



INDIAN INSTITUTE OF DALIT STUDIES
NEW DELHI
INDIA

**Exploring Effectiveness and Impact: Think Tank-
University Relationships in South Asia**

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Acronyms

CBGA	Centre for Budget and Governance Accountability
CPR	Centre for Policy Research
CSDS	Centre for the Study of Developing Societies
CSSS	Centre for Studies in Social Sciences
CSTEP	Centre for Study of Science, Technology and Policy
GNOU	Indira Gandhi National Open University
ICSSR	Indian Council of Social Science Research
IDRC	International Development Research Centre
IEG	Institute of Economic Growth
IHD	Institute for Human Development
IIT	Indian Institute of Technology
IRMA	Institute of Rural Management Anand
ISEC	Institute for Social and Economic Change
JNU	Jawaharlal Nehru University
LSE	London School of Economics
NCAER	National Council of Applied Economic Research
NGO	Non Government Organisation
PAC	Public Affairs Centre
TTI	Think Tank Initiative
UNDP	United Nations Development Programme

Acknowledgements

At the outset we would like to acknowledge the support extended by the International Development Research Centre (IDRC) in endorsing the undertaking of the study of hitherto less-studied spheres of the think tank–university relationship. We extend our heartfelt thanks to Professor Sukhadeo Thorat, Founding Director and Managing Trustee, Indian Institute of Dalit Studies (IIDS); Professor of Economics, Centre for the Study of Regional Development, School of Social Sciences, Jawaharlal Nehru University; and Chairman, Indian Council of Social Science Research, for providing guidance and motivation throughout this study. Without his active support and valuable methodological inputs, this study would not have taken its present shape.

Special thanks also go to the Directors of all think tanks for providing valuable information on their respective think tanks. We are thankful to all our focus group discussion (FGD) participants from various think tanks- Mr. R. Suresh, Dr. Kala Seetharam Sridhar, Professor K.S. James, Dr. C.M. Laxmana, Dr. Annapoorna Ravichander, Dr. Sujaya Rathi, Dr. Maya Sudhakar, Ms. Arushi Sen, Mr. Praveen Rai, Dr. Nimmi Kurian, Dr. Sushil Aron, Dr. Srinath Raghavan, Dr. Partha Mukhopadhyay, Professor Saswat Narayan Biswas, Professor Pramod Kumar Singh, Dr. Mukul Kumar, Ms. Indrani Talukdar and Dr. Abhay Kumar. Our research team is also thankful to all faculties from different universities, including Professor Anvita Abbi, Professor Archana Prasad, Dr. Arvind Kumar, Dr. Atiqur Rahman, Dr. Avinash Kumar Mishra, Professor Bhupinder Zutshi, Dr. Haroon Sajjad, Mr. Martin Kamodang, Professor Mondira Dutta, Dr. Narender Kumar, Professor P.M. Kulkarni, Dr. Rajib Dasgupta, Professor S. Japhet, Professor S.K. Kejariwal, Professor Sachchidanand Sinha, Professor Sanghamitra S. Acharya, Dr. Saumen Chattopadhyay, Dr. Sony Pellissery and Professor Velayutham Saravanan.

Our heartfelt gratitude goes to Dr. Mashkoor Ahmed, Associate Fellow, IIDS for providing valuable assistance in the field investigation. We also express our sincere thanks to Ms. Bidisha Chattopadhyay and Ms. Koyal Sarkar, Ph.D. research scholars, Centre for the Study of Regional Development, School of Social Sciences, Jawaharlal Nehru University for showing tremendous enthusiasm and exhibiting hard work in helping to compile and analyse both secondary and primary data.

Executive Summary

The present research study titled “Exploring the Effectiveness and Impact: Think Tank–University Relationship in South Asia: Country Study—India”, explores theoretically and methodologically the intricate relationship of the two groups of suppliers of evidence-based research, with special emphasis on policy research. The study also looks at how technical and financial support from the IDRC–Think Tank Initiative (TTI) has helped think tanks to pursue and further their own agendas of research, policy-making, and evolving cooperative mechanisms with the university system.

The study is based on a survey of twelve think tanks and four universities in India. It has been organised in six major sections and various subsections, culminating in a concluding section. The first section includes an introduction and discusses the role of the think tanks and universities, through the rationale, conceptual framework, specific objectives, and research hypotheses. An attempt has been made to quantify features of interaction through structured questionnaires followed by a detailed qualitative methodology to trace these relations/interface further and the reasons and benefits arising out of this collaboration. Furthermore, qualitative aspects of convergence have also been traced. The methodology thus entails both quantitative and qualitative research methods employed through secondary information-base as well as primary field surveys involving questionnaires, focus-group discussions, and key informants/in-depth interviews. The second section profiles the selected think tanks and quantifies their activities providing a brief history of each.

The nature and form of interaction of think tanks and universities form the subject matter of the third section. The main goal was to trace the participation of universities/university faculties in various activities of the think tanks such as their involvement in research, publications, training, dissemination activities and capacity building, as well as in policy dialogues and policy advocacy. The fourth section highlights the perspective of think tanks with regard to the collaboration between think tanks and universities. This section also traces the role played by the IDRC TTI in promoting Think Tank–University collaboration and think tank–University interaction and policy advocacy.

The fifth section looks at the benefits of these collaborations from the perspective of universities and think tanks as well as ways of strengthening the relationship between the two. The sixth section discusses the road ahead and the mechanisms that are needed to strengthen the relationship between universities and think tanks. This section also reflects

on how the think tank–university relationship can be enhanced to nurture further cooperation, collaboration, and convergence. To this end, a list of the various modalities of how this can be done has been provided.

The conclusion encapsulates all the information gathered during the course of this study including the in depth analysis of the selected think tanks and universities individually as well as the different kinds of linkages they maintain at the moment with a perspective for the potential for new ones. The overall analysis shows that given the diversity of these two bodies of active research work, the linkages are variable. For instance, in many cases think tanks were found to be closer to foreign universities as well as some central and private universities, rather than state universities. Also among other factors, geographical proximity of some universities was found to be an influential factor. It was discovered during the study that think tanks have substantial interactions with the government sector in India and with other organisations in the private sector as well as the media. However, despite these variables there was an overall mutual consensus that with the plethora of knowledge and expertise between them, there is much to be gained through forming stronger links between the two and the paper explores the various tools and mechanisms that will create the space needed to form long-lasting and constructive linkages leading to policy advocacy that will ultimately influence the policies that are made in India.

A. Introduction

1. Rationale of the Study

The TTI is operative not only in South Asia, but also in other parts of the world and aims to promote independent research of contemporary relevance by focusing on various thematic issues. Although think tanks occupy an important position in the policy-related research landscape, other members including universities also constitute a part of this research community. In addition, profit and not-for-profit companies provide consultancy services while some NGOs too conduct research that is not only focused internally on their own programmes, but is also part of their aim to disseminate their best practices to the wider society.

According to Abelson (2009), think tanks are non-profit, non-partisan organisations engaged in the study of public policy, which organise and transform issues and ideas into policy debates. In the USA, such think tanks emerged most prominently in the mid-1950s in the form of non-governmental, not-for-profit research organisations with a substantial organisational autonomy from the Government and from societal interests such as firms, interest groups and political parties (McGann and Weaver, 2011). In India also, the establishment of think tanks started by the mid-1950s and by the 1970s, quite a few of them were found to be working on contemporary socio-economic issues, while also being involved in policy advocacy. Six Indian think tanks figure among the top 150 global think tanks, according to the '2013 Global Go to Think Tanks Report' of Pennsylvania University's Think Tanks and Civil Societies Programme (TTCSP). At present, India has about 268 think tanks, thereby having the fourth largest number of think tanks after the US (1828), China (426), and the UK (287) (IANS, 26 January 2014)..

The university system also generates considerable research which is why it has policy research agendas, be it through normal departmental research or through deliberately created institutes, centres and units. In this sense, they also share some of the definitional characteristics of think tanks. Public universities, however, have less freedom for policy research, which enables them to be considered as part of civil society too. However, both sets of institutions, be it think tanks or universities, continuously struggle to protect their autonomy and space for independent thinking. This provides the rationale for studying the relationships between these two sets of institutions. However, there is also a core difference between them in that think tanks are purposively created to engage with public policy,

whereas universities have the option of doing so or not. In fact, many subject areas and staff members do not engage with public policy and consider it inappropriate to do so. Moreover, many of the universities function within bureaucratic norms. This underlies the fact that in the past, many think tanks were created by public service-oriented academics, frustrated by the traditions and constraints of bureaucratically organised universities. However, over a period of time, there have been the prospects of universities themselves becoming more flexible and agile as organisations, opening themselves more to public engagement as part of their identity (Wood, 2013).

Contemporary India faces significant developmental challenges that are highly dynamic and complex in nature. Various national and international stakeholders are actively engaged in India in generating development research. These are important inputs for policy-related knowledge base and informed policy responses by these organisations. The entire case calls for an in-depth understanding of the research conducted by various organisations under the umbrella of the think tanks and university systems. In this light, it is essential to review the extent of cooperation, collaboration and convergence in the overall research knowledge environments in India with reference to policy advocacy by these two groups that are actively engaged in such research, capacity building and dissemination activities.

Although it is widely recognised that think tanks generate a vast body of policy-related knowledge and form a crucial platform that needs further strengthening, it is also important to recognise the role played by universities in India in fostering research and capacity building activities. The form and structure of both these groups of key actors or knowledge supply systems are highly diverse, which underlies the importance of or need for investigation of the nature and form of complex linkages between them. Moreover, this kind of relationship also entails a close look at the overall policy-making landscape with due recognition of the respective spaces occupied by the different organisations with cognisance to historical, political and ideological processes within the development paradigm.

2. Conceptual Framework

There are similarities as well as differences between the two types of research-based knowledge institutions in their core mandates, practices and roles. Think tanks in India are often set up to pursue very well-defined purposes with specific research agendas and research interests that are relevant to pre-defined policy issues. Their strength often lies in empirical and evidence-based research activities with the ultimate aim of influencing policy through advocacy; and this is enacted through a wide range of activities. Think tanks have

limited resources and hence often depend on external sources or generate their own resources to support their research interests. Think tanks also usually do not engage in teaching or awarding degrees; given their limited resource base, they often do not pursue theoretical or long-term research. However, they enjoy autonomy in terms of fixing and enacting empirical research, which is often not possible under the university system.

Universities in India, on the other hand, engage primarily in teaching both at the undergraduate and postgraduate levels; they confer degrees and engage in research that is often highly theoretical and involves rigorous methodological inputs. The courses taught in universities are guided by a set curriculum and the research conducted follows theoretical patterns that do not often result in proactive dissemination or in policy advocacy. There are considerable varieties of universities under the public sector in India, ranging from central universities to state universities. These are often very bureaucratic in their structure and functioning. Moreover, there are deemed universities as well as many private universities in India. The modalities of functioning of these groups of universities are different and variable. The quest for applied research in many universities has resulted in faculty-driven establishment of special centres, which often function as think tanks, as has been found in some of the universities surveyed in this study.

Given these dissimilarities in the structure and functioning of the two sets of institutions, it can be said that both of them share the common goal of creation of a huge repository of knowledge through the conduction of theoretical and empirical research as well as the building of manpower and capacity building that can shape policy requirements in India. Hence, it is imperative to study the existing interactions and inter-relationships between the think tanks and universities in India and how these interactions can be further strengthened in order to have greater impact on the component of policy advocacy.

The convergence of think tanks and university systems has multiple advantages. There is a need to explore the existing instances or inter-linkages as well as opportunities for a more direct engagement of the two, particularly where the joint policy research system is concerned. Think tanks often utilise the human resource base comprising people who have been trained through the university system. Moreover, they often employ rigorous disciplinary and methodological inputs pursued in university research with the objective of strengthening their empirical investigations. Universities can benefit in various ways, primarily by engaging their research scholars in empirical investigations by the think tanks and can avail of opportunities for interdisciplinary research of an applied and empirical nature, thereby adding on to their research capacities. Moreover, they can also avail the

flexible financial resources available to the think tanks for promoting their own research interests and, in the process, create opportunities for contributing directly to policy-making. Hence, the collaboration between think tanks and universities opens up the avenue for multiple advantages, some of which are as follows:

- Facilitating and enabling research on contemporary relevant themes for addressing societal concerns that need to be redressed.
- Enabling sound policy research.
- Promoting capacity building or strengthening human resources through exposure to newer and contemporary issue; statistical techniques, and innovative research methodologies.
- Encouraging capacity building of researchers at the Ph.D. level, thereby leading to the awarding of a larger number of Ph.Ds. in universities.
- Improving the teaching curriculum in the university system; and
- Enhancing the credibility of research jointly undertaken by researchers from universities and think tanks.

3. Objectives

The present study is an attempt to build an overview of the institutional environment within which think tanks and universities cooperate and collaborate with each other to pursue academic activities, thereby leading towards the building of a public policy agenda. Given the diverse nature and structure of the prevalent think tanks and universities in India, the present study has been undertaken with the following objectives:

1. To understand the nature and forms of relationship between think tanks and universities;
2. To study the various types of activities undertaken by think tanks in association with universities as a part of this relationship;
3. To explore why think tanks involve universities and the benefits/complementarities/value additions arising out of such interactions/collaborations in their respective work spheres;
4. To ascertain how such interactions and interlinkages influence policy research and advocacy work; and
5. To determine how the cooperation, collaboration and convergence between think tanks and universities can be strengthened in furthering policy research in India.

4. Research Hypotheses

In view of the salient objectives of the study listed in the preceding section, the research hypotheses can be outlined as follows:

- There is exclusivity as well as mutual responsiveness between think tanks and universities in multiple activities.
- Such responsiveness gets reflected through the nature and various forms of cooperation, collaboration and convergence between think tanks and universities.
- The complementarities of these interactions are mutually beneficial to both these institutions and result in value addition to manpower development, research and policy research.
- There are avenues of further strengthening the complementarities, thereby furthering policy research and advocacy work.

5. Database and Methodologies

Data and methods have been utilized in a manner so as to address the objectives and hypotheses raised earlier. This includes both secondary and primary sources of data collection, as delineated below.

- **Secondary Data Collection**

The secondary data sources include literature reviews, annual reports and other documents/policy documents of various think tanks including the Indian Council of Social Science Research (ICSSR)-recognised ones; the non-ICSSR recognised ones; and think tanks set up under the IDRC–TTI initiative.

- **Primary Data Collection through Structured Questionnaires for Quantitative Analysis**

A) Think Tanks' Questionnaire—Part I

This part of the questionnaire has been designed to obtain basic information about think tanks and their association with universities through different activities. The steps or specific heads under which the data has been collected include the name of the organisation; the date of its establishment; the mission statement/thrust area; objectives and status of the particular think tank; the focal area of research; faculty strength; faculty qualification and specialisation; details of the board of members, and of the research advisory committee; the activities of the think tank; various research activities and the manpower involved in its execution; and details of the publications and authorship status. The main purpose of the

proposed exercise is to create a profile of the think tanks concerned and their association with universities.

B) Think Tanks' Questionnaire—Part II

This part of the questionnaire has been designed to obtain information pertaining to the nature and forms of collaboration between think tanks and universities through their different activities. It also focuses on the benefits derived out of such collaborations. The steps involved in data collection in this part include: the nature of interactions of think tanks with the university system in manpower-sharing and the accrual of benefits arising out of the same; the sources of finance for various types of work between think tanks and universities; the types of and reasons for collaborations; the prevalent trends in this sphere; the financial strength and/or autonomy entailed in such collaborations; the nature and forms of collaboration with universities in the area of policy advocacy; and the sources of funding.

C) University Questionnaire—Part III

This part of the questionnaire has been designed to obtain basic information about the particular university and its association with think tanks through its different collaborative activities either from the institution or in the individual capacities of university faculties. The steps involved include the association/collaborative work of universities with think tanks in India and the benefits derived thereof. The involvement of universities in the policy advocacy work of the think tanks as also their capacity-building activities have been investigated as well.

In-depth interviews and focus group discussions with the directors and senior faculties of the think tanks and universities also form an important constituent in data collection in the form of sharing of information on the nature and types of collaboration and the benefits arising out of these. In addition, the sources of finance have also been explored for different collective efforts and the role played by the IDRC–TTI grant in shaping research/collaborative research and other infrastructure of the think tanks has also been assessed.

