



Detailed Project Report- PPP Framework for DTNILERD

6 May 2020

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Abbreviations

Abbreviation	Description
DTNILERD	Dattopant Thengadi National Institute of Labour Economics Research and Development
The Institute	Institute of Social Sciences
MEA	Ministry of External Affairs
IIPA	Indian Institute of Public Administration
ITEC	Indian Technical and Economic Cooperation
SCAAP	Special Commonwealth Assistance for Africa Programme
IEG	Institute of Growth
NIT	National Institute of Technology
ERP	Enterprise Resource Planning
TISS	Tata Institute of Social Sciences
NIRF	National Institutional Ranking Framework
QS	Quacquarelli Symonds
UCLA	University of California Los Angeles
UCB	University of California Berkeley
IHEPA	Indian Health Economics and Policy Association
IEG	Institute of Economic Growth
ORF	Observer Research Foundation
TERI	The Energy and Resource Institute
SERIIUS	Solar Energy Research Institute for India
NIWE	National Institute of Wind Energy
ICRIER	Indian Council for Research on International Economic Relations
NACER	National Center for Excellence of RSETI (Rural Self Employment Training Institutes)
SFURTI	Scheme of Fund for Regeneration of Traditional Industries
NIRDPR	National Institute of Rural Development and Panchayati Raj
ICSSR	Indian Council of Social Science Research

IMPRESS	Impactful Policy Research in Social Sciences
IDRC	International Development Research Center
TEVT	Technical Education and Vocational Training
IIT	Indian Institute of Technology
RSNA	Radiological Society of North America
ICAR	Also called CIARI – Central Inland Agricultural Research Institute
J-PAL	Abdul Latif Jameel Poverty Action Lab
NID	National Institute of Design
IGNOU	Indira Gandhi National Open University
PDPU	Pandit Deen Dayal Petroleum University
IIM	Indian Institute of Management
DSE	Delhi School of Economics
MIT	Massachusetts Institute of Technology
ISI	Indian Statistical Institute
ISB	Indian School of Business
JNU	Jawaharlal Nehru University
GoI	Government of India
RBI	Reserve Bank of India
ISEG	Lisbon School of Economics and Management
VCQU	Virginia Commonwealth University School of the Arts in Qatar
NBER	National Bureau of Economic Research
DPIIT	Department for Promotion of Industry and Internal Trade
MoLE	Ministry of Labour Economics
MoHRD	Ministry of Human Resource Development
MORD	Ministry of Rural Development
IoE	Institute of Eminence

Background and Context

DTNILERD was established by the Government of India, in 1962 as an autonomous organization and was formerly called Institute of Applied Manpower Research. DTNILERD is currently running two long term programmes in Human Resource Planning, besides short- term trainings. DTNILERD also has to its credit, research publications around key themes in labour economics. NITI Aayog had sought assistance from KPMG to suggest a transformational strategy to become a Global Institute of Academic and Research Excellence in Social Sciences. DTNILERD is also seeking a partnership strategy and they want to identify prospective institutes/ players for partnership and collaboration.

Scope of Work

KPMG was onboarded to undertake four phased assessment, comprising of an As-Is Assessment, Market and Feasibility Study, Preparation of Operating Model and Implementation Plan and, Partnership and Collaboration Strategy. The same has been detailed in Figure 1.

