centre of the development of modern higher education in the country. The Southern cluster around Bangalore and Hyderabad has been playing pivotal role in governance reforms such as decentralisation and service delivery. This IT hub has been the centre for movements for water security in the recent past. The region has witnessed creation of a new State solely on the grounds of development differentiation. The Northern cluster around New Delhi is the hub of policy making in India and the region from where most social science research is disseminated.

Table-A.2.1on page 137 presents the sampling of institutions in India. The Table depicts the nature of institutions and the disciplines/areas which characterise them as their popular disciplines/areas. Thus, the sampling procedure tried to cover the complexities and diversities around disciplines, institutions and different socio-political environments.

At the individual sphere, the researchers, university faculty and research students from these selected institutions have been administered with semi-structured questionnaires. People in leadership positions in these institutions have been interviewed in-depth as key informants during the primary data collection. The research team has utilised purposive sampling to approach the respondents at selected institutions. Subsequently, respondents from different disciplines have been interviewed using snowball sampling. The research team tried to cover respondents from different disciplines at the overall level.

Potential limitations: Lessons learned from field research

The major dilemma faced by the research team has been how to negotiate the trade-off between the length of the questionnaire and the sample size. Larger sample size warrants shorter version of the questionnaires. While large sample sizes yield credible results in terms of the statistical inferences, but it is achieved at the expense of loss of details which could have been captured in case the questionnaire was long with more questions. In view of the fact that the present study is more in the nature of a pilot study, the size of the questionnaires were not substantially reduced in order to gain from larger sample size. The faculty as well as the research scholars took more than half an hour to answer the 6-8 pages long questionnaires. Given the objectives and the research questions of the study, even the peripheral questions were found to be revealing about the true intentions of the researchers and their subjectivities as these aspects contribute to the conduciveness of the research environment.

The research team planned to cover all the components of the environment of SSR as assessing the environment would not have been possible without covering all the components. The research team had a tight time line to start with and hoped to execute the plan with utmost dedication and hard work. But the team had to face sudden and abrupt challenges. A good number of these challenges emanated from the Project Administration Cell of the host university itself. The research team had to spend a sizeable time and energy to comply with the norms and regulations. The second stream of challenges came from the subjects of study-the respondents. The respondents and potential respondents being researchers themselves tended to play safe as respondents. As a consequence, the research team came across phenomena characterised with no appointments, incomplete responses and interviews taking very long. These hindered the achievement of large sample size with (almost) complete responses.

The team has surveyed institutions and respondents in Delhi, Kolkata and Hyderabad. The team also had the opportunity to interact with a group of social science faculty from Kerala visiting Delhi. The team tried to approach social science faculty in the institutions visited. However, few were able to allocate their time for interviews and surveys during the time of last visit of the team.. The team hired the services of local research scholars as filed investigators for surveying research scholars in social sciences. These field investigators were trained and have been conducting surveys. The team also conducted focus group discussions (FGDs) with research scholars at Hyderabad and New Delhi. The findings reported in the subsequent chapters

are derived from content analysis of the FGDs, interviews and an analysis of data collected through questionnaire survey.

CHAPTER 3

MAPPING THE MACRO-LEVEL SOCIAL SCIENCE RESEARCH ENVIRONMENT

In this chapter, we seek to provide the broad landscape of social science research (SSR) in India. An understanding of the broad contour of SSR is a necessary step before we discuss the environment of doing research at the institutional level. The macro environment provides an overarching framework within which the institutions and individuals operate. We can introduce the different sections of the chapter.

Funding Social Science Research

The Governments (both the Union and the State) have been the main source for flow of funds for research. Funds for SSR from the Union Government are channelized and regulated through autonomous bodies working closely with the Ministry of Human Resource Development (MHRD). The most important among these agencies are UGC, ICSSR, ICHR and ICPR. The UGC is the main source of funding for the universities. The ICSSR funds autonomous research institutes in collaboration with respective State Governments. The third category of funding comes from the non-state actors who form the groups of bilateral aid agencies, and non-governmental organisations having operations in India (national and international) and multilateral development banks.

Information about amount of funds received for research is hard to get. However, from the information provided in various studies, it is observed that the SSR has remained largely underfunded (GoI, 2011). In a comparison made with regards to other sponsored research programmes of the government, it is found that ICSSR funding is only 2.3 percent of total funding of CSIR, and 11 percent of the total funding of ICMR (*ibid* 2011). Furthermore, the funds allocated to ICSSR during the period 2006 to 2009, has declined in real terms (*ibid*, 2011). As a consequence, there has been a decline in the total ICSSR grants to its institutes taken together if one compares the total ICSSR grants as proportion of the total expenditure of these institutes taken together. The proportion has decreased from 27 to 14 percent over the time period 2005-06 to 2009-10 (ibid, 2011). Major Research Project (MRP) programme of UGC has the most outreach within the universities for doing sponsored research in social sciences. Table-A.3.2 on page 141 shows various important schemes of funding by important government bodies.

It is clear that the above Table-A.3.2 that the two most important funding sources in social science research are the UGC and the ICSSR. Table-A.3.3, page 144, presents the details of research support available from the ICSSR.

Table 3.1 below presents the status of funding for research support in the two organisations over a period of 2002-03 to 2013-14.

Table 3.1: Comparison of Expenditure on Research Projects Support by UGC and ICSSR (in Rupees millions)					
	2002-03	2005-06	2009-10	2011-12	2013-14
UGC	23.9	73.4	243.2	112.4	128.0
ICSSR	6.28	17.17	43.2	53.1	NA
Research Projects as % of Total Grants					
UGC	0.57	0.91	0.64	0.29	0.30
ICSSR	4.12	9.65	8.32	7.45	NA
Source: For UGC: Annual Report, various years; ICSSR: various review Committee reports obtained from MHRD.					

Since the data on finances were not available for the research support by the other agencies like the ICHR and ICPR, we present a comparative status of the total project funded during the period 2007-08 till 2014-15 to understand the situation of research support by these Councils as compared to the UGC and the ICSSR in Table 3.2. It is observed that the status of Social Science Research has been quite alarming.

The research grants and fellowships intend to cover researchers from various walks of life including social activists, journalists, and civil servants (Table-A.3.3, page 144). Encouragement is given to the young and senior scholars alike. Response to the sponsored research of high values recently initiated by the ICSSR witnessed a three to four fold rise. Despite comprehensive coverage and increased budgetary allocations, the adequacy of such initiatives remains a matter of concern keeping in mind the quantum of need in a country like India.

Table 3.2: Number of Research Projects Supported by Various Agencies				
	2007-08	2010-11	2013-14	2014-15
UGC	485	767	564	600
ICSSR	25	170	810*	410*
ICHR	25	30	30	15
Source: Outcome Budget, various years MHRD, * ICSSR Started a new Scheme called Responsive Research Scheme this has led to substantial increase in project sponsorships. ICPR does not have any research project funding scheme.				

The Central Government launched a scheme in 2013 to provide strategic funding to eligible higher education intuitions managed by the State Governments. The scheme is known as *Rastriya Unchchatar Siksha Abhiyan* (National Higher Education Mission called RUSA). The scheme would operate in conditional funding mode with at least two-third funding from the Centre. The scheme is expected to uplift financially struggling HEIs and improve their quality[10].

Output of Social Science Research in India

The SSR outputs are mainly observed in the form of completed sponsored projects reports, publications of books, journal articles, and monographs. Data about all of these are quite difficult to collect and to map them against the sites of research is a time taking activity which is beyond the scope of the current project. However, we have used the SCOPUS platform available through JNU Library, to provide a truncated picture of the state of affairs in the country, to have an idea about the research output produced. In SCOPUS analysis we have only accessed Journal Articles and Review Articles of authors who are based in India (Affiliation Country)[11]. For the sake of comparison, we have taken four time periods as elaborated in Table 3.3. On comparing Indian publications with few leading countries of the world, it is observed that the spikes in growth rates are due to jump in numbers of publications between the two reference periods. In absolute terms, USA has the highest number of published articles in the SCOPUS platform. On major limitations of the SCOPUS analysis is that the numbers of journals published from the developing countries are very few, and this reduces the number of entries against the developing countries[12]. Furthermore, tendencies to publish in journals of international repute also play a role for non-inclusion of journals published from the developing countries in SCOPUS database as these tendencies lead to segregation among academicians on the basis of their notions of quality and formation of interest groups. The SCOPUS database also does not provide the origin of books and other publications by the origin country of authors; rather they do it by the affiliation country of the publisher. This reduces the number of records of publications other than journal publications[13].

Table 3.3 below presents the rate of growth of publications in social science journals from select countries. It appears that rate of growth of publications from India has been hovering around 16 to 20 percent for more than four decades while China, a close competitor, has reached at 35 percent in the same time period.

---

[10] Details available from http://mhrd.gov.in/rusa

[11] In India, only Indian citizens can be appointed to the permanent faculty positions in all government funded and government sponsored institutions. Unlike the situation in developed countries where citizens of other countries are also offered tenure positions, authors based in India are Indian citizens as very few visiting faculty positions are available for foreign scholars. Some private universities have foreign faculty but gain there number is too miniscule.

[12] One of the factors behind the very few numbers of journals from the developing countries is that a good number of journals published from these countries do not meet the standards of editorial and review criteria.

[13] Journal Publications include Articles and Review articles. In SCOPUS the books are recorded by Publishers and their country of origin. It does not classify books published from India in a certain period of time.

Table 3.3 Rate of Growth of Publications in Social Science Journals Available in SCOPUS for selected countries (in percent)				
Countries	1970-1980	1980-1990	1990-2000	2000-2015
India	**17.33**	**5.31**	**19.24**	**16.46**
Japan	11.40	16.83	14.71	9.93
USA	10.67	7.26	11.38	7.50
China	0.00	59.81	17.62	35.23
Brazil	19.58	12.98	24.46	26.74
UK	11.06	7.79	17.58	8.43
Germany	43.93	11.62	18.84	14.57
Italy	24.91	12.76	18.60	20.37
Singapore	0.00	44.81	23.42	16.32
Indonesia	8.01	10.72	23.74	33.08
France	27.65	14.17	21.69	11.70
Source: SCOPUS Database, accessed on 20/07/2015.				

Apart from rate of growth of publication, understanding the nature of collaboration in research is also very crucial. Chatterjee (2002) and DFID (2010) observed substantial presence of foreign collaborative research in social science even before the 1990s. This collaboration is reflected in Table 3.4 as the outcome through publications. We have identified the share of specific countries over the years in publications with Indian counterparts, and also indicated the importance (share) of collaborative publications in total volume of publications from India over different periods of time. The Table 3.4 below clearly indicates the USA to be the source country for most of the collaboration for more than four decades. The United Kingdom appears to be second country in terms of research collaboration in social sciences with Indian scholars.

Table 3.4 Distribution of Publications with Foreign collaborations by the Indian Authors by Countries (in percent)									
Country	**1970**	**Country**	**1980**	**Country**	**1990**	**Country**	**2000**	**Country**	**2015**
USA	50.00	USA	50.00	USA	60.00	USA	36.49	USA	20.29
Taiwan	25.00	UK	50.00	UK	10.00	UK	16.22	UK	10.70
UK	25.00			Canada	20.00	Germany	8.11	Australia	4.79
				Thailand	10.00	Australia	5.41	Canada	4.47
						France	4.05	Germany	3.99
						South Africa	2.70	China	3.35
						Sweden	2.70	Netherlands	3.04

| Share of collaborative publications in total number of publications | 28.57 | | 3.39 | | 10.64 | | 16.16 | | 34.68 |

Source: SCOPUS Database Search, accessed on 20/07/2015.

Performance of Indian Institutes in terms of Publications

In the Table-A.3.1, page 140 we present a picture of origin of publications by their institutional affiliations. The broad period of time covered is from 1970s till 2015, divided into two periods. It is interesting to note that within the SCOPUS database of Journals, the presence of Universities and IITs are very prominent, but there is little presence of specialised institutions of social science research in both the periods. This needs to be analysed further. Apparently there may be following reasons, (a) the specialised institutes are more concerned with their project specific research and therefore they do not care about publications, and (b) the faculties from these institutes publish in journals that are not in the SCOPUS database.

In terms of relative performance of the institutions in India during the two reference periods mentioned in Table-A.3.1, page 140 we find that during 1970-1989, there were government departments like the GSI and National Remote Sensing Centre, who have been in the top 15 list, which is not the case during the later period. The prominence of IITs along with renowned Universities like DU and JNU refers to the fact that the social sciences departments in centrally funded institutions are effective in undertaking quality research. Here, it should be noted that central institutions are comparatively well funded as compared to their counterparts managed by the state governments.

Mapping the contour of social science disciplines

As per the latest data available for 2012-13 (Table 3.5 below), of all the Ph.D scholars more than 15 percent are enrolled in Philosophy followed by Economics, History, Political Science, Sociology accounting for nearly 12-13 percent each of the total. Geography and Psychology which require laboratory facilities account for around 5 percent each of the total. Around 44 percent of the total Ph.D scholars are women with higher proportion for Psychology and Women's Studies. Psychology and Sociology attract more women students to various levels of higher education as compared to other social science disciplines. In 2012-13, the total number of M.Phil and Ph.D scholars was merely 3.5 percent of those who had Masters in social sciences. Students pursuing M.Phil and Ph.D in Philosophy were 27 percent of students enrolled for Masters in the discipline. The total number of students enrolled in Masters was more than the number of students enrolled in undergraduate courses. This indicates that social sciences draw students from other streams probably from sciences at the Masters level. The proportion of female students is almost equal to male students at the under graduate and post graduate levels but this proportion declines at the level of research (M.Phil and Ph.D). These calculations are

based on the latest data available from the All India Higher Education Survey (Table- A.3.4, page- 145).

Table 3.5: Student Enrolment in Social Sciences (2012-13)										
Discipline(s)	**Female participation (%)**				**(M.Phil + Ph.D) to PG ratio**			**PG to UG ratio**		
	PhD	**M.Phil**	**PG**	**UG**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
Anthropology	43.2	53.8	56.2	56.4	16.2	10.7	13.1	106.4	105.5	105.9
Economics	42.0	49.4	53.7	47.3	4.6	3.2	3.9	154.0	198.6	175.1
Geography	39.7	41.9	45.7	43.8	3.9	3.1	3.5	55.5	60.1	57.5
History	42.5	45.1	48.3	46.1	2.7	2.2	2.5	85.5	93.4	89.1
Other Social Science	42.7	44.1	51.6	59.1	5.5	3.9	4.7	178.1	131.3	150.4
Philosophy	36.8	49.7	53.6	55.3	37.3	19.6	27.8	28.7	26.8	27.6
Political Science	42.2	38.1	48.1	48.7	2.6	2.0	2.3	88.1	85.8	87.0
Population Studies	54.2	48.8	42.5	0.0	143.5	200.0	167.5	NA	NA	NA
Psychology	65.1	66.7	62.9	59.6	3.6	4.0	3.9	77.1	88.5	83.9
Public Administration	37.7	41.0	32.9	38.3	2.4	3.2	2.7	NA	NA	NA
Sociology	53.1	58.8	61.5	55.6	3.0	2.3	2.6	282.6	360.6	325.9
Social Work	55.6	53.4	42.4	44.6	1.5	2.4	1.8	114.0	104.3	109.7
Women Studies	79.6	76.5	90.8	83.6	5.6	2.0	2.3	213.4	413.8	380.9
Gandhian Studies	63.8	59.6	54.4	33.3	24.6	33.5	29.4	NA	NA	NA
Total	**44.3**	**48.4**	**51.7**	**50.0**	**3.9**	**3.1**	**3.5**	**111.2**	**119.0**	**115.1**
Source: Calculations based on the All India Higher Education Survey, 2012-13, Government of India.										

It is noted that major social science research support is limited within the two organisations of government. Another interesting fact noted by Papola (2010) is about the primacy of projects from Economics discipline. This is reflected in the trends observed in last few years of project funding information from the UGC, which is given in the Table 3.6 below. The Table shows Economics at the top in terms of getting awarded with Major Research Projects while History and Political Science competing closely at second and third disciplines.

Table 3.6: Subject-wise Support of Major Research Projects by UGC (in million INR)			
	2011	**2012**	**2013**
Economics	26.76	28.68	29.86
Sociology	6.02	6.63	6.41
Political Science	18.72	20.47	21.47
History	20.35	21.89	21.70
Education	16.87	16.32	17.39
Social work	4.82	4.32	5.09
Women Studies	6.32	5.98	6.83
Law	1.02	2.11	3.60
Psychology	4.52	5.31	6.50
Source: List of Major Research Projects, UGC, various issues.			

The dominance of Economics in terms of its share of project funding can be attributed to some key factors as observed from literature. Economics has been a dominant discipline globally due to its quantitative nature and inherent tendencies to draw inferences and predictability. The dominance of the discipline in India is coupled with the quality and coverage of research that economists have been engaged with. While the quality of research and economic debates since independence have been of world standard, economists have been working on almost all problems facing Indian society and polity (Byres, 1998).

Regulatory Framework

Though there is no overarching regulatory framework or policy for SSR as such there are however, specific regulations governing SSR.

Evaluation of performances of the colleges and the universities depict the relative importance given to research by the NAAC. While 25 percent weightage is given to research, consultancy and extension for the evaluation of universities, 15 percent weightage is given to the same criterion for colleges (Table-A.3.5, page-146). However, the constituents of research remain the same for the colleges and the universities. The appointment and promotion of university faculty is guided by Academic Performance Indicators (API) developed by the UGC. The API system has been debated and criticised widely but it remains the framework for appointment and promotion albeit some scope for universities to exercise their autonomy in modifying some of the rules to suit their conditions. At the same time, through accounting of various types of activities constituting research generation, quality of research is sought to be promoted. The MHRD has recently initiated ranking of higher education institutions under the

National Institutional Ranking Framework (NIRF) which seeks to rank institutions on various parameters, research being one of them. It also intends to rank faculty within the institutions.

The UGC has also provided guidelines for carrying out research training through M.Phil and Ph.D courses. These guidelines are known as M.Phil/Ph.D Regulations 2009. These regulations guide the various stages of research training from admission to the submission of dissertations and theses. The students would work under the guidance of Doctoral Research Committee (DRC) which will include the supervisor. The system of working under DRC, gradually being promoted, has been in place in some universities. Now there is a mandatory requirement for plagiarism check to be made available by the university libraries. Without due certification by the designated authority, mainly it is the university library, the dissertations are not allowed to be submitted. Further, the students are required to submit CDs while submitting their theses. To ensure quality check through review and, the submission of dissertation/thesis would be preceded by mandatory publication of at least one paper by the research students and pre-submission presentation at respective departments/centres so that the suggestions and comments by the academic community can be incorporated. Such procedural check appears appropriate in a time when unethical practices are going up[14]

There are few but worth mentioning instances to influence the research area pursued by the students. Such influences not only come from funding agencies like ICMR and JNMML fulfilling their own mandates of promoting research in certain areas and of certain kinds but also directly from government departments. One such direct intervention can be noticed in Gujarat where universities have been suggested the list of research areas to be pursued by students for their research degrees[15].

There is no specific guideline for quality of research output produced by the Think-Tanks and the NGOs but recent political developments indicate that the research work should not be controversial from the perspective of national security.

The UGC in its provision of funding for Major Research Project and Minor Research Project to the university teachers follow certain guidelines and regulate the quality of the researchers as the reports are assessed by the experts nominated by the Commission. The drafts of the reports are to be presented and feedback is provided to the teachers. But, as per the assessment made by the team, the feedback mechanism is weak. But the ICSSR being an organization specifically dedicated to the promotion of SSR follows a rather stringent process of selection and assessment.

---

[14] Ph.D Thesis available for INR 30,000 in South Delhi markets, The Hindustan Times, 30th March 2016,

[15] Times of India, 26 April 2016, Ahmedabad available from

http://timesofindia.indiatimes.com/india/Gujarat-govt-gives-universities-list-of-topics-for-PhD-theses/articleshow/51986510.cms

Policy Stance of the Government towards Social Science Research

There are two major aspects in the emerging policy stance of the government. One, democratization in the decision making as all the stakeholders are being encouraged to participate and give feedback to the draft of the policy initiatives. Two, the policy should address the local needs and so it should be based on the bottom up approach rather than the top down approach. The making of the new education policy which solicits feedback from all stakeholders through online responses to questionnaires and holding seminars at various institutions on select themes evince an approach towards democratic participation. The present government has shown clear preference for collecting opinion from the general public through online questionnaires as it is for the new education policy. These questionnaires are made available on government portals and public opinion is solicited. While there is an effort to be democratic in policy making, there is a lack of transparency in the process of collating data and drafting of the policy. The process of developing the questionnaires-inherent framework, objectives and methodology are not readily clear to general public or to the intelligentsia. The crucial phases of research after data collection and the agencies involved are also not known. Moreover, consultants engaged by different departments are being administered with a questionnaire to assess their neutrality and association with agencies outside the government.