B. Profile of Think Tanks and Research Institutes

Twelve think tanks in India were selected for the study, of which nine are supported by IDRC, while three are not. The IDRC-supported organisations considered in the present study (in alphabetical order) include the:

1. Centre for Budget and Governance Accountability (CBGA), New Delhi;

2. Centre for Policy Research (CPR), New Delhi;
3. Centre for the Study of Developing Societies (CSDS), New Delhi;
4. Centre for Study of Science, Technology and Policy (CSTEP), Bangalore;
5. Institute of Economic Growth, (IEG), New Delhi;
6. Indian Institute of Dalit Studies (IIDS), New Delhi;
7. Institute of Rural Management (IRMA), Anand, Gujarat;
8. National Council of Applied Economic Research (NCAER), New Delhi; and
9. Public Affairs Centre (PAC), Bangalore.

The organisations that are not supported by IDRC but considered for the present study include:

10. Centre for Studies in Social Sciences (CSSS), Kolkata;
11. Institute for Human Development (IHD), New Delhi; and
12. Institute for Social and Economic Change (ISEC), Bangalore.

1. Profile of Think Tanks

A background profile of twelve think tanks was taken for the study. The age of establishment of some of the older think tanks dates back to 1950s whereas the most recent ones had been established in the 2000s. The older think tanks were found to have a greater number of staff and several sources of funding. These included endowments, and Indian Council of Social Science Research (ICSSR) as well as project-based funding sources. However, the newer think tanks were found to be generating their own funds from projects while some of them were also being funded by IDRC. Some of the think tanks, particularly the older ones, were found to have close linkages with foreign universities, including those from the USA, UK, China and South-east Asia. Variable linkages were also found with Indian universities, particularly with national and private universities. A majority of the think tanks surveyed were primarily research organisations whereas a few of them were also premier centres for teaching and research.

2. Quantitative Profile of Think Tanks

The survey of the twelve think tanks shows that about five of them have been functioning for over four to five decades, with National Council of Applied Economic Research (NCAER) being the oldest one, followed by IEG, CSDS, ISEC and CPR (see Table 1 and Figure 1).

Among the others, some were set up in the 1970s, 1990s and 2000s (see Table 2). Thus, some of them have a long tradition of social research and other activities behind them. Of these, the think tanks covered under the IDRC–TT initiative include CBGA, CPR, CSDS, CSTEP, IEG, IIDS, IRMA, NCAER, and PAC; whereas the ICSSR-recognised institutions include IHD, CSSS and ISEC.

Policy research and advocacy form an important constituent of most of the think tanks surveyed for this research and such activities are undertaken at different levels in most of these organisations, including CBGA, CPR, CSTEP, IIDS, IRMA, NCAER, IHD, PAC and ISEC. However, CSDS, IEG and CSSS are not actively engaged in either policy research or policy advocacy.

Table 1: Age of the Think Tanks

Age (Years)	Think Tanks (Number)	Think Tanks (Percentage)
0–20	4	33
20–40	2	16
More than 40	6	50
Total	12	10

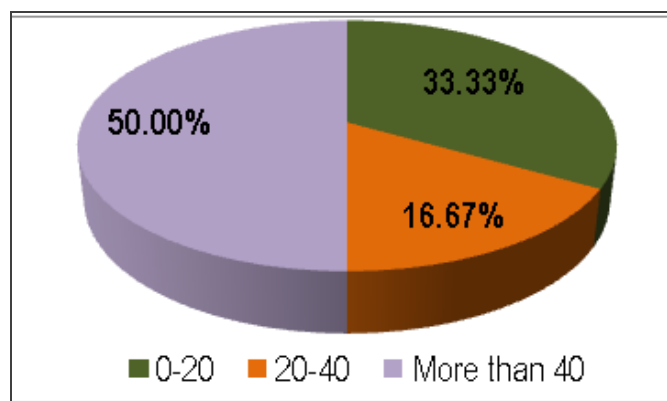
Sources: Annual Reports of the preceding three years; websites of think tanks.

Table 2: Year of Establishment of Think Tanks

Name	NCAE R	IEG	CSD S	ISE C	CP R	IRM A	PA C	IHD	CBG A	IIDS	CSTE P
Year of Establishme nt	1956	1958	1963	1972	1973	1979	1994	1998	2002	2003	2005

Sources: Annual Reports of the preceding three years; websites of think tanks.

Figure 1: Think Tanks by Age of Establishment (Years)



Sources: Annual Reports of the preceding three years; websites of think tanks

Most of the think tanks are functioning as autonomous trusts, societies or foundations (see Table 3). Out of eleven of them which were surveyed, one, CSTEP, was registered under the Companies Act of 1956, while another, CBGA, is a civil society organization. In general, however, all the think tanks covered in this survey are non-profit organisations, though there is considerable diversity among them in terms of the year of establishment and their functioning approach. While most of them are research institutes and combine policy-making or advocacy as part of their research agenda, some of them also impart training and confer degrees in association with universities or otherwise. For instance, IRMA can be labelled as a training and rural management institute. Similarly, ISEC, IEG, CSSS confer M.Phil/Ph.D. degrees on researchers undergoing training in these institutes.

Table 3: Type of Registration of Think Tanks

Type of Registration	Think Tanks (Number)	Think Tanks (Percentage)
Independent National	1	8.5
University-affiliated	0	0
Under the Companies Act	1	8.5
Autonomous as a Trust or Society	10	83.0
Total	12	100

Source: Annual Reports for the preceding three years.

The thrust area of the think tanks is highly focused though most of them are interdisciplinary in approach. Although the thrust areas are very specific for the twelve think tanks that were surveyed, they vary considerably from one organisation to another, leading to the diversity of issues undertaken for research and study. Given this diversity, it is generally understood that one of their main arenas is the domain of public policy.

While some of them focus more on public policy, others that are primarily engaged in research also focus on public policy as their ultimate aim. The main reason for this, as pointed out in an analysis of the face-to-face interviews is that a major concern of the think tanks is to make social research socially relevant. The diversity in the thrust areas/mission statements or the focal areas of research in the eleven surveyed think tanks in India is summarised in Table 4.

Table 4: Thrust Area/Mission Statement/Focal Research Area

Focal Area	Thematic Categories of Focal Research of Think Tanks	
	Number	Percentage
Sociology and Social Anthropology, Demography and Population Studies	3	25.00
Political Science/Public Administration and Allied Subjects	2	16.67
Economics and Allied Subjects	4	33.33
International Relations	1	8.33
Rural Management and Entrepreneurship,	4	33.33
Education and Allied Subjects	1	8.33
Law, International Law and Allied Subjects	2	16.67
National Security and Strategic Studies	2	16.67
Marginalised Sections of the Society, Minority Community and Politics	4	33.33
Health and Nutrition	1	8.33
Public Policy and Governance	8	66.67
Urbanisation and Urban Issues	1	8.33
Environment, Energy and Climate	4	33.33
Media	1	8.33
Budget and Budget Advocacy	1	8.33
Infrastructure and New Material	3	25.00
Geographic Region-specific Issues	1	8.33
Total Number of Think Tanks	12	

Note: The categories are not mutually exclusive.

Source: Annual Reports for the preceding three years.

The faculty strength of the think tanks surveyed is also highly variable (see Table 5 and Figure 2). The older ones usually have a higher number of faculty members working in

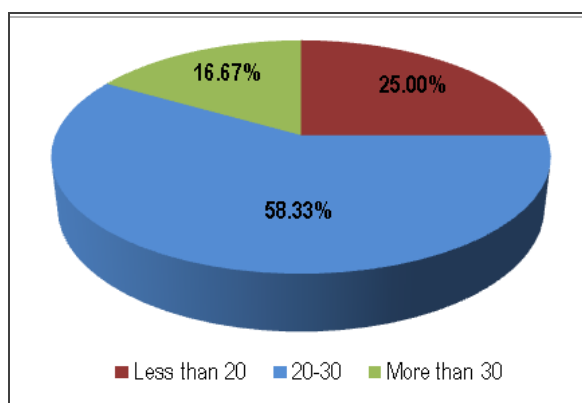
various capacities. Among the think tanks surveyed, NCAER, ISEC, IEG and CSSS have a higher staff strength than others, which has increased over the years, as these institutions have grown.

Table 5: Faculty/Staff Strength

Faculty/Staff Number	Think Tanks (Number)	Think Tanks (Percentage)
Less than 20	3	25
20–30	7	58
More than 30	2	16
Total	12	100

Source: Annual Reports for the preceding three years; websites of think tanks/research institutes

Figure 2: Think Tanks by Faculty/Staff Strength



Source: Annual Reports for the preceding three years; websites of think tanks/research institutes

Most of the staff and faculty members of the selected think tanks are highly educated and have acquired this education from the university system be it in India or abroad. This shows a deep academic linkage between manpower resources in think tanks and the university system as far as higher education is concerned. The Faculty members of think tanks are alumni of renowned universities like the Jawaharlal Nehru University (JNU), New Delhi; University of Delhi; Kerala University; Indira Gandhi Open National University (IGNOU), New Delhi; London School of Economics (LSE); Panjab University; Madras University; Delhi School of Economics, University of Delhi; Behrampur University, Odisha; TERI University, New Delhi; National University of Singapore; Calcutta University, Kolkata; Australian National University; Oxford University; Princeton University; USA; and Carnegie Mellon University, Pittsburgh, USA; among others.

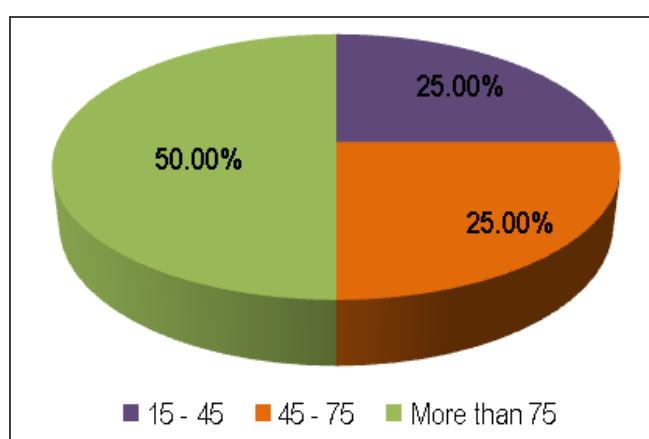
In some cases, faculty members of the particular think tank have also attained higher technical degrees from reputed institutions like the Indian Institute of Technology (IIT); School of Planning and Architecture; and Business schools, among others. The case studies reveal that think tanks often employ interns from other universities, many of whom ultimately join the think tank after completion of their research and become regular staff members. About six of the surveyed think tanks reported that more than 75 per cent of their staff members had acquired M.Phil and Ph. D. degrees from universities with good reputations (see Table 6 and Figure 3).

Table 6: Higher Academic Record of the Think Tank Faculty

Share of Ph.D., M.Phil Degree-holders in the Total Faculty (Percentage)	Think Tanks (Number)	Think Tanks (Percentage)
15–45	3	25
45–75	3	25
More than 75	6	50
Total number of think tanks	12	100

Sources: Annual Reports of the preceding three years; websites of think tanks/research institutes

Figure 3: Percentage of Think Tanks with Higher Academic Record (M.Phil/Ph.D) among Faculty Members



Sources: Annual Reports of the preceding three years; websites of think tanks/research institutes

Diversity in funding is apparent among the think tanks, which is indispensable for various activities. It is understood that older and larger organisations have their own corpus

funds, while others acquire financial resources from a wide variety of sources as delineated in Table 7 and illustrated in Figure 4. Among these sources, the IDRC fund under the TTI Initiative has helped nine think tanks enormously, as was also reported during conduction of research for the case studies. In fact, the IDRC core grant has helped the think tanks generate further resources for various research and dissemination activities. Government bodies within India and foundation grants within and outside India constitute the second largest source that has also financially helped some think tanks organise their activities including policy advocacy. Various universities have also funded the think tanks in their research and capacity building activities. The major clusters of funding organisations that have immensely benefited the selected think tanks by providing them financial support are listed below.

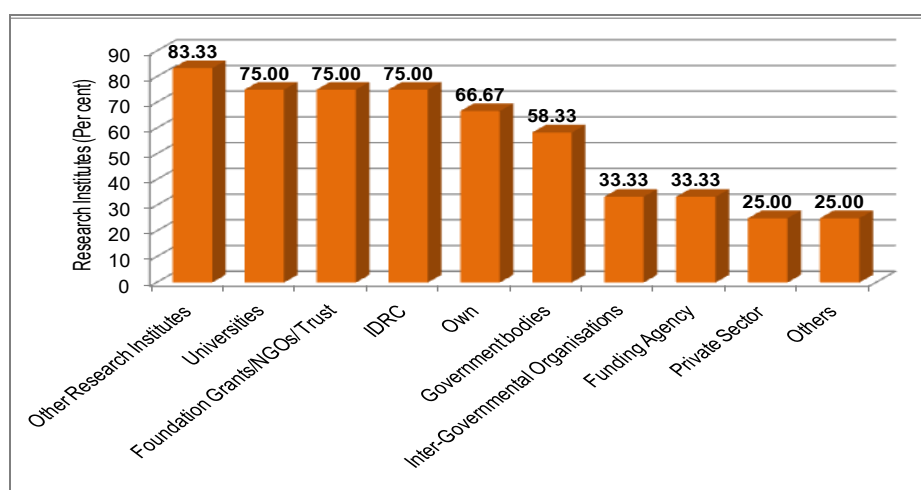
Table 7: Major Sources of Funding

Sources of Funding	Think Tanks (Number)	Think Tanks (Percentage)
Own	8	66.67
Other Research Institutes	10	83.33
Universities	9	75.00
Government bodies	7	58.33
Foundation Grants/NGOs/Trusts	9	75.00
Private Sector	3	25.00
Inter-Governmental Organisations	4	33.33
Funding Agencies	4	33.33
IDRC	9	75.00
Others (NABARD, Christian Aid)	3	25.00
Total number of think tanks	12	100

Note: The categories are not mutually exclusive.

Sources: Annual Reports of the preceding three years; websites of think tanks/research institutes.

Figure 4: Main Sources of Funding



Sources: Annual Reports of the preceding three years; websites of think tanks/research institutes.

The major clusters of funding agencies that were found to be providing financial grants for various activities being pursued by the twelve selected think tanks are as follows:

- International Development Research Centre (IDRC), Canada.
- Macarthur Foundation; Ford Foundation; Simenpuu Foundation; Foundation for Art and Initiative; Climate Works Foundation; Jamsetji Tata Trust.
- World Bank; Asian Development Bank (ADB); The Deutsche Gesellschaft für Internationale Zusammenarbeit.
- United Nations University; BRAC University, Bangladesh; Cornell University; Iowa State University; Princeton University.
- United Nations Development Programme (UNDP); United Nations Children's Fund (UNICEF); International Labour Organisation. Natural Resource Centre; Humanist Institute for Co-operation with Developing Countries, Netherlands; National Institute of Rural Development ; Institute of Development Studies; Food Policy Research Institute Indian Space Research Organisation.
- ICSSR, Planning Commission; Ministry of Finance, Government of India (Gol); Ministry of Industry, Gol; CPRI, Defence Research Development Organisation (DRDO); Government of Andhra Pradesh; Government of Karnataka; Ministry of New and Renewable Energy, Gol; Bureau of Energy Efficiency.
- National Bank for Agriculture and Rural Development; The Partnership for Transparency Fund; Christian Aid.
- Youth for Social Development.
- Tata Iron and Steel Company, ACC Ltd.

Dissemination activities involving policy advocacy also constitute an important aspect of the work being pursued by the think tanks. In many cases, evidence-based research findings have been used for this purpose. These activities are quite diverse and the number of such activities varies over time and across organisations (see Table 8 and Figure 5). Many such activities, particularly workshops, also result in capacity building.

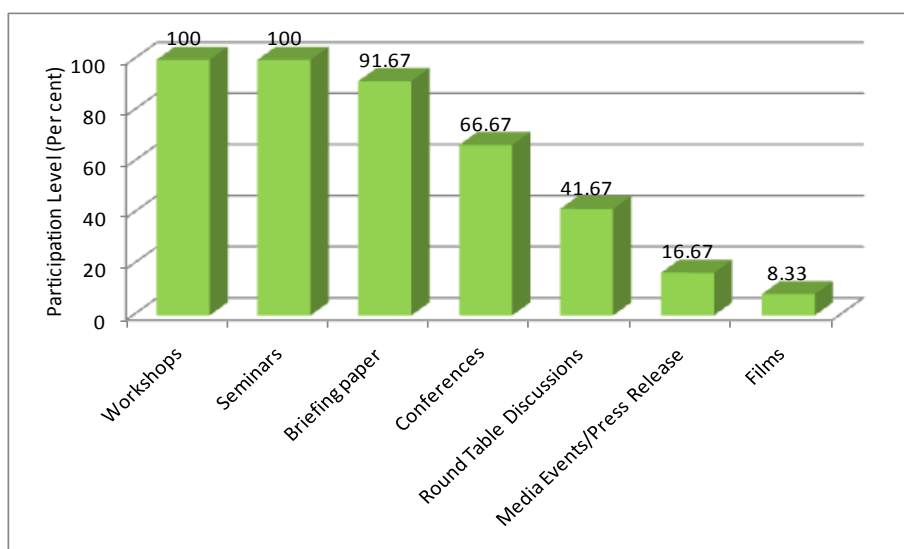
Table 8: Dissemination Including Policy Advocacy by Think Tanks

Dissemination including Policy Advocacy	Dissemination Activities by Think Tanks	
	Number	Percentage
Workshops	12	100.00
Seminars	12	100.00
Conferences	8	66.67
Round Table Discussions	5	41.67
Briefing Papers	11	91.67
Media Events/Press Releases	2	16.67
Films	1	8.33
Total number of Think Tanks	12	100

Note: The categories are not mutually exclusive.