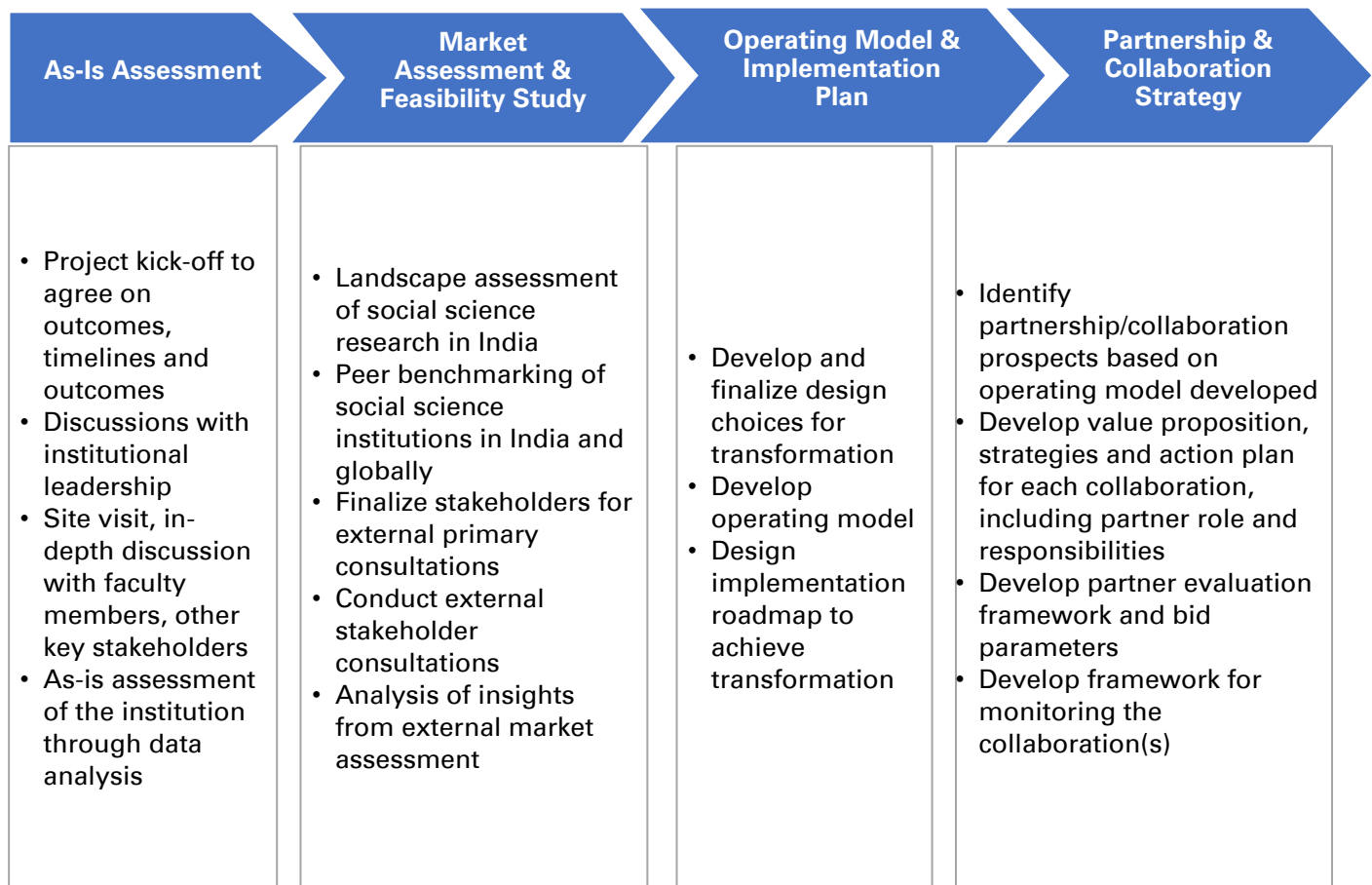


Figure 1: Scope of Work

End State Vision of The Institute

1. Be recognized as a global institute par excellence in social sciences

- Transform into an apex social sciences institute and a global institute of academic repute and research excellence
- Establish partnerships to ensure exchange of international best practices (leadership, management, process, methodologies etc.) and sharing of resources

2. Ensure self-sustainability

- To identify sources of revenue for The Institute in order to ensure self-sustainability
- To ensure proper functioning of The Institute to derive and maximize output and leverage the infrastructure and establish partnerships with the private sector to conduct capability development, capacity building etc.

3. Establish itself as a renowned Research and Policy Think Tank for New India by leveraging the brand equity

- To serve as a policy think tank for the Government and aid the Government's vision and development priorities through research
- To contribute through research to the sustainable development agenda in India and emerging economies
- To build capability to inform policies and decisions through research, monitoring, evaluation etc.

4. Become a hub for premium talent

- Create a globally employable student pool
- Onboard academic leaders, refine curriculum and admission intake to ensure academic excellence
- Create professional development opportunities, exchange programmes etc. to attract the best talent

I. As is assessment

KPMG undertook an As-is Assessment to understand DTNILERD’s strengths and weaknesses as well as existing opportunities and threats, through a SWOT analysis. DTNILERD will leverage on its strengths to become a leading institute for social science research and education in India.

The current performance metrics of DTNILERD were benchmarked against similar metrics of DTNILERD’s national and international competitors such as VV Giri Labour Institute, IZA Institute of Labour Economics, Germany, Korea Labour Institute, Institute of Economic Change, Indian Institute of Public Administration, etc. The Institute’s program offering, student enrollment, research capabilities, faculty, infrastructure, governance and finance were analyzed to pave the way for the operating model and PPP recommendations.

It was recognized that DTNILERD can leverage on the NITI Aayog brand and existing infrastructure for new education and capacity building programs in their existing expertise within the Social Sciences domain. The identified limitations with respect to lack of expertise in provision of academic programmes in Social Sciences, insufficient revenue from diversified streams and low capacity utilization of existing infrastructure were channeled into suitable recommendations in the Operating Model and Partnership Strategy.