As discussed in Chapter 6, the formation of NITI Aayog replacing the Planning Commission reveals the way the Government wants to utilize social science research for planning and designing of policies. The plan would emerge from below with active participation of the local community to ensure larger participation of the people so as to hear their voice and make it a success through better governance. Without their participation, it is being felt that no policy would succeed no matter how good the design of the policy is. At the same time, spaces have been created to allow for experts consisting of both national and international ones..

Conclusions: factors that have a strong influence on Macro-level environment

With the budget cut for higher education and renewed focus on skill development, social science research may take a back seat. But if one looks at the funding of one of the major agencies in India, the ICSSR, the funding has actually gone up. The policy making is also being sought to be democratized and decentralized in India as evident in the formation of NITI Aayog. Increased use of websites and internet to ensure larger participation of the people in the policy making through their feedback to the ministry is a welcome step but not yet clear. But true participatory policy making requires open-mindedness on the part of the government which appears to be difficult.

CHAPTER 4

INSTITUTIONAL PERFORMANCE OF SOCIAL SCIENCE RESEARCH, RESEARCH CAPACITY AND RESEARCH OUTREACH

In this chapter, we extend our analysis from the macro level to the institutional level to understand and assess the performance of the institutes, the research capacity of the institutions and how do the institutions reach out to the policy actors and to the society as a whole. In the process, our attempt would be to reflect on the environment for social science research (SSR) in the Think Tanks as compared to the universities. The university system and the Think Tanks are, arguably, two distinct categories of institutions for the conduct of SSR. The funding and the mandate of these two sites for research make the environment for doing research and its social utility very different. Sources of funding and the objectives of the funding agency make an impact on the autonomy of the researchers, the incentives that they face, research questions that they ask and research methodology that they adopt. An understanding of this difference is crucial for the present study.

Keeping in mind the existence of diversity in the spheres of SSR in a country with the second largest higher education system, we undertake case studies for a somewhat deeper investigation of two universities and two Think Tanks to address the overall objectives of assessing the research environment for SSR in the context of India. The credibility of research conducted by the Think Tanks depends on two factors- (i) their nature of their establishment and (ii) nature of sponsorship and the relevant trend. Think-Tanks associated directly or indirectly with any interest group find it difficult to present themselves as non-partisan (Wood, 2014). Though SSR in the context of the universities are largely autonomous because of the nature of establishment and funding, but one has to look into the nature of sponsored research carried out within the university system.

Inception, Type, Mission and Legal Status

Case Studies of Universities and Think Tanks

The Think Tanks and the universities as spheres of SSR are different primarily in terms of their funding and mandate which impact the research environment differently. For the survey of the Think Tanks, the team visited one (TT-D) that is funded by a central government ministry and located in Delhi and the other (TT-K) is funded by a fiscally strained state government located in Kolkata, the state capital of West Bengal in the eastern part of India.

As a part of the survey for the university, the team surveyed one reputed central university located in Delhi, Jawaharlal Nehru University (JNU) and one other central university, Central University of Hyderabad (HCU) in the city of Hyderabad in the South of India. The focus of the survey was mainly on the respective Schools of Social Sciences (SSS), SSS-D and SSS-H respectively given the focus of the report. Since both the SSSs are subject to similar mode of funding and regulation, the differences in the research environment and research output could be attributable to factors such as region and university specific differences.

Think Tanks

The Delhi based Think Tank (TT-D) has a clearly stated mandate to work in the area of fiscal policy and other policy areas which ideally have a fiscal dimension. The TT-D is funded by one of the central government ministries concerned with fiscal policy, taxation and expenditure related issues.

Since it is funded by the central government ministry, TT-D enjoys a positional advantage because a majority of the research projects are commissioned by the government, both the Centre as well as the state governments. TT-D competes with a few consulting firms which are also engaged in research and consultancy in fiscal policy. This being an area of research where not many experts are available, the director and the other faculty members are also inducted into the various committees constituted by the government, both Centre and the States to give advice on specific policy matters. But as it will be discussed in Chapter 6, the ultimate decision to pay attention to the advices depends a lot on the debate and contestation that take place at the political level and their constraints and compulsions[16]. Apart from the research projects awarded by the governments, the institute also bids for projects floated by various national and international agencies. The individual faculty members can also apply for projects and act as consultants.

The other Think Tank which the team visited in Kolkata (TT-K) is primarily a research institute funded by the state government and the ICSSR and recognized as a Centre for Excellence by the ICSSR. The TT-K does not have any well-defined research area but it appears that the institute considers the concept of development as broad. The TT-K draws faculty members from the disciplines of Economics and from Political Science, History and Sociology as well. The Think Tank organizes training programme in research methodology for students from all social science disciplines. The Think Tank runs an M.Phil/Ph.D programme broadly based in social sciences and the degrees are awarded by the University of Calcutta.

---

[16] The TT-D has worked consistently on the designing of the Value Added Taxes for almost a decade. However, implementation has been stalled several times because of the states' grievances. The earlier UPA 2 government was keen to operationalize. But now UPA 2 is in the opposition and the new tax regime is unable to garner enough support for moving forward. It is equally true that the research connected to the tax regime purpose has thrown up contradictory results which have bolstered the opposition.

The research methodology course, therefore, covers both qualitative and quantitative methods in accordance with their overall objective of focusing on social sciences from an interdisciplinary perspective. The training programme that TT-D organizes, focuses mainly on public finance and policy aspect and does not deal with qualitative methods and other disciplinary approaches to policy making. The experts being from the mainstream economics, there is little reliance on the qualitative methods as a tool for research and as an alternative perspective to gain insights into the study of public finance and economic policy making. The TT-D also conducts training programmes for the civil servants. There are various workshops organized every year to train them[17].The TT-D goes beyond the defined policy domain of public finance and does research in other areas which have remote implications for public finance. The dominance of Economics gets reflected in the recruitment process of TT-D as hardly any faculty is recruited from other social science discipline.

The Table 4.1 presents a snapshot of the two Think Tanks under study.

Table 4.1 Think Tanks: Central and State		
	TT-D	TT-K
Established in	1976	2002
Mission Statement	Assisting the Central, State and Local Governments in formulating and reforming public policy; policy advocacy and capacity building in areas related to public economics	Advanced academic research and informed policy advice in the areas of education, health, gender, employment, technology and communication; research training and capacity building
Regulatory frame	Autonomous Governing Body, sponsored by Ministry of Finance, Government of India	Autonomous Governing Body, sponsored by Government of West Bengal, some grants from ICSSR
Research Output	Working Papers, Books, one page notes, newsletters	Occasional Papers, Working papers, Books
Linkages with policy makers	Closely works with governments at all levels	Occasionally works for the state government (West Bengal)
Source: Annual Reports (years) of the Think Tanks and team's own assessment.		

Table 4.2 shows the broad areas of research in the two institutes.

---

[17] Annual Report 2013-14.

Broad Research Areas

Table 4.2 Areas of Research for the two Think Tanks	
TT-D	TT-K
• Taxation and Revenue • Public Expenditure and Fiscal Management • Macroeconomic aspects- education and health • Intergovernmental Fiscal relations • State Planning and Development	• Education and Literacy • Health • Gender • Labour and Employment • Technology and Communication • Human and economic development
Source: Annual Reports (various years) of the Think Tanks and the team's own assessment.	

The two institutes are different in terms of the areas of research they focus on. As mentioned earlier, TT-D is devoted to research in public economics and policies whereas TT-K focuses on aspects like literacy, education, health, women, employment and economic development. Thus the policy advice given to the state has a holistic approach in case of TT-K. As TT-D focuses on public finance and policies, a comparison of research output can only be drawn between the two institutes if we take into account the research output in Economics in the TT-K.

Funding for Research

The Think Tanks

For TT-D, while 90 percent of the salaries of the staffs are paid by the central government, grants from the centre and the states constitute 37 percent of total income of the institute[18]. Funding is therefore not a constraint.

The TT-K is funded by the state government to the extent of 94 percent by the state government in addition to project based funding which was around 2 percent[19].Though pay scale is at par with the UGC scale in the TT-K (same in TT-D), the dearness allowance (DA) is less than what is announced by the central government twice a year, because of fiscal stringency faced by the state government. Since salary costs are borne by the state government, a part of the projects funding is kept aside to contribute to a common pool earmarked for providing additional funding for research projects initiated by the faculty[20]. The interest income earned from this corpus fund allows the faculty to undertake projects on their own which has given much leeway and financial support to the faculty to undertake research in their own areas of interest. Though

---

[18] For the financial year 2012-13. Around 50 percent of total income is generated from academic activities.

[19] For the financial year 2013-14. But TT-K has been recognized by the ICSSR for funding in the subsequent year.

[20] As revealed by the Director during the KII.

there exists competition for funds, projects mooted by the faculty are hardly denied due to the paucity of funding.

The Schools of Social Sciences

Both the universities being central universities, they are relatively well funded but the departmental level fund allocation is not what supports large scale SSR. A majority of the departments of both the SSS have been awarded special assistance from the UGC under the DSA and CAS programmes[21]. Being in the cities, the teaching faculty members are also connected to the funding agencies and various social networks, however, the extent differs. Thus, Projects infuse additional funding.. The size of the faculty in SSS-D and SSS-H are 171 and 94 respectively. But without effective stewardship, meaningful utilization of additional funds becomes difficult. The delay in the release of funds by the UGC in recent times has contributed to low absorption of funds although the university has the provision to release grants as an advance as mentioned in the UGC award letter.. The University of Hyderabad also provides additional grants for seminars and conferences. The university of SSS-D is a university with potential for excellence, a distinguished recognition by the UGC which comes with additional funds.

Analysis of enabling atmosphere for researchers and capacity development

Physical infrastructure

Most social science disciplines, with exceptions of Geography, Anthropology and Psychology, do not require laboratory. The resources required for SSR rather comprise general infrastructure as these are applicable to natural sciences as well. The resources like working space, library, computer and internet facilities are very crucial for researchers. Libraries as source of literature are the spines for SSR. Their roles have become more important in the digital age and advancements of libraries in this regard indicate the quality of infrastructure available for research. In this context, Computer and Internet facilities have also become indispensable resources for SSR. Working space for researchers refers to sitting arrangements for research scholars and extends to space available for discussions or to entertain visitors in the case of faculty or professional researchers. In the sections below, we present our findings related to these components of physical infrastructure.

Library facilities

Teaching researchers from Kerala and Kolkata reported that libraries at their institutions do not help in plagiarism check[22]. It seems that either teachers take extra care to check

---

[21] Department of Special Assistance and Centre for Advanced Study respectively.

[22] Please refer to the Question No-C.01 of the Questionnaire for Teaching Faculty.

plagiarism or there might be lack of consideration of the problem at the institutional level. Central universities under the scheme of the UGC provide softwares, like Turnitin to the students and faculty through the library whereas the facilities provided by the state universities to check for plagiarism is highly limited. Teaching researchers from Hyderabad receive assistance in plagiarism check from library of their institutions. Here, it is to be noted that the respondents from Hyderabad are employed with a Central University while those from Kerala and Kolkata are employed with institutions supported by the respective State Governments.

Table-4.3 presents perceptions of satisfaction of students from infrastructure facilities at their institutions. Here, N denotes the number of respondents from each location. It appears that the students reveal their dissatisfaction for execution of processing requests by library and ICT maintenance services more strongly as compared to the same for other facilities. Students from Kolkata are less complaining while their counterparts from Hyderabad express more dissatisfaction with respect to the execution of processing requests by their libraries. In the case of ICT maintenance services, students from Delhi appear to be less satisfied while their counterparts from Kolkata appear less complaining again.

Table-4.3: Satisfaction of Students from Facilities								
	Delhi (N=60)		Hyderabad (N=39)		Kolkata (N=31)		Total (N=130)	
Facilities	Very Low	Low	Very Low	Low	Very Low	Low	Very Low	Low
Availability of books in the Library	6.7	16.7	0.0	2.6	0.0	0.0	3.1	8.5
Available subscription of Journals	5.0	15.0	0.0	7.7	0.0	0.0	2.3	9.2
Processing requests by Library	13.3	15.0	5.1	17.9	3.2	6.5	8.5	13.8
Availability of E-resources (books/journals)	5.0	10.0	2.6	2.6	0.0	3.2	3.1	6.2
Subscription to online databases	6.7	13.3	7.7	5.1	0.0	3.2	5.4	8.5
ICT maintenance services	5.0	20.0	17.9	2.6	0.0	9.7	7.7	12.3
INTERNET services	8.3	5.0	0.0	2.6	0.0	0.0	3.8	3.1
Source: Survey Data pertaining to Question-C 07 (Research Scholars Questionnaire)								

Table-4.4:Services from Library				
Services	**Delhi (N=60)**	**Hyderabad (N=39)**	**Kolkata (N=31)**	**Total (N=130)**
Reference sorting for research	47	69	48	**54**
Subscription to new journals on request	25	46	26	**32**
Purchasing new books on request	20	28	16	**22**
Plagiarism-check	72	77	3	**57**
Searching physical copies of books/journals	80	82	71	**78**
Inter-Library borrowing of books	43	28	19	**33**
Access to E-resources (books/journals)	88	85	77	**85**
Subscription to Online data-bases	53	62	48	**55**
Source: Survey data pertaining to Question- C01 (Questionnaire for Research Scholars)				

Library at state run institutions are generally poor in terms of providing services. While the libraries at the centrally funded institutions provide plagiarism –check services, these are lacking at the state run institutions due to lack of proper or adequate funding.

Table-4.4 above depicts adaptability on the part of students from Kolkata. Though the state run institutions lack in terms of facilities and infrastructure, students seem to be content with the existing facilities. On the other hand, students from Delhi appear to be more vocal in raising their perceptions with respect to facilities and infrastructure. Hyderabad appears in between the situations in Kolkata and Delhi.

Table-4.5: Availability of Computers for Students				
Locations	**Delhi (N=60)**	**Hyderabad (N=39)**	**Kolkata (N=31)**	**Total (N=130)**
Department/Centre	30	90	68	57
Faculty/School	15	36	16	22
Centralised/University	27	72	19	38
Library	80	87	65	78
No Computer for Students	12	8	0	8
Source: Survey Data pertaining to Question-C 02 (Research Scholars Questionnaire).				

Apart from plagiarism check, teaching researchers from Kerala and Kolkata also do not receive help for using the facility of-inter library borrowing of books. It appeared that some faculty members are not aware of the DELNET facility, supported by the University Grants Commission (UGC), in place for the purpose of inter-library borrowing of books. The libraries

might have also not linked themselves with the facility[23]. Teaching researchers in general are moderately satisfied with the availability of e-resources and online databases, and processing requisitions for subscriptions of journals and purchase of books[24]. These perceptions of faculty members indicate lack of funding for libraries.

Researchers have also reported the lack of plagiarism-check, inter-library borrowing of books and assistance in sorting books and references. They are satisfied with the availability of E-resources and online databases, and processing requisitions for subscriptions of journals and purchase of books[25].

The responses of students from Kolkata, Hyderabad and New Delhi go along with the responses of the teaching researchers. Students in general find libraries to be slow in processing requests. Students from Hyderabad find the collection of books and subscription to journals to be very satisfactory but they do not receive any kind of assistance in sorting references for research and availing themselves of the facilities of inter-library borrowing of books[26].

Students from New Delhi are not satisfied with the subsidiary libraries of their institutions as they cannot access these libraries freely and the system of issuing of books to students permits them to read only at libraries. This system of issuing books limits their access to books.

Working Space

Most of the Teaching researchers surveyed, in all locations, are not satisfied with the working space allotted to them[27]. It appears that space constraint discourages them to have discussions in their offices and to appoint research assistants. The dissatisfaction appears to be subsiding with the seniority of the faculty. Researchers report the same on this issue.

Students from New Delhi mentioned the lack of reading space for them[28]. They feel that their institution expects them to study at hostel rooms or in the Central library. They feel constrained to study as they have to carry their materials and other stuff always with them. Students from other regions-Kolkata and Hyderabad have been found to be satisfied with the reading space available to them.

---

[23]As reported to the team during interview and questionnaire survey, please refer to Question No-C.01 of the Questionnaire for Teaching Faculty

[24]Please refer to Question No-C.03 of the Questionnaire for Teaching Faculty. Based on in-depth interviews with teaching researchers of the institutions visited. Since the responses are specific to the institutions, generalisation for the country as a whole is not desirable.

[25]Please refer to the Questionnaire for Researchers, Question No-C.03. Since the responses are based on in-depth interviews, with researchers of the institutions visited, generalisation for the entire set of institutions is not desirable.

[26]Please refer to the Questionnaire for Research Scholars, Question No-C.07

[27]Please refer to Question No-C.03 of the Questionnaire for Teaching Faculty

[28]Please refer to the Questionnaire for Research Scholars, Question No-C.05

Table-4.6: Satisfaction of Students: Reading Space							
	Delhi (N=60)		Hyderabad (N=39)		Kolkata (N=31)		Total (N=130)	
Places	Very Low	Low	Very Low	Low	Very Low	Low	Very Low	Low
Department/Centre	28.3	8.3	20.5	10.3	3.2	0.0	20.0	6.9
Faculty/School	28.3	6.7	23.1	10.3	3.2	3.2	20.8	6.9
Hostel	26.7	20.0	7.7	5.1	3.2	0.0	15.4	10.8
Library	8.3	13.3	2.6	0.0	0.0	9.7	4.6	8.5
Source: Survey Data pertaining to Question-C 05 (Research Scholars Questionnaire).								

Grants

A very small number of teaching researchers have availed of or have tried to avail grants earmarked for research from their own institutions. National level autonomous bodies like the UGC and the Indian Council for Social Science Research (ICSSR) are the most familiar sources of funding. Awareness of other sources for grants for various purposes is very low among faculty[29]. The sources of information for such grants are websites of the agencies and public notices circulated by them[30]. However, it appears that institutions in general lack funds to support research activities of their faculty members.

When asked to point out motives of the funding agencies behind research funding, majority opinion in Kolkata listed policy research and academic pursuit as the motives for all kinds of funding agencies from state level to international ones[31]. Teaching researchers from Hyderabad found academic pursuit and influencing outcomes to be the motives of the funding agencies while those from Kerala opined for academic pursuit only. The role of the funding agencies is perceived to be discouraging as far as research methodology is concerned[32]. The application formalities are also considered to be discouraging by faculty. These perceptions are similar in all locations. However, a teaching faculty from Hyderabad mentioned that some international funding agencies generally invite researchers to brainstorm and to unravel the research questions. Such exercises help in linking theory with empirics.

---

[29]Please refer to Question No-C.05 of the Questionnaire for Teaching Faculty

[30]Please refer to Question No-C.06 of the Questionnaire for Teaching Faculty

[31]Please refer to Question No-D.01 of the Questionnaire for Teaching Faculty

[32]Please refer to Question No-D.03 of the Questionnaire for Teaching Faculty

Students are generally satisfied with the availability of scholarships and fellowships[33]. But they are not satisfied with the administrative support to process these scholarships and fellowships. The awareness of availability of grants/scholarships/fellowships differs in the three regions surveyed. The level of awareness is lowest in Kolkata. Students in New Delhi are more aware but have less availed of these opportunities as compared to their counterparts from Hyderabad who have availed of grants for attending international seminars and library visits[34].

Human Resources

Teaching researchers in general feel that their research skills have been facilitated by the academic culture of their institutions mostly. They give almost equal credit to their mentors and their own efforts. The respondents from Kolkata give credit to their mentors mostly. On the job training has minimal role in learning of skills important for research as observed in Kolkata and Kerala. Some teaching faculty opined that the curriculum and teaching-learning process in Indian universities is very poor as compared to the average universities abroad whereas some others feel that curriculum and teaching-learning process in Indian universities is suitable for Indian conditions[35].

A good number of teachers feel that soft skills *viz* writing and presentation can be improved by engaging with students and instilling confidence in them. Hiring professional editors, a common practice in the foreign universities, can also be thought of to assist students as English is neither the mother tongue nor the medium of instruction at school level for the majority of students who struggle with soft skills.

Socio-economic background of the students also influences their research as some of them have to support their families through scholarship or other sources. The pressure to get jobs also looms large over them. Gender related difference plays a role in this regard.

Environment for research

In this section we focus on the research environment of TT and SSS against the backdrop of funding, resources and mission as discussed above.