Sources: Annual Reports of the preceding three years; websites of think tanks/research institutes; questionnaire survey.

Figure 5: Means of Dissemination Including Policy Advocacy by Think Tanks



Sources: Annual Reports of the preceding three years; websites of think tanks/research institutes; questionnaire survey.

The profile of the research partners of the selected think tanks engaged in policy dialogues also exhibits diversity (see Table 9 and Figure 6).

Table 9: Research Partners of Think Tanks in Policy Dialogues

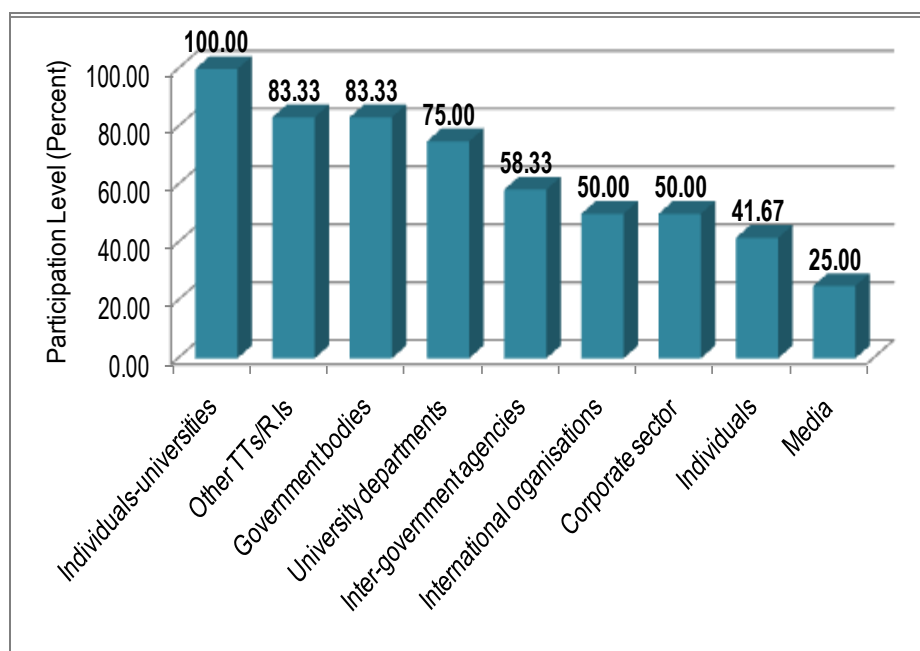
Research Partners of Think Tanks in Policy Dialogues	Think Tanks	
	Number	Percentage
University Departments/Research Units	9	75.00
Individuals Based at Universities	12	100.00
Other Think Tanks and Research Organisations	10	83.33
Government Bodies	10	83.33
Inter-Governmental Agencies	7	58.33
International Organisations	6	50.00
Corporate Sector	6	50.00
Media	3	25.00
Individuals (Other Than Those Associated with Universities)	5	41.67
Total Number of Think Tanks	12	
100		

Note: The categories are not mutually exclusive.

Sources: Annual Reports for the preceding three years; websites of think tanks/research Institutes; Questionnaire survey.

It has been observed that think tanks extensively engage with other think tanks and research organisations in policy dialogue. About nine of the eleven think tanks also collaborate with universities, while all twelve of them collaborate with individuals based in universities.

Figure 6: Research Partners of Think Tanks in Policy Dialogues



Sources: Annual Reports for the preceding three years; websites of think tanks/research Institutes; Questionnaire survey.

C. Nature and Form of Interaction between Think Tanks and Universities

A perusal of the profile of think tanks in India has established the fact that they have strong linkages with the university system, in the form of either faculty background or sources of funding, in research partnerships or in dissemination activities undertaken by the think tanks. Hence, in this section, an effort has been made to explore the nature and forms of such interactions from the perspective of the selected think tanks.

1. Participation of University Faculty in the Board of Governors and Research Advisory Committee (RAC) of Think Tanks

The fact that there is a strong inter-linkage between the think tanks and the university system is represented by evidence that shows a number of professors and academics are members of the Board of Governors of the think tanks that were studied. This is reflected by the in the fact that as many as 29 members of the selected think tanks are from the university system within and outside India, thereby indicating that many of the think tanks have university professors or emeritus professors on their boards as it gives credibility to their organisations. Many of the think tanks have stalwarts from renowned Indian universities like the Jawaharlal Nehru University (JNU) and the University of Delhi. In India, however, government organisations have emerged to contribute the highest number (38) of board members in the selected think tanks, followed by other research institutes/think tanks.

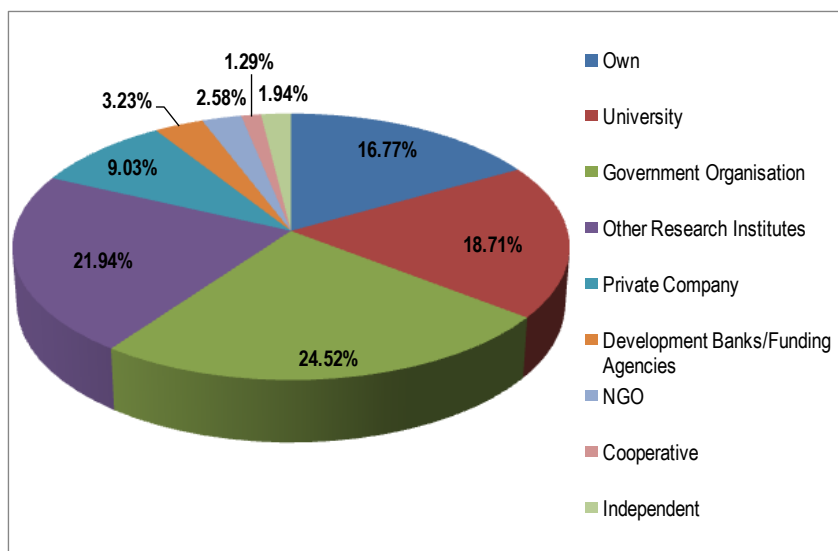
Table 10: Institutional Affiliation of the Board of Governors

Institutional Affiliation	Members (Number)			Members (Percentage)
	India	Abroad	Total	Total
Own	26	0	26	16.77
University	29	0	29	18.71
Government Organisation	38	0	38	24.52
Other Research Institutes	33	1	34	21.94
Private Company	14	0	14	9.03
Development Banks/Funding	5	0	5	3.23
NGOs	4	0	4	2.58

Cooperatives	2	0	2	1.29
Independent	3	0	3	1.94
Total	154	1	155	100.00

Source: Annual Reports of the preceding three years.

Figure 7: Institutional Affiliation of Board of Governors



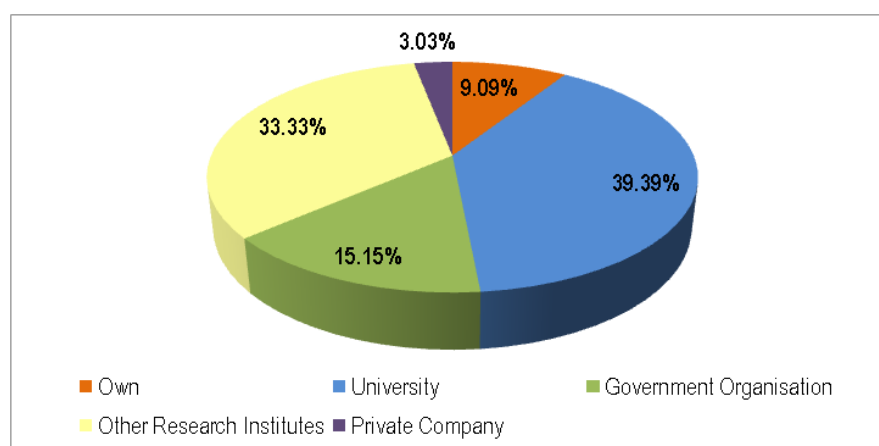
Source: Annual Reports of the preceding three years.

Among the eleven think tanks surveyed for the study, only three think tanks had Research Advisory Committee (RACs). Among these, a total of thirteen members in the RACs were from the universities, a figure preceded by that of 14 members from other research institutes/think tanks. The Board of Governors usually comprises a mix of personnel from their own think tank, universities, other research institutes, and in some cases, NGOs, the private company, funding agencies and cooperative organisations. Faculty members from universities are senior academicians who are renowned in their discipline and are usually affiliated with central universities. The universities which emerged as those having linkages with the surveyed think tanks in the form of members of Board of Governors include Jawaharlal Nehru University (JNU) (New Delhi), University of Delhi (New Delhi), Central University of Hyderabad (Hyderabad) and Bangalore University (Bangalore). Think tanks which also undertake theoretical research also seem to have more members from the university system. There also appears to be a relation between the location of the think tank and the location of the university which the member of the Board is affiliated to. Predictably it is usually from the same city or from the same region.

Table 11 A: Institutional Affiliation of the Research Advisory Committee

Institutional Affiliation	Members (Number)	Members (Per cent)
Own	3	9.09%
University	13	39.39%
Government Organization	5	15.15%
Other Research Institutes/Think Tanks	11	33.33%
Private Company	1	3.03%
Total number of Think Tanks (12) represent hundred per cent sample		

Sources: Annual Reports of the preceding three years), websites of think tanks/research institutes

Figure 8: Think Tanks by Institutional Affiliation of Research Advisory Committee

Sources: Annual Reports of the preceding three years), websites of think tanks/research institutes

Table 11 B: Institutional Affiliation of Advisors

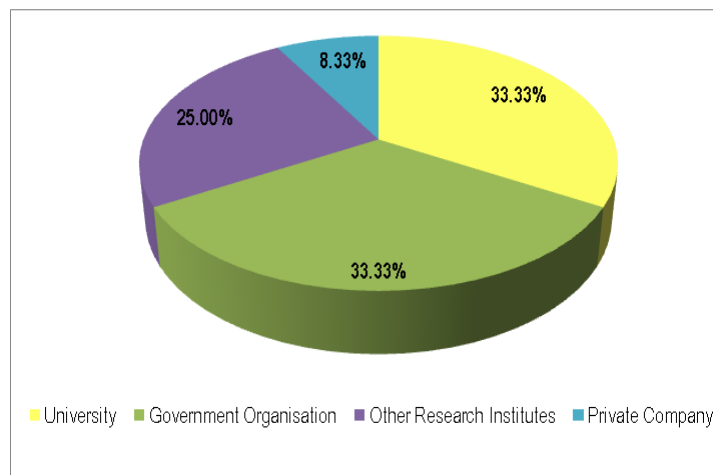
Institutional Affiliation	Members (No.)			Members (Percentage)
	India	Abroad	Total	Total
Own	0	0	0	0
University	3	1	4	33.33
Government Organisation	4	0	4	33.33
Other Research Institutes/Think	3	0	3	25.00

Private Company	1	0	1	8.33
Total	11	1	12	100

Source: Annual Reports of the preceding three years; websites of think tanks/research institutes

Two of the surveyed think tanks have a panel of advisors instead of a research advisory committee. They also show strong interlinkages with the university system as well as with government organisations.

Figure 9: Think Tanks by Institutional Affiliation of Advisors



Source: Annual Reports of the preceding three years; websites of think tanks/research institutes

2. Participation of University Teachers in the Research/Academic Output of the Think Tanks

Table 12: Types of Research Engagement of University Faculty in the Think Tank

Types of Research Engagement	Number of Think Tanks	Percentage of Think Tanks
Individually engaged in research as one researcher	9	75.00
Involvement in the preparation of the research proposal	11	91.66
On the advisory committee of the project	8	66.66
Total number of Think Tanks	(12)	100.00

Sources: Annual Reports preceding three years; websites of think tanks/research institutes; questionnaire survey.

Think tanks involve faculties from the university system in various research engagements. Out of the twelve think tanks surveyed, it was found that nine engaged university faculties in research projects undertaken by the think tank. About eleven think tanks were found to involve university faculties as advisors in formulating their own research proposals while about eight engaged university faculties in the advisory committee of the research project. Besides, strong academic interactions have been found in the form of visiting professors and adjunct professors who are also involved in the research activities of the think tanks including research guidance.

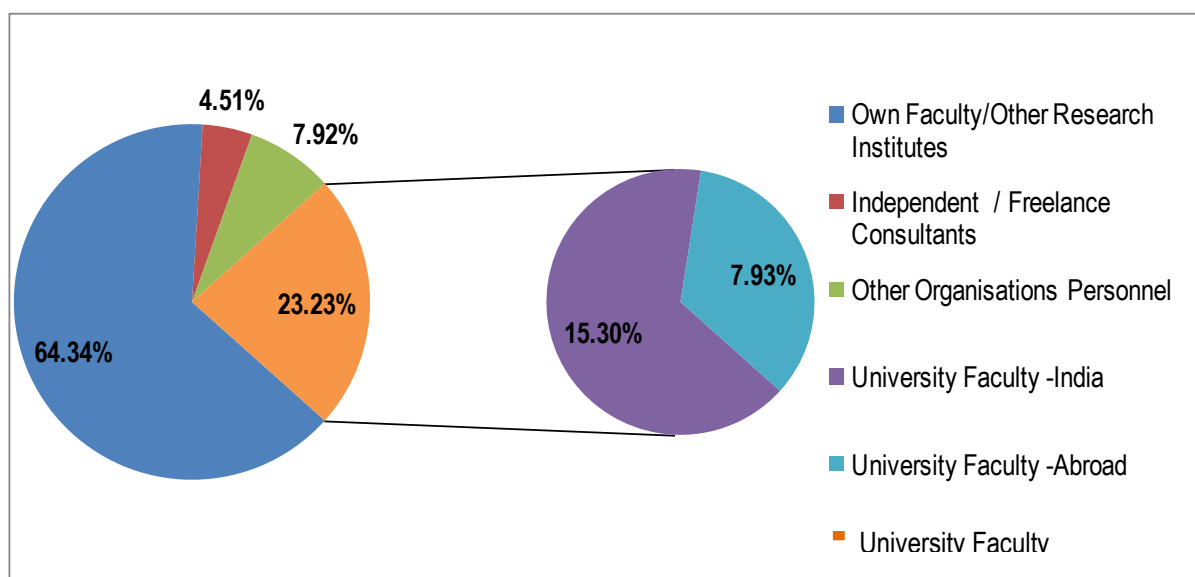
Table 13: Involvement of University Faculty in Research Projects

Background of Resource Persons		Projects (Number)	Projects (Percentage)
Own Faculty/Other Research Institutes		471	64.34
University Faculty	India	112	15.30
	Abroad	58	7.92
	Total	170	23.22
Independent /Freelance Consultants		33	4.51
Other Organizations Personnel		58	7.92
Total		732	100.00

Source: Annual Reports for the preceding three years

The involvement of university faculties is most clearly discernible in the collaborative projects undertaken by the think tanks. Of all the think tanks surveyed, as many as 170 projects have been executed in collaboration with the universities during the last three years, including 112 in India and 58 in collaboration with foreign universities. In fact, this figure is the second highest after the contribution made by the think tanks' own faculties and collaborative publications with other think tanks and research organisations.

Figure 10: Involvement of University Faculty in Research Projects



Source: Annual Reports for the preceding three years

Perhaps the strongest interaction revealed by this study was the collaboration of the think tanks with universities in the form of publications. Over the last three years, as many 147 articles, 77 books, 10 policy documents, 2 reports and 103 other publications including subscription products, newsletters, tool kits, and report cards published by the selected think tanks in India have been the product of partnerships with Indian and foreign universities; though at the same time, it must be stated that think tanks also generate a considerable number of publications with the help of their own staff as well as with that of other think tanks and research organisations. There is also substantial collaboration between think tanks and university faculties as the latter are valued by the think tanks for their expertise. This association is especially pronounced in the case of faculties from foreign universities. The reasons for this are attributed to the existence of a few pockets of excellence in India in the major central universities. Thus, collaboration with foreign universities is preferred as there is a wider variety of choice as well as exposure to international research.