SWOT Analysis of DTNILERD:

<p><i>Strengths</i></p> <ul style="list-style-type: none"> • Strong brand name associated with NITI Aayog • Well-built existing infrastructure • Academic and research potential existing within Social Sciences domain, the institution’s focus area 	<p><i>Threats</i></p> <ul style="list-style-type: none"> • Competition, with other public and private institutions carrying out similar activities as DTNILERD • Crowded education market with growth in universities and colleges • Low Research and Development expenditure from Government towards social sciences research
<p><i>Weaknesses</i></p> <ul style="list-style-type: none"> • Limited offerings in subjects and capacity building programs conducted • Excessive dependence on Ministry of External Affairs (MEA) as a source of students • Insufficient research output, particularly from non-Government sources • Lack of marketing and awareness building efforts • Challenges in attracting quality faculty • Low capacity utilization of existing infrastructure • Continued dependence on NITI Aayog; insufficient revenue from other sources • Lack of social infrastructure around institution 	<p><i>Opportunities</i></p> <ul style="list-style-type: none"> • NITI Aayog brand name and network can be leveraged better • Ability to tap into research and consulting work undertaken by NITI Aayog • New education & capacity building programs targeting domestic market/private sector • Research opportunity with private sector, particularly in light of recent amendments to CSR regulations • Deeper engagement of private sector through collaborations • New programs leveraging popularity of online learning market • Lacuna in programs offered by Indian institutions on social science/public policy contextualized to India

Figure 2: SWOT analysis for DTNILERD

The detailed observations of the parameters are provided as follows:

1. Programme Offerings

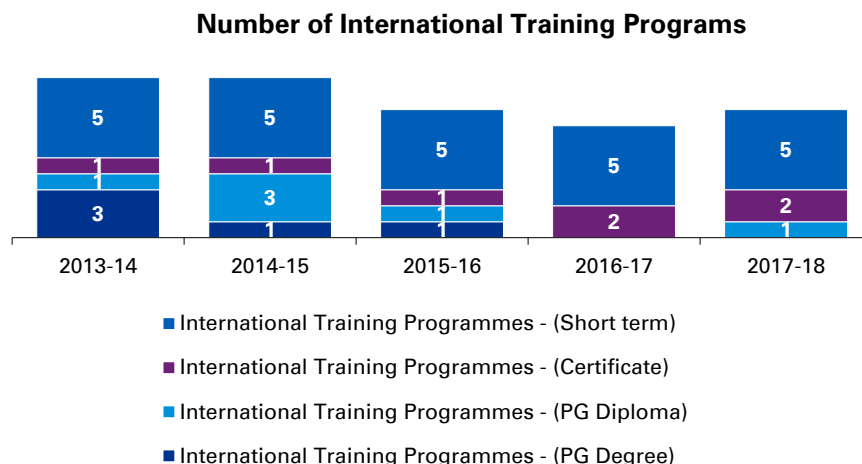


Figure 3: Number of International Training programs offered by DTNILERD

The Institute's program portfolio¹ has seen limited expansion over the period of time and it offers only eight international training programs with maximum training programs as short term certifications. VV Giri Labour institute, offered 138 training programmes in 2017-18 varying from capacity building, inhouse programmes, north east programmes, collaborative programs to labour administration and international programmes.

A few programs such as PG diplomas and PG degree which were being offered by DTNILERD earlier have been discontinued. The Institute conducts training programmes at the international, national and state levels for a wide range of organisations. NILERD was established with the objective to develop an institutional framework capable of sustaining and steering a systematic applied human resource planning through quality research, education, training and consultancy. Ministry of External Affairs ("MEA") as the prime sponsor for international training programs. MEA sponsored programmes are Technical and Economic Cooperation Programme (ITEC) and Special Commonwealth Assistance for Africa Programme (SCAAP).

Due to regulatory concerns where the Institute does not have a university affiliation, provision of degree programs is not possible. The online education market has been growing at a rapid scale and The Institute can leverage on this market to offer new programs.