---

[33]However, a Teaching faculty from Hyderabad expressed dissatisfaction from availability of Non-NET (National Eligibility Test for Lectureship) UGC Fellowships and other fellowships equivalent to UGC-JRF (Junior Research Fellowship) as these fellowships distort the incentive structure for students. This is because the amount of scholarship under Non-NET UGC Fellowships (INR 5000 for M.Phil and INR 8000 for PhD) meant for all Research Scholars of Central Universities is just sufficient for meeting expenses of a Research Scholar in a university campus. This restricts students to get motivated to compete for other fellowships of higher amounts such as UGC-JRF However; all these fellowships are being irregularly disbursed for last couple of years. There are proposals to discontinue the Non-NET UGC Fellowships.

[34]Please refer to the Question No-C.08 of the Questionnaire for Research Scholars.

[35]Please refer to Question No-B.04 of the Questionnaire for Teaching Faculty

Autonomy

In the TT-D, because of the reputation and expertise in the area of public finance and policy and being located in Delhi, the faculty remain occupied in assigned projects almost throughout the year. In addition, the faculty is supposed to pursue their own research interests which are valued for their promotion. This can become difficult for some young faculty on account of the work load of the assigned projects. Depending on the expertise of the faculty, the Director of the institute constitutes teams to do the research drawing faculty from various levels in the hierarchy. Thus autonomy in doing research in the case of both assigned and non-assigned (own research) is somewhat limited in the TT-D. Moreover, the TT-D being connected to the Centre acts as an advisory body and carries out research which has policy relevance and hence enjoys limited autonomy.

In the TT-K, the faculty has autonomy in doing research and the projects assigned are less in number as compared to the TT-D. Because of the existence of an internal funding mechanism, the faculty can also apply for projects in areas of their own interests which need not have any policy relevance. Further they guide M.Phil/Ph.D students in the areas which may be different from their own research interests.

In comparison with the Think Tanks, the universities are substantially more autonomous. Since the faculty is supposed to be engaged in teaching, research guidance and their own research areas, in every sphere the faculty enjoys some degree of autonomy. SSS-D does not offer UG programme like SSS-H. The senior faculty in SSS-D teaches courses mainly of their interests and pursues research in their areas. In SSS-H, the integrated Undergraduate programme is generally taught by the younger faculty. The number of M.Phil/Ph.D students assigned to the faculty in SSS-D is also more than that of SSS-H.

Incentives, career progression

Despite equality in pay scale as per the UGC guidelines, the difference between the Think Tanks and the universities is substantial in terms of incentives for career progression. In the Think Tanks, the number of posts at different levels is as per the sanction originally obtained and therefore given. This entails the incumbent faculty to compete with the outside applicants for their career progression when the posts fall vacant. In TT-K, the state government has not yet accepted the Institute's demands for the adoption of the UGC recommended Career Advancement Scheme (CAS) promotion based on Academic Performance Indicator (API) despite their repeated persuasions[36]. This affects the incentive structure and the prospect of career progression.

In TT-D the team gathered that they did not prefer API kind of evaluation because it is prone to be abused as malpractices have proliferated after the implementation and those with the

---

[36] As revealed to the team by the faculty during interviews.

requisite points put pressure on the administration to grant them promotions because the points accumulated give a sense of legitimacy. But in the absence of the UGC-CAS system, the career progression is not ensured which renders the system more competitive and at the same time it can be demotivating depending on how the individuals accept the system and respond to. In TT-D, the faculty opined that promotion is actually made dependent on the quality of publications that bring the institutes repute at the national and international recognition. It is up to the faculty to publish after complying with the projects assigned by the institutes to work with. International publications are valued highly in all the spheres. Career progression in the Think Tanks is therefore much more competitive because of the restrictions on the number of posts at each level. Sometimes the faculties gain experience in Think Tanks and work in consultancy firms after retirement.

Very few students the team met and interviewed aspire to be college teachers as it came out in the FGD at the SSS-H. Most of them would like to pursue their career in research. They feel that all teaching faculty cannot be good teachers as far as art of teaching is concerned. However, it was agreed upon that research aids teaching at the university level. Students in New Delhi want to be university teachers to continue their research as they feel that the teaching profession helps in teaching oneself[37].

Joining the faculty before completing doctoral research was found to be common among senior university teachers as job prospects were better in their student days. So, pursuing PhD along with teaching presents a typical phenomenon where trainer at one stage is a trainee at some other level. This phenomenon can still be observed in the case of faculty recruited under reserve categories although the competition in the job market has increased manifold across all the categories. In most of the cases, Ph.D takes longer to complete (5 years and beyond) in both SSS-D and SSS-H[38]. After 4 to 5 years, the students resort to deregistration and return to the university to submit when they get ready with the theses. The younger faculty members now have experiences of even post-doctoral research before joining as a university faculty. Now Ph.D has almost become essential for the entry level of the university teaching positions.

Whereas in both the SSS which are centrally funded and the posts at different designations are not given, career progression is regulated by the UGC recommended PBAS-API system.

Quite a significant part of researchers are not interested in research but because of the scholarship given in the central government universities of INR 5000 and INR 8000, the researchers prefer to remain engaged in research till they get jobs. The completion of PhDs is relatively low compared to the stock of the researchers the schools have. The NGOs absorb the researchers mainly.

---

[37] As it came out in the FGD at the SSS-H.

[38] Please refer to the Question No-B.01 of the Questionnaire for Teaching Faculty.

Governance: Bureaucracy and collegiality

The governance structure of the Think Tanks and the universities are very different. The academic ambience in the Think Tanks is influenced mainly by the directors, their leadership qualities and by their preferences and biases. However, the smaller bureaucracy in the Think Tanks is very helpful to the faculty in their research and teaching which includes quite a lot of work related to project management. Whereas in the universities the faculty have to spend more time with the bureaucracy to comply with the rules and regulations related to their projects, and are required to manage their projects virtually on their own. However, at the school level (SSS)the administration is reasonably cooperative, but the university level administration is not possibly so because of the differences in the size of the university, approach to projects and workload. Doing projects in the universities, the team observed is fairly cumbersome as the universities are required to comply with the government laid financial rules and procedures. The autonomy of the Think Tanks in the administrative matter in comparison to universities is substantial.

The team felt that career progression and autonomy in doing research affect collegiality. The director's approach affects collegiality too. In TT-D, the hierarchy is respected in many non-academic cases by the administration. The ethnic diversity among the faculty is also much greater in TT-D being located in the cosmopolitan city, Delhi. The diversity among the faculty in TT-K is less as mostly are from the State with reasonable semblance of collegiality. It is difficult to say whether diversity is congenial for collegiality when we compare Think Tanks and the universities. The university of SSS-D is residential where faculty quarters and hostels have been so located that enables interactions between faculty and students even outside formal academic set up. This has contributed to the social life of the university but that aspect is missing in SSS-H. It affects the teacher-student relationship in academic set up as well.

Networks and collaborations

The academic activities in the TT-D have an international character because it is a premiere institute in research in the area of fiscal policy as the foreign scholars look forward to visit the institute and enter into collaborative arrangements. India's policy reform is a challenge for the experts and a great learning experience for both the national and international scholars. In terms of international exposure, TT-K has appreciable exposure to the international community despite being an institute located in the State capital

TT-K also has entered into collaborations with foreign universities. The universities give much more flexibility in establishing networks and collaborate with national and international experts. SSS-D and SSS-H both are pretty well known in the map of the central universities. The collaborations are much more in SSS-D than SSS-H.

However, SSS-D enjoys a locational advantage because Delhi is the capital and an educational hub and mainly known as a university with the domination of social sciences. There are three other universities in Delhi which have social sciences departments, many other research

organizations and various ministries who are engaged in SSR for their policy making. The cluster of the institutions fosters networks and collaboration and generates demand for their SSR. In Delhi there is a greater inclination for social sciences amongst the students and the central universities in Delhi are able to attract quality faculty and quality students from various parts of the country[39]. International scholars of repute frequent SSS of Delhi which contribute to the building up of greater interaction between students and the faculty both from the University and outside.

So the regional differences and expertise play crucial roles in the determination of networks and collaborations in the universities while funding and the focus of the Think Tanks, the research taken up by the faculty determine the nature of networks and collaborations.

Training, teaching and guiding research

The TT-D offers annually a training workshop on public finance and policy. Resource persons for these workshops include internal faculty and scholars mainly from Economics. In TT-K, since the focus is on inter-disciplinarity and students who join their research programme are from social sciences other than Economics, training in both quantitative and qualitative research methodologies are imparted in the class. Those who want to do Economics and remain in the mainstream, prefer to join the other universities located in the city for training in quantitative techniques which are believed to render them employable in the economics department and research organisations exclusively meant for economics. In SSS-D, the major mandate is to teach and guide students. Since the students in the MPhil/PhD join the research programme, imparting training in research methodology assumes importance. In the PG programme in Economics, in both SSS hardly any exposure is given to qualitative research methodology. In Sociology an exposure to qualitative research methodology is considered to be very important. Despite a thrust on economics as a social science, training in only quantitative research method which does partial justice to the research agenda in economics as a social science[40]. A general perception of faculty at the SSS-H is that there has been a decline in seriousness in research.

Analysis of performance against stated goals, objectives of institutions

For the Think Tanks the mission is mainly defined by the projects assigned and completed in addition to the research output produced by the faculty. The assessment is done by the Director annually and Governing bodies based on the Annual Reports and at the time of promotion. For the preparation of the Annual Reports, the faculty members are required to submit a record of

---

[39] In SSS-D, generally 2000 students apply for each of the centres dedicated to Sociology, Economics, Political Sciences, Geography for around 80 seats including the ones reserved for the social categories.

[40] Social Science disciplines, in general, have developed a comfort zone in terms of research methods and academicians of the disciplines are not ready to come out of those cozy zones. The choice of methods is not guided by the research agenda rather by the ease of execution of certain methods and in some cases to establish a given finding.

their academic engagements and research output. The Annual Reports are placed at the University Court meetings before the members of the Court including those nominated by the government.

The SSS does not have a clearly defined goal. Various departments set their goals at the time of formulation of the Five Year Plan to place their demands for new posts to be created and new areas of research to be undertaken Most of the departments in the two schools also compete for the UGC funded DSA/CAS programmes with other departments on the basis of their research output and research areas they identify.

In both the schools, faculty and the researchers remain engaged in their individual researches which ultimately constitute a part of their research output. Since SSR is carried out irrespective of the funds allocation, it becomes difficult to show research output produced is actually funded exclusively by the additional funds received/awarded unless SSR is commissioned by the outside agencies with a clearly defined project proposal.

Analysis of performance

A comparison of two Research Institutes- TT-K and TT-D

In the context of funding, and size of the research faculty, we give below a brief comparison of the two Think Tanks surveyed. Total number of publications in TT-D is 62 and in TT-K it is 46 by the faculty from the discipline of Economics and other social science disciplines. If we compare the research output of the two institute designation wise, we see that output per faculty is more in the case of TT-K as compared to TT-D for Economics.

Table 4.7 A Comparison of Research Output in the two Think Tanks						
	TT-K			TT-D		
Economics	**Assistant**	**Associate**	**Professor**	**Assistant**	**Associate**	**Professor**
Chapter in a book	1	5	4			8
Book review			1			2
International journal	1	1	3	4	3	11
National journal	3	9	1	1	2	5
Newspaper	2					4
Project	4	3	4			1
Conference proceedings	1					
Working paper			1	6	9	6
Books		2	1			
Local			2			
Total	12	17	17	11	14	37
Number of staffs	3	2	4	9	5	11
Output per staff	4	8.5	4.25	1.22	2.8	3.36
Source: Annual Report (2013-14) of the two Think Tanks.						

Ratio of number of publications to faculty in TT-K is 5.11 and for TT-D it is 2.48. Since there are 5 faculty from social sciences other than Economics who produced 24 publications, the research publications per faculty in TT-K gets revised to 5 (=70/14).

If we compare the research output of the two Think Tanks designation wise, we see that output per faculty is more in case of TT-K as compared to TT-D. The difference in research output per faculty may be attributed to a host of factors. One of the reasons for TT-K producing more output may be because of its collaboration with other Universities like Monash University and Roma Tre University. In TT-D research is confined to policy making related to sponsored projects. If one looks at the research output categories and compare the two institutes, one can find that TT-D publishes more working papers than TT-K. The difference in research output may be due to the difference in the degree of autonomy and workload. TT-K enjoys more autonomy as a research Institute which helps faculty members to carry out research or publish articles in socially relevant issues (the institute being interdisciplinary in nature). So the choice of areas for doing research is more as compared to that in TT-D. According to one of the Professors of TT-D, they do not get time to do their own research work even though they get large funding.[41] Although funded by the Government of West Bengal, TT-K acts more as a research Institute than as an advisory body of the State. This is perhaps because it is recognized by ICSSR as a research Institute and it trains research scholars. For research it is important that there is a unity between teaching and research which is the case in TT-K. What is meant by unity of teaching and research is that the teacher must provide the inputs from his or her own research, put it forth before the students through various seminars and so on. The research output by researcher or teacher may be challenged by the students and peers and it is in this process that research itself gets enriched in the process of teaching[42]. Thus the structural differences between the two Institutes and the purpose of funding may influence the research output produced. If we look at the research output categories of the two institutes, what we find is that TT-D publishes more international journals than TT-K.

Research output of SSS in the two Universities

To assess research productivity across the two Universities one needs to look at research output. Research output can be calculated by looking at number of publications in each discipline. The publications considered are articles in national and international journals, books, chapters in books, media articles (newspaper, both national and local), book review, conference proceedings and working papers. These are the research output categories taken to assess the research productivity of two Universities, SSS-D and SSS-H. The total number of publications in the in SSS-D is 330 and for SSS-H, it is 153. The research output of the 14 centres is taken from the Annual Report (2013-14) of SSS-D and 10 centres of SSS-H. Thus the total number of

---

[41] From the Round Table discussion held on 10.03.2016 at JNU, New Delhi.

[42] From the Round Table Discussion held on 10.03.2016.

publications does not give us a clear idea of research output as it is biased towards larger institutions. Also, some of the centres considered to be a part of social sciences in SSS-D are considered to be part of Humanities in SSS-H. For instance, the department of Philosophy comes under School of Humanities in SSS-H. Also, there is a separate school for Economics which is not part of SSS-D. Ratio of number of publications to full time faculty in SSS-H is 1.51 and SSS-D is 2.24. To make cross institutional comparison, research output per research academic staff has been calculated. The data is collected from the Annual Reports (2013-14) of the Universities. While calculating research output equal weight has been assigned to all the publications. The following table shows ratio of publications to faculty in each of the centres of SSS-D and SSS-H.

Table 4.8 Ratio of Publications to faculty		
	SSS-D	**HCU**
History	1.5	0.6
Political science	1.53	0.71
Sociology	3.89	1.63
Economics	2.94	1.92
Source: Annual Report of SSS-D and SSS-H (2013-14)		

.

Table 4.9 : Matching Interdisciplinary centres (ratio of publications to faculty)				
	SSS-D		SSS-H	
Regional Studies	CSRD-	2.78	Regional Studies	0.33
Exclusion and Discrimination	CSDE	0.75	Social exclusion	0.2
Labour Studies	Informal labour	3.5	Indian diaspora	2
Knowledge, Innovation, Science	CSSP	5	Knowledge, culture and innovation	No permanent staff.
Source: Annual Report(2013-14) of two Universities				

Qualitative dimension of Research output (types of output)

The following table shows research output categories in all the core disciplinary centres (Economics, Sociology, History and Political Science) of both the Universities so that a comparison can be made on the basis of output type.

From the Table 4.10, it is clear that in SSS-D the publication type that dominates is "chapters in book" whereas in SSS-H, it is the national journal which is more as compared to other publications type.

Table 4.10 Research output categories in all the core disciplinary centres		
Research Output Categories (Publication type)	SSS-D	SSS-H
Chapters in a book	80	29
Book Review	7	20
National Journal	36	37
International Journal	24	17
Newspaper	13	11
Books	19	12
Conference proceedings	1	1
Source: Annual Reports (2013-14) of the two Universities.		

The types of publications indicate the level of networking and quality. While "chapters in book" are outcome of seminar presentations and close networking, articles in national journals have more chances of peer review. Thus, the locational advantage, discussed above, available to the SSS-D gets reflected in the type of publications also. While there is a research assessment system in place in the university located in Delhi as prescribed and even mandated by the UGC, the system in place in the university in SSS-H is rather a facilitator than acts as a screening mechanism. It is a moot point whether the absence of such a system has affected the productivity of the faculty. Because of the research assessment system, there is perceptible pressure on the faculty to produce. Opportunities for seminars and conferences in the capital of Delhi are more than any other cities which led to the publication as chapters in edited books and authored books.

Other dimensions of Research Environment

- In some of the interdisciplinary centres, there are concurrent faculties from other centres. There are inadequate faculty members in the interdisciplinary centres of SSS-H. For instance, in the special centre for Knowledge, Culture and Innovation there are no full time faculty members. Publications in this centre are contributed by the professors of Sociology department.
- In the Centre for Women's Studies in SSS-D, the numbers of workshops and seminars organized was 3 and regular seminar series was 8. This Centre is located in the School of Social Sciences. In SSS-H there is no contribution by Womens' Studies centre in the total publications in SSR. But the centre organizes talk, film screening and lectures.
- SSS-H has a separate centre for Anthropology whereas in SSS-D Anthropology is taught as a part of Sociology.
- At SSS-D, health and education has been envisioned as interdisciplinary research areas of social sciences whereas at SSS-H no such vision exists. The university of SSS-H is mooting to set up a School of Education while a separate centre for Educational Studies (Zakir Husain Centre for Educational Studies) exists in SSS-D. Also, the university of SSS-H considers health research to be a job of scientists (neural health department with Psychologists under Science schools) whiles a Centre for Social medicine and Community Health is part of SSS-D. There is Even so called dominant discipline of

Economics has been envisioned differently at the universities of these two schools under study. The Centre for Economic Studies and Planning (CESP) at SSS-D has played crucial role in shaping the alternate paradigm of the discipline in India. Three other interdisciplinary centres of SSS-D have Economics as one of their main disciplines and one of these centre, newly established, offers an MA Programme in labour studies. Moreover, the university has one more centre specializing in International Trade with another school of the university. The spread of Economics discipline in terms of its coverage at the University of SSS-D is rare in the country. On the other side, the university of SSS-H separated Economics from SSS-H to establish a separate School of Economics which is only comparable to CESP.

- The following table gives information on the number of conferences/Seminars/workshops organized by both the Universities in all the centres of Social Sciences.

Table 4.11 Number of conferences/Seminars/workshops organized by both the School of Social Sciences				
SSS-D			SSS-H	
Political Science	4	Political Science	7	
CSSS: Sociology	8	CSSS Sociology	5	
History	8	History	0	
Economics	14	Economics	4	
Media Studies	1	Anthropology	1	
Informal labour Studies	6	Indian Diaspora	4	
Zakir Husain Centre for Educational Studies	21	Gandhian Economic Thought	2	
CSDE: Discrimination and Exclusion studies	9	Social Exclusion	3	
CSMCH: Health	6	Knowledge,Culture and Innovation	4	
CSRD Geography	3	Ambedkar Studies	4	
NEISP: North East	1			
CSSP Science Policy	21			
Source: Annual Report (2013-14) of the two Universities.				

From the above table we find that the conferences or seminars organized by SSS-D are more than that in SSS-H. From the table below it is clear that SSS-D has more research projects as compared to SSS-H. One of the reasons may be due to the locational advantage and the network that SSS-D enjoys being located in the capital of a country.

Table 4.12 Comparison on the basis of Research Projects			
Centres	SSS-D	SSS-H	
CHS History	12	History	1

CPS Political Science	4	Political Science	5
CILS Informal Labour Studies	2	Indian Diaspora	1
CESP Economics	5	School of Economics	3
CSRD Geography	48	Regional Studies	0
CSSS Science Policy	44	Sociology	1
NEISP North-East	3	Ambedkar Studies	1
CSMCH Community Health	8		
Philosophy	1		
Education: ZHCES	7		
Source: Annual Report (2013-14) of the two Universities.			

Inter-disciplinarity and the new areas of research

Both the schools have set up new centres to do research in new areas which are interdisciplinary. The SSS-D has set up these centres based on a realization that new areas deserve attention in terms of dedicated funding, teaching and research. Some of the new centres have begun to be engaged in teaching at the PG level also.

Admission to the PG and research programme in SSS-D is very competitive. The diversity in the students community is more than the one in the south as the University of SSS-D conducts entrance examination in around 54 centres in India, which is much more compared to that of the university of SSS-H. Because of locational advantage and reputed faculty, the university students' politics have given a distinct stamp on the research, academic activism of the teachers. The faculty also has historically been known for its leanings.

Disciplines

Teaching researchers feel that there is considerable variation in availability of funding opportunities across disciplines[43]. Teaching researchers from Economics have been found to report more funding opportunities for them as compared to their counterparts from other disciplines. Teaching researchers from Kerala feel the variation to be narrow as most of them have reported UGC and ICSSR as the funding agencies in response to their awareness of availability of funds.