Table 14: Involvement of University Faculty in Research Publications
(in Absolute Numbers)

Research Activities	Own Faculty/Other Think Tanks	University Faculty			Independent/ Freelance Consultants	Personnel of Other Organisations	Total
		India	Abroad	Total			

Articles/Working Papers/Occasional Papers	829	70	77	147	17	41	1034
Books	281	55	22	77	19	30	407
Policy Documents	56	5	5	10	0	5	71
Reports	48	1	1	2	0	0	50
Any Other (Subscription Products, Newsletters, Tool Kits, Report Cards, etc.)	224	60	43	103	22	9	358

Note: Figures are in absolute numbers.

Source: Annual Reports for the preceding three years.

Table 15: Involvement of University Faculty in Research Publications (in Percentage)

Research Activities	Own Faculty/ Other Research Institutes (%)	University Faculty (%)			Independent /Freelance Consultants (%)	Personnel of Other Organisations (%)	Total
		<i>India</i>	<i>Abroad</i>	<i>Total</i>			
Articles/ Working Papers/Occasional Papers	80.17	6.77	7.45	14.22	1.64	3.97	100
Books	69.04	13.51	5.41	18.92	4.67	7.37	100
Policy Documents	78.87	7.04	7.04	14.08	0.00	7.04	100
Reports	96.00	2.00	2.00	4.00	0.00	0.00	100
Any Other (Subscription Products, Newsletters,	62.57	16.76	12.01	28.77	6.15	2.51	100

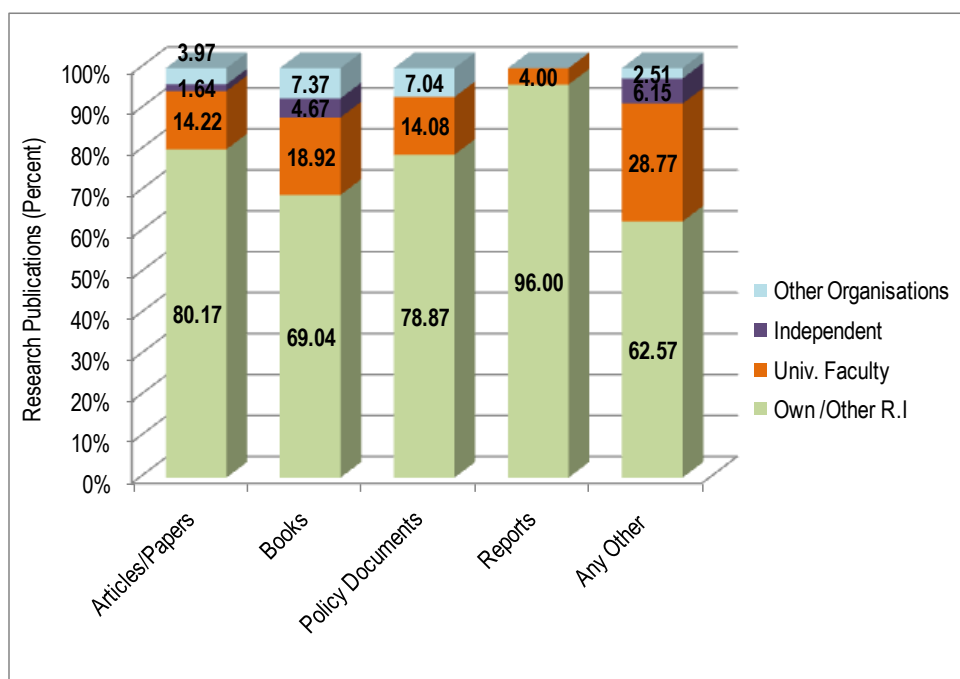
Toolkits, Report Cards, etc.)							
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Source: Annual Reports for the preceding three years.

Among the research publications, articles constitute the simplest form of research publication, requiring the least time from either partners as compared to the other research publications. This explains the large number of collaborative efforts with universities in articles (147 in absolute number)). Again, there is a preference for faculty from foreign universities (77), over Indian universities (70). Also, often, articles are by-products of research projects and thus the collaborative efforts in research projects get reflected in this production of articles as well. A considerable number of books (77 in number) have also been published by the think tanks as part of their collaborative efforts with universities. About 10 policy documents have also been published in collaboration with the universities. However, the association of think tanks with universities in this form happens to be much less, as universities often do not engage in direct policy-related work. Think tanks also involve university personnel in other publications, as has been found in the research indicating a convergence in publication activities by think tanks and universities (Table 14).

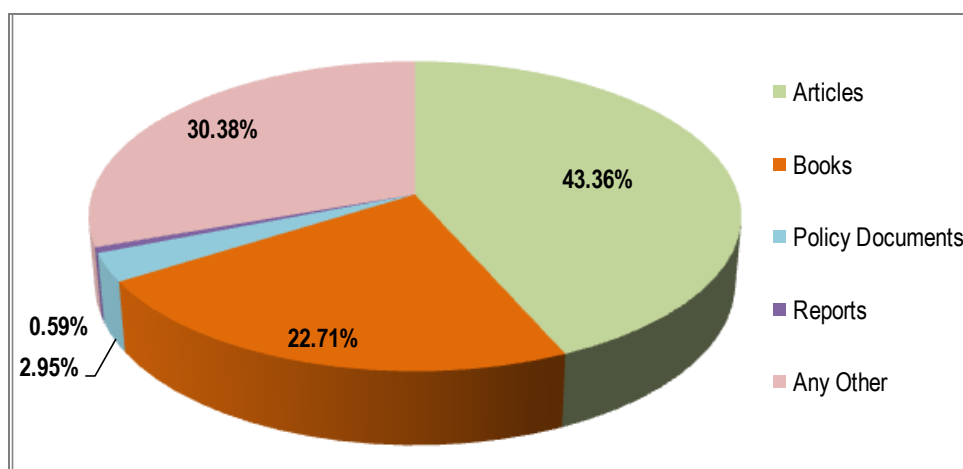
However, it is worth mentioning that the think tanks surveyed produce, in sum, a considerable number of publications that add credibility to their efforts and result in wider dissemination. Out of a total of 1034 papers/articles, about 829 were published by the faculties of the think tanks themselves, including 281 out of 407 books, 56 out of 71 policy documents, and 224 out of 358 other publications, during the three years preceding the survey. On the other hand, the contribution of independent/freelance consultants and other organisational personnel in collaborative research has much less. This indicates that the think tanks have a strong interface with universities when it comes to research publications.

Figure 11: Authorship/Collaboration in the Think Tanks' Research Publications



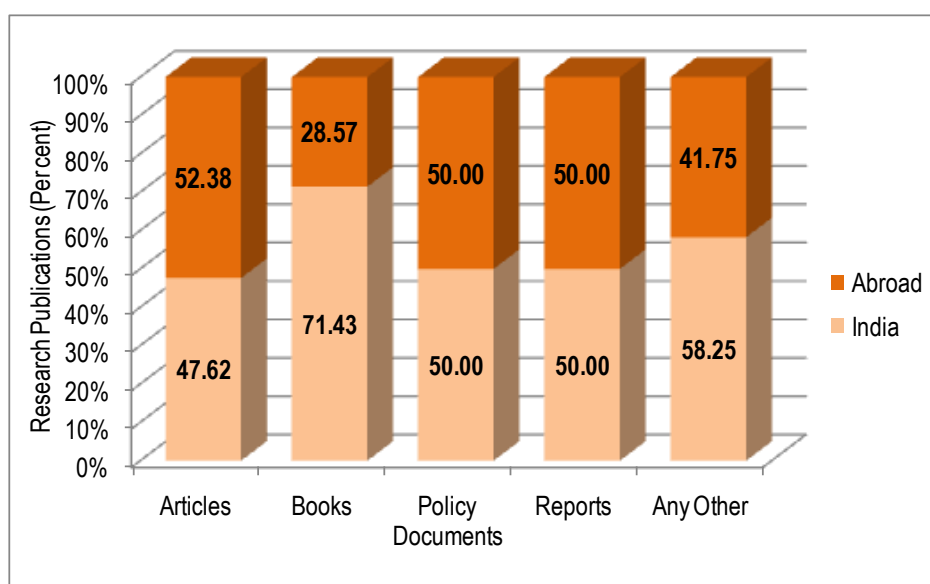
Source: Annual Reports for the preceding three years

**Figure 12: Involvement of University Faculties in Research Publications
by Think Tanks**



Source: Annual Reports for the preceding three years.

**Figure 13: Involvement of University Faculties in India and Abroad in Research
Publications by Think Tanks**



Source: Annual Reports for the preceding three years.

3. Participation of University Teachers in Training or Capacity Building of the Think Tanks

It has been observed that the selected think tanks in India are engaged in considerable capacity building activities, which they undertake by either engaging their own resource persons or externally by engaging resource persons from universities, government agencies

or even the private sector. However, in most of the cases surveyed, the think tanks were found to prefer a combination of the above-mentioned sources in training and education activities that would help in the capacity building of human resources.

Table 16: Engagement of University Faculties in the Capacity Building Activities of Research Institutes

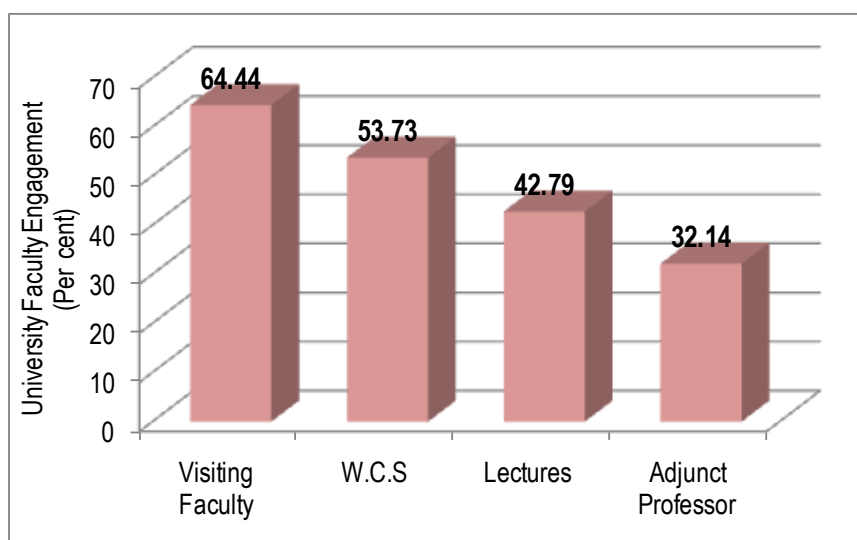
Activities Undertaken	University Faculty Engagement (No.)	Total Events	University Faculty Engagement (Percentage)
Special/Occasional Lectures	89	208	42.79
Visiting Faculty	29	45	64.44
Adjunct Professor	9	28	32.14
Seminars/Workshops/Conferences	259	482	53.73

Note: University Faculty Engagement (percentage) has been calculated as: University Faculty Engagement (No.) as a proportion of the total events (percentage).

Source: Annual Reports for the preceding three years

University teachers play a strong role in the capacity building activities of think tanks. Lectures requiring technical expertise, which bring in different perspectives and refreshing research methodologies, constitute some of the major areas in which the involvement of university faculties is sought. Again, faculties from foreign universities seem to be the preferred choice for special and occasional lectures while the visiting faculties are usually from both the Indian as well as foreign universities.

Figure 14: Engagement of University Faculties in the Capacity Building Activities of Research Institute



Source: Annual Reports for the preceding three years

Note: W.C.S- Workshops/Conferences/Seminars.

In addition to the above-mentioned categories, the other arenas of capacity building in think tanks where university involvement is also discernible include distinguished lecture series in which university stalwarts showcase their knowledge in terms of the findings from both theoretical and evidence-based research in events organised by the think tanks. Another area of collaboration is joint research supervision by both think tanks and university faculties. However, this is limited to institutes like IEG, ISEC, CSSS, IHD and IRMA. In the case of CSSS, the degree is conferred by Jadavpur University as the institution is affiliated with the latter.

About nine of the surveyed think tanks were observed to have arranged more than ten training sessions in collaboration with the universities over the last five years. In particular, IIDS organises research methodology workshops every year, inviting professionals from universities and other think tanks as well as activists, to mention a few. This provides a training platform not only to their own faculties, but also to professionals from outside.

Table 17: Collaboration of Think Tanks with Universities for the Delivery of Training

Collaborative Efforts	Number of Think Tanks	Share of Think Tanks (Percentage)
None	0	0
1–5	2	16.67
5–10	3	25.00
More than 10	7	58.33
Total number of Think Tanks	12	100.00

Source: Annual Reports for the preceding three years.

4. Participation of University Teachers in Policy Advocacy by the Think Tanks

Policy advocacy has been a very important activity for all the think tanks surveyed in this study. However, the interaction with universities in the area of policy dialogue was found to be weak, as compared to other forms of collaboration. This is because universities have a different structure and a considerable number, be they central or state level universities, are under the Government, while some of them are autonomous or semi-autonomous. They are mostly engaged in teaching while following a fixed pattern of curriculum or in practicing rigorous theoretical research activities. On the other hand, think tanks pursue more evidence-based social research, and in order to make themselves socially relevant, they pursue a strong policy dialogue with various stakeholders. Of the cases surveyed, no university department had been found to engage in such dialogues, though there have been instances of individuals from the university system being engaged in such dialogues.

Table 18: Think Tank Partners in Policy Dialogue

Partners	(Rank)
University Departments/Research Units	9
Individuals Based at Universities	8
Other Think Tanks and Research Organisations	1
Government Bodies	2
Inter-government Agencies	3
International Organisations	4
Corporate Sector	10
Media	5
Individuals (Other Than Those Associated with Universities)	6

Others (Mention)	7
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Source: Questionnaire survey, 2014.

However, it has been noticed that think tanks do engage university departments and individual faculties from the university system as audiences in their policy dialogue with various stakeholders. From the information collated from think tanks, it has been found that universities rank ninth while university faculties in their individual capacities rank eighth among the ten partners in terms of an audience in the policy dialogue organised by the think tanks surveyed for the present study. However, collaboration with universities for policy advocacy is, in general, mostly in the form of the individual capacities of the participants from the university system rather than the institution itself. Again, the trends in policy dialogue by the think tanks have exhibited an increase over the last five years. The financial resources utilised by the surveyed think tanks in policy advocacy have been their own, that is, internally generated/saved funds or funds availed of from the various donor agencies. The university faculties, therefore, play a passive role in policy advocacy undertaken by think tanks. They are usually partners in policy dialogue efforts if they are engaged in a particular project.

Audience of Think Tanks in Policy Dialogue

The interaction of university faculty members as the audience in the policy dialogue of think tanks also reflects a weak linkage, thereby occupying the seventh rank. However, there is greater participation of individuals based in universities, who are particularly linked with the think tanks in their respective activities. This linkage is more prominent in relation to inter-government agencies, government bodies and other think tanks/research organisations.

Table 19: Audience of Think Tanks in Policy Dialogue

Audience	(Rank)
University Departments/Research Units	7
Individuals Based at Universities	5
Other Think Tanks and Research Organisations	3
Government Bodies	2
Inter-governmental Agencies	1
International Organisations	6
Corporate Sector	9
Media	8
Individuals (Other than Those Associated with Universities)	4
Others (Mention)	-

Source: Questionnaire survey, 2014.

D. The Advantages of Collaborations between Universities and Think Tanks

This section is largely based on qualitative methodology, in which focus group discussions were held with directors and senior research faculties or area heads, followed by key informant/in-depth interviews of the 12 think tank faculties in order to obtain information on the types of interaction and reasons/benefits derived by the think tanks in collaborating with the universities/individuals based in the universities. A summary of the major findings, based on a detailed discussion with think tank professionals, is presented below. It was observed that the think tanks derived the following benefits when they collaborated with universities:

- Engagement of senior university faculties in the Board of Governors and Research Advisory Committees results in guidance/value addition and enhancement of the reputation of the think tanks.
- Helps foster clarity of issues and of the research agenda as university faculties have an exhaustive research background, as well as access to sound tools and methodologies.
- Helps think tanks in identifying newer themes for research.
- Enables the think tanks to reach grassroots workers and disseminate the findings of contemporary research among a larger academic circle in the universities.
- Engagement with university faculties helps in the capacity building activities of the think tanks through the conduction of special lectures, and distinguished lecture series and workshops.
- Collaboration with university faculties in their individual capacities as consultants in research undertaken by think tanks results in value addition.
- Collaboration of university faculties with think tanks in research publications promotes recognition by a wider academic base; in peer reviews, as well as strengthening of output by a blend of empiricism and theoretical base.
- Aids the development of scientific products/materials for the common man, as well as in patent development.
- The contributions of students of Ph.D. and other research students working as interns in think tanks helps capture young and fresh minds, and motivate them to participate in the research activities of think tanks.
- Many of the interns later on join the human resource base of think tanks as faculty members.