2. Students

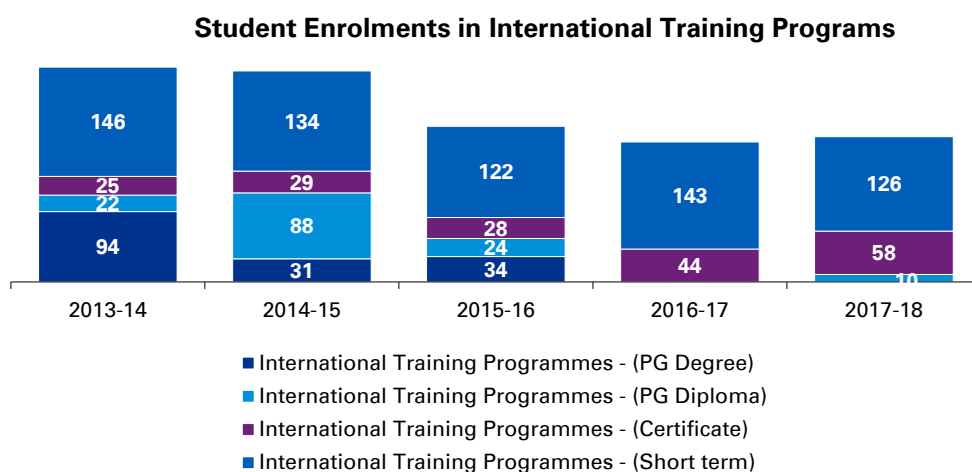
The student enrollments have seen a ~32.4 per cent decline from 287 students in 2013-2014 to 194 in 2017-18 and far lower compared to peer institutions such as VV Giri and IIPA. VV Giri had 4,208 enrollments in the year 2017-18 and IIPA had 5,444.

It was also observed that the student enrollment at DTNILERD is highly dependent on the Ministry of External Affairs (MEA). As a result of this, changes in MEA budgets towards ITEC (Indian Technical and Economic Cooperation) scheme, Special Commonwealth Assistance for African Programme (SCAAP) will have direct impact of student enrollment at DTNILERD. In the case of DTNILERD, it was

¹ KPMG in India Analysis, DTNILERD Annual Report

observed that no marketing activity was undertaken by the institution to increase outreach. Future focus will ensure that initiatives for branding and PR activities be rolled out.

Figure 4: Student enrollments in International Training Programs at NILERED²



3. Research

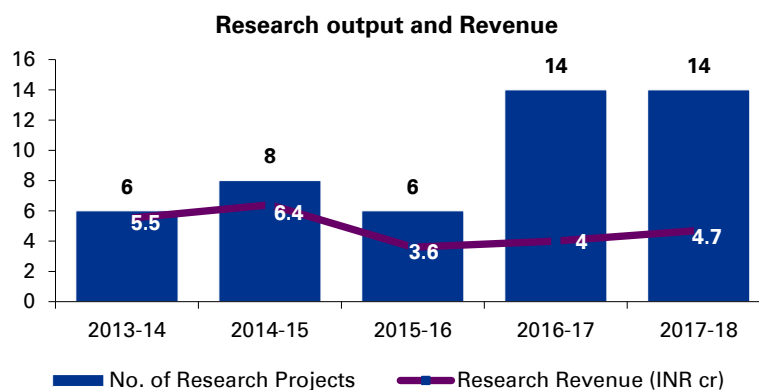


Figure 5: Research output and revenue produced by DTNILERD³

DTNILERD has completed fourteen projects in the year 2017-18 whereas peers such as Institute of Economic Growth (IEG) and Indian Institute of Public Administration (IIPA) delivered 30+ research projects within the same year. DTNILERD’s research portfolio has seen marginal improvements in recent years, however the absolute number of research studies undertaken is low and the portfolio is still limited to taking Government projects.

Global peers are focused on publishing academic papers, journals and periodicals. The Institute of Labour Economics, Germany (IZA) alone publishes 800 academic papers, 3 journals every year and comprise of a 1200-member research network. Besides IZA Germany, the Korean Labour Institute

² KPMG in India Analysis, DTNILERD Annual Reports

³ KPMG in India Analysis, DTNILERD Annual Reports

publishes three periodicals, a research series and four issue papers. This institute has also undertaken 53 studies between the year of 2017 and 2019.

Having quality PhD students and research assistants can propel research initiatives alongside faculty. The absence of research associates and investigators can be a reason for low research output of DTNILERD. The Institute can collaborate with NITI Aayog for undertaking research and consultancy projects. The changing regulatory landscape in CSR propels collaborations with the private sector for research initiatives.