Students at New Delhi and Hyderabad also mentioned the existing hierarchy of disciplines in which Social Sciences follow the Sciences. Among Social Sciences, Economics is said to be the dominant discipline. It also came out from faculty interviews that majority of good students study Natural Sciences and Professional courses, viz. Engineering and Medicine. Social Sciences generally receive second best students.

Students and Teaching researchers across locations feel that job-prospects play important roles in influencing the hierarchy of disciplines. Choice of discipline in higher education is guided by many factors such as family pressure to choose disciplines helpful in getting jobs,

---

[43]Please refer to the Question No-D.04 of the Questionnaire for Teaching Faculty.

choice of parents and family members, respect associated with studying the chosen discipline. These factors along with choice of institution-for its reputation and location influence choices of students. These factors work more for the girl students. Parents also consider distance of the institution and marriage prospects while advising their daughters for higher education. For example, post-graduation in English has shown more prospects for good marriage proposals than any social science discipline; considering the hierarchy of disciplines in which social sciences come after sciences. School teachers also motivate students to take up some particular discipline or stream while going for higher education. Sometimes, students choose disciplines which can fetch marks easily in examinations and allows students to have time for other activities like preparing for professional examinations[44].

Shifting focus in economics in teaching and research

In SSS-H, the economics department got separated from School of Social Sciences and established a separate school, School of Economics. The teaching and research programme are increasingly being guided by the specialization amongst the new faculty. There used to be a clear thrust on the classical political economy and the centre was taking certain positions in the battle of ideology explicitly which was on doing relevant economics in teaching and research for a developing country like India. Over a period of time, the emphasis on statistical techniques and the new classical economics as a theoretical approach gained prominence. The students' aspirations along with the faculty members' expertise and inclination have led to the gradual shift. More specialisations were introduced which are largely technique based which led to the further fragmentation of the discipline. It was argued by one faculty in the SSS H that while economics should foster increased dialogue with other disciplines more and more and to do research keeping in view the Indian reality, but in reality, the conduct of SSR defies its very objective. When it comes to the research methodology, the focus is on tools which inform the formulation of the research questions rather than the other way round. The shift which is visible in both the schools is argued to be making research in economics less meaningful for a developing country. Employability and increasing propensity for going abroad are determining choice of topics and research methodologies.

In SSS-D, the gradual shift has also been apparent but being located in the School of Social Sciences and the presence of the senior faculty who founded the centre with a vision of treating Economics as a Social Science with emphasis on planning and to make relevant and meaningful in the Indian context, the relegation of classical political economy from a compulsory paper to an optional and the gradual rise in the dominance of mainstream economics has been pretty evident. Student activism in the campus and discourses in the campus, university's image have played part in this. The tension is always palpable when new faculty join with orientation towards

---

[44] Based on FGDs with students in Hyderabad and New Delhi.

mainstream economics and faith on econometric techniques and old faculty fight for their shrinking space.

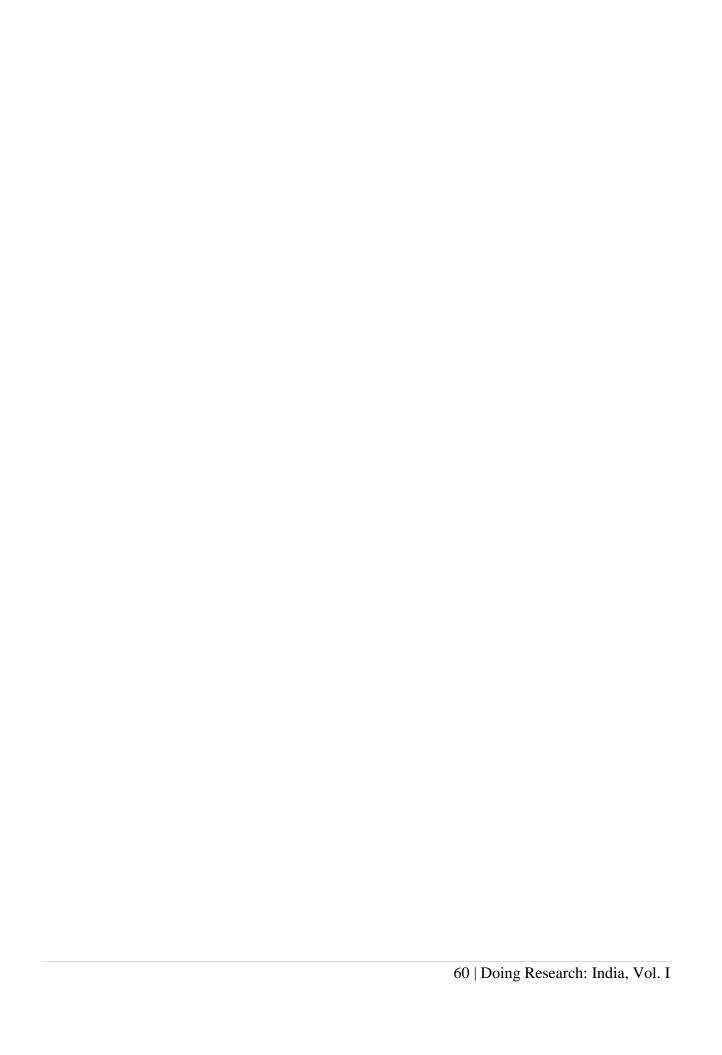## Institutional Ability and Tendency to Disseminate

The institutional ability and the proclivity to disseminate research findings vary widely between the Think Tanks and the universities. For the TT-D, the focus is mainly on funded research projects which are submitted only to the funding agencies and are not made available to the public[45]. The social science research carried out is very much visible because they are the ones who advise the government on policy matters mainly related to fiscal issues in India. The working papers are however downloadable for the website. The papers published in the international journals are however disseminated widely. On major policy issues, the research faculty writes in the newspaper, popular weekly magazines and appears in the media, for example before and after budget. On the other hand TT-K, the publication in the realm of social sciences appears in the form of books and journal articles mainly and some of the working papers are downloadable.

For both the SSS-D and SSS-H, the focus is mainly on papers in the journals, chapters in the books and popular articles and commentaries. Recently, the university of SSS-D has decided to highlight the research in the website for wider dissemination to the public. The teaching faculty members of SSS-D are generally mobile and participate in national level seminars widely as compared to their counterparts in SSS-H.

Table 4. 13 Visibility of Research		
	SSS-D	SSS-H
Books	International Publishers-some National Publishers-most	International Publishers-some National Publishers- a good number Local Publishers- some
Articles in Journals	International-some National-most	International-some National-most
Book-chapters/Edited Volumes	International-some National-most	International-some National-most
Working papers	Very Few in collaboration	Few in collaboration
Newspaper articles	Few in English	Some in local language and English
Source: Annual Reports of the two universities.		

---

[45]The Union government in the wake of the controversy on the amount of black incomes stashed abroad mainly in the Swiss Banks commissioned a major study to do research on black economy, corruption and capital flight. TT-D was one of the three institutes entrusted with the task of preparing a report. After the national level election, the new government came to power. After much hue and cry, the three volumes of the Report which could have unraveled a major critical dimension of the Indian economy was shelved. The findings of the report which dealt with corruption and various forms of illegalities have the potential to put any government into a uncomfortable position.

CHAPTER 5

RESEARCHER BEHAVIOUR AND CHARACTERISTICS

In this chapter we seek to understand the research behaviour of the research scholars and the faculty as they constitute the main stakeholders of the research environment against the backdrop of the institutional infrastructure and institutional governance. The purpose is not merely to understand the research environment and research behaviour, but also to understand the reasons behind quality research output and its impact on the policy making.

Motivation to be in social science research

Motivation to opt for social sciences and pursue a career in research in general is low in India. As noted in Chapter 3, the percentage of graduates enrolled in the humanities and social sciences has declined to 30% in 2011-12 from 40% in 2006-07. Privatization and a rising demand for professional courses have contributed to the gradual decline in the level of motivation to look forward to social sciences. Social science disciplines even including Economics are the preferred choices only after the professional courses, like engineering, medical, management, natural sciences and commerce for the majority of the students. However, this is hardly any different from the rest of the world. We observe Economics in particular is a preferred choice in some cities like Delhi and Kolkata. In South India particularly, the engineering and medical courses are the coveted career choices and students from even class VIII are subject to rigorous coaching in private coaching centres and they are oriented towards the medical stream as their professional pursuits. This is however not to exclude a few, proportionately speaking, who are keen to carve out a career in social sciences based on their liking of the subjects and gradual sensitization of societal concern. The enrolment of the female students in the social sciences other than Economics is observed to be high due to various factors. It emerged from the discussion with the students at SSS-H that choice of discipline in higher education is guided by many factors such as family pressure to choose disciplines, job prospect, education level of parents, parental support, and respect associated with studying the chosen discipline in the society. These factors along with choice of institution-for its reputation and location overpower choices of students. A point on rural-urban divide was raised in the FGD at Hyderabad but it did not emerge as a factor affecting choice of disciplines in higher education. But Economics has become the choice of the urban students because it requires private tuition and a good faculty for its use of mathematics and statistics in the courses.

It is a discomforting reality that a good number of students continue to remain engaged in social sciences while they wait for jobs with no connection or very little connection with their discipline and research undertaken. Those who pursue research in social sciences lack motivation

as teaching and research jobs are limited[46] whereas at the same time, M.Phil and Ph.D degrees are desirable and more often essential qualifications for teaching and research. Students perceive uncertainty associated with job-prospects after completion of their courses[47]. As pointed out in Chapter 3, that the percentage of researchers in social sciences is larger than that of hard sciences, proportionately speaking and a part of it is due to the requirements to earn PhD to become eligible for promotion and also partly because of the fact that PhD students continue to do PhD till they get placements in the job market.

The problem of attrition in social sciences is a serious issue for social science research. Students drop out of PhD programme because of many reasons. One of the reasons is getting a job during PhD which delays the submission of the PhD and in many cases the researchers drop out eventually if the job is a non-academic one, like administrative service. Provision of scholarships in both the Schools of Social Sciences in the Central Universities to the M Phil and PhD students have in the recent years curtailed the tendency to drop out substantially. But this is not the case in the majority of the state funded universities. One important reason for drop out of girl students is marriage. Here, regional differences again seem to be playing roles as girl students from Kerala and West Bengal either negotiate with their families to postpone marriage or continue PhD even after they get married.

However, for most of the faculty in the universities and the Think Tanks, the motivation comes from compliance requirements as mandated by the UGC and social recognition, international exposure and overall career progression. It was observed that most of the university faculty members have joined the profession due to their love for the profession[48]. This is however not true for those who are employed as social science researchers in the research institutions, and the NGOs. A majority of the university faculty depending on the teaching load and individual preferences undertake research. Research problems are chosen out of set trends or job prospects. Novelty of ideas, inquisitiveness and desire to learn among students has declined in general. There has been a tendency to imitate the existing research rather than learning from them.

The research environment and the research behavior in the private universities are likely to be different. Only a few private universities assign importance to social science research. Many universities and deemed to be universities now prefer to offer UG and PG in developmental studies from an inter-disciplinary perspective and the admission to the courses are open to all students for admission.

---

[46]The vacancy in the teaching positions in the government funded universities particularly in humanities and social sciences is in the range of 40 to 50 percent of the total sanctioned posts. Non availability of suitable candidates is one cited reason, but the budgetary constraints are possibly more important.

[47]Please refer to the Question No-E.04 of the Questionnaire for Research Scholars.

[48]Please refer to the Question No-G.05 of the Questionnaire for Teaching Faculty.

Table-5.1: Motivation to join Social Science Research (in %)								
	Delhi (N=60)		Hyderabad (N=39)		Kolkata (N=31)		Total (N=130)	
Factors	Most (Ranked 1)	Second most	Most (Ranked 1)	Second most	Most (Ranked 1)	Second Most	Most (Ranked 1)	Second Most
Enjoyment of Subject	53	7	36	26	52	10	48	13
Job as a researcher	25	13	38	10	16	6	27	11
Feeling of Achievement/Self-esteem	30	8	26	3	23	26	27	11
Peer influence	3	2	8	0	3	6	5	2
Social Networking	7	3	18	0	0	0	8	2
Pursuing Research till get a job	13	5	15	8	6	3	12	5
Educated Family members	18	7	15	0	3	3	14	4
Contributing to Policy	25	7	23	5	10	13	21	8
Financial Security	17	2	8	8	6	3	12	4
Source: Survey Data pertaining to Question-E05 (Research Scholars Questionnaire)								

Table -5.1 above, wherein N denotes the number of respondents, presents the motivating factors leading to choice of Research in Social Sciences by students. Enjoyment of Subject comes as one of the prominent factors leading students to research. Students from Kolkata report job prospects as a researcher as a weak factor as compared to their counterparts from Delhi and Hyderabad. This might be due to scant growth of the development sector in the eastern region of India. At the same time, students from Kolkata attach self-esteem with pursuing research and report less on the count of utilising research courses as shelter. It appears that students in Kolkata value research more than their counterparts from Delhi and Hyderabad but feel less confident to contribute to policy due to less opportunities coming from the development sector.

Qualification and Career Path: What are the steps for a career?

While entry to the university system requires only a Master's Degree to be a teacher, research degrees become important pre-requisites for further career progression. Contribution to knowledge generation and its dissemination through research projects, publication, research guidance are the possible ways to become qualified for the Career Advancement Scheme (CAS) as required by the UGC regulations for the government funded universities and colleges.

Institution wise variation and hierarchy in terms of reputation and standing matter a lot. Those institutions which are funded by the ICSSR and the state governments tend to follow the UGC pay-scales to ensure parity with the other government funded universities which is an

important consideration for mobility and career progression. But variation in pay-scales remains across States as the time taken to implement the Central pay scales varies depending upon the financial health of the state governments and political consideration towards higher education.

Some of the NGOs prefer to hire professionally trained MBAs as leaders of the research teams and those with degrees and experience in social sciences are therefore faced with rather narrow career paths and limited mobilities. In view of the limited job prospects, many researchers with Ph.D degrees end up with the NGOs who pay less than the government funded universities and colleges. There is a substantial degree of variation in the location of the NGOs in India.

International exposure or experience

International exposure of the researchers and the faculty is limited keeping in mind the entire gamut of social science researchers across the country and huge degree of variation in their settings. However, it depends on both the individuals' inclination and quality of research work they produce and the research institutions they are associated with. There is a growing inclination amongst the universities to enter into some agreements with the foreign universities. The faculty and the research scholars being empowered with easy access to net are also reaching out to the international institutions and exploring possibilities of joint work and collaborations. However, given the huge size of the research body, these attempts are very few comparatively speaking and are observed mostly in the high quality (ranking) institutions. The research institutions and the universities make a provision in the budget for funding foreign trips and collaborations. In some central universities, even the expenses for attending conferences abroad PhD research scholars are borne by the universities, albeit partially. There are scholarships like Fulbright, Shastri-Indo Canadian scholarships in addition to those which are offered by the ICSSR and the UGC. For the faculty, virtually same is the story.

Environment for Research

Autonomy in doing research

To what one does enjoy autonomy in doing research given the institutional level constraints and the regulatory authority's norms and practices to be complied with is an important question. We look at the career advancement scheme mooted and being implemented by the universities and the think tanks restrict the conduct of research.

Putting a Cap on scoring points

The most draconian modification in the Regulations (2nd Amendment) is of introducing caps on Cumulative API of different items related to research and publications (Table 5.2). It stipulates in what proportion the points are required to be earned by the faculty. The proportion also therefore assigns weightage to the various research activities undertaken by the faculty. Publication in journals and books is assigned substantial weightage compared to research

guidance and attending seminars and conferences. This can be construed as a clear signal to the faculty to publish more and preferably in international journals of repute.

	Table 5.2: Cap (%) of API on Total of Each Item in Category – III	
	Sub-Category	**Cap as % of API cumulative score in application**
1	Research papers (journals, etc.)	30
2	Research publications (books, etc.)	25
3	Projects	20
4	Research Guidance	10
5	Training courses, Paper in Seminar /conference/ Lectures, etc.	15
	Source: The UGC Regulations, 2nd Amendment (June 13, 2013), The Gazette of India: Extraordinary, Part III Sec. 4, page 18.	

However, the weightage acts as a capping on the points earned by the faculty under various categories. This determination of weightage and eventually putting a cap on the points earned has seriously curtailed the autonomy in allocating time amongst the various research activities because it disregards diversity amongst the individuals across the variety of institutions, and across the various sciences/social science disciplines. Though the objective of capping is, ostensibly, to encourage the teaching faculty to diversify in the field of knowledge generation and at the same time it aims at preventing abuse of excessive reliance on one or two activities to earn points. But strict compliance with this capping infuses a major source of distortion in the decision making of the teaching faculty.

While research helps in teaching, the conflict between teaching and research is acute for the UG colleges which restrict the scope for research. The academic ambience that prevails in the majority of the colleges is not congenial for research.

Thus, it can be concluded that the teaching researchers find administrative responsibilities as burden on their teaching and research.

Incentives and career path

Students in general feel that the job prospects for them are uncertain. They are also aware that doing research in social sciences is not going to bring them prestige and recognition[49]. Students from New Delhi are more hopeful as compared to their counterparts from Hyderabad and Kolkata[50].

In order to discuss the incentives and career path, often it makes sense to distinguish between the government sponsored universities and colleges which are being governed by the PBAS-API system and the TTs, where some of them have their own systems of evaluation to

---

[49]Please refer to the Question No-E.04 of the Questionnaire for Research Scholars.

[50]As expressed in the FGDs at these locations.

incentivize research depending on their sources of funding and nature of funding. Some research institutes follow the UGC scale and some of the ICSSR funded institutions have the autonomy to decide, but in our case studies one institute admitted to have their own evaluations through interviews as career progression which is not automatic but depends on the performance and mainly the research output. The posts are advertised as and when grants are received and are declared vacant in the TTs. Whereas in the government funded universities, the career progression is rather individual and does not necessarily depend on the number of posts at each level but on the individual's performance as assessed by the Internal Quality Assessment Cell (IQAC) for the determination of the eligibility of the applicant and the invited experts.

Incentives at individual level to research and publish

In general, the incentives to do research and publish exist amongst the faculty and to a large extent among the research scholars who see their careers unfolding in their own disciplines as a researcher and as a teacher. In the universities, the CAS entails publications and evaluation is given adequate importance to publications. The journals are graded and there has been an attempt to standardize the quality of publications. The publication in an international journal fetches 35 points followed by publications in journals and books. Since there is a mandatory requirement to accumulate minimum number of points, there has been a proliferation of journals and seminars as the researchers are now rushing for point accumulation. The Table -A 5.1 page 149, (Das and Chattopadhyay, 2014) summarises the promotion scheme for different levels of posts.

The Amended Version of the PBAS-API

As per the amended version of the Regulations (GoI, 2013) a major change has been effected in the assessment of teachers in all the three categories of academic output. Now 120 and 20 are the minimum prescribed points required to be earned in Category I and II respectively and 150 points for both the categories put together. More importantly, one point is awarded for ten hours of different academic activities instead of two hours as per the earlier version. Further, the prescribed minimum APIs are only for screening under CAS and direct recruitment and will have no bearing on expert assessment during interview (Das and Chattopadhyay, 2014).

But the point-accumulation regime propagated by the API system, there has also been a mushrooming of journals which do fetch points but are of much lower quality. In the name of standardization of research, various publications have now become substitutable and comparable. This is a big blow to the credibility and quality of research being churned out by both the faculty and the young research scholars.

It is felt that top international journals discriminate between researchers of different geographical areas/countries. Sometimes, papers are rejected for *poor* English language. Most

often they suggest the authors to consult professional editors to edit and render it publishable[51]. Increasingly it is being felt in the academic circles that command over good English is a pre-requisite for success in teaching and research in a global perspective. The classics and the good quality books which are being published are mostly in English and the books in the vernacular (mostly textbooks) are not of that standard. English is the language for dissemination of research[52]. Very few teaching researchers write in their vernacular language and that too in newspapers and popular magazines.

Publication

While deciding the lead or the first author, the faculty in SSS-H said that the most accepted opinion is- who does most of the work[53]. It is felt that top international journals discriminate between researchers of different geographical areas/countries. Sometimes, papers are rejected for *poor* English language, same as observed in Kolkata.

In Hyderabad, faculty feel that recommendations of established scholars help in getting articles published in international journals[54]. Unlike Kolkata, the opinion is divided on whether national journals of good standard favour senior faculty. However, it is agreed upon that the name of co-author being a senior faculty helps young scholars to get their publication selected. It is felt strongly that national journals of good standard preferentially treat the senior faculty. It came out that national journals are biased against young scholars. They prefer senior faculty members and researchers over the younger ones during screening.