- The university system supplies the human resource base of the think tanks.
- Participation of think tank faculties/staff in various seminars and conferences organised by universities gives them exposure and a sense of participation in academic interactions with the university system.
- The participation of think tank faculties/staff in the co-delivery of seminars and conferences hosted by universities adds to the credibility of these staff members.
- The think tank faculty gets an opportunity to deliver lectures, conduct M.Phil./Ph.D. *viva voce* examinations and deliver lectures in academic staff colleges stationed in the universities.
- The involvement of think tank faculty in the curriculum development of university courses would also help in fine-tuning courses to make them more conversant with ground realities.

The present research points to the fact that collaborations between think tanks, on one hand, and universities or university faculties in their individual capacities can lead to several benefits. An effort has also been made to rank these activities in their order of importance. Of the five activities undertaken by the think tanks in the universities, collaboration and participation in university-organised workshops occupies the most important position, followed by examinations in universities, delivering of special lectures and engagement in research supervision along with the university faculty. Joint research activity was ranked last as there were hardly any instances of joint ventures between think tanks and universities and the former were also not found to be engaging in any research leading to the conferment of degrees (Table 20).

Table 20: Engagement of Think Tank Faculty in Capacity Building at the University Level

Activities Undertaken	Participation Level (Rank)
Occasional lectures	3
Visiting faculty	4
Research supervision along with university faculty	5
External examiner in universities	2
Workshops/seminars/conferences	1

Source: Annual Reports for the preceding three years.

In the absence of availability of comprehensive data for universities, the total number of faculty engagements with universities by think tanks has been compared to total number of

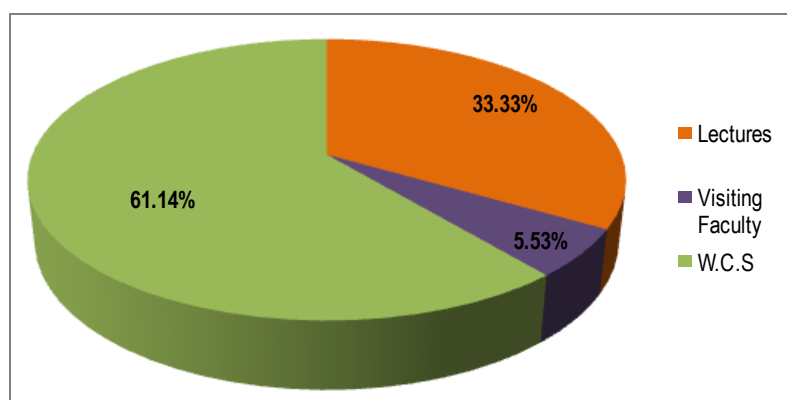
engagements. There are also linkages in terms of research supervision between the think tank faculty and external examiners, especially in the case of *viva voce*, which, however, could not be captured in numbers. The sample has been drawn from across disciplines in social sciences.

Table 21: Engagement of Think Tank Faculty in Capacity Building at the University Level

Activities Undertaken	No. of Events	Share of Events (Percentage)
Lectures	187	33.33
Visiting faculty	31	5.53
Workshops/seminars/conferences	343	61.14
Total	561	100.00

Source: Annual Reports for the preceding three years

Figure 15: Engagement of Think Tank Faculty in Capacity Building at the University Level



Source: Annual Reports for the preceding three years

Note: WCS—Workshops, Seminars, Conferences.

1. Specific Benefits

Apart from the broad areas of collaboration between think tanks and universities discussed above, specific programmes undertaken by the different think tanks also reflect the prevalence of strong academic interactions between universities and think tanks and the benefits derived from these. These are discussed in more detail below.

Fellowships Programmes

Teacher fellowship programmes are offered by some think tanks such as CSDS. This practice not only leads to the inclusion of fresh minds from the university system in the think tanks but also helps in enriching the research base of the latter. At the same time, it also promotes the exposure of university faculty members to contemporary themes in social science research being undertaken by the think tanks. In CSDS, this comprises four ICSSR-supported fellowships available with the CSDS annually, one of which is a salary-protected teacher fellowship. The selected candidates are also expected to work closely with the faculty members, and any of those may be designated as co-supervisors.

Researching Contemporary Themes—Training Workshops/Summer Teaching Programmes/Training and Refresher Courses

A few of the think tanks surveyed were also part of summer teaching programmes targeted at research students from various universities as independent scholars. These programmes have grown out of a demand for intensive cross-disciplinary engagement with some key themes, which are apparently unavailable in a university setting. The programmes are seen as constituting an opportunity for think tanks to strengthen their linkages with the university system. In addition, CPR has been conducting summer training workshops for doctoral students aimed at familiarizing students with policy oriented research. This is being done in collaboration with the faculty from King's College, London. Further, the issue of Comparative State Politics and Public Policy in India brings together the King's India Institute and Lokniti/Centre for Study of Developing Societies (CSDS), New Delhi, under the auspices of a British Academy International Partnership, being carried out during 2011–14. As part of this programme, researchers are engaged in a series of comparative and collaborative research projects that examine the intersection between electoral politics and the formulation of social policy across Indian states.

Other think tanks such as ISEC and IEG also regularly conduct training programmes. While ISEC provides training/training courses to government college teachers, IEG organises short-term orientation and refresher courses on request from the Government or other institutions. These are usually subject-specific, and include courses in industrial or agricultural policy, environment and development, and so on. In recent years, the participants of such course participants have included senior officers of the National Bank for Agriculture and Rural Development, probationers of the Indian Audit and Accounts Service as well as the Indian Statistical Service, and researchers and teachers of environmental economics belonging to research institutions and universities. In addition,

PAC has been imparting training/orientation to research students, many of whom have subsequently joined PAC as research staff.

Symposiums/Conferences/Seminars/Workshops

The area of advocacy represents a clear interaction between think tanks and universities. The Third Interdisciplinary Emerging Scholars Symposium on India–China Studies is an initiative launched by CPR to encourage young scholars. It has been designed to provide a platform to researchers pursuing an advanced degree in M.Phil./Ph.D. and to young scholars who have received their Ph.Ds within the last five years, for presenting their ongoing research papers with a strong analytical focus on India–China interactions and comparisons, and their impact. This is, therefore, a collaborative initiative that the India–China Institute at The New School, New York, and the Centre for Policy Research, New Delhi, launched in 2011 in partnership with the East Asia Departments of the University of Delhi and Jawaharlal Nehru University (JNU). CPR is the Indian academic partner of the India–China Institute. Under this initiative, CPR selects the ten best papers and aims to publish the best papers from the past three years in a volume. However, the principal challenge confronting this programme is that it is biased towards Delhi, even as the think tank concerned is trying to expand its geographical spread and reach out to other universities. The venue of the programme was shifted to Kolkata during its second year of operation in order to tap talent in the eastern part of the country. The earlier paper entries were mainly focused on security and foreign policy during the first year, but subsequently the efforts of CPR have helped make the programme more inter-disciplinary in nature. Two papers from each year are invited to be presented at the International Conference in New York. This effort thus recognises the abilities of scholars presently functioning in the university system or those who have just come out of this system, thereby mentoring and encouraging fresh talent in the process. Unlike the university system, however, it is free of any hierarchy and offers an appreciable platform to young minds, thereby also enhancing the credibility of the think tank.

Among other think tanks, IIDS organises a research method workshop every year during the period May–June. This workshop is especially aimed at involving researchers and academicians from 32 exclusion centres and Ambedkar Chairs across the country. The resource persons for this research method workshop are drawn from different universities from both India and abroad. The participants at the workshop include students from these universities who are working in the areas of discrimination and social exclusion. IIDS has also been conducting summer workshops in association with Duke University.

The faculty of CSTEP and faculties from universities are also members of the advisory board of the Eighth All India Students' Conference of Science and Spiritual Quest, Indian Institute of Technology (IIT), Banaras Hindu University (BHU), Varanasi. There are also other informal interactions with universities as, for instance, at exhibitions and fairs wherein universities are also represented (such as Reinvent the Toilet Fair, 2014). There could be more chances of interaction between think tanks and universities if the latter are closely located. Apart from its research collaborations, CSTEP also collaborates with universities for organising and participating in conferences, workshops and seminars. In addition, the CSTEP faculty has collaborated with CEPT in organising a stakeholders' meeting, and with IIT, Madras for holding a conference, ICORD 13. With reference to the other think tanks, ISEC has organised conferences as part of the execution of IISC projects for reviewing research proposals. The faculties of PAC are invited to participate as speakers or as resource persons at both Indian and international conferences organised by various universities. PAC has also organised collaborative conferences with IISC, IRMA, and NCAER, and has entered into collaborations with IIM, Bangalore and the Government of Karnataka.

As part of another initiative, the University of Oxford and IHD conducted an international Summer School on the Measurement of Multidimensional Poverty in association with the Oxford Poverty Human Development Initiative (OPHI). Students from twelve countries participated in the programme. CSSS organised a joint workshop with the King's India Institute, London, on Making Sense of Contemporary India (II) during 7–9 April 2014, apart from a host of other seminars and conferences, in which they invited resource persons from universities. Thus, most of the think tanks do involve faculties from the universities in their workshops, seminars and conferences.

While acknowledging the key role of communication in reaching out to the masses, and the need for disseminating its research findings to a large and diverse audience, IHD points out that a well-planned dissemination strategy lies at the core of its research programmes. The institute has also been building on the successful organisation of high-profile policy events such as international policy consultations and the Global Bihar Summit, along with several research communication efforts. It also organizes regular seminar series—both in-house and involving renowned scholars—and symposiums, parallel sessions during important conferences, and workshops on thematic topics.

Doctoral/Post-Doctoral Research Programmes and Post Graduate Programmes of Think Tanks

Many of the think tanks, particularly those funded by ICSSR, such as ISEC, IEG and CSSS also offer Doctoral and Post-Doctoral research programmes for researchers in universities. These candidates are provided facilities such as affiliation, library resources, working space in the library, computers with Internet connections, a forum for the presentation of seminars/talks and opportunities for interaction with the faculty. ISEC, for instance, offers a post-doctoral programme though it does not provide funding. The inter-linkages are cyclical as students who originally come from the university system sometimes go back and join the university as faculty members after acquiring their doctorates. Nearly 50 per cent (33 out of 66) ISEC alumni have joined the university as teaching faculty in universities after completing their doctorates with ISEC. The latter also has a Ratan Tata Endowment Fund for the conduction of post-doctoral research and for promoting methodology development as well as capacity building through training as part of a research programme for college teachers. The PAC faculties co-supervise Ph.D. students at the National University of Singapore. While CSTEP provides research guidance, the Ph.D. degree is conferred by Manipal University. In addition collaborations between CSTEP and foreign universities such as the Lawrence Berkeley National Laboratory have provided inputs for the National Wind Mission to identify energy gaps.

One of the oldest think tanks in India, IEG offers degree courses (M.Phil. and Ph.D.) affiliated with Delhi University. IEG was initially a separate branch of the Delhi School of Economics (DSE) and offered some special courses on sociology and economics. Gradually over the years, however, it grew to becoming a research institution, working on diverse areas such as agriculture and rural development, environment and resource economics, globalisation and trade, industry, labour and welfare, macro-economic issues and models, population and development, health policy research, social change and social structure. While research remains the Institute's primary activity, its faculty members also guide Ph.D. and M.Phil. students from India and abroad; train civil servants, particularly officers of the Indian Economic Service, on economic and social policies; and offer policy advice to the Government of India.

Internship Programmes

The internship programmes offered by the think tanks to university students and other researchers constitute one of the most common features of interaction between think tanks and universities.. While the interns are exposed to contemporary issues and evidence-based research conducted by the think tanks resulting in policy advocacy, they also benefit

by gaining empirical research experience, which enriches their work experience. On the other hand think tanks can also learn from these young academics as they have innovative ideas and can share their ideas with members of staff at the think tanks. In this way, the think tanks benefit by capturing these young and fresh minds. Of the think tanks surveyed, ISEC, IIDS, PAC, and CSTEP have such regular internship programmes. The internship programme at ISEC, which is of a two-month duration, intends to facilitate an understanding of inter-disciplinary social science research for post-graduate students. It also focuses on the interplay between research and policy. Students in the middle of their final year of post-graduation are preferred as interns for this programme. A project-assisted internship is offered to students who have completed post-graduation or M.Phil. and they can work in any project in the institute. This is part of the capacity building initiative of the institute. PAC also imparts training/orientation to research students, many of whom later join PAC as research staff.

Among the other think tanks, IIDS has also been working as a centre for disseminating knowledge and training under the university system. The institute offers an internship programme for students from both Indian as well as foreign universities. The interns work on different research studies being undertaken at the institute, and learn new concepts and methods in the process. This not only helps them complete their research in their respective universities and departments but also facilitates their placement upon completion of their studies. The institute also benefits from this arrangement as these new interns come with fresh minds and expertise, and contribute to the quality of the research work. Thus, this internship programme too is beneficial for both the interns and IIDS. Similarly, PAC also offers similar internships to researchers and interns from universities add to the quality of the research being conducted at the institute. For instance, interns from NLSUI fill in the research capacity gaps in the institute through their expertise in law-related matters. Again, there is a high level of interaction between the doctoral scholars of IISc and CSTEP in the form of internships. In order to encourage young academics who want to become researchers, IHD also provides internship opportunities to deserving candidates annually every summer and engages them in research projects including field surveys.

Certificate Course in Methods and Applications in Social Science Research/Management Programmes

Some think tanks such as ISEC also offer certificate courses. The course at ISEC aims to empower the participants to better understand the broader processes of change within a research framework and to make an informed choice while conducting research by providing them an orientation in multi-disciplinary approaches and ways of decoding and applying

research methods. The objective of the course is to develop the capabilities of the participants with regard to the theoretical and empirical aspects of social science research. It aims to equip them with the requisite skills for being able to pursue research on a topic of their choice by familiarising them with the state-of-the-art methodologies within a multi-disciplinary perspective. The course is structured as a two-week residential programme, and comprises classroom instruction, assignments, examinations and seminars at strategic intervals. It is targeted at the faculty and students of institutions of higher education, that is, universities, the corporate sector and consultancy firms, government and public administration, civil society organisations, banks and other financial institutions, and agencies undertaking research for policy formulation.

Besides offering doctoral and post-doctoral programmes that link think tanks with universities, another think tank, IRMA, has been found to specialise in post-graduate management programmes. IRMA is India's leading school in rural management and is committed to acting as a catalyst and facilitator of rural prosperity. The institute itself has a strong academic base and runs three academic programmes on rural management, including a post-graduate programme, a fellow programme, and a certificate programme. IHD too has shown consistent growth in the field of research and training. Thus, collaboration with universities (seen in one out of five cases) seems to be increasing in this field. IHD also started a Ph.D programme in Human Development and Labour Economics in 2009, for which the degree is being granted by the Indira Gandhi National Open University (IGNOU).

Social Science Talent Search Scheme

Another programme that exhibits a linkage between think tanks and universities is the Social Science Talent Scheme at ISEC. It aims to identify talented students who can pursue higher education in the sphere of social science after completing their twelfth standard (at the plus two level) and to motivate them to opt for social science subjects in their degree courses. It is also designed to nurture them with appropriate capacity building, coaching and financial support. ISEC, in collaboration with the Bangalore University and Christ University, offers orientation to selected students in the field of social sciences and their relevance to policy-making and knowledge-building processes.

Memorandum of Understanding /Linkages with Universities

Collaboration and Memorandums of Understanding (MoUs) between think tanks and universities lead to knowledge sharing, educational cooperation, research programmes, cultural exchanges and capacity building activities.

Joint Discussions

The faculty of CSTEP is also involved in reviewing research proposals. The collaborations that CSTEP has entered into with foreign universities have helped in providing inputs to the National Wind Mission for identifying energy gaps leading to policy advocacy measures. CSTEP also works in collaboration with IIT, Delhi, and IIT, Kharagpur for synthesising scientific products. Another type of collaboration seen between CSTEP and universities is when CSTEP faculties are invited to speak at and also chair various sessions at the seminars and conferences organised by the universities. Sometimes CSTEP faculties also deliver talks in different universities. The faculties of think tanks also have connections at both the individual and departmental levels with university faculties.