4. Faculty

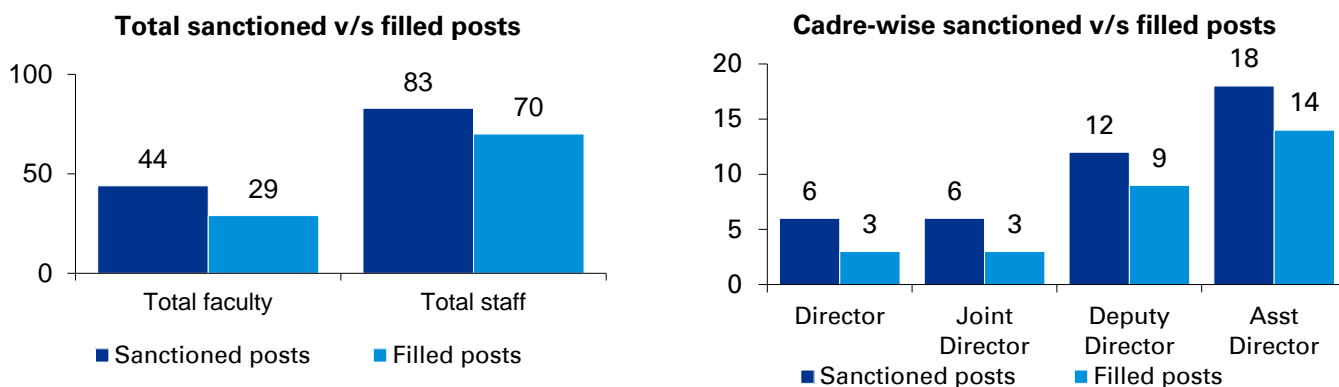


Figure 6: Faculty details – sanctioned posts vs filled post at DTNILERD⁴

Very few initiatives have been taken up for the filling of positions that are sanctioned by the authorities. 14 faculty member posts and 13 staff posts were vacant. Only ~50 to 75 per cent of director positions are occupied at DTNILERD. The institution has been unable to attract quality faculty owing to several reasons:

- Low volume of research and teaching activity
- Certain recruitments being done on a contractual basis
- Variance in pay scales and cadres between DTNILERD and academic institutions

In addition to this, the institution has not attracted too many visiting scholars/faculties, which is a significant characteristic of a leading institution. Absence of research associates is seen as a deterrent for faculty members to produce quality research.

5. Infrastructure

Existing Infrastructure of DTNILERD ⁵	
Land area of campus	15.2 acres (65,000 sq. m)
Constructed area	16,000 sq. m, with further scope for expansion
Existing infrastructure	65 classrooms, 52 hostels, guest houses and residential quarters for faculty, seminar hall, auditorium, library, among other amenities

Table 1: Existing Infrastructure details at DTNILERD

With a land area of 65,000 sq. m of which only 16,000 sq. m is constructed land area, indicating further scope of expansion. Thus, infrastructure is one of the biggest strengths of the institution and

⁴ KPMG in India Analysis, DTNILERD Annual Reports

⁵ KPMG in India Analysis, DTNILERD Annual Reports

as observed, it is currently characterized by poor capacity utilization. The Institute has provided a part of the property on a lease basis to National Institute of Technology (NIT) Delhi and this lease is generating substantial income. But with NIT Delhi's lease ending in the near term, capacity utilization will decrease even further. This institute also has a well-established but underutilized infrastructure with classrooms, hostels, libraries among other amenities.

There is further scope for improvement in technology infrastructure of the institution by including ERP, MIS and providing for better digital infrastructure in classrooms. The digitization of resources in library has been made as a priority by The Institute to provide the necessary resources for research and education. Subscriptions to world-class journals and software is also a stimulus for world class education. Since the social infrastructure around the campus is nominal, the residential infrastructure on campus is not utilized to optimum capacity.

6. Governance and administration

DTNILERD has a strong governance structure with representatives from industrial bodies and the Government. This can be further strengthened with academicians from the top universities to help The Institute develop the required education and training capabilities. The expertise and presence of these academicians will also garner the necessary top-quality talent in terms of faculty and students for The Institute.

An observation made from the peer institutes is that they have a research and industry focused advisory body to improve their existing offering and capabilities which gives the students and faculty the necessary guidance to tap into their highest potential. Such a body is presently not existing in DTNILERD.

7. Finance

Income received by The Institute has been stagnant for the past three years. Although there was an increase in surplus in the year 2014-15, there has been a continuous decline of the same in the past three years. For the year 2017-18, The Institute incurred a loss of INR 2.1 crores.

DTNILERD is also dependent on the funding received from NITI Aayog for its operations. The Institute is presently dependent on the Ministry of Economic Affairs (MEA) for a large proportion of academic receipts. Apart from the dependencies on these governmental bodies for their revenue, there is limited revenue – both in the form of research or fee income for The Institute. From 2016-17 to 2017-18, the expenses increased by INR 2.4 crores for The Institute with stagnating revenue. Thus, there is a need institute to enhance its financial performance and sustainability.