Journals aid to this segregation as they are themselves divided on the grounds of ideologies. Other than this, they do not appear to be fair to researchers from paradigms or ideologies other than the one supported by the Journal's editorial team. While Journals also influence methodology, one can choose journals according to one's paradigm; thus mutually reinforcing.

It was also agreed upon that there exists a disparity in quality of international journals. Some of the international journals are not even readable.

The perceptions of students regarding issues related to publication are presented in Table-5.3 below. Here, N denotes the number of respondents. Students from the two institutions seem to concur on blind peer review to be the best way to maintain quality and features of peer reviewed journals. They also have same opinion on requirement of publication for job. More students from SSS-H feel that the national journals consider the senior faculty favourably and number of publications is more important than the quality of publication. This indicates a difference in the level of confidence between the students from the two institutions. Students from SSS-D appear

---

[51]Please refer to the Question No-E.03 of the Questionnaire for Teaching Faculty

[52]Please refer to the Question No-E.05 of the Questionnaire for Teaching Faculty

[53]Please refer to the Question No-E.01 of the Questionnaire for Teaching Faculty

[54]Please refer to the Question No-E.03 of the Questionnaire for Teaching Faculty

to be more confident in getting their work published and seem to believe in the content of publication more than numbers.

Table-5.3: Perceptions of students regarding Publication (in %)				
	SSS-D (N=33)		SSS-H (N=39)	
Statements	Very Much	Much	Very Much	Much
National Journals of good standard favour senior faculty members in publication	18	24	51	13
Blind Peer review is the best way to maintain standard/quality	33	21	23	33
Peer-reviewed Journals are media to reach at serious scholars	27	15	23	33
Publication is required to earn points for recruitment as Assistant Professor	52	15	38	26
Peer-reviewed Journals take longer to publish	24	21	18	21
Number of publications is more important than the kind of publication	6	6	21	15
Source: Survey data pertaining to Question- D06.				

This becomes more evident from Table-5.4 below, which shows students from SSS-D to be more aware on aspects related to publication than their counterparts from SSS-H. This confidence might be an outcome of SSS-D being located in the National Capital.

Table-5.4: Awareness of Students regarding Publication (in %)				
	SSS-D (N=33)		SSS-H (N=39)	
Aspects	Fully Aware	Aware	Fully Aware	Aware
Reference/Citation-styles	42	15	21	23
Plagiarism	42	15	26	18
Blind peer-review system	27	18	13	21
Source: Survey data pertaining to Question- D05				

.

Table-5.5: Lack of Awareness of Financial Assistance		
Purposes	SSS-D (N=33)	SSS-H (N=39)
Carrying out research (M.Phil/PhD)	9	15
Field work	27	33
Travel Grant	30	28
Library visit	39	33
Seminar/Conferences	33	26
Source: Survey data pertaining to Question- C08		

The National Capital being a hub of prominent institutions, students from SSS-D are closer to libraries of these institutions and get chances to attend seminars and conferences organised by these institutions. This might be one of the reasons behind their poor lack of awareness of financial assistance available from various sources for the purposes of Travel Grant, Library Visit and Grants to attend Seminars and Conferences. Being in the proximity of institutions, students from SSS-D consider seminars and conferences more as platform to learn from others and less to socialise while their counterparts give importance to socialisation element as well.

Table-5.6: Seminars and Conferences from Students' perspective				
	SSS-D (N=33)		SSS-H (N=39)	
	Most	Second Most	Most	Second Most
Platform to disseminate research	24	18	49	5
Platform t learn from others	45	18	44	28
Platform to gather feedback	21	12	18	15
Platform to socialize	9	3	28	10
Source: Survey data pertaining to Question- B18				

As mentioned earlier, the proximity of prominent institutions enable the students of SSS-D to be in contact or being part of established academic networks. This gets reflected in their perception that chances of selection to a workshop increase with acquaintance with the organisers. The students of SSS-D also seem to be able to distinguish the importance of experts than mere international workshops as compared to their counterparts from SSS-H. Table-5.7 below presents these differences in perceptions of students of the two institutions. Here, N denotes the number of respondents.

Table-5.7: Students' views on Workshops (in %)				
Perceptions	SSS-D (N=33)		SSS-H (N=39)	
	Very Often	Often	Very Often	Often
Distance to be travelled reduces your willingness to attend a workshop	6	3	3	5
The chances of selection for a workshop increases, if the organisers are acquaintance	15	18	8	5
Workshops sponsored by Professional Bodies (like ICSSR) are easy to attend financially	21	21	23	21
Workshops are valued by the quality of experts/resource persons	42	15	18	21
Workshops are attended to upgrade skills	39	15	23	26

Resource persons for workshops are generally invited from nearby institutions/universities	15	9	15	18
Attending workshops is required to accumulate points for teaching jobs	9	12	18	10
International workshops are generally better in terms of usefulness (learning)	12	15	28	13
Source: Survey data pertaining to Question- B17				

Training, teaching and guiding research

Students from vernacular backgrounds take time to adjust to English as a medium of instruction. Writing and reading in English are somehow manageable but conversation remains a challenging area. Even appearing for interviews to be held in English for admission to M.Phil/Ph.D appears a challenge for students of vernacular medium. The struggle in speaking in English continues in classroom participation. This affects their performance and leads to classroom dynamics where groups are formed on the basis of proficiency in English. The classroom composition in the universities after the implementation of the reservation policies has led to a gradual increase in the proportion of weak students who have weak command over the English language. Though remedial classes are arranged in the central universities to address their needs, the system overall has shown meek response to their needs.

When students move from one university to other after their PG, they feel huge difference in curriculum and need considerable time to manage the gap in contents. In general, PG programmes do not encourage genuine thoughts, creativity and understanding of society, systems and issues. Students feel a substantial gap when they try to relate their discipline to society they live in. This raises question of usefulness of the disciplines among the students. Most of the good universities recommend books written by western authors mostly. The contexts and illustrations in these books are from western countries and due to lack of illustrations provided by the teachers in the class, the students struggle to realise the context. While tools are introduced to students in some universities, they are not oriented towards research in the relevant disciplines during their post-graduation. This is more in the traditional disciplines and less in the case of applied disciplines like social work, applied economics etcetera.

Critical thinking has been reported as one of the most prominent takeaways of post-graduation (PG). Development of societal concern comes as second most important gains from post- graduation. Students from the three regions feel that they did not learn much research skills in their disciplines during their post-graduation. Students from Kolkata report the lowest percentage for research in the discipline and highest for the development of societal concerns, indicating a mismatch in converting the socially concerned students into researchers.

Table-5.8: Takeaways from Post-Graduation (in %)						
	Delhi (N=60)		Hyderabad (N=39)		Kolkata (N=31)	
Takeaways	Most	Second most	Most	Second most	Most	Second Most
Developing Societal concerns	32	8	31	13	29	19
Evolution of the Discipline	27	3	26	10	19	16
Critical Thinking	48	12	41	18	29	19
Research in the Discipline	**20**	**13**	**18**	**13**	**6**	**10**
Perspective(s) to understand Policy	17	7	15	3	19	6
Source: Survey Data pertaining to Question-B05 (Research Scholars Questionnaire)						

Students from Kolkata report that their Department/Centre allots them supervisor. Students in Hyderabad have been found to report that their request to faculty is considered while allotting them with supervisors. Students in New Delhi find their interests of areas and requests to individual faculty to be considered by the Department/Centre[55].

Students from Delhi reveal that current demand or topics in current discourse guide their choice of area of research. Students from Kolkata report the decisive role of supervisor while students from Hyderabad choose their area of research mostly based on literature review[56].

As revealed in the case of choosing area of research, students from Kolkata are suggested the objectives and research questions by their supervisors. While Doctoral Committees play important roles in fine tuning the objectives and research questions, few students from New Delhi report the role of supervisor and Doctoral Committees in shaping objectives and research questions[57].

Students from New Delhi report that the research methodology is arrived at the suggestions of supervisors and based on disciplinary trends. Students from Kolkata choose their research methodology based on the tools and techniques known to them. For the students in Hyderabad, suggestions of supervisors, objectives and research questions are important for arriving at research methodology[58].

---

[55]Please refer to the Question No-B.08 of the Questionnaire for Research Scholars.

[56]Please refer to the Question No-B.10 of the Questionnaire for Research Scholars

[57]Please refer to the Question No-B.11 of the Questionnaire for Research Scholars

[58]Please refer to the Question No-B.12 of the Questionnaire for Research Scholars

Analysis of factors that determine income, career path, social recognition – e.g. gender, experience, discipline,

Existing process of professional evaluation

Identification of the factors that determine the career paths of the researchers, the faculty and the students alike is an important aspect to assess the research environment from a longer term perspective. We discuss some of the issues briefly based on our survey.

Gender

In career progression, gender related issues assume importance over time in the socio-economic situation that prevails in India. As mentioned earlier, gender plays an important role in the choices of social sciences and eventually in career progression because of the gender related responsibilities that the female researchers are required to discharge in the families to be viewed in the context of the society. There has been a significant drop out amongst the female researchers from the M. Phil/ PhD work due to marriage and high expectations in playing a larger role in family related responsibilities.

Gender sensitivity prevails in institutions[59]. However, when asked to relate gender with teaching quality, own time allocation for research and opportunities for collaboration; most of the teaching researchers either did not comment or failed to relate[60].Students also could not relate the role of gender in research[61].Socio-economic background of the students also influences their research as some of them have to support their families through scholarship or other sources. The pressure to get jobs also looms over them. A gender difference plays role in this regard in SSS-H. Gender plays roles in choosing locations for field work. The societal challenges for male and female researchers were agreed to be different.

Gender plays important roles in choice of disciplines and institutions. Parents prefer disciplines with less or no field work and available in nearby institutions for their daughters.

---

[59]Please refer to the Question No-C.07 of the Questionnaire for Teaching Faculty

[60]Please refer to the Questions No-F. 04 and G.03 of the Questionnaire for Teaching Faculty

[61]Please refer to the Question No-E.04 of the Questionnaire for Research Scholars.

Table-5.9: Experiences and Perceptions of Students (in %)				
	SSS-D (N=33)		**SSS-H (N=39)**	
Aspects	Strongly Agree	Agree	Strongly Agree	Agree
Job-Prospects after pursuing your present course of study seem to be bright.	24	18	41	21
Your family recognises the worth of your present course of study.	30	30	44	31
Pursuing research in social sciences brings prestige.	12	39	26	28
Pursuing research in social sciences involves huge costs.	15	15	13	21
You experience gender sensitivity in day to day affairs of your institution.	6	27	31	15
Gender plays roles in your time allocation for Research.	18	15	13	23
Student Politics/Activism in your institution disturbs the research environment.	6	6	13	13
Commitments of married life come in the way of pursuing research.	21	18	23	28
You wish to pursue your present course of study till you get a job	27	18	23	31
Source: Survey data pertaining to Question- E04				

The day to day experiences and perceptions of students evolve through the environment they get surrounded with. Such experiences and perceptions, if compared, help in comparing the environments. As the Table-5.9 above, presents the same for the students of SSS-D and SSS-H. Students of SSS-H are more optimistic about their job prospects while almost same students at both the institutions are pursuing research till they get themselves a job. The use of research courses as some kind of shelter appears to be lowering the motivation to pursue research.

Table-5.10: Obligations for students (in %)				
	SSS-D (N=33)		**SSS-H (N=39)**	
Obligations	Very Bad	Bad	Very Bad	Bad
Contributing to family expenditure	15	9	10	5
Having to assist Mentor on academic tasks	0	9	18	8
Having to work for Mentor on non-academic tasks	24	12	36	10
Source: Survey data pertaining to Question- E02				

Students from the two institutions were asked to rate their feelings with respect to certain obligations they are to meet in the course of pursuing their research. These ratings of feelings indicate the obligatory components of environment. Table-5.10 above shows the percentage of students revealing their obligations towards their mentors to assist them on academic and non-academic tasks being more at SSS-H while the instances of obligations towards family are more at SSS-D.

Table-5.11: Cost(s) involved in Research (in %)				
	SSS-D (N=33)		SSS-H (N=39)	
	Most	Second Most	Most	Second Most
Fees	24	0	46	8
Opportunity Cost	48	6	31	3
Accessories (e.g., Laptop)	39	21	54	8
Books and Stationeries	39	24	51	41
Commuting Cost	15	3	10	0
Source: Survey data pertaining to Question- E01				

Students at both the institutions feel the expenditure on books and stationeries to be the most, as depicted by Table-5.11 wherein N is the number of respondents. The second most cost involving item is accessories like laptop. Students at SSS-H find fees to be third most cost incurring while students at SSS-D feel opportunity cost of not being in job to be the third most cost incurring.

Discipline

Amongst the all the social sciences, Economics enjoys a privileged position in terms of attracting good minds. There are a good number of TTs working in the field of Economics and there is hardly any university, which does not offer Economics. Because of the discipline's direct focus on growth and development and interest of the ministries of the governments and the funding agencies, the discipline in fact has gained importance over the years. The other disciplines in general are languishing. A newspaper in Delhi reported recently that there had been a surge for other social science disciplines as well. Choice of social science disciplines is often determined by the locations of the universities in the cities and how would they be of help in Indian Administrative Services. For example, the MA batch in Philosophy in a university located in the capital has 277 odd students with class capacity of around 100 because most of the students are Indian Administrative Service (IAS) aspirants. Similarly, in some of the top universities particularly located in the capital city of India, Sociology is an attractive option. The scholarships, opportunities for doing projects and the interest of the funding agencies make

Economics an attractive option. The other disciplines are funded by a few government sponsored bodies like Indian Council of Historical Research (ICHR) and a similar body for Philosophy (ICPR). There are autonomous bodies not funded by the government like Indian Economic association, Indian Academy of Social Sciences, National Academy of Psychology and other similar organizations. These bodies organize annual seminars on select themes, which gather the disciplinary communities spread across the country to meet and present their research works once in a year.

Concluding remarks

In this chapter we examined the important question of the behaviours of the social science researchers. The behaviours in terms of the responses of the faculty and research scholars engaged in SSR would broadly define the research environment in SSR that prevails, and how do the researchers respond to the various policy initiatives mooted and being implemented by the government, how do the researchers respond to conduct of SR against their background in terms of socio-economic factors and overall economic well-being. We observed that there are incentives in place, but there are cases of abuse of the incentives. How various other factors intrinsic to SSR in a developing country contribute to the publication of research output and career progression. Gender related factors assume importance in the choice of disciplines and pursuit of research.

CHAPTER 6

Policy connect of Social Science Research

Introduction

India is home to the largest number of poor in the world with acute disparities across gender, social categories, social classes and region. The salience of social science research to the making of informed public policy to address the prevailing levels of deprivation and multi-dimensional inequalities and attain inclusive economic growth cannot be over-emphasized. But it is argued that the voices emanating from the under-privileged are not heard with concern and care by the ruling elites (Kumar 2013; Drèze and Sen 2013). Here lies the role of media in a democratic country like India to highlight the areas of concern to mobilise public opinion and put pressure on the ruling party to design suitable policies. The privileged Indians who are wealthy and powerful, arguably, have distanced themselves from the majority, the under-privileged. While the academicians and the public intellectuals should play a larger role in this context, their roles have in fact suffered erosion in a globalizing world. The 'derived intellectuals' as argued by Kumar (2013) are found lacking in their inclinations to grapple with India specific problems as evident in their understanding and conceptualization to provide alternative solutions to chart out India's own development strategies (*ibid.*). A near-exclusion of the interests of the under-privileged in the media and political debates has led "…to a pervasive disregard for the interests of the underprivileged in public policy" (Drèze and Sen 2013). Complete disregard for the existence of corruption and the black economy both in research and policy making has led to a policy failure (Kumar 2013). While the government is perennially faced with resource constraint, resources are being appropriated by the ruling elites, illegally earned incomes are invested in unproductive assets and stashed abroad as some studies and media investigations indicate. The social utility of research therefore lies in understanding socio-cultural, economic and political conditions so as to make policies to address the problems of social disorder, poverty and inequities.

To understand the linkage between SSR and policy making we need to take note of the fact that SSR is ideological essentially in view of various theoretical paradigms to approach research issues and contextual. Each social science discipline deals with a certain set of questions and seeks to capture an aspect of the society. To get a comprehensive idea about a social issue, interdisciplinary approach is an imperative in SSR. A theoretical framework located within a particular discipline to understand and analyse a social problem is based on certain assumptions and therefore it remains partial. Further a societal problem is located within a context which makes it difficult to generalize SSR. Policies prescribed based on research are therefore

contingent upon a particular theoretical construct. These aspects weaken the linkage between the SSR and policy making.

We provide below three case studies to highlight the role of SSR in public policy making in the context of India. In Case 1, we provide a case where social movement led to policy making followed by SSR of unconventional kind to ensure implementation of the policy. In Case 2, we argue how leaders of institutions based on research could bring about policy changes with support from the government. In Case 3, we argue how SSR has failed in informing policy making. In all these cases, we would see how the interests and approach to development of the ruling political parties assume paramount importance. One needs to analyse as to how the policy actors at the helm of public affairs because of their background and understanding of the social reality could facilitate the policy changes in the desired direction or otherwise because of their background and understanding of the social reality.

Case Study 1

Role of Social movement in the making of public policy: The National Rural Employment Guarantee Act

In a parliamentary democracy, policy making in the form of laws lies in the domain of the Parliament. The enactment of Mahatma Gandhi Rural Employment Guarantee Act and its implementation is a landmark event in the making social policy at the national level in India. In the entire process of formulation and its implementation, the state-society distinctions got blurred as the mediators assumed various roles, with the state, against the state, parallel to the state and within the state (Chopra 2011). Notwithstanding the long pending demand for employment guarantee by the political parties to address deprivation and income inequalities, it all began in the form of a social movement against the backdrop of an agrarian crisis in the state of Rajasthan. A Personal Interest Litigation (PIL) was filed in the Supreme Court for 'Right to Food' which later got merged with the 'Right to Employment'. The Bill was initially drafted by the social activists who spearheaded the social movement in Rajasthan. A series of representations from the people led the Congress (Indian National Congress) the main opposition party in the Parliament to take note of it and to include this demand in their manifesto which was being prepared for the national level election in 2004. After victory in the election, the Congress formed the government with the support from the allies, and the demand was included in the National Level Common Minimum Programme (NCMP). A National Advisory Council (NAC) was formed with the prominent personalities comprising academics, civil society representatives, political party, and even the Commissioner to the Supreme Court to oversee the formulation and the implementation of the NCMP. The NAC played a key role because some of the members who were themselves involved at the ground level formulation of the Employment Guarantee Act prevented its dilution in the course of its implementation. Concern for the fiscal deficit and the perennial resource constraint argument slowed down its implementation and arguably there were attempts to water down various provisions of the Bill. But the Chairperson of NAC, who was the President of the Congress party and the Prime Minister himself were keen to do justice to the Act.

An umbrella like social organization, the Peoples Action for Employment Guarantee (PAEG) brought under its fold people from various walks of life to ensure its proper implementation. The PAEG became the main platform for doing research and in all the ensuing negotiations and mediation. The PAEG organised bus *yatras* in 10 states to campaign as well as to gather information about the local needs. The research consisted in realizing that different social groups had different social needs which vary with respect to socio-economical and geographical conditions. It was essential for understanding the

factors that impeded possibilities of job creation discarding one size fits all approach in the policy making. Resources for the bus travel, the meetings and other expenses were mobilized through crowd financing. Because of the growing pressure generated by the social movement, the erstwhile Planning Commission became more active, prepared a list of the demand in terms of the programmes and financial estimates. But, it was realized that implementation is one major dimension which is often ignored in the policy making, which could lead to dilution of the Act and reduced the efficacy of the programme. Initially, there were no clear cut procedures envisaged for proper implementation. The government converted the approach from individual to the household based approach. A comprehensive survey was made by the students who were trained for the purpose. *Gramsabhas* (village committee meetings) were organized to gather local level information, and also to democratize the process. The fact that the Minister for Rural Development (MoRD) was from a backward district of Bihar in the coalition government, who had keen interest in its implementation facilitated the implementation. Subsequently, the budget witnessed a massive hike in its allocation for rural employment scheme.

The case of public policy making discussed above shows that the distinctions among the four-fold classification of the entities, the Parliament, the Executive, party political and the civil society were essentially blurred. The roles of the actors were overlapping as they exerted influences over policy making (*ibid.*). The mediators participated in the state-society interactions, they positioned themselves differently with different entities. They claimed stakes in the implementation. The four domains also had intersections as manifested in the events and activities organized together. Overall, the process presented a "complex and messy nature of policy formulation' (*ibid.* p.167).