Meanwhile, ISEC has entered into an affiliation with the University of Mysore and Bangalore University for the conferment of Ph.D degrees. Members of the University faculty often come as external examiners to ISEC while the latter's faculties go for evaluation of M.Phil and Ph.D students in the universities. Although there are fewer instances of institutional collaborations for research publications between ISEC and universities, there are a significant number of individual collaborative publications. There is a difference in the nature of interaction that ISEC has with state universities and with central universities.

NCAER has a high degree of collaboration with private and government organisations, but a moderate level of collaboration with universities (mostly from abroad), which has been increasing over the years. Its research partners are mainly university faculty members. The university faculties, on their part, display a moderate level of participation in the activities of think tanks like lectures and seminars, whereas in terms of publications, the participation is seen mostly in projects, articles and books written by faculties in Indian universities. The university faculties also partner the various policy dialogue activities of the think tanks.

CSSS: In this case, university faculties occupy an important position both in the think tank's source of funding as well as in terms of functioning as its research partner. Publications are mostly brought out in coordination with university faculties in the form of project write-ups, books and articles from both India and abroad. The faculties of think tanks (in five cases) are mostly affiliated with various councils in different universities. The university faculties mostly participate in the seminars and workshops organized by the think tank while the latter's faculties are seen to be actively participating in university activities by delivering occasional lectures, working as visiting faculties and external examiners, providing supervision support, as well as attending various seminars and workshops as delegates. The capacity building

activity of the research institute's faculty is enhanced in terms of its theoretical and methodological inputs through interaction, as the faculties get opportunities to participate in special lectures delivered by the universities to give lectures in academic staff colleges under the university system; to develop special courses in universities, to conduct examinations in the universities; to evaluate M.Phil and Ph.D. research and conduct viva voce, and to work in collaborative publications and co-delivery of workshops/seminars/conferences.

Publications

As indicated earlier, think tanks in India also engage in joint publications with universities. The PAC faculty also has co-authorship with university persons, particularly from IISC, Bangalore. PAC also has joint publications with Oxford University Press (OUP). Faculty members of PAC were invited as speakers for various renowned foreign universities such as Yale. Further, a faculty member of PAC is also a visiting fellow at the World Institute for Development in Economics Research, United Nations University. Faculties from the Azim Premji University are visiting faculty members at this institute. CSTEP brings out publications through collaborative conferences with IISC, IRMA and NCAER. It has also entered into partnerships with IIM, Bangalore and the Government of Karnataka, and with IISC, Bangalore for the regional development of transport, particularly high-speed rail, thus establishing an individual level relationship with the university. Since the Institute does not have its own students, it needs Ph.D students from IISC, Bangalore, who undertake field work for CSTEP. The Institute also enters into collaborations for organising seminars/conferences, and releasing joint articles. The faculty members of CSTEP are also part of the expert committees of other universities including IISC, Bangalore.

Foreign universities also act as funding agents for research projects. NCAER's interaction with universities, for instance, entails the publication of books in coordination with university faculties (mostly from abroad), and participation in lectures, seminars and workshops. Another think tank, IHD, on the other hand, exhibits less affiliation with universities in bringing out publications. The institute also regularly publishes research and policy briefs, and sectoral status papers.

Knowledge Sharing

In-depth interviews with think tank professionals reveal that joint ventures with universities enhance their theoretical research by helping to identify new themes and bring about an overall improvement in the quality of research. They also facilitate capacity building among faculty members of the research institute through theoretical and methodological inputs, and

promote knowledge sharing through a range of activities undertaken by think tanks including special lectures, lectures delivered at the academic staff colleges under the university system and the development of special courses at the universities.

In order to increase the avenues of knowledge sharing between the two it is suggested that resources should be shared wherever possible. For example both should have access to laboratories, libraries and data banks where ideas can be exchanged and discussed further.

2. The Role of the IDRC–Think Tank Initiative

During the Focus Group Discussions (FGDs) as well as the in-depth interviews, it was noticed the IDRC–TTI core grant helped the nine think tanks enormously in their various activities. Many institutes have utilised this in an efficient manner while the IDRC core grant has also been helpful in attracting more funds from other organisations besides enhancing the credibility of the think tanks. IDRC has also been a driver for policy advocacy and the think tanks have consequently been able to generate a great deal of policy work.

TTI has given the organisations the space to grow and take the research findings to their logical culmination. Moreover, the IDRC–TTI funding has enhanced networking with other organisations. However, some organisations expressed the need for connecting research with advocacy so that the concerned organisations could work in liaison with each other and the IDRC–TTI initiative could help create a common ground for think tanks and the universities. Moreover, IDRC could create a common forum with academicians, researchers and NGOs in order to promote joint research proposals. It was also suggested that IDRC should have a dialogue with funders of research in which all stakeholders could participate.

In the case of some of the think tanks, the IDRC grant has enabled them to engage multi-disciplinary project staff and to meet extra costs. The IDRC core fund has been used extensively for research, resulting in an increase in research capacity and the building of resource infrastructure. The TTI fund has also helped in the bidding for other projects and in availing grants. The funding has also promoted partnerships between universities and think tanks. For example, the IDRC funding was used to recruit climate specialists from universities and IIT, Delhi in CSTEP. The strengthening of funding research capacities has facilitated further collaboration with universities in some cases. The TTI funding has helped PAC in setting up of a ‘Strategic Advisory Group’ in which university teachers are invited.

IDRC funding has also been utilised for organising seminars and conferences in which university faculties also participate, and for building thematic areas of governance such as the project of building state-of-the-art cities. By using the IDRC core funds, CSTEP has undertaken some collaborative work with universities. In project-based funding, there are fewer liberties because of the existence of fixed deliverables, but the TTI funding has provided many think tanks the liberty to be flexible in terms of the types of work undertaken. Further, increasing their research capacities has helped think tanks conduct more extensive policy research.

The IDRC core funding has also allowed think tanks to develop infrastructure, for instance, CSTEP has been able to develop infrastructure related to Geographical Information Systems. Sometimes, even the non-funding technical support offered by IDRC such as providing contact details or introducing the experts to think tanks have helped the latter to enter into more collaborations with universities. There are different ways to explore the solutions of the research problems. Since the academic perspective is as important as the perspective of think tanks, IDRC can provide a common platform in which both perspectives and knowledge can be shared and aligned.

3. Problems and Constraints

Focus Group Discussions (FGDs) and in-depth interviews of think tank professionals reflected that current framework of the university system places many restrictions on collaborations between research institutes and universities which is partly due to the bureaucratic structure of Indian universities. There were also limitations posed by financial constraints. Many professionals expressed the view that universities in India are generally not engaged in active research except for a few universities such as JNU. One key informant of one of the think tanks said however, “research projects and publication collaborations are there at individual levels” and that inter-linkages of research institutes and state universities, in particular, need to be strengthened”. Some stated that research conducted in state universities is very traditional, and that they do not work on current research issues. One professional from a think tank elaborated upon this point by saying that traditional universities do not use people friendly methodologies as their curriculums are outdated and university teachers are not abreast with contemporary research. The general consensus was that, steps to overcome certain current limitations include:

- Formal lines of communication should be developed between universities and think tanks.
- An integrated system of data sharing in rigorous research.
- Synergising teaching and methodology development between the two.
- University curriculums need to be made more relevant to new research.
- Open Sources of Data (OSD) need to be further developed to facilitate easy access to data.
- There should be no age limit for any research faculty member to pursue a Ph.D. with a university.
- The sharing of in-depth research outcomes should be possible even though conflicts may arise in the area of intellectual property rights (IPRs).
- The establishment of joint science laboratories by think tanks and universities. The chances of interaction between the two could be enhanced if universities are located closer to the think tanks as the interaction between think tanks and universities is influenced by their geographical locations.

E. The University Perspective

This section largely delineates the qualitative methodology used for collaborations, whereby key informant/in-depth interviews of university faculties were conducted in order to obtain information on the types of interaction that universities have with think tanks, the reasons for which they enter into these collaborations and the benefits derived by them through these partnerships. An attempt has also been made to identify the difficulties arising from these collaborations. A summary of the major findings is presented here, which is based on detailed discussions with 19 university professors from JNU, University of Delhi, Jamia Millia Islamia, and National Law School University of India.

- University faculty members gain exposure to wider contemporary social research that benefits humanity at large.
- The faculties also get opportunities to conduct collaborative empirical and evidence-based policy research with think tanks while simultaneously enjoying the autonomy and freedom to conduct such research. .
- Such collaborations enable the absorption of research scholars/students of universities into think tanks.
- Universities gain access to seminars organised by think tanks in coordination with various stakeholders but also to inputs provided by think tanks for the development of

their teaching courses. There is a value addition to the university system in terms of new methods for empirical research and other ideas contributed by resource persons from think tanks at various joint forums such as research methodology seminars and other advocacy events.

- Think tanks often have the capacity to financially support the research ideas of a university faculty member by giving shape to his/her research agenda.
- The quest for empirical research produced by collaborative efforts with think tanks has often led to the opening of faculty-driven special centres in some universities that are run with the financial resources generated from projects.
- University faculties gain access to the specialised libraries, data banks and other high-quality facilities available at the think tanks, which they can optimally use for their research purposes.
- Under the Academic Performance Index system of the UGC, university faculties can derive a lot of benefits by attending and participating in the seminars, conferences and workshops conducted by the think tanks, which also allows them to keep abreast of contemporary social research and policy advocacy undertaken by the think tanks.
- Some think tanks also impart training to government college teachers.

For universities some of the reasons for these collaborations are firstly that research in a think tank allows for greater freedom in terms of the research methods and methodology used as compared to a university setting. The rigid university system is limiting and often conformist. There is less scope for experimenting and conducting evidence-based research in universities. A Professor from a university pointed out that, getting involved in research projects with research institutes is a good break from the university system where there are too many hurdles to pursue research of one's own liking. On being associated with a research institute, one also gets to know the latest research being done in the field, getting access to a specialised library and data bank, and better facilities, hence one can solely concentrate on research. One also gets exposed to various viewpoints and perspectives. The association enhances personal research with enriched intellectual pursuits, more freedom and autonomy to conduct research, and increased participation in seminars, conferences and workshops.

Secondly opportunity and exposure for faculties increase when undertaking projects with research institutes as they share similar interests in research and encompass a wider scope for research.

Thirdly most faculty members were of the view that the university system entails less action research and leads to more theoretical research, which does not produce the requisite knowledge needed in the public domain. In this context, the relationship between universities and research institutes is beneficial for the purpose of policy advocacy. Other reasons that were cited as benefitting universities were, that initiatives that involved both universities and think tanks would benefit society as a whole through an enriched quality of research, university faculty members can be a part of the team evaluating policy research outcomes instead of simply undertaking research and that it helps students research more innovative ideas and concepts.

The discussion with university faculty suggest that some of the major constraints to free collaboration between universities and think tanks arise from: a) institutional reasons, and b) the notions of the university faculty. Institutional constraints are the ones that hinder the engagement of university faculty with think tanks due to the bureaucratic and tedious processes prevalent in the university system. The preconceived notions and mind-sets of the university faculty, on the other hand, also often impede the establishment of a healthy, mutual interaction between the two. One of the concerns of university faculty members was that think tanks mainly undertake paid research, which they felt is not the best form of research as research outcomes and themes may get influenced by the expectations of the funding agency. A few university faculty members also suggested that there is little openness in such engagements, and that the motives and agendas of the think tank in question remains unclear. Thus, one of the constraints in collaborations between think tanks and universities could be the distrust between the two caused by their perceptions about each other. One of the university faculty members also argued that universities should continue to focus on theoretical research or the fundamentals of research, which should not become diluted in their zest for pursuing action-based research or research mainly aimed at influencing policy. Other university faculty members felt that think tanks should not venture outside the domain of research and policy advocacy and that providing certified courses and degrees should be the primary function of universities. In their opinion, many research institutes introduce teaching courses with the profit motive in order to sustain the inflow of funds during lean periods of research funding.

All the faculty members agreed that there is a healthy competition between research institutes and university faculties for accessing sources of funding. In most cases, it was agreed that think tanks enjoy better capacities, in terms of both finances and manpower, to bid for a project as compared to the universities. The latter, on the other hand,

indirectly benefit in the course of such bids for projects made by the research institute without having to go through the tedious process of applying for funding. Further, in view of the decrease in funding in social science research over time, a university faculty member claimed that the presence of research institutes was also ensuring willingness on the part of funding agencies to give grants for undertaking social science research.

In general, most of the university faculty members were of the view the association between universities and the think tanks should be strengthened further and can be made more innovative by conducting collaborative research, organising joint seminars and workshops, and facilitating more frequent interaction between research institutes and university departments. A few faculty members were of the view that internship with research institutes and NGOs should be made mandatory for the students. This would help in familiarising the students with the research being undertaken in research institutes and expose them to ground realities. They also claimed that think tanks play a very important role in policy advocacy. Some university faculties suggested that the association could be strengthened further by bringing universities and think tanks under one umbrella in which they could both share a common platform for promoting research and policy advocacy. Institutional collaborations between the academic community and think tanks should also involve MoUs between universities and Think tanks, which would make the process more smooth and transparent. A few faculty members also argued that the UGC API system needs to be given a push to enable faculty members to take up external projects but the concern in this sphere is each job needs to be defined in terms of the man-hours needed to execute it, otherwise the core responsibilities of teaching and university research could get compromised.

Table 22: Benefits of Collaborating with Think Tanks

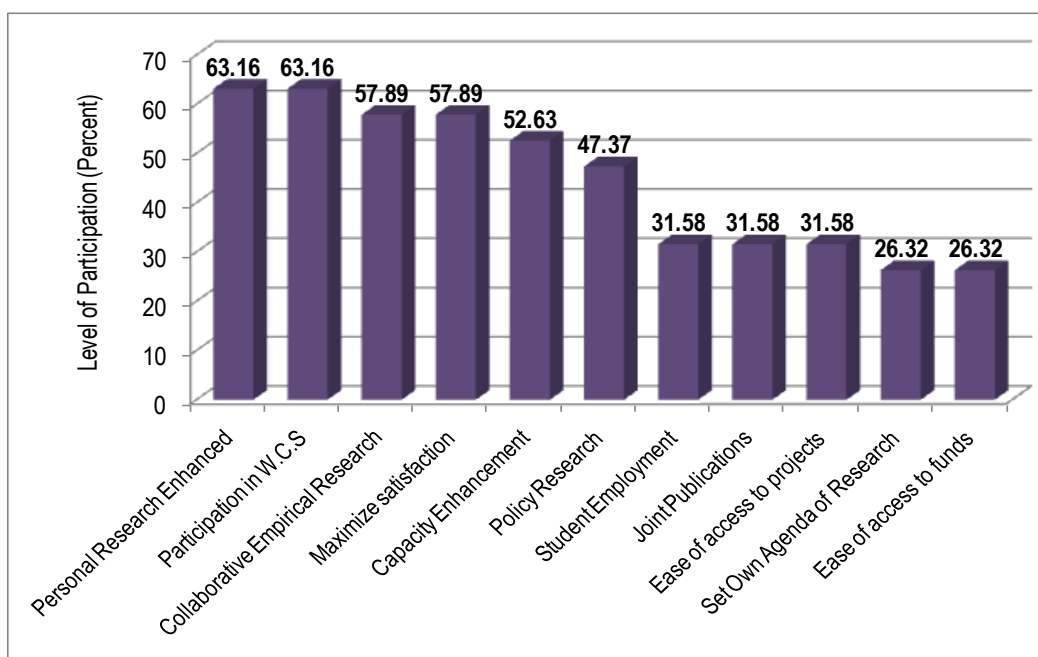
Type of Benefit	University Faculty Level of Participation (Number)	University Faculty Level of Participation (Percentage)
Graduates/Post-graduates/Research scholars get absorbed in think tanks.	6	31.58
Personal research gets enhanced due to collaborative empiricism.	12	63.16
There is greater freedom and autonomy to conduct collaborative empirical research	11	57.89

with think tanks.		
The ability to conduct policy research is enhanced.	9	47.37
There is higher possibility of teaching and research in the university through empirical research inputs/capacity enhancement.	10	52.63
One can set up one's own agenda of research.	5	26.32
Satisfaction is maximised through theorising and empiricism, and through teaching, research and dissemination.	11	57.89
The collaboration helps in bringing out joint publications.	6	31.58
The collaboration also facilitates greater participation in seminars/conferences/workshops.	12	63.16
Research scholars get to work on projects without going through the arduous process of applying for them.	6	31.58
Collaborative projects allow for easier access to funds for thematic research,	5	26.32
Total	19	100

Note: The categories are not mutually exclusive. *Source:* Face-to-face interviews with university faculty members, 2014.