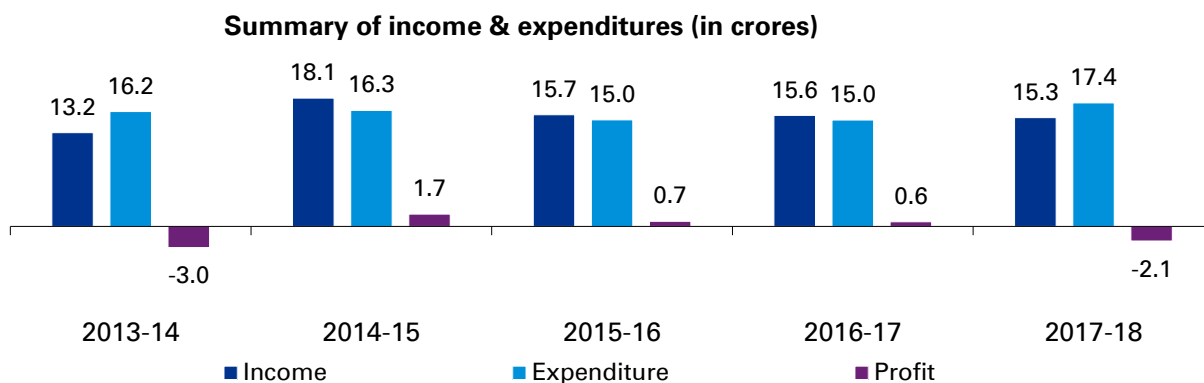


Figure 7: Summary of income and expenditures (in crores) at DTNILERD⁶

II. Market Assessment and Feasibility Study

1. Need for Social Science Institute in India

As per the Economic and Social Research Council, Social Science refers to the study of society and the manner in which people behave and influence the world around us.

Over the past 5 years, PG enrollments in Social Sciences have increased by 2 per cent CAGR (2014 – 19) and PhD enrollments have increased by 3.3 per cent CAGR (2014-19⁷). Total number of students enrolled in PG and PhD in social sciences are approximately 7,16,000 students and 23,000 students respectively. However, there are very few leading Indian institutions with specialization in the field of Social Science to cater to the growing interest in the field.

The need for a Social Science Institute in India can be established by understanding an assessment of the landscape of social science institutes in India. At present from a ranking perspective, Indian Institutes do not have a global presence and only 11 social science institutes in India feature as a part of the NIRF⁸ top 100 rankings⁹. Social Sciences institutes that feature in the top 100 NIRF rankings include **TISS, University of Delhi, Jadavpur University, University of Hyderabad, etc.** Maximum institutes under top 100 NIRF rankings are Engineering Institutes followed by Business and Management. And moreover, no Indian institute in the field of social science features in QS top 250 rankings.

Global institutes in USA such as Harvard University, Massachusetts Institute of Technology, University of Chicago and in UK such as London School of Economics, Oxford University and Cambridge are all pioneers in the field of research and education in social sciences. Noteworthy universities for Social Sciences in Asia include National University of Singapore, Nanyang Technological University, University of Tokyo, Hong Kong University from countries such as Singapore, China, Hong Kong and Japan. With the lack of quality institutes in social sciences, students move to the other countries in pursuit of better opportunities. There is an identified need

⁶ KPMG in India Analysis, DTNILERD Annual Reports

⁷ AISHE Report 2018-19

⁸ NIRF – National Institutional Ranking Framework

⁹ NIRF ranking 2019

for an institute to improve offering in social science programmes in India and to become a recognized hub for social science research and education.

Table 2: Social Science education pioneers

Global Research and Education Pioneers	South Asian and South East Asian	Ranking of Indian Institutes by Discipline																
Higher Education Institutes: <ul style="list-style-type: none"> • Economics- Harvard, MIT, Stanford, UCB, U of Chicago, LSE • Political Science and International Studies- Harvard, Oxford, Sciences Po, LSE, Cambridge, Stanford • Psychology- Harvard, Stanford, Cambridge, Oxford, UCLA, UCB • Law, economic and social history- Harvard, Oxford, Cambridge, Yale, Stanford • Development Studies- Sussex, Harvard, Oxford, LSE, Cambridge, UCB 	Higher Education Institutes (Social Sciences and Management): <ul style="list-style-type: none"> • National University of Singapore (NUS), Singapore (Rank 9) • The University of Tokyo, Japan (Rank 15) • The University of Hong Kong (Rank 18) • Nanyang Technological University of Science and Technology (Rank 19) • Peking University, China (Rank 24) • The Hong Kong University of Science and Technology (Rank 26) • The Chinese University of Hong Kong (Rank 30) 	<table border="1"> <thead> <tr> <th># of Indian institutes</th> <th>NIRF- Overall Top 100 (2019)</th> <th>QS (2019- Top 250)</th> </tr> </thead> <tbody> <tr> <td>Engineering</td> <td>80</td> <td>2</td> </tr> <tr> <td>Business & Management</td> <td>17</td> <td>2</td> </tr> <tr> <td>Medicine</td> <td>1</td> <td>0</td> </tr> <tr> <td>Social Sciences</td> <td>11</td> <td>0</td> </tr> </tbody> </table>	# of Indian institutes	NIRF- Overall Top 100 (2019)	QS (2019- Top 250)	Engineering	80	2	Business & Management	17	2	Medicine	1	0	Social Sciences	11	0	
# of Indian institutes	NIRF- Overall Top 100 (2019)	QS (2019- Top 250)																
Engineering	80	2																
Business & Management	17	2																
Medicine	1	0																
Social Sciences	11	0																