Case Study 2

Higher Education Reform during the 11ᵗʰ Five Year Plan: A case of data based policy making

In 2006, the Government of India constituted the National Knowledge Commission (NKC) under the chairmanship of Mr. Sam Pitroda who is an IT expert. In 2009, a committee was set up to rejuvenate the higher education sector under the chairmanship of Prof. Yashpal, a noted scientist and educationist. A few more committees with the involvement of the corporate sector were set up as the confusions prevailed regarding the possible roles private *vis a vis* the public sector would play in reforming the higher education sector. Some members of the NKC were reputed Economists hailing from a university which is known to have leftist leanings. However, the reform measures mooted were radical in terms of the expansion and quality measures which did not receive wide scale support. The other committees which proposed a greater role of the private sector could only be accepted in a country with so much of disparities, poor accessibility and poor quality at its own peril in the largest democracy of the world. It was also at the same time as the NKC, that the 11ᵗʰ Five Year Plan was being formulated. In the aftermath of it, the then Hon'ble Prime Minister Dr. Manmohan Singh in whose initiative the NKC was originally constituted realized the failure of the NKC in creating waves in higher education reform. Prof. S.K. Thorat who took over the chairmanship of the UGC was invited to make a presentation before the Prime Minister (PM) (Thorat, 2015). Prof. S.K. Thorat was also from the very university some of the members of the NKC were from. But Prof. Thorat who had worked with data and had faith on data to understand the social reality, commissioned eight studies to know the enrolment level in higher education and its pattern in terms of regional variation, poor quality of teaching and learning outcome, and the problem of access across various social categories in India. Being equipped with data based research and the findings, he made a presentation to the PM about the challenges faced in the higher education sector and policies needed to respond to the challenges. Immediately after the presentation, the recommendations were widely reported in the media which indicated government's acceptance of the analysis. The proposal

included setting up of 30 central universities, 374 Model Colleges and increase in the award of scholarships. Later, more IITs, IIMs and polytechnics were proposed to be established. The 11th five year plan was branded as an education plan. This resulted in a massive hike in the budgetary allocations for higher education in the 11[th]Five Year Plan (FYP) by almost eleven times. However, the higher education system was not in a position to absorb the resources which were budgeted for. The actual expenditure under the Plan witnessed a hike by almost nine times. Many new central government universities were proposed to be set up (Thorat, 2008). The premier institutions in technology and management education in the country, the IITs and IIMs were also proposed to be set up in the states which did not have one. The number of technical universities like IITs and IIMs has increased since then. Now almost every state has a central university. The districts with enrolment rates lower than the national average would now have a college. The expansion driven by the government sector initiative has been to ensure inclusive expansion since then. The argument that a public sector based expansion in contrast to private sector and PPP modes could address all the three objectives of higher education, expansion, inclusion and excellence was based on the premise that governance reform in the publicly funded universities would be feasible. The associated reform measure PBAS-API failed to yield desired result however[62].

This is one glorious example where data based social science research led to a transformation in the higher education landscape of the nation and this was made possible because the PM who was at the helm of the government was keen to usher in the change with an understanding of the problems of the higher education system and a vision for its future. Both the UGC Chairman and the PM are the economists from reputed universities which led to a congruence in their thinking and approaches informing the policy making. The possibility of backlash in the state elections is also a reason for relegation of the Bill in the short run. Informed debate on policies in the media does exert pressure on the government to reconsider policies. The rising participation of the private sector has aggravated the access issue notwithstanding the 11th FYP. The need for evidence based policy making is all the more important in the emerging scenario particularly when ideology or theoretical construct is driving the policy making.

Case Study 3

Tackling the Menace of the Black Economy: Policy *adhocism*

The menace of the growing black economy has been the most damaging factor in retarding India's development since independence (Kumar, 2013). Various commissions and committees have been constituted over the years and they have come up with a host of policy measures. Some of them have been implemented and the Union Tax machineries have been overhauled in terms of compliance requirements. The use of IT has been quite revenue productive which has resulted in a substantial hike in direct tax collection as argued by the government. The economic liberalization initiated in 1991 which was supposed to reduce corruption as a fall out of privatization and public sector reform has actually opened up many opportunities to resort to unfair practices, stashing away of illegal income and wealth abroad, corporate centric corruption and eventual generation of illegal profits (Kumar, 1999/2002). The Think Tanks were asked to prepare a report on black money along with two other organizations by the previous government in power (UPA-2) after being faced with a volley of stern criticisms in the wake of the discovery that a good number of Indians hold Swiss Bank accounts. Reports suggested that around 760 Billion US$ to 1.3 Trillion US$ have left India over the years which has deprived India of investible resources and accentuated the ill-effects of pro-market reforms (Kar 2010, 2011). The Think Tanks Reports were submitted to the government but even after the change in the political regime, the reports have not yet been made public. There have been speculations on the reports in the media based on partial leakages.

---

[62] As discussed in chapter 5 and 6.

Prof. Kumar, professor retired from a reputed university has been working on the black economy for four decades. His approach to the study of black economy is radically different from the existing literature. He argues that if one looks at the mechanism of black income generation, then black incomes are essentially profit incomes generated mainly in the realm of the business. Corruption generates bribe incomes which are transfer incomes and not therefore included in the national income estimation (Kumar 2002). This unconventional and realistic characterisation differs sharply from the traditional way treating black incomes generation as tax evaded salary incomes which originated in Allingham and Sandmo (1972). This characterization led to the policy conclusion that reform was needed mainly in the corporate tax regime other than simplification and facilitation of tax compliance. Further, Prof Kumar has been arguing that macro analysis of the Indian economy would remain incomplete unless black incomes, black consumption, black investments and other illegalities are incorporated in a complete model (Kumar 1999; 2005; Chattopadhyay, 2002). But his proposed theoretical approach and policy measures have been by and large ignored by the successive governments. While the academicians are not willing to revisit what they have been doing and embrace an altogether new approach notwithstanding increasing number of evidences, the policy makers have also been apathetic to accept some of the suggestions which require major overhauling of the tax system.

He has been consistently arguing that the apathy of the government is attributable to the nexus amongst the three, the businesses, the politicians and the bureaucrats is responsible for the perpetuation of corruption and illegalities and generation of black incomes. He argues that corruption and black income generation are two different concepts with different implications though there exists an overlapping area between the two. Because of the nexus, market based reforms have not really turned out to be the panaceas. It is after all the willingness of the political parties to take the bull by its horn and adopt effective measures. Since the political parties are part of the nexus, policies framed have remained largely ineffective. If the manifestations of black incomes are in terms of black profits, the industry should be brought under major tax reform through proper tax reform rather than targeting the individual salaried tax payers as the mainstream public economics would tend to suggest. But eradication of black incomes requires the will power of the political establishments. However, the spate of recent scams and frauds indicate the growing involvement of the political establishments and a rise in industry funding of elections and political parties. The black money reports prepared by the Think Tanks/research institutions have been shelved because making the reports public may be discomforting for a wide range of people including the political parties[63]. In the wake of the publication of the Panama papers listing around 500 Indians from the law firm, headquartered in tax haven Panama, the income tax department has sent notices to the individuals who figure in the list[64]. Earlier the government constituted a Special Investigation Team (SIT) to look into the matter. But the progress has been rather tardy. . Tax reform which could reduce the abuse of tax concessions has not yet been undertaken because of the consistent pro-industry attitude lest investment and growth suffer which is a false assumption as tackling tax evasion and corruption is bound to boost growth. Here is also an example of the appropriateness of a theoretical model to study the reality and prescribe suitable policies. This particular case study shows the weak link between SSR and the interests and the vision of the policy makers.

Identification of key policy actors and the intermediaries

When it comes to the issue of identification of the policy actors in the Indian context, three tiers of the governments, the Centre, the state governments and the local bodies, rural and urban are the main policy actors in the sphere of public policy making. The NGOs and the industry also make strategic intervention in selected socio-economic spheres to supplement the

---

[63] The recent newspaper report based on the leakage of the Panama Papers of the firm

[64] The Indian Express, 7-10 April, 2016.

effort of the government but they cannot be truly called the policy actors. Both at the central as well as at the state level, various ministries, both central and the states commission research and constitute Committees and Commissions and devise policies based on research and expert advice to achieve their goals and realize their respective mandates. Earlier, the Planning Commission, Government of India through the state level and central level planning of various schemes and policies used to be a major player through their funding. Now the role of NITI Ayog in place of the Planning Commission is somewhat different. There are various autonomous bodies constituted under the aegis of the government who also formulate policies in their respective areas of concern. For example, the UGC and the All India Council of Technical Education (AICTE), Medical Council of India (MCI) and other such bodies have been making relevant and effective policies in the sphere of higher education, technical education and medical education to address various objectives through policy intervention.

NITI Aayog

National Institute for Transforming India (NITI) Aayog (Commission) has replaced the erstwhile Planning Commission at the behest of the newly elected Central Government in 2014. It is expected to usher in a change in the way all the three tiers of the government would be involved in policy making. NITI Aayog envisages how to facilitate good governance through people's participation at the ground level so that the policies are people centric, participative and collaborative in nature. This will help evolve a shared vision of development and foster cooperative federalism. Village level plans are being emphasized based on which national level plans are to be incorporated. To create knowledge base, the community will collaborate with the national and international level experts, practitioners and other partners. A state of the art Resource Centre will be formed to act as a repository of knowledge which is a pre-requisite for good governance. The National Development Council (NDC) under the earlier functioning of the Planning Commission has ceased to exist which made space for the regional councils. It is not clear how the NITI Aayog will have influence over policy making and its implementation in absence of the power to give grants and allocate funds amongst the ministries. It is also being argued that in practice NITI Aayog will have a larger say through the formation of the committees consisting of experts.

In order to understand SSR and its utility in terms of its impact on policy making, we need to distinguish between the two or three broad realms of SSR as discussed earlier. One is the university system which is largely public funded and the autonomous institutions like universities where the faculty are engaged in both teaching/training and research. Some of the projects may be funded by the funding agencies located outside the universities like the UGC, the ICSSR and some foreign funding agencies like GDN, DFID and funds received in connection with foreign collaborations or even trusts and societies and the NGOs.

In order to understand the utility of social research on policy making, what is important is to see the linkage between the objective of the funding agencies and research and its impact on the

decision making of the policy actors. In the university system, most of the research carried out by the faculty is autonomous and internally funded by block grants like that of university internal funding, and therefore research is undertaken and guided by the researchers' interest. Some of the researches are funded by the UGC and the ICSSR as discussed in Chapter 3. The impact on policy depends on whether the research questions are raised by the researchers themselves or by the funding agencies. The ICSSR, in particular, may invite project proposals on a particular area which may contribute to making of policies in some particular areas. Otherwise, UGC funded projects and a majority of these researches funded by the ICSSR may contribute to our understanding of the society which culminates in the form of publications in journals and books. The linkage is explicit and sound where the funding agencies have a mandate. For example, if it is funded by the ministries, policy making is likely to be an exercise in informed decision making.

In our various meetings with the faculty and more importantly the social scientists engaged in the Think Tanks, we observed that it is primarily a matter of willingness of the political parties to use research outcome with the sole criterion of furthering their agenda. Agenda in a fragmented society is not a non-contestable phenomenon.

The NGOs

Non-Governmental Organisations (NGOs) have been under scanner in the recent past. While questions are raised on their effectiveness and intensions, mismanagement of funds by few of them have been under investigation at the instructions of governments at state and central levels. Amidst the unfavourable political environment, NGOs find an opportunity to reinvent themselves. The following paragraphs present a brief study on two NGOs to illustrate the roles played by them and their involvement in SSR.

Deshkal Society

This Delhi based NGO was set up in 1995. This organisation engages in research, advocacy and intervention activities. Like most of the NGO, it applies for projects to government departments and international agencies. While the organisation employs full time researchers to co-ordinate and plan, it hires the services of experts on project basis. The organisation works in the areas of education, land rights, unorganised labour and sustainable development. The organisation focuses on dissemination of research through seminars, conferences, memorial lectures and publications. The project reports mostly culminate into books. The organisation networks well with academicians and policy makers alike. Academicians provide expertise to conduct the studies carried out by the organisation. As most of these studies are sponsored researches, some of them sponsored by the policy implementing agencies themselves, that is, government departments; the organisation plays active role in policy communication. This way the organisation acts as a platform for interaction of academicians and policy makers.. Moreover, the organisation runs group emails and keeps circulating relevant issues among concerned individuals, academicians, policy makers. The organisation is also on Facebook and effectively

uses its social media presence to raise awareness and engage in advocacy. It has a branch office in Gaya, Bihar and has aspirations to grow to make pan-India presence.

Arghyam Foundation

This Bangalore based NGO works basically as a funding agency in the areas of water and sanitation. The organisation is active in 22 states of India since 2005. The organisation also undertakes study itself to assess the issues like water quality, availability and develop repository on these issues. The organisation works in partnership with other NGOs, government department and other implementing agencies. It works towards the objective of sustainable water management. The projects funded by the organisation are about to touch 100 in couple of months. Since the organisation mostly grants studies which are participatory or implementation oriented, its interaction with academicians seem limited. However, it acts as a platform for practitioners and policy makers. The organisation prefers to disseminate through its own blog and a portal maintained by it. The reports of the studies sponsored by this organisation are available on its website in the form of video files. It appears that the organisation aims at dissemination for policy communication only. It seems not to be interested in dissemination for academic purposes.

The Rise to the Dominance of the Consultancy Firms

The government has shown an increasing tendency to seek help from the consultancy firms namely, McKinsey, PWC, Bain, Deloitte and KPMG for policy formulation and its implementation. To learn the best practices from other countries and look for innovative solutions, there has been a change in the approach of the government towards policy formulation and project implementation as the government is looking for innovative solutions to negotiate with the emerging challenges.

The Central government has hired consultants for projects such as Make in India, Digital India, Smart Cities, *Swachh Bharat* and skill development. This means booming business for consultants, especially the advisory units of the Big Four - PwC, EY, Deloitte and KPMG - along with strategy firms such as McKinsey, The Boston Consulting Group (BCG) and Bain (The Economic Times, 22nd July, 2015). In a year's time, it is expected that the total revenue from government engagements could rise to Rs 7500 million. It's not just the Centre, the states too are engaging consultants for multiple development initiatives. They have also been on a recruitment drive to seize these new opportunities. EY has increased manpower deployed for the government projects by almost 10 times and Deloitte by 7 times.

McKinsey and Company builds partnership with the government and offer advice to strengthen education and health. The McKinsey Center for Government (MCG) is a new global hub for research, collaboration, and innovation to improve government performance. MCG offers advice to the government how to negotiate with the emerging challenges, seize the opportunities in a globalizing world, build capacities and continuously improve upon

performances keeping in mind that governments are faced with resource constraints. Even they facilitate interaction among the various government departments to ensure delivery of services to the citizens. They draw from the experiences of the network of global experts and offer innovative solutions that the government is looking for. Some of the areas where MCG has effectively intervened are employment and growth, fiscal related matters like tax administration, ensuring access to quality health facilities.

PwC has been a part of the national and state-level sectoral reform programmes including areas such as fiscal and governance, pension and insurance, education and health, social sector, municipal, power and infrastructure sectors across government sectors for over 15 years. Over 250 specialists assigned full-time to its Government Reforms and Infrastructure Development (GRID) practice which is also involved in policy making and strategy development, public private partnerships, financial restructuring, service delivery, performance improvement, institutional strengthening and capacity building, accounting and financial management systems, human resource development, etc. For example one of the reports prepared is one major policy initiative by the government reform to accelerate development of India's smart cities.

To what extent and how do social science researchers engage with the policy actors

Various spheres of the government if engaged in major policy initiatives have the provision of hiring the services of the experts to help the bureaucrats and the ministries in drafting the policies. If policy making requires huge data base and a thorough research on a larger scale, the government may commission projects to the universities, and the Think Tanks generally funded by the governments and also the private research organisations. The lesser known Think Tanks which bank on projects only for revenue and are not supported financially by the government are roped in to do research for the government. The government can also invite project proposals from individuals and research institutions on an area the Government would like to frame policies[65].The government can also constitute committees headed by the experts/scholars drawn from the universities and experts engaged in public life and industry. The experts are chosen not only for their proven expertise but also because of their ideological leanings and proximity to the government machineries. In particular, ideological leaning is important in social science research because of the very nature of social sciences and policy making. The amenability of the experts to the government's pressure is another important dimension which determines the choice of experts.

The university faculty members in their daily academic pursuits are not directly linked with the policy actors. As mentioned earlier, university faculty does undertake projects funded by the

---

[65]Project proposals are invited by the government departments in two ways. One, is the open bidding where no restrictions are there for any kind of organisation unlike the UGC and the ICSSR where proposals are invited from recognized universities. Open bidding (request for quotation) select private entities are requested to come forward to take up research for specific policy issues. Request for quotation (RFQ) select private entities are requested to come forward to take up research for specific policy issues.

ministries and are invited to be the members of the committees and commissions which are constituted to address specific mandates. But the choice of the members depends on connections and networks which ensure compatibility in the approaches and the ideologies of the chosen few.

The researchers in the Think Tanks remain in touch with the funding agency as it is in the interest of the funding agency to monitor the conduct of research and guide the research outcome and if necessary, participate in the final process of report writing to have a say in the research outcomes. In these cases, depending on the importance of the project for the government, the bureaucrats and the politicians would meet the researchers occasionally. It has also been observed that some arms of the government prefer private research agencies to do research for them. The gradual emergence of these private agencies indicates as to why the governments seek to avoid independent research lest it contradicts their understanding of policy interventions in the economy and the society to facilitate socio-economic transformation in the desirable direction. Independence and objectivity in social science research are undermined in the process.

In the first case study, the social science researchers played their roles as members of the civil society (PAEG). They were in the erstwhile Planning Commission to negotiate with the other researchers and they were also members of the NAC. As argued above, their roles overlapped and conflicts arose. In the second case study, the UGC Chairman's training in social sciences helped in understanding the problem and he asked the social scientists to do research for him to support his case to the government. It was through the research output produced, the policy actors got connected with the social science research community. Higher education is not the concern of the majority of the poor. The discontentment was brewing as access to the expanding higher education system driven by increasing private sector participation by various social categories historically disadvantaged was unequal hindering social mobility. The leader in the form of a chairman of the UGC had to take the lead. In the third case study, the independent researcher who had a different way of examining the problem and had a different opinion never got connected with the policy actor, the government. Even the academic world largely ignored as the very acceptance would pose challenge to their own researches which pretended ignorance about the disproportionate size of the black economy by an international standard. Instead the social science researchers from the Think Tanks who undertook the studies had to present their views to the government.

The channels through which such interactions predominantly occur

The channels through which interactions take place would be primarily determined by the interest of the government in the issues and more importantly whether the issues are to be investigated through social science research. For independent research at the universities if not funded, such linkages may not appear. But the government invites the researchers to participate in the meetings for their opinions and comments. Democratisation of the decision making process irrespective of the level of seriousness on the part of the government is an important aspect of government's decision making process.

If the research is a commissioned one and therefore funded, the policy actors would like to monitor the progress of the report and provide inputs which are often crucial for the determination of the outcome of the research in occasional meeting with the research head/research team. The government machineries also organize day long meetings where the experts are called to present their views.

The other channel is through the media. Writings in the newspaper, and journals and electronic media which have the potential to generate debates and move the public opinion often put pressure on the government. In view of demonstrations and writings on policies and schemes being implemented by the government, the governments take note of the problems and the public opinions if the issues are raised in the Parliament for debate. The strength of the ruling political parties matters because it determines to what extent the opposition pressure can be withstood[66].

When the research is directly funded by the government ministries and the researchers located in the Think Tanks carry out research, output are considered with seriousness and deliberated upon. The likelihood that it will be acted upon is far greater in this case. But in the course of the implementation, the centre and the state governments may face oppositions.

There are several instances where the government machineries have shown preferences for research undertaken by the less reputed research organizations which are privately funded. The government can award projects through bidding and the NGOs are often eligible to participate in the bid. Often the NGOs also present their work before the government officials present in meetings where the government officials are invited.

In Case study 1, the channel was established between the civil society and the government organization, the Planning Commission. In the second, one arm of the government established direct contact with the PMO which ensured speedy implementation. In Case study 3, the channel was between the think tank and the ministries. But independent researchers have to articulate through the publications, media and seminars and conferences.