University faculty, as expressed by some professors, can propose a research idea to a think tank working in that field and then the think tank can apply for funding and a mutually benefiting association can take place.

Figure 6: Benefits of Collaborating with Think Tanks



Note: the categories are not mutually exclusive. *Source:* Face-to-face interviews with university faculty members, 2014.

Associations can be further strengthened by more interaction with the target groups to understand and set policy agendas. This can be done in the form of group discussions, social mapping, face-to-face interviews and through pictorial and written expressions.

The following are some of the specific suggestions offered by some professors that will help strengthen associations between the two. :

- Joint training programmes should be conducted for think tanks and university teachers.
- Capacity building should be increased between the two.
- Seminars and workshops should be conducted more often in which experts from both types of institutions can deliver lectures and share their experiences.
- More exploration is required as there is lack of awareness.
- The bureaucratic structure in universities offers less scope and space to university faculties, and should thus be limited in its reach.
- The association between universities and think tanks can be further strengthened by according more freedom to the researchers, reducing bureaucratic hurdles, encouraging systematic and comprehensive ground testing, and augmenting accountability.

F. The Road Ahead: Strengthening the Think Tank – University Relationship

This study highlights the strong interactions and inter-linkages between think tanks and universities, in general, as represented by the various activities in which they collaborate, but this is variable across the think tanks. This variability is due to specific causes, as some may involve personnel from government organisations, management institutes and corporates also. The chances of interaction with universities increase if they are in close proximity to the think tank. Again, marked interactions were noticed with foreign universities and leading central universities in India. This was also true for private universities in India. However, there were fewer interactions with state universities. Several bottlenecks have been identified for enhancing convergence in the interactions between think tanks and universities. On the basis of these, the following recommendations emerged during focus group and key-informant interviews:

- Formal channels should be developed in the face of relevance of research in the public domain.
- There is need for an integrated system of data sharing in rigorous research by research institutes and universities, and for synergising in teaching and methodology development between think tanks and universities.
- The university curriculum should be made more relevant to research institutes.
- Open sources of data need to be developed to facilitate easy access to data.
- There should be no age limit for the pursuance of Ph.D in universities for a think tank faculty member, and the sharing of in-depth research outcomes should be possible, though conflicts may arise in the area of intellectual property rights.
- IDRC should carry out a dialogue with research funders so that all stakeholders can participate in the process of knowledge sharing; university consortiums should include think tanks, and there should be Skype facilities between research institutes and universities.
- Research institutes and universities need to establish Joint science laboratories.
- Universities too need to take an initiative, perhaps by relaxing rules for taking up collaborative work by faculty members.
- More collaboration could take place with the knowledge boundary expanding into more specialised fields. However, taking on too many projects would reduce the time

devoted to teaching and other work responsibilities of the university faculty and hence striking a balance in terms of regulated collaboration is also necessary.

- The association between universities and think tanks can be further strengthened by allowing more freedom to the researchers, reducing bureaucratic hurdles and shunning all 'knowledgeable' top heavy bureaucracy, undertaking systematic and comprehensive ground testing, and improving accountability.
- University faculties can propose research ideas to a think tank working in that field, the think tank can apply for funding, and a very functional and a mutually benefiting association can take place. This association can be further strengthened through greater interaction with the target groups in order to understand and set the policy agenda.
- Think tanks should play a more active role in reaching out to university faculty members for collaboration in research.

G. Conclusion

The present research on the relationships between think tanks and universities in India was an assessment of the association between two groups of suppliers of basic/empirical and policy research, and advocacy. There are similarities as well as differences between the two types of research-based knowledge institutions in terms of their core mandates, practices and roles.

Think tanks often utilise the human resource base trained through the university system. Moreover, they also often employ rigorous disciplinary and methodological inputs pursued in university research to strengthen their empirical investigations. Universities can, therefore, benefit in various ways from their association with think tanks, primarily by engaging their research scholars in empirical investigations being undertaken by the think tanks, and can consequently avail of opportunities of interdisciplinary research of an applied and empirical nature, thereby adding on to their research capacities. Further, they can also avail flexible financial resources available to the think tanks in promoting their own research interests and creating opportunities that would enable them to contribute directly to policy-making. Hence, the collaboration between think tanks and universities entails multiple advantages for both.

The qualitative and quantitative profile of the think tanks surveyed indicates that though they are mostly not-for-profit organisations, they exhibit a great deal of diversity in terms of their age, constitution, thrust area, faculty strength, faculty specialisations, and nature of funding.

The think tanks had an early start in India, with some of the older ones having been set up in the 1950s. This trend continued through the decades from the 1960s onwards and into the 2000s. The diversity of the think tanks also defines the varied nature of their activities. Some think tanks have been found to be largely operating as management and training institutes, which results in the creation of manpower through certified courses, and M.Phil., Ph.D. and other post-Doctoral research programmes. Nonetheless, all think tanks engage in certain activities across the board like undertaking evidence-based research; bringing out research publications; organising dissemination activities like symposiums, seminars, conferences, workshops; capacity building of their own staff and researchers; and policy advocacy. Their main aim is to make social research socially relevant. It was also found that with regard to their structure, composition and multitude of activities, think tanks substantially involve universities for various reasons.

The universities with which think tanks collaborate were also found to have a great deal of diversity. Apart from Indian universities, the think tanks have also been found to be closely related to foreign universities, particularly those from the UK and the US, though global linkages have been traced across the major continents. Among the Indian universities, a substantial linkage was found with the central universities and some private universities. However, the linkage with state universities was found to be much less.

The nature and form of interaction of the think tanks with the universities was traced through various activities and it was found that think tanks involve universities in various spheres such as through membership of their Boards of Governors and Research Advisory Committees (RACs); in terms of research/academic output or interaction of the think tank; in research projects; in research publications; in the imparting of training or capacity building of the think tank; and in policy advocacy. However, among all the activities, the interaction between think tanks and universities has been found to be the stronger in terms of membership of Boards of Governors and RACs, in research and dissemination activities, and in collaborative publication and capacity building. The linkage seems to be less in policy advocacy work, in which even though think tanks try to involve universities, this does not form an important agenda of the universities in India.

In-depth interviews conducted with think tank professionals revealed that collaborations with universities help think tanks in conducting theoretical research, identifying newer themes for research, and in effecting an overall improvement in the quality of research exposure.

Many of the think tanks surveyed played the primary role of connecting their research to the policy-makers through communication. Since there is a time constraint, complex research has to be simplified and made expressive in lay person's terms in order to make the policy-makers understand the impact of these issues. Specialised tools are also required for this purpose. Hence, the think tanks often make use of the work that has been done in the universities to suit their needs. However, it was also noticed during the course of the survey of think tanks, that frequently there are fewer channels of communication between the think tank and Indian universities in terms of knowledge sharing. The case studies indicate that while universities undertake in-depth research, the research carried out in think tanks is often demand-driven and short-term in nature, through the use of specific tools and techniques. Some of these issues, therefore, can also form part of the research curriculum of Ph.D. students in the universities, thereby creating a common platform for the sharing of data, methods and ideas between the think tank and the university, eventually benefiting both the institutions. As mentioned earlier, resource sharing, particularly through laboratories, libraries and data banks in universities can help to enhance this knowledge sharing further.

As discussed in detail earlier the IDRC–TTI core grant has helped the nine surveyed think tanks enormously through various activities. The IDRC grant has also enabled certain other think tanks to engage multidisciplinary project staff and to meet the cost overshoot in government projects. The IDRC core fund has been used extensively for research, resulting in an increase in both research capacity and the building of resource infrastructure.

The FGDs and in-depth interviews of think tank professionals revealed that the current framework of the university system places many restrictions on collaborations between research institutes and universities, which is partly attributable to the bureaucratic structure of Indian universities as well as funding constraints and sometimes the lack of knowledge that professors have of contemporary research.

Over a period of time, universities and think tanks have developed linkages in order to meet their mutual needs by drawing on each other's strengths and by overcoming weaknesses. It is thus a relationship of cooperation and convergence of purposes. Think tanks have expertise in some but not all issues, and consequently, they draw upon the expertise they lack from the faculties in universities who enjoy a relative advantage over think tanks in terms of both theory and the methods used. The individual impulses also induce the involvement of the think tank faculties with their counterparts in the universities for sharing/lecturing/teaching, as a result of which the dual urge of knowledge sharing or

lecturing and research is met. On the other hand, the freedom to undertake research on policy issues of social concern and interest also induce university faculties to collaborate with think tanks. Reasons include administrative and financial funding, which is otherwise difficult to obtain. However, the ultimate beneficiary of these linkages is society as a whole because of the high-quality research that these collaborations make possible. This mutual cooperation, collaboration and conversion, therefore, results in a win-win situation for all stakeholders.

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Annex A

Profile of Think Tanks

A background of the think tanks undertaken for the present study has been given below:

Centre for Budget and Governance Accountability (CBGA), New Delhi

The Centre for Budget and Governance Accountability (CBGA) is a New Delhi-based organization that endorses transparent, accountable, and participatory governance, and a people-centred perspective in the preparation and implementation of budgets. It was founded in 2002. CBGA attempts to deepen budget work at the national-level by analyzing the central government's budget in the context of overall macroeconomic policies and from the perspective of marginalized sections of Indian society. CBGA complements its budget and policy analysis with advocacy efforts through an intricate network of grassroots civil society organizations and social movements in India.

CBGA actively participates in capacity-building activities, thereby enhancing civil society organisations to use budgets in their work. Orientation workshops, thematic workshops, seminars and conferences are organized where budget information is disseminated. This is also done through internship programmes for interested individuals/organizations. CBGA's publication mainly focuses on dissemination include research study reports, articles, policy briefs, articles; primers and manuals. Additionally, CBGA is engaged with considerable advocacy with a wide range of stakeholders including policy makers and parliamentarians to create space for the voices of the common people and pro-marginalised sections of the population to be heard.

(Source: www.cbgaindia.org)

Centre for Policy Research (CPR), New Delhi

The Centre for Policy Research (CPR), founded in 1973, is a non-profit, autonomous research institution. It ranks as one of India's important think tanks on public policy and one of 27 National Social Science Research Institutes recognized by the ICSSR. The objectives of CPR are 'to develop substantive policy options on matters relevant to the Indian polity, economy and society; to provide advisory services to governments, public bodies and other institutions; and to disseminate information on policy issues through various channels'. The governing board of CPR consists of various public figures from Indian government, academia, and industry. The faculty consists of alumni from various universities such as the

National University of Singapore, Calcutta University, Jawaharlal Nehru University, Delhi School of Economics, Australian National University, Oxford and Princeton University among others.

CPR focuses its research areas on urbanization and infrastructure, international relations, internal and external security, law and society, international environmental law, legislative research (through PRS Legislative Research), political economy and governance, service delivery, economic development and so on. CPR has kept itself academically relevant through publications of books, working papers, and articles. CPR's dissemination and capacity-building activities include discussions, meetings, lectures, seminars, symposia, conferences and workshops and consultation workshops. CPR has drawn its resource persons from the academic world of universities like Jawaharlal Nehru University, Marquette University, Milwaukee, University of Belgrade, Kannada University and other universities. Its financial resources come from various sources that include: own corpus, grants obtained for research, from governmental bodies for assistance, international aid agencies and other private sources.

(Source: <http://www.cprindia.org/>)

Centre for the Study of Developing Societies (CSDS), New Delhi

The Centre for the Study of Developing Societies (CSDS) has been one of India's premier institutes for social science and humanities research. Since it was founded in 1963, the Centre has been known for its critical outlook on received models of development and progress. CSDS has challenged tendencies in academic and policy regimes to seek and prescribe standardized pathways to social and political change, by attending to the patterns of difference, diversity, and creativity that emerge from the ways people survive in and reinvent the contemporary world and generate alternative practices and imaginations. The Centre is unique in its multi-disciplinary approach. Scholars of from varied streams such as political studies and political philosophy, sociology, anthropology, psychology, history, and legal and media studies, etc., have worked in the Centre over the years, strengthening its multidisciplinary approach towards everything. CSDS' board of governors comprises scholars from various disciplines and universities in India.

CSDS does not have the structure of a university department. Rather, it encourages thematic research based on a variety of methods and sources. While faculty

members have all possible freedom to carry out individual research interests, they also collaborate with scholars outside the Centre. In addition to academic writing, faculty members write newspaper columns and blogs, participate in television and radio debates, and appear in public forums around the country. CSDS is largely funded by the Indian Council of Social Science Research (ICSSR) under the Ministry of Human Resource Development. It is also engaged in teaching (summer teaching programme), provides Ph.D. fellowships and provides internships. Lectures, seminars, workshops, consultations, conferences are other capacity-building activities. CSDS does not engage in direct advocacy work.

(Source: <http://www.csds.in/>)

Centre for Study of Science, Technology, and Policy (CSTEP), Bangalore

Centre for Study of Science, Technology, and Policy CSTEP is a Bangalore-based non-profit research organisation. Its objective is to technologically enrich the nation to strive towards equitable growth. CSTEP, over the years, has grown to become a multi-disciplinary policy research organisation in the areas of energy, infrastructure, materials and security studies. Its research team over 50 members is interdisciplinary with their specialization in engineering, management, economics, policy and social sciences. CSTEP is recognised as a premier Scientific and Research Organisation by the Ministry of Science and Technology, Government of India. CSTEP's funds come from domestic and international foundations, industry trusts and the government.

CSTEP has been active in publications including journal articles, newspaper and magazine articles, reports, and organizes capacity-building activities as well as dissemination through seminars, conferences and workshops, in-house lecture series by professors from universities in India and abroad, round tables and in-house seminars and lectures.

(Source: <http://www.cstep.in/>)

Institute of Economic Growth, (IEG), New Delhi

The Institute of Economic Growth (IEG) is an autonomous, multidisciplinary institute, established in 1958. Widely recognized as a centre of excellence, IEG is one of India's leading academic institutions in the areas of economic and social development. Established

in 1958, its faculty members of about 30 social scientists (mostly economists, demographers and sociologists) and a large body of supporting research staff focus on emerging and often cutting-edge areas of social and policy issues. Many internationally renowned and award-winning social scientists, like Nobel Laureates Elinor Ostrom and Amartya Sen, and others such as Ronald Dore, Yujiro Hayami, Jan Breman and Nicolas Stern, have worked with IEG.

IEG collaborates with various universities in its various activities. Some of these universities include Southern Taiwan University, University of South Pacific, University of Delhi, Jawaharlal Nehru University, University of Tehran, Banaras Hindu University, Jadavpur University, University of Punjab, Chaudhary Charan Singh University, University of Western Australia, Heidelberg University, etc. IEG disseminates its research work through panel discussions, workshops, seminars, international conferences, and book releases. Like CSDS, IEG does not directly engage in policy advocacy.

(Source: <http://www.iegindia.org/>)

Institute of Social and Economic Change (ISEC), Bangalore

Institute of Social and Economic Change (ISEC), founded in 1972) is located in Bangalore. The institute undertakes research in multi-disciplinary research in social sciences. The institute is recognized and funded by the Indian Council of Social Science Research. The State government of Karnataka also provides funds to the institute. The vision of the institute is to establish strong inter-linkage between social science and life sciences. Thus the research undertaken by the institute is interdisciplinary in nature. The research of the institute focuses on the socio-economic welfare of the poor and disadvantage sections. It has undertaken a large number of studies on various dimensions of poverty and human development and suggested policies on these issues. The institute also houses Agriculture Development and Rural Transformation and Population Research Centre which are funded by the Ministry of Agriculture, Government of India and Ministry of Health and Family Welfare, Government of India. The institute has a strong and highly qualified research faculty, members of who come from different disciplines of social and life science. The collaboration of ISEC with university system is very strong for instance the institute has collaborations with Maastricht University, Brown University, and Jawaharlal Nehru University, etc.

(Source: <http://www.isec.ac.in/>)

Centre for Studies of Social Science Research (CSSS), Kolkata

The Centre for Studies of Social Science Research was established in 1973 in Calcutta. The institute is funded by the Indian Council of Social Science Research (ICSSR) and Government of West Bengal. The centre undertakes research in the different discipline of social science. The centre not only undertakes research but also provides training and education programmes. CSSS offers M.Phil Programme and accepts doctoral students. The centre is affiliated with Jadavpur University, Kolkata. CSSS also has strong collaboration with Indian and foreign universities. The institute also undertakes regular internship programmes. It regularly organizes various workshops, seminars and conferences.