Sources: QS Rankings 2019, NIRF Rankings 2019

Moreover, in India, Social Science Research (SSR) expenditure is much below other peer as well as leading economies. The share of research budget for social science as a percentage of GDP at market prices was 0.0062 per cent and that of Sciences was 0.21 per cent¹⁰. Considering the low ranking of Indian social science institutes in global and NIRF rankings and the need to optimally utilize the research funds available for social sciences, from a demand and supply side, there is a strong case for DTNILERD to position itself in India as a pioneer in social science research and education. The Institute can be a regional hub attracting premium talent for research and education in the field of social sciences from across Asia.

Think tanks comprise of various experts who influence policy making process. The Government works in synchronization with think tanks to address pressing problems that need swift action. These think tanks need to ensure that they are equipped with necessary skill sets and research capabilities to facilitate decision making. Although the research focus in India is tilting towards social sciences in the recent times, think tanks must build capabilities and assimilate resources for this purpose. As per the ranking of Global Go to Think Tank Index Report, 2018 published by University of Pennsylvania, only six Indian Think Tanks feature in the top 100 non-US think tanks. Of these six think tanks, five of them focus on social science research amongst others.

Table 3: Ranking of Think Tanks (Top 100 non-US think tanks)

Top 10 Non-US think Tanks	Top Think Tanks in India
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¹⁰ Institute for Social and Economic Change, 2018

1. French Institute of International Relations (IFRI) (France)
2. Bruegel (Belgium)
3. Chatham House (United Kingdom)
4. International Institute for Strategic Studies (IISS) (United Kingdom)
5. Korea Development Institute (KDI) (Republic of Korea)
6. Danish Institute for International Studies (DIIS) (Denmark)
7. Fundação Getulio Vargas (FGV) (Brazil)
8. Centre for European Policy Studies (CEPS) (Belgium)
9. China Institutes of Contemporary International Relations (CICIR) (China)
10. Japan Institute of International Affairs (JIIA) (Japan)

25. Observer Research Foundation (ORF) (India)
28. Institute for Defence Studies and Analyses (IDSA) (India)
51. Indian Council for Research on International Economic Research (ICRIER) (India)
69. Centre for Civil Society (CCS) (India)
90. Energy and Resources Institute (TERI) (India)
99. Brookings India (India)

Source: Top Think Tanks Worldwide (Non-US), 2018 Global Go to Think Tank Index Report, University of Pennsylvania

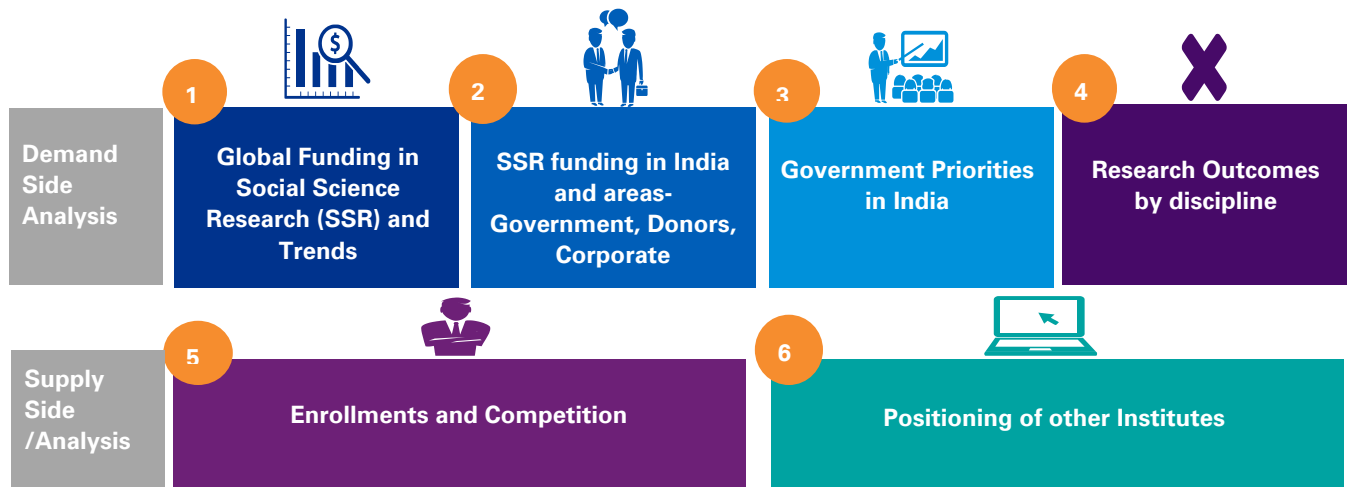
Based on the above analysis in terms of quality of Social Science Institutes in India and lack of research and development in social sciences, **DTNILERD could position itself to fill the identified lacuna in social science research and education.**