Ability and challenges faced by researchers to communicate research to these key stakeholder

The very nature of SSR and its utility to the policy makers poses challenges for the researchers to communicate their findings to the key policy actors. One constraint is the differences in the approach as manifested in ideological differences between the researcher and the policy actors. Social science research is different from hard science research because there could be different perspectives of looking at the social reality from various disciplinary perspectives. There could be differences in the ideological positions which inevitably gets reflected in the research questions and research methodology. The government on several

---

[66]However, the withdrawal of the Land Bill by the NDA government which is in power with an overwhelming majority at the centre is an example of sustained political opposition and a bit of research informing the opposition. The possibility of backlash in the state elections is also a reason for relegation of the Bill for the time being. Informed debates on policies in the media do exert pressure on the government to reconsider policies.

occasions was upset and concerned about an independent research and to rebut the findings. Initiatives were taken to initiate parallel research. But not all policies are ideologically driven. The government may have a perspective but making an impact on the society to achieve tangible transformation is often their objective to ensure electoral gains. The perspective is a softer version of ideology which may be staunch and rigid.

The major difficulties are therefore the interests of the policy actors in the researches, even if they have interest. The issue is whether the government is comfortable with the findings. The process of research and its methodology are not that important. But good researches which have moved the public opinion and results are highlighted by the media and opposition parties, the government perforce has to take note of.

In Case study 1, it was the sheer size of the social movement which gathered momentum based on sustained campaigning which put pressure on the party in the opposition. In Case study 2, the independent researcher though had no problem in communicating with the media and also through publications, it was in the difference of opinions and theoretical perspectives that the researcher had to face challenges when it came to the acceptability even within the academic circle. The policy actors took note of the researches but since implementation was difficult, the research remained sidelined as it challenged the very power base of the policy actors. Even in cases some of the policies gained from his researches, his contribution remained unrecognized. The interests of the policy actors mattered the most. The underprivileged realized the importance of the issue and made corruption a major political issue for some of the states.

Key Conclusions

In this Chapter, we looked at the various aspects of social utility of research. Out of many factors which link up SSR with the policy making, one factor that stands out sharply is the willingness of the ruling political party to use the SSR for policy interventions and everything else eventually falls in place. Quite expectedly, the objective of the ruling political party is to usher in transformation in the socio-economic sphere in a manner which would ensure sustainability of the political regime and help them to deliver on the promises made in the election manifestos. The ideology and approach to socio-economic transformation as reflected in the election manifestos are therefore to be pursued which inevitably would not benefit all the sections of the society. When the interaction is initiated by the government, the government is generally keen to design a social scheme and implement policies. Choice of individuals to be part of the various committees and commissions is based not only on the credentials of the individuals, but on their ideological leanings and their association over the years with organisations in public life. Similarly, the choice of the Think Tanks commissioned for undertaking SSR is not merely based on the availability of the expertise. The As discussed above, the consultancy firms are playing a much larger role in the policy making and strategizing and implementation of the schemes. This is because the approach to policy making has undergone a change. Innovative ideas are more important than conclusions derived from the rigorous SSR. The character of the state and its approach to policy making has shown evidence

since the 1990s to subscribe to the market principles and envisage a greater role of the private sector and governance reform of the public sector. In the process, the linkage between the SSR carried out at the university system and the policy making gets further weakened. This is not to deny the fact that there have been occasions where the policy recommendations arising out of SSR are genuinely and sincerely heard by the government for policy making. But radical suggestions which question the over-arching framework of the government are in general shunned by the establishment.

Though the academic community is engaged in social science research, as a group they do not constitute a coherent group and form a powerful platform to enter into a dialogue with the government and present their results and argue for possible policy changes. Though it is a political decision, but we note that there are differences in terms of even research methodologies which can be countered only by same level of research methodologies and rigour. A case in point is the use of randomized control technique in arguing for privatization of public schooling and suitability of low cost private school in India.

Union budgets and the state government budgets are the major policy documents announcements by the federal government in India. As we understand that budget announcements backed up by budgetary allocations are often arbitrary and determined not by SSR but by the understanding of the social problems, vision of the government and lobbying by social groups and the corporates. The articulation of dissent and advocacy for particular government interventions is based on general perception and on an assessment by the bureaucracy which are often guided by larger political considerations. It is an enigma that in the largest democratic country with acute disparities and deprivations in terms of gender, social categories, and region why policy interventions since Independence have largely failed to bring about major socio-economic and structural changes which could to alleviate the problems of the under-privileged on a sustained and dignified manner, and achieve inclusive growth which has remained elusive.

A possible absence of coordination among the various ministries might have hindered the process of arriving at a consensus to evolve a coherent approach to policy making which is holistic and what role does NITI Aayog play in the emerging scenario.

CHAPTER 7

SUMMARY OF FINDINGS

This study has made an attempt to assess and probe various dimensions of the research environment for social sciences in the higher education institutions and Think Tanks in India. It is the research environment which determines not only the quantity of quality of social science research output, but also how do the researchers envisage the use of their research, to contribute to our understanding of the social reality and to the process of informed policy making. In view of India's relatively poor ranking in the world in terms of various socio-economic indicators, regional disparities and the federal structure of the polity which requires policy coordination between the Centre and the States, there is an urgent to understand the social science research environment but also to throw light on the process of policy making in India.

SSR in the Indian context

Owning to the bewildering diversity in the socio-economic landscape and rapid transformation the Indian society is witnessing, there is enormous scope for social science research in India and to strengthen the linkage between SSR and informed policy making. However, by the very nature of SSR, there are different disciplinary perspectives to know the social reality as though each discipline is primarily concerned with a set of questions, the answers to which should be ideally from inter-disciplinary perspectives. In addition, there are ideological variations which translate into different theoretical paradigms within a discipline to understand and study the social reality. Though this diversity has led to an expansion of the scope of SSR, the wide divergence in the quality of the higher education institutions has only got further accentuated in the wake of a rapid rise of the private sector share in the Indian higher education system both in terms of enrolment as well as in terms of number of institutions. Coupled with this is the poor quality of training at the UG and the PG level which are reflected in the poor share of research output in international level of publications and virtual non-existence of the Indian universities in the global university ranking.

In the survey of literature in the context of India, it was observed that there was a need for a deeper analysis within a theoretical framework to understand and unravel the interconnections among the various levels and stages of doing SSR. It was also felt that the variations across the different types of institutions and across the social science disciplines are to be studied in order to comprehend the complex reality of SSR in India within a comprehensive framework where the interconnections amongst the various factors and also because of the reinforcing tendencies among the causal factors, the inputs, the physical infrastructure and human resources and the research output. The ICSSR commissioned a few studies to review the functioning of the ICSSR.

Recently, ICSSR has commissioned a large project commissioned to various institutions to study of the various dimensions of the SSR in India including detailed documentation of the research output and research facilities.

An analytical framework

We proposed an analytical framework to study the connections and inter-linkages among the various factors and the underlying causal mechanism between the inputs and the research output. Funding from various sources, the mission of the institutions and the regulatory mechanism add to the complexity of the reality of SSR. This entails a portrayal of all the sites for SSR in an integrated framework to understand the relationships. In the proposed framework, it was argued how selection based efficiency between the institutions and the individual researchers can accentuate the hierarchy among the institutions and the Think Tanks as there emerges a convergence between the quality of institutions and quality of human capital. It was also highlighted how the different sources of funding and variation in the mission statements would influence the processes of research and the nature of research output.

Against the backdrop of the survey of literature, we identified some issues worth investigating in our survey keeping in mind the overall objectives of the GDN in commissioning this study. The different stages involved in the SSR identified are the provision of inputs, the physical infrastructure, human resources and the financial resources, the processes involved in doing research and various dimensions of the process. The outcome of all this is the research output and its social utility. An attempt was made to envisage how the funding mechanism would affect the accountability mechanism of the universities and the Think Tanks differently and which, in a way, would have an impact on the determination of social utility of research. While public funding gives autonomy to the researchers in the government funded universities, it does not connect SSR with the policy actors in a direct manner. The influence over policy making in this case is rather indirect and implicit. However, if funding is linked to the projects, the funding agencies monitor the process of research and use research output for informed policy making if the funding agencies happen to be the policy actors.

Research Objectives

In view of the stated objectives of this study, India specific socio-political and cultural aspects deserve attention. In view of this, we arrived at the research objectives to study (a) the macro or the overarching policy framework for SSR particularly in terms of institutional diversity, funding and research output of India as a whole; (b) the process of selection of inputs inclusive of the students and the teachers, and availability of the physical and the financial resources; (c) the environment for research consisting of crucial dimensions such as autonomy, attitudes of the bureaucracy, incentives for research; (d) research output, its quality, composition and its contribution towards policy making, and (e) how funding and research output are related to policy making.

We framed questionnaires for three sets of researchers, the faculty in the universities, the faculty-researcher in the Think Tanks and the student-researchers in order to respond to the stated research objectives. To capture the regional variation as well as institutional variation, the research team visited the universities and the Think Tanks located in the different parts of the country. Barring Western region of India, select institutions of Northern, Eastern and the Southern parts were covered in the study. The team selected two central universities located in the North and the South and two Think Tanks located in the North and the Eastern part of India for the purpose of deeper investigation in the form of case studies. The team had rounds of focused group discussions, held interviews with the faculty and the researchers to understand the rationale behind their decision making, their motivation for doing SSR and career objectives in the context of their socio-economic backgrounds and institutional governance structure. The training imparted and capabilities formed are found to be crucial because these two are important factors among others which determine the quality of research.

SSR: The Macro Level

Before we embarked on our investigation of SSR in India, an attempt was made to survey the overall research environment in India at the macro level. Though India has now possibly acquired the distinction of being the second largest higher education system in the world, but in terms of international ranking, the quantity of quality research is not commensurate with the size of the system at all. But in the realm of social sciences, there have been many useful contributions made by the Indian scholars in the global arena of scholarship.

Though, as such, there does not exist any explicit regulatory policies in India for the entire gamut of SSR, there are however specific policy interventions by the UGC and the ICSSR for regulating and funding SSR in the Indian higher education system. We tried to map the institutions involved in SSR. The financial support to fund SSR by the UGC and the ICSSR was analysed from that perspective. The UGC has mooted several steps in the recent past to regulate and monitor quality of research works produced by the research scholars. The ICSSR is the apex institution exclusively for SSR which has played a crucial role in funding and promoting SSR in India. There have been effective policy responses as well from the government so as to streamline the process of scholarships for M.Phil/Ph.Ds through national level eligibility tests (NET),the submission of dissertations and the theses and eventually the award of degrees. The impact of all these have been reasonably sound but not spectacular in view of the slow transformations taking place on the ground at the institutional levels. To compound matters, an absence of fairness in complying with the policies, improvements can only be assessed as marginal for a vast country like India.

The enrolment in social sciences has declined by nearly 10 percentage points with a commensurate rise in the enrolment for the engineering (Mehrotra, 2016). As noted that the budget for SSR is inadequate in comparison to the funding for science. State government funded institutions are fiscally strained to spend resources for social science departments which are often

the most neglected ones in the university system with nearly 30-40 percent of the faculty positions lying vacant.

Though there has been an expansion in the higher education sector which was being driven both by the central government funding during the Eleventh Five Year Plan and the private sector participation, the relative importance of social science research seems to have declined as it has in many parts of the world. The factors behind low quality of research are rather complex and inter-related. While poor governance can largely explain the poor state of affairs in the government funded institutions, it is purely commercialization which has led to the gross undermining of SSR in the private universities/institutions which are largely operating in the professional education sector (Chattopadhyay and Mukhopadhyay, 2013). Though the number of Think Tanks and the NGOs are pretty high in India, in terms of quality of research and its contribution in the policy making, the prevailing situation is not all that promising, if not pathetic. However, the rate of growth of publications as per the SCOPUS has been pretty high at more than 16 percent.

Funding and mandate: the Think Tanks and the universities

In order to understand the challenges being confronted by the researchers in both the universities and the Think Tanks, the focus was primarily on the academic culture that broadly defines the research environment given the infrastructural facilities. The scenarios that manifest in the two sets of institutions are differently informed however. The availability of financial resources, its adequacy and mode of funding is a major determinant of SSR and its social relevance. For the Think Tanks, we saw that the sources of funding and the mandate of the institutions are of crucial importance because the research environments are primarily determined by these two factors. We observed how the variation in terms of funding agency, the location of their operation and also in terms of research mandate, the SSR differs and along with it, its social utility. For the two Schools of Social Sciences in the two universities, though the mode of funding and regulation varied a little, the differences in SSR environment and research output could be explained in terms of the regions and the university specific factors such as diversity in the academic community, and relative strength and dominance of the social sciences in comparison with other sciences in the respective universities.

It is being argued that the proportion of weak students has been increasing in the campuses with an increasing diversity in the community of students with weak command over English as the most important language for doing research in India. This has brought about changes in specific areas of social science research like affirmative policies, discrimination studies and research on social composition and its impact on performance. However, the basic factors that contribute to the culture of training and research and encouragement for scholarship are basically the same in the universities and the Think Tanks but the factors are determined differently depending on the funding mechanism, accountability and institutional mandates. The bureaucracy is found to be helpful in the research organisations like the Think Tanks while the proclivity to comply strictly with various compliance requirements has curtailed the autonomy of

the teaching faculty at the universities. While hierarchy among the institutions is only to be expected, lack of leadership coupled with poor infrastructure may compound the problems faced by the researchers.

Autonomy and accountability

The hallmark of publicly funded universities is the degree of autonomy in academic matters that the researchers enjoy despite various problems, infrastructural and bureaucratic. This autonomy is linked however with the funding mechanism of the universities. The faculty is largely autonomous in the sphere of the universities in undertaking teaching and research, choice of the areas of research and also forms of publications. Incentives and pay structure vary even across the universities depending on whether the central government or the state governments provide funds. Within a university set up, teaching and research could be in conflict for some individuals particularly at the college level which is not so pronounced in our case studies of two of the best universities in India. The researchers in the Think Tanks are partly engaged in the projects funded by the outside agencies and partly in their own research problems albeit in varying degrees. While in the case of universities, teaching and research guidance encroach into the time intended to be devoted for research, in case of the Think Tanks, the primary accountability lies with the funding agency.

The pay structure in the universities which are publicly funded and the Think Tanks which receive funding support from the government are at the par with the pay scales of the Indian Administrative Officers (IAS). This has made the remuneration of the faculty-researchers in the formal sector, publicly funded universities and the Think Tanks fairly attractive for those who aspire to pursue research in social sciences. However, there are state level variations in terms of implementations of the pay scales. The NGOs do not necessarily follow the pay structure of the Government of India. There are limited vacancies in the public funded universities and colleges in comparison to the enrolment of researchers in social sciences. The implementation of the performance based appraisal system (PBAS) which seeks to quantify the performance of the faculty has brought about both desirable and undesirable changes in the academia, the research environment and research output. While, the compliance with the academic performance indicator (API) puts pressure on the faculty to deliver and to hold them accountable at the institutional level, the system is also being abused as there has been a proliferation of journals and publication of books of dubious quality. This has been largely driven by the craze for the faculty and those who are the applicants for jobs to accumulate points with complete disregardfor quality. While in one of the Think Tanks, i.e., TT-D, career progression does not give much attention to the PBAS-API system, while the other Think Tank (TT-K) is finding it difficult to persuade the state government to implement the system and facilitate career progression. Similarly, in one University, the system is being religiously followed (SSS-D) and in the other, SSS-H, though the system is in place it is not being made effective in regulating career advancement. The university governance reform in the form of PBAS-API system has injected

distortions in the system of making effective and meaningful choices by the faculty resulting in mushrooming of journals and publication of poor quality books and journal articles.

Incentives to produce and publish research

Though in terms of quantity, there exist a large community of social science researchers in India, but in terms of quality publications, India lags behind other nations. However, the meaning of quality in a developing country context needs to be conceptualized. Dissemination is mainly through articles in the journals and chapters in the books and authored books in the universities. Given the introduction of the PBAS-API system the accountability which should ideally be mainly to the peer groups, gaining recognition in the community of scholars and the global experts, has now shifted to the universities with the installation of the proper evaluation system called the IQAC. However, when the research is funded by external agencies with a purpose, the dissemination is in the form of reports as in the case of the Think Tanks. Depending on the findings of the report and its importance to the government, the faculty may be allowed to disseminate research through journal publications and in the form of books based on the report submitted and also in the form of working papers as observed in case of TT-D.

Even though the Think Tanks under this study are funded by the government, competition among the Think Tanks to attract more funding and emit signals to the international community is eminently palpable. While the research papers are often downloadable, the project reports are not. Delhi, being the national capital and an educational hub bestows advantage to the researchers to connect and collaborate with the peer groups and the governments, and participate in the meetings and seminars which later are brought out in the form of volumes. The number of seminars and meetings enhance the opportunities of the social scientists to articulate their research findings and publish. There are differences in the valuation of the API system of various types of research output, national and international journals, chapters in books and media that the faculty need to comply with in terms of accumulation of points to become eligible for career progression. This has led to an increase in the number of publications but the proliferations of new journals lack credibility.

Researcher Behaviour

Teaching and research in social sciences are not the most preferred career choices in India which is expected to be the same even in the developed countries. In a developing country like India, the preference for social sciences is rather weak though not evident in terms of numbers as students opt for social sciences perforce. This sets in motion low quality teaching and low quality research in a system with enough scopes for subversion of the process of teaching and research. Gender related issues and hierarchy within the disciplines, poor job prospects lead to low motivations and eventually low quality research. The drop out from research is very high as a significant proportion of the Ph.D students take up jobs while doing research. At the same time, since research degrees are pre-requisites for career progression in teaching and research, those who do not have research degrees, re-join the university system to pursue M.Phil/Ph.Ds. The

training in research methodology is found to be poor and the training in the UG and PG are utterly inadequate for developing an inclination for doing SSR. There exist disciplinary biases in teaching and research. While, the focus is on quantitative techniques in Economics, qualitative research methodology along with an exposure to the limited quantitative methods are emphasized upon in sociology and other non-economics subjects. Gaining expertise in both quantitative and qualitative to engage meaningfully in SSR is rather rare. Poor research methodologies due to lack of training is further compounded by the language issue.

How social sciences are viewed as career options in the northern and southern parts of India influence the motivations to do research. The demand for research from the society, the government and the industry matter as it influences the job prospects and social relevance of research. Diversity in the campus, student-teachers relationship and the teachers' involvement determine commitments in doing SSR and the role of SSR in the society.

The presence of the NGOs in the South makes a difference. With the coming of CSR, the importance of SSR may rise but at the same time the role of the professional consulting agencies have also increased because the corporates have objectives to be fulfilled while they decide to spend on social sectors.

To understand and assess the research environment in social sciences, we distinguished between the higher education system comprising universities and colleges and the research institutions in the nature of Think Tanks (TTs). Though there have been many attempts to institutionalize the promotion of SSR, problems lie deeper into the system, which deter production of international quality research. Inadequacy in training in research methodologies, use of advanced quantitative and qualitative techniques and deficiency in arriving in research problems in the context of international research work are the crucial factors which have adversely affected the quality of research and therefore publication in the international journals.

Discipline, Ideologies and Research methodologies

Developing an inter-disciplinary perspective to study the social reality is a challenge in SSR in absence of adequate training in social science theories and research methodologies. We observed that in the case of SSS-H, Economics got separated from the School of Social Sciences and there has been a steady mathemetisation of both teaching and research. The gradual dominance of the mainstream economics, it is argued, would alienate research in Economics from the Indian reality. A similar tendency was also observed in case SSS-D but the senior faculty with definite inclination for India centric research and being located within the school of social sciences, the tendency has been rather muted and gaining momentum. The craze among the top students to migrate to the developed countries and corporate jobs has also contributed to the process. Given the mandate to do research in an area which is identified to be in the realm of Economics, TT-D focuses on pure Economics based research. Whereas, TT-K emphasizes on inter-disciplinarity in their M.Phil Ph.D programmes and research as they define development broadly rather than Economics centric conceptualization. In both the SSSs, new centres and

programmes have been launched to address emerging concerns in the society and these areas are not narrowly defined.

Inclination for theoretical paradigms particularly for Economics has had impact on the kind of research methodologies taught in the classes. Due to overwhelming thrust on quantitative research methodologies in some of the reputed Economics department, the distinction between methodology and methods is hardly emphasized upon.

We also observed in Chapter 6 while analyzing three case studies, the importance of theoretical paradigms and research methodologies in SSR and in determining its social utility. But quality of research should not be always judged by international standard. Different theoretical perspectives within a discipline and the importance of ideologies, discipline wise variation, and an anathema to publish in the international journals among the majority of social science researchers have been observed.