(Source: <http://www.cssscal.org/>)

Institute of Human Development (IHD), New Delhi

The Institute of Human Development (IHD) was established in 1998 and is a non-profit autonomous organisation. The institute undertakes research in human development and related issues, labour and employment, poverty, health, nutrition and education. The institute also undertakes policy research, policy dissemination, publication of research findings and training and education. The institute has undertaken many research studies in different spheres such as social protection, employment, migration, poverty and inequalities, marginalised social groups, evaluation of government programmes, economic and social development and problems faced by children and adolescents. It also publishes two eminent journals: Indian Journal of Labour Economic and Indian Journal of Human Development. The institute has undertaken many collaborative activities with different Indian and foreign universities such as Jawaharlal Nehru University, Delhi University, Yale University, University of Western Australia, etc.

(Source: <http://www.ihdindia.org/>)

Public Affair Centre (PAC), Bangalore

The Public Affair Center was established in 1994. PAC is one of the nine think tanks in Indian recognized by the International Development Research Centre. The focus of the centre is to promote quality of good governance in India. PAC undertakes research to improve public services, electoral transparency, audits of right to information, promoting citizen central responsive governance, citizen action support,

and citizen centered environmental governance. It synthesizes both research and action. The center prepares citizen report cards, disseminate research findings. The centre also promotes collective action through capacity building and awareness generation among citizens about their entitlements. It uses more people friendly methods such as performance appraisal, focus group discussions and has collaborated with many Indian and foreign universities including private universities such as Azim Premji University, etc. The centre regularly offers internship programmes to university students.

(Source: <http://www.pacindia.org/>)

National Council of Applied Economic Research (NCAER), New Delhi

The National Council of Applied Economic Research (NCAER) is a leading autonomous policy research institute of India. NCAER was established in 1956. Among nine IDRC funded think tanks in India, NCAER is the oldest and the largest think tank. The institute was founded by eminent leaders from the government and private sectors. The major areas of research of NCAER are: growth, trade and economic management, physical and economic infrastructure, agriculture and rural development, human development, natural resource management and poverty. The institute is funded by research and institutional grants from different funding agencies. The primary focus of the institute is to undertake empirical research to support and inform policy choices. It combines rigorous policy analysis and outreach activities and its staff has strong data collection capabilities. It publishes 'Margin: The Journal of Applied Economic Research' and has strong links with think tanks and universities such as Colombia University, University of Maryland, London School of Economic, University of Beijing, Princeton University and University of California etc. It undertakes various capacity buildings, publication and dissemination activities in collaboration with various universities.

(Source: <http://www.ncaer.org/>)

Institute of Rural Management Anand (IRMA), Anand

Institute of Rural Management Anand (IRMA) was established in 1979. IRMA is one of the nine Think Tanks in India which are funded by IDRC. The institute is recognized a premier centre for teaching and research in rural management. The mission of the institute is to promote sustainable, ecologically- friendly and equitable

development of rural population. IRMA provides professional rural management training to achieve its mission. The institute helps to strengthen management capabilities of different organisations working for the rural population. IRMA has been working in various areas such as water, sanitation, forests, natural resource management, health, nutrition, employment, migration and local governance. It brings out various publications such as research papers, working papers, workshop reports, cases in rural management, monographs and occasional papers.

(Source: <https://www.irma.ac.in/>)

Annex B

Collaborations and MoUs/Linkages with Universities for Enhancing Research

For a sustainable collaboration, it is important that the university–think tank interaction should not be limited to one-off, sporadic events. Rather, collaborations should focus on activities that last a longer period of time. Building credibility is important for the collaborations to be accepted by the research community. Almost all of the think tanks exhibited collaborations with universities, particularly foreign universities. CPR for instance, shows a high level of collaborative efforts with universities. This is mainly attributed to president and senior scholars of CPR being from the university system. Since collaborations are largely a result of networking within the research community, the president and the senior scholars in CPR are connected to scholars in the universities. Projects are faculty driven, thus individual social networks play an important role in collaborations. As already pointed out, it was found that in many of the think tanks surveyed, the number of collaborations with the faculty of foreign universities is much more than that with Indian universities. This is mainly due to the opinion that there are a few pockets of excellence in India largely restricted to a few central universities while the quality of academics is very advanced in some of the leading universities of the west.

Collaborations between university/university faculties and think tanks result in benefitting the university faculties by giving them more exposure to the ground realities and policy makers and TT benefits by utilizing academic talent for research and prospective researchers in the form of university students. During in-depth interviews it was expressed by many that opportunities for increasing interaction between university faculty and TTs need to be created and strengthened so that they can share their research ideas on a common platform and the research community can benefit as a whole.

PAC has links with Chinese universities; (central university) and Shanghai University. , PACs link with universities in China is the result of ADB funded projects on India–China comparisons and also Pan Asia characteristics. PAC also has links with Azim Premji University, Christ University, NLSUI, and many colleges. PAC collaborates with IISC for business processing engineering techniques introduced at the panchayat levels. It has undertaken budget analysis based on rigorous econometric modelling. In addition, PAC has a colloquium with CSTEP for “climate smart cities” and here they have received

student researchers (Interns) from the university system. They have received special benefits from these interns as their specialization has been tapped in PAC's grassroots research.

CSTEP collaborates with the Indian Institute of Science, Bangalore and this has led to an enhanced understanding of the issues of regional development which has finally led to CSTEP to engage in a discussion with the Planning Commission on urban transport. Besides, research collaboration, CSTEP gets advisory and review comments from the faculty of IISC.

IIDS had several linkages with national and international universities such as Jawaharlal Nehru University, Delhi University, University of Mumbai, Shivaji University, University of Allahabad, University of Birmingham, University of Stockholm, New York University, Xavier University, Philippines, University of Iowa, Princeton University, University of Frankfurt, Columbia University, among others.

IHD, led by the PHN-RP has recently entered into a research collaboration with the Department of Health Economics and Management, Lund University (Sweden) and has been successful in securing research initiation support under the Research Initiation Grant Scheme from the prestigious Swedish Foundation for International Cooperation in Research and Higher Education (STINT). This collaboration has initiated a Lund University-IHD Research Centre on Health Economics and Policy Analysis (LIRC-HEPA) by mid-2013. The centre provides a unique platform of exchange and interning of scholars across institutes, joint projects, co-supervision of doctoral theses and joint symposiums/workshops.

Some of the institutes with which PHN-RP researchers are engaged in the short-term as well as in the long-term include: the Institute of Economic Growth (IEG), Indira Gandhi Institute of Development Research (IGIDR) and the Institute for Development Studies-Kolkata (IDSK), Johns Hopkins University, USA, London School of Hygiene and Tropical Medicine (LSHTM), and the Institute of Research for Development (IRD). Apart from several national institutions, IHD has collaborated with a number of international institutions such as the International Institute of Labour Studies, UNICEF, UNDP, among others, either in research projects or for joint workshops/ seminars. It is coordinating a major international research policy advocacy and networking programme on social protection in Asia, in association with the Institute of Development Studies, Sussex.

CSSS has signed a Memorandum of Understanding with the University of Gottingen for three years under which faculty and student exchange, collaborative research projects and joint seminars will be made possible. CSSS has also signed an agreement with the University of Glasgow through the British Academy research network to support a short visiting stint of an academician from Glasgow University in CSSS, a seminar and partial research assistance to faculty members identified under the project “Subaltern maritime networks and the formation of trans-national spaces” The CSSS also acts a partner organisation for SSRC’s South Asia Regional Fellowship Programme. This is a multi-year fellowship opportunity for college and university teachers based in South Asia. SEPHIS will make possible the admission of a number of international scholars from Southern countries to the RTP course in January 2004. A collaborative project for research and training being funded by the ENRECA programme of DANIDA. Under this the centre’s faculty worked with the International Development Studies group at Roskilde University, Denmark, and the Centre for Basic Research, Kampala, Uganda. South Asia Union Catalogue Project: This is a quadrangular project with University of Chicago, Center for Research Libraries, Chicago, CSSSC and Roja Muthiah Research Library, Chennai and is expected to be completed by 2009. EAP341 is a major project: Rescuing text: retrieval and documentation of printed books and periodicals from public institutions in eastern India published prior to 1950. The project team will capture images of books following the EAP guidelines for digitization. On completion of the project the Centre for Studies in Social Sciences Calcutta (CSSSC) will provide access both from its reading room and online through CSSS–University of Heidelberg cooperation.

CBGA has links with less than 5 universities. This TT is mostly engaged in research activities of accounts and budgeting finances of the state government. Therefore, its engagement with various ministries and government institutions is stronger than with universities. It is more engaged with policy activities and research while training is given only at special occasions to government officials. Policy dialogues are given at the grass-root-levels (like villages, farmers, or NGOs) for awareness and knowledge building regarding existing policies or need to changes.

IEG has collaborations with various universities in its various activities like international visitors and affiliated research scholars in Ph. D. Programme. Some of these universities include Southern Taiwan University, University of South Pacific, University of Delhi, Jawaharlal Nehru University, University of Tehran, Banaras Hindu University, Jadavpur University, University of Punjab, Chaudhary Charan Singh University, University of Western Australia and Heidelberg University.

NCAER was found to have collaborations with many foreign universities such as - The Survey Research Center (SRC) at the University of Michigan Institute for Social Research (ISR) signed a Memorandum of Understanding with NCAER. The five-year agreement is designed to promote cooperation in survey-based research methodology, technology, and new research initiatives. Both institutions will jointly seek to develop a sample survey infrastructure to support academically rigorous social science research in India. The ISR is a global leader in interdisciplinary survey-based research, teaching and training. SRC conducts some of the most widely cited and influential studies in the world, including the Reuters/University of Michigan Surveys of Consumers, the Panel Study of Income Dynamics, Monitoring the Future Study, and the Health and Retirement Study. Besides, NCAER has conducted surveys on consumer behavior since the mid-1960s and its Rural Economic and Demographic Surveys have been used by scholars and policymakers all over the world. More recently, NCAER has mounted the India Human Development Surveys, which will provide the first national longitudinal panel data set for India. Other joint initiatives may include establishing a survey research laboratory at NCAER to test and advance new approaches for social science research and train professionals in state-of-the-art, survey-based research methods. These cooperative activities are expected to benefit NCAER, university faculty and students, and the larger empirical research community in India.

Annex C

List of Universities with which the faculties of the think tanks have collaborated for research projects and research publications

Georgetown University; Tel Aviv University; University of Southern California; Lahore University; University of Southampton; University of Warwick; University of Sao Paolo; King's College, London; University of Chicago; Cornell University; Crawford School of Public Policy; University of Bristol; University of Halle-Wittenberg; University of Toronto; McGill University; John Hopkins University; University of Texas; University of Sussex; Lee Kuan Yew School of Public Policy; NUS, (Harvard Business School); University of California, San Diego; Harvard University; Duke University; University of Pittsburg; Durham University; Princeton University; University of Virginia; Monash University; University of Strath Clyde; University of Washington; and Swansea University, Pondicherry University, Puducherry; Jawaharlal Nehru University, New Delhi; Delhi University, Delhi; Indian Institute of Science, Bangalore; Pune University, Pune; and Mangalore University, Mangalore.

Annex D

List of organisations with which think tanks have collaborated for publications

UNICEF; International Budget Project; International Budget Partnership; NDHR; Centre for Equity; Budget Analysis, Rajasthan Centre; Jagori; the Norwegian Institute of International Affairs, Various Non-Governmental Organisations (NGOs) like Rasta; Namati; Mahadevan International Centre for Water Resources Management; Institute of South Asian Studies; Centre for International and Community Studies and Research (CERIC); Global Carbon Capture; and Storage Institute; United Nations, Asian Development Bank and The World Bank.

Annex E

List of the Surveyed Think Tanks in India

S.No	Think Tank Name	Director/President	Address
1	Public Affairs Centre (PAC)	Raghavan Suresh	No.15, KIADB Industrial Area, Bommasandra - Jigani Link Road, Bangalore - 562 106
2	Institute for Social and Economic Change (ISEC)	Binay Kumar Pattnaik	Nagarabhavi Bangalore 560072
3	Centre for Study of Science, Technology and Policy (CSTEP)	Anshu Bharadwaj	# 18, 10th Cross, Mayura Street, PapannaLayout Nagashettyhalli, RMV II Stage, Bangalore-560094, Karnataka
4	Centre for the Study of Developing Societies (CSDS)	Sanjay Kumar	29, Rajpur Road, Delhi 110054,
5	Centre for Policy Research (CPR)	Pratap Bhanu Mehta	Dharma Marg, Chanakyapuri New Delhi – 110021
6	Institute of Rural Management (IRMA)	Jeemol Unni	Post Box No. 60, Anand 388001, Gujarat,
7	Institute of Economic Growth (IEG)	Manoj Panda	University Enclave University of Delhi (North Campus) Delhi 110 007
8	National Council of Applied Economic Research (NCAER)	Shekhar Shah	Parisila Bhawan, 11,Indraprastha Estate, New Delhi -110002
9	Institute of Human Development (IHD)	Alakh N. Sharma	NIDM Building, IIPA CampusIndraprastha Estate, New Delhi -110002
10	Indian Institute of Dalit Studies (IIDS)	Nidhi S Sabharwal	D-II/1, Road No-4 Andrews Ganj

			New Delhi 110049
11	Centre for Budget and Governance Accountability (CBGA)	Subrat Das	B-7 Extn/110A (Ground Floor) Harsukh Marg Safdarjung Enclave, New Delhi - 110029
12	Centre for Studies in Social Sciences (CSSS)	<u>Tapati Guha Thakurta</u>	R-1, Baishnabghata Patuli Township, Kolkata, West Bengal

Annex F

List of the Key Informants in Indian Universities

S. No	Professor Name	Designation	University
1	Anvita Abbi	Professor	JNU
2	Archana Prasad	Professor	JNU
3	Arvind Kumar	Assistant Professor	JMI
4	Atiqur Rahman	Associate Professor	JMI
5	Avinash Kumar Mishra	Assistant Professor	JNU
6	Bhupinder Zutshi	Professor	JNU
7	Haroon Sajjad	Associate Professor	JMI
8	Martin Kamodang	Assistant Professor	JMI
9	Mondira Dutta	Professor	JNU
10	Narender Kumar	Assistant Professor	JMI
11	P.M Kulkarni	Professor	JNU
12	Rajib Dasgupta	Associate Professor	JNU
13	S. Japhet	Professor	NLSUI
14	S.K. Kejariwal	Professor	JNU
15	<u>Sachidanand Sinha</u>	Associate Professor	JNU
16	Sanghamitra Sheel Acharya	Professor	JNU
17	Saumen Chattopadhyay	Associate Professor	JNU
18	Sony Pellissery	Associate Professor	NLSUI
19	Velayutham Saravanan	Professor	JMI

Annex G

List of the Think Tanks and FGD Participants in India

S.No	Think Tank/Research Institute	FGD Participants
1	Public Affairs Centre (PAC)	R. Suresh (Director), Kala Seetharam Sridhar (Head- Public Policy Research Group)
2	Institute for Social and Economic Change (ISEC)	K.S. James (Professor, PRC), C.M Laxmana (Associate Professor, PRC)
3	Centre for Study of Science, Technology and Policy (CSTEP)	Annapoorna Ravichander (Head of Communications and Policy Engagement), Arushi Sen (Media Coordinator), Sujaya Rathi (Principal Research Scientist), Meera Sudhakar
4	Centre for the Study of Developing Societies (CSDS)	Praveen Rai (Academic Secretary)
5	Centre for Policy Research (CPR)	Nimmi Kurian (Associate Professor), Sushil Aaron (Director-Projects), Srinath Raghavan (Senior Fellow), Partha Mukhopadhyay (Senior Research Fellow)
6	Institute of Rural Management (IRMA)	Saswata Narayan Biswas (Professor), Pramod Kumar Singh (Professor), , Indrani Talukdar (Editor-CORPAS), Mukul Kumar (Associate Professor)
7	Institute of Economic Growth (IEG)	Manoj Panda (Director)
8	Institute of Human Development (IHD)	Abhay Kumar (Associate Fellow)
9	Indian Institute of Dalit Studies (IIDS)	Nidhi Sadana Sabharwal (Director)
10	Centre for Budget and Governance Accountability (CBGA)	Subrat Das (Director), Sona Mitra (Senior Research Officer)
11	Centre for Studies in Social Sciences (CSSS)	Tapati GuhaThakurta (Director), P.K Sengupta (Registrar)