Social utility of social science research

The connect between the social science researchers and the policy actors is generally weak in India. The ruling elite in India are argued to be disassociated from the concern of the majority. Pressures on the political parties in the form of social movements, media coverage and lobbying have been effective but corruption induced poor governance which has led to 'policy failure'. While SSR has contributed in a major way to policy making, the concern lies with what kind of research, who do the research and why a variety of theoretical and disciplinary positioning the researchers can take. In order to elucidate how the researchers connect with the policy actors, what are the channels available to communicate with the policy actors and the nature of challenges faced by the researchers to disseminate research to the policy actors as well as to the community? Three case studies of national level policy making were presented to throw light on these questions. In general, if research is commissioned by the governments and the other agencies that intervene in the realm of social policy making, policy decisions are likely to be informed by the SSR. What we observed that it is the willingness of the policy actors, particularly the government which determines the social utility of research. But in a country with a rich history of social and political movements, independent research made available in the public domain have put pressure on the government to revisit and reframe policies. Because of the differences in the disciplinary orientation and theoretical perspectives, the policy actors choose the research institutes and the researchers to ensure synchrony between the researchers and the policy makers. The vision, understanding and interests of the policy actors infused with power dominate the decision making and implementation details. This highlights the salience of SSR in a developing country like India with a high degree of fragmentation in the society against the backdrop of wide differences in the economic conditions.

At the end we would like to reflect on the analytical framework we suggested before we embarked on our investigation. We observed that the consolidation of the hierarchy in the quality of the institutions is inherent in the functioning of the higher education systems, in the manner in

which the students and teachers get associated with the institutions. They take an informed decision based on the reputation and research output of the institutions which make the circle complete, i.e., input to processes to output and back to the inputs, the teachers and the students. Funding accentuates the tendencies further. The social utility of research is primarily contingent upon the interest of the funding agency which is essentially the objectives of the policy actors.

Increasing role of the consultancy firms

There has been a change in the approach of the government towards policy formulation and its implementation. Though the consultancy firms have been offering advices and helping in implementation of the projects for nearly more than one and half decades, but the proclivity towards to the consultancy firms has witnessed a rather sharp increase with the launching of the projects like 'Make in India', Smart cities and skill development and *Swachh Bharat Abhiyan*. Policy making is now more like strategizing and looking for innovative solutions, learning from the best practices at the global level, and creating synergies among the departments as well as with the funding agencies. This increasing tendency is evident from their recruitment drives and rise in the revenue. The states like Rajasthan, Andhra Pradesh, Madhya Pradesh and many others have also chosen to opt for this route in policy making and to ensure delivery of services to the citizens. As the team understands, the management professional and engineers from the top management institutes and the engineering institutes like the Indian Institute Technology (IITS) are being preferred by the Consultancy firms and as a result, the social scientists, the teachers and the research scholars from the universities and think tanks funded by the ICSSR and the governments publicly funded are being slighted. This diminution in the role of the trained social scientists weakens the role of independent SSR and its contribution to the policy making.

Limitations of the Study

The study suffers from some limitations which would constitute lessons learned from this pilot study undertaken for a large country like India. Some of the challenges we had to confront in the process of our survey are mentioned below.

Sampling design

Given the diversity of the country in the socio-economic and cultural landscape and high degree of heterogeneity that marks the Indian higher education system, choice of institutions for the study was a challenge. It was more so because conduct of social science research is often contextual where societal concerns emanate from local history, local level problems, involvement of local citizens, their participation in issues of development and governance. In our study, we could not cover the western part of India because of time constraint. Choice of the institutions was somewhat biased, albeit slightly, by the connections the team members had with the research institutions which determined their level of comfort in the survey. We could not carry out our survey in the privately funded Think Tanks and private universities. We also had to

gather information from the secondary source reading the faculty recruitment and the faculty career advancement.

Poor response

Since the survey was carried out in the institutions included in the case studies, it became difficult to ensure that the respondents surveyed represented the respective region as a whole instead of remaining confined to the institutions under study. This representativeness of the sample for the regions, it is believed, would not be counted as a major issue but it has possibly contributed to the smallness of the size of the sample other than the case studies undertaken. Cooperation received from the faculty in filling up the questionnaire was rather limited. Though the teachers were willing to talk to the team members but when it came to the filling up of the questionnaires, they were rather insouciant.

The trade-off between the length of the questionnaire and the response rate

The inherent trade-off between the length of the questionnaire and response rate proved to be crucial for our study. In our zeal to be as comprehensive as possible in terms of addressing the research questions and going in-depth to probe various aspects of the research environment in a variety of institutional setups and diversity among the individuals, the questionnaires which were administered were found to be rather lengthy. This deterred the respondents to answer all the questions given time constraint and impatience.

In view of the fact that the present study is more in the nature of a pilot study, the size of the questionnaires were not substantially reduced in order to gain from larger sample size. The faculty as well as the research scholars took more than half an hour to answer the 6-8 pages long questionnaires. Given the objectives and the research questions of the study, even the peripheral questions were found to be revealing about the true intentions of the researchers and their subjectivities as these aspects contribute to the conduciveness of the research environment but response rate remained poor.

Another set of challenges came from the subjects of study-the respondents. The respondents and potential respondents being researchers themselves tended to play safe as respondents. As a consequence, the research team came across phenomena characterised with no appointments, incomplete responses and interviews taking very long. These hindered the achievement of large sample size with (almost) complete responses.

Data problem

We faced the problem of non-availability of data at different levels. The team faced the challenges at all three levels, the micro (individual), the meso (institutional) and the macro levels. The difficulties encountered by the team during the survey of the researchers and data collection from the institutions have been pointed out above. At the macro levels, to map the entire range of institutions engaged in SSR for a country which is argued to be the second largest

country of the world in terms of its size, huge amount of data was needed. The availability of data is not only scarce but difficult to obtain for research.

Dissemination of research output

The entire list of journals published and the books of all types in the area of social sciences and reports and various documents were not easily obtainable given the time constraint and the huge size of the data that had to be collected. Inadequate updation of the institutional websites and the faculty CVs posed problem for us to arrive at an assessment of the research output. We had to rely mainly on the annual reports of the institutions.

Given the size of the country, the major constraint was time. One year though extended by three months was inadequate to frame questionnaire, pre-test and administer in the sample institutions and write the reports.

Policy prescriptions for promoting Social Science Research

A part of the overall decline in SSR in the university set up in both the developing and the developed worlds has been reflective of the larger changes at the macro level, like university funding, increasing share of professional education, rise in the dominance of a particular ideological approach (neoliberal) to policy making, and the dynamics in the drivers of growth. While the importance of SSR has risen rather than declined in a country like India where informed policy making is more important today, but it is a sorry state that space for independent SSR has been shrinking in the higher education system. But at the same time, the policy driven research in the Think Tanks and the NGOs has witnessed a rise. The relative shifting of SSR from the university system to the Think Tanks has been associated with the nature of SSR, from one of autonomous to policy driven and target oriented. While the challenge is to promote quality of research and better connectivity with the policy makers, it is not clear whether the government would be keen to consider the decline in SSR seriously enough. A majority of research other than a few areas like blue sky research entails integration of society in the overall research agenda to strengthen the linkage between science and the society. Science society linkage is an important dimension for biomedical research, energy research, climate change and even engineering. The symbiotic relationship between nature and the society from a long term perspective to achieve sustainability is the biggest challenge today before the mankind. It therefore requires the policy makers to take note of the importance of the social science research and catalyse the interface between different types of research spheres and help build a holistic framework.

Stepping up of research funding

For such a gigantic higher education system, when teaching and research in the social sciences are on a decline, funding for research needs attention. Given that there is a huge scope for research, the ICSSR and the UGC have to step up funding. The number of Centres and the departments which are rewarded by the UGC by giving additional funds under the SAP/CAS

programmes is much less given the number of universities in India which are resource constrained.

The single reason which has badly affected the quality of research is subversion of the research processes. Even if rules and norms are being framed and enforced in teaching and training programmes as well as in research, the issue of morality remains crucial. There have to be checks and balances in the process. Malpractices abound which is a serious deterrent for quality of research output. Evaluation of the research projects funded by the UGC and the ICSSR in a majority of the cases is not strict enough to ensure quality. Dissemination and publications of research output are the two areas the funding agency like UGC and the ICSSR may look into.

The problem of dissemination of research is largely mitigated because of the various policy initiatives by the government and advancement in IT and a steady rise in the availability of e-resources. However, many journals which are subscribed to by the universities are often expensive. Foreign books for which no local editions are brought out remain outside the reach of the scholars. Similarly, there are a variety of journals and books, the foreign books are often expensive. The government has to increase funding for ensuring availability of e-resources.

Apathy of the policy actors

Independent researches being carried out in the realm of the university system with potential implications for policy making are being bypassed. If research in social sciences ceases to be independent, it loses much of its credibility. The policy makers are essentially guided by their vision of the socio-economic transformation and therefore, they prefer to remain oblivious of the research being carried out independently by the scholars in various capacities unless they further what the policy makers envisage and propose. It all depends therefore on the interest shown by the policy actors to effect transformation of their interest. To compound the problems we have serious issues with ideology and research methodology for SSR in contrast to research in hard sciences.

The increasing role of the consultancy firms has weakened the linkage between the SSR and policy making which is a serious issue for SSR and its social utility. As mentioned in Chapter 3, in one of the states, the research topics which are suggested to the students pertain to the government policies and their implementation. While this step is equivocal for the conduct of SSR, there is a need to ensure greater interaction between the policy makers and the researchers and a larger participation of the researchers in the government initiated programmes and consultations.

High drop outs of research scholars

Drop outs among the research scholars from their M.Phil/Ph.D programmes have been pretty high. Only in the few centrally funded universities, all the research scholars receive scholarship albeit an amount which is just sufficient. The enrolment in the state universities MPhil/PhD is much on the lower side and non-availability of scholarship is possibly one major

reason. The number of UGC scholarships, Junior/Senior Research Fellowship (JRF/SRF) the most prestigious and the amount being the highest among all other scholarships is very low compared to the number of applicants. The drop outs are high even among the scholarship holders, mainly because of the uncertainty they face in the job market even after being awarded with PhD degrees.

Research methodology and research paradigm

One of the most important factors which has seriously affected the quality of research output is deficiency in the research methodologies, focus on either quantitative or on qualitative research methods and a lack of appreciation of the mixed methods. The theoretical paradigm within which research is carried out fall short of the quality of international standards set up the international journals. Training programmes in research methodologies and workshops on linguistic empowerment are very important in the Indian context. Though ICSSR funds workshops on research methodology, the training imparted within the university system is so weak, the impact of these workshops remain moderate.

Rising subservience to the bureaucratic logic is inimical to quality research

Bureaucrats suffocate the research process mainly by their insistence on strict compliance of financial rules which circumscribe the researchers in many ways to carry out their academic activities. This not only interferes with the autonomy the teachers and researchers deserve in the university system but it hinders the process of doing SSR. On the top of it, political interference with the university autonomy and curtailing the faculty autonomy has degraded the academic ambience which is precious for the university system to be productive and creative. These signals emanating from the government and the society towards social sciences as meaningful academic pursuit have been demotivating for the scholars, both the faculty and the students in the government funded higher education system in India.

Bibliography

Balakrishnan P. (2008): "Social Science Research in India: Concerns and Proposal", *Economic and Political Weekly*, February 2, pp: 28-33.

Byres, T.J. (1998): The Indian Economy: Major Debates since Independence", Oxford University Press, New Delhi.

Chatterjee, Partha (2002): "Institutional Context of Social Science Research in South Asia", *Economic and Political Weekly*, August 31, pp: 3604-3612.

Chatterjee, Partha (2008): "The Near Future of Social Science Research in India", *Economic and Political Weekly, Vol.* 43, No.5, pp: 38-40.

Chattopadhyay, S. and Mukhopadhyay, R. (2013): "Embracing the Global Knowledge Economy: Challenges facing Indian Higher Education", in Sarmila Banerjee and Anjan Chakrabarti (eds) Development and Sustainability: India in a Global Perspective, Springer India, 2013 (ISBN 978-81-322-124-2).

Chattopadhyay Saumen, (2014): "Shifting Patterns of Research Funding" Seminar, 654, February, 2014 (ISSN: 0971-6742).

Chattopadhyay, Saumen (2002): *Macroeconomic Disequilibrium and the Black Economy in the Context of Stabilization Policy in India*. PhD Thesis submitted to the Jawaharlal Nehru University.

Chopra, Deepta (2011): 'Interactions of 'power' in the making and shaping of social policy', *Contemporary South Asia*, Vol. 19, No. 2, June, pp. 153-71.

Das, Dipendra Nath and Saumen Chattopadhyay (2014): "Academic Performance Indicators: Straitjacketing Higher Education*)"*, *Economic and Political Weekly*, Vol.49, No.50, pp: 68-71.

Deshpande, Satish (2002): "Social Science Research Capacity in South Asia: Some Questions for Discussion", *Economic and Political Weekly*, August 31, pp: 3628-3630.

Drèze, Jean and Amartya Sen (2013). *An Uncertain Glory India and Its Contradictions*, London; Allen Lane, an imprint of Penguin Books.

Government of India (1973): *ICSSR, Social Science in India: A Report: Retrospective and Prospective, Report of the First review Committee,* Indian Council of Social Science Research, New Delhi.

Government of India (1978): *ICSSR: Report of the Second Review Committee,* Indian Council of Social Science Research, New Delhi

Government of India (1986): *ICSSR: Report of the Third review Committee,* Indian Council of Social Science Research, New Delhi.

Government of India (2007): *Restructuring the Indian Council of Social Science Research, Report of the Fourth Review Committee,* Indian Council of Social Science Research, New Delhi (Vaidyanathan Committee).

Government of India (2008): *Annual Report,* University Grants Commission, New Delhi.

Government of India (2008): *Outcome Budget,* Department of Higher Education, Ministry of Human Resource Development, Government of India, New Delhi.

Government of India (2009): National Knowledge Commission Report to the Nation.

Government of India (2011): *Annual Report,* University Grants Commission, New Delhi.

Government of India (2011): *List of Major Research Project*, University Grants Commission, New Delhi

Government of India (2011): *Outcome Budget,* Department of Higher Education, Ministry of Human Resource Development, Government of India, New Delhi.

Government of India (2011): *Report of the Committee Constituted by the Government of India to Review Functioning of ICSSR*, New Delhi, Indian Council of Social Science Research, New Delhi (Deepak Nayyar Committee).

Government of India (2012): *List of Major Research Project*, University Grants Commission, New Delhi.

Government of India (2013): *Annual Report,* University Grants Commission, New Delhi

Government of India (2013): *List of Major Research Project*, University Grants Commission, New Delhi.

Government of India (2014): *Outcome Budget,* Department of Higher Education, Ministry of Human Resource Development, Government of India, New Delhi.

Government of India (2015): *Economic Survey*, 2014-15, Ministry of Finance, New Delhi

Government of India (2015): *Outcome Budget,* Department of Higher Education, Ministry of Human Resource Development, Government of India, New Delhi.

Gupta, B.M. Dhawan, S.M. and Singh, Ugrasen (2009): Social Science Research in India, China and Brazil-A Comparative Study, DESIDOC Journal of Library and Information Technology, Vol. 29, No. 2, pp. 15-23.

Gupta, Dipankar (2016): Social Science and Democracy: An Elective Affinity, Economic and Political Weekly, Vol. LI, No. 4, pp. 31-37.

Hay K. and Sudarshan, R.M. (2010): "Making Research Matter in South Asia", *Economic and Political Weekly*, Vol XLV, No. 3, pp: 34-36.

Kar, D (2010): *The Drivers and Dynamics of Illicit Financial Flows from India: 1948-2008*. Washington D.C.: Global Financial Integrity.

Kar, D (2011): An Empirical Study on the Transfer of Black Money from India: 1948-2008. *Economic and Political Weekly*. Vol. 46 (15): 45-54.

Krishna V.V. and Krishna U. (2010): "Social sciences in South Asia", Background Paper, *2010 World Social Sciences Report*, International Social Science Council, Paris.

Kumar, A. (1999/2002): *The Black Economy in India*, New Delhi: Penguin.

Kumar, A. (2005): India's Black Economy: The Macroeconomic Implications. *South Asia: Journal of South Asian Studies*. Vol. 28 (2): 249-263.

Kumar, A. (2012): Measuring Illegal Outflows from the Indian Economy: Some Methodological Issues. *Economic & Political Weekly*. Vol.47. No. 39. pp. 71-74.

Kumar, Arun. (1985): 'The Black Economy Report: A Critical Review' in S.N Acharya edited Review of Aspects of Black Economy in India, *Social Scientist.*

Kumar, Arun. (1999): *The Black Economy in India*. New Delhi: Penguin

Kumar, Arun (2013): *Indian Economy since Independence: Persisting Colonial Disruption* (New Delhi: Vision Books).

Lewis, Jenny M. (2013): *Academic Governance*, Routledge, New York.

Marginson, Simon (2014): University Rankings and Social Sciences, European Journal of Education, Vl. 49, No. 1, pp. 45-59.

Mehrotra, Santosh (2016): *Realising the Demographic Dividend: Policies to Achieve Inclusive Growth in India*, Cambridge University Press, Delhi.

Michael G. Allingham and Agnar Sandmo (1972): "Income Tax Evasion: A Theoretical Analysis," Vol.1 no.3 *Journal of Public Economics,* pp. 323-28.

Mishra, R K, and Jayashree Raveendran (2015): Indian and International Social Science Research: Trends, Issues and Initiatives in Performance Orientation in Mishra, R K, Jayashree Raveendran and K N Jehangir (ed.): *Social Science Research in India and the World,* Routledge, New Delhi.

Mishra, R K, Jayashree Raveendran and K N Jehangir (ed.) (2015): *Social Science Research in India and the World,* Routledge, New Delhi.

Pandian M.S.S. (2002): "Social Sciences in South India: A Survey", *Economic and Political Weekly*, August 31, pp: 3613-3627.

Papola, T.S (2010): "*Social Science Research in Globalising India: Historical Development and Recent Trends"*, ISID Working Paper Series, Paper no. 2010/05, Institute for Studies in Industrial Development, New Delhi.

Pathak, Binay, Aishna Sharma and Saumen Chattopadhyay (2015): 'Sanitation Practices and Policies in India: Exploring Determinants and their Interlinkages', *South Asia Journal of Experimental Biology*, Vol. 5, Issue 6, pp 192-204 (Special Issue).

Patnaik, Prabhat (2015a): "Educational Matters", *Macroscan*, September 4, 2015, http://www.macroscan.org/cur/sep15/pdf/Educational_Matters.pdf, last accessed on 29th September, 2015

Patnaik, Prabhat (2015b): "The Destruction of Education", *Peoples Democracy, 39(38)*, http://peoplesdemocracy.in/2015/0621_pd/destruction-education, last accessed on 29th September, 2015.

Prakashan E., Mohan L., Girap P., Surwase G., Kademani B.S. and K. Bhanumurthy (2014): "Scientometric facts on International Collaborative Indian publications", *Current Science*, Vol. 106, No. 2, January 2014.

Raina D, (1998): "Historiographic Concerns Underlying Indian Journal of the History of Science: A Bibliometric Interface", *Economic and Political Weekly*, February 21.

Singh, Shyam (2011): "World Social Science Report: Within India and South Asia", *Economic and Political Weekly*, Vol. XLVI, No. 1, pp: 10-12.

Srivastava, J. (2011): "Think-tanks in South Asia: Analyzing the knowledge-power interface", Overseas Development Institute.

Srivastava, Ravi (2012): "Social Science Research in India in a Medium Term Perspective". *Economic and Political Weekly*, Vol XLVII, No. 11, pp: 19-23.

Tanzi, Vito. (1999): "Uses and abuses of Estimates of the Underground Economy", *The Economic Journal,* Vol. 109, June, pp. 338- 347

Thorat, S. (2008): 'Emerging Issues in Higher Education- Approach and Strategy in 11th Plan', in University Grant Commission, *Higher Education in India: Issues related to Expansion, Inclusiveness, Quality and Finance.* New Delhi: UGC .pp. 1-26.

UNESCO (2010): *World Social Science Report: Knowledge Divides*, International Social Science Council, Paris.

UNESCO (2014): *Higher Education in Asia: Expanding Out, Expanding UP-The rise of graduate education and university research*, UNESCO Institute for Statistics.

University Grants Commission (UGC) (2011): *Higher Education in India: Strategies and Schemes during Eleventh Plan period (2007-2012) for University and Colleges*. New Delhi: UGC.

Varghese N.V. and Malik, Garima (2016): *India Higher Education Report 2015.* New York: Routledge.

Winston, G.C. (1999): "Subsidies, Hierarchy and Peers: The Awkward Economics of Higher Education", *Journal of Economic Perspectives,* Vol.13, No.1, pp. 13-36.

Wood, G (2014): Protecting the Space for Policy Research: Comparing Think Tanks and Universities in South Asia, October. Available from,

http://www.thinktankinitiative.org/sites/default/files/University%20and%20Think%20Tanks%20Study_Protecting%20the%20Space%20for%20Policy%20Reserach_Comparing%20Think%20Tanks%20and%20Universities%20in%20South%20Asia.pdf