The positioning of the new Institute in India will be decided in terms of:

- 1 Disciplines- Top subject offerings across nine key subjects in social sciences
- 2 Positioning of The Institute- Higher education focus, Research focus or specialized institution (such as think tanks, NGOs)

2. Focus areas for Institute (Disciplines)

For the discipline offering, the following six parameters have been taken into consideration in detail:



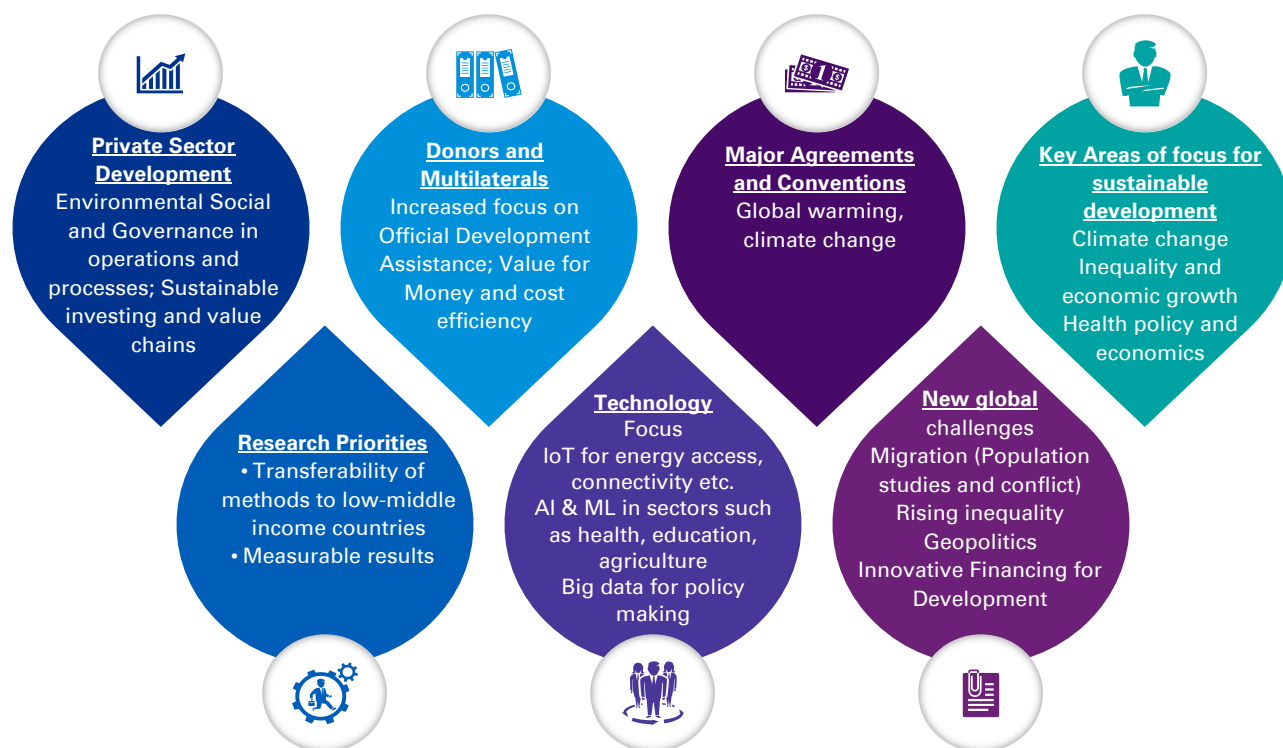
Demand Side Analysis

1. Global Funding in SSR and trends

The focus on research is now being driven towards interdisciplinary research with a growing appetite for evidence-based policy making (applied research). Globally, for both the public and private sector, sustainable development has become a key priority. The Sustainable Development

Goals were initially adopted by the United Nation member states as a universal call to live in peace and prosperity. These goals also focus on reducing the disparities in human development that arise due to various geographical impediments. Be it migration, geopolitics, global warming or climate change, all these themes require interdisciplinary research capabilities in the field of social science.

The below figure depicts the emerging trends in the field of social sciences.



Sources: OECD 2019, SDG@2025, Brookings 2019

Figure 8: Emerging trends in the field of Social Sciences

Taking into consideration social science research by a few leading global economies, the highest spending is by Germany followed by Great Britain and South Korea. Further, social science research falls behind medicine and natural sciences in terms of research and development expenditure¹¹.

¹¹ R&D expenditure and capacity by field of science, Rathenau Instituut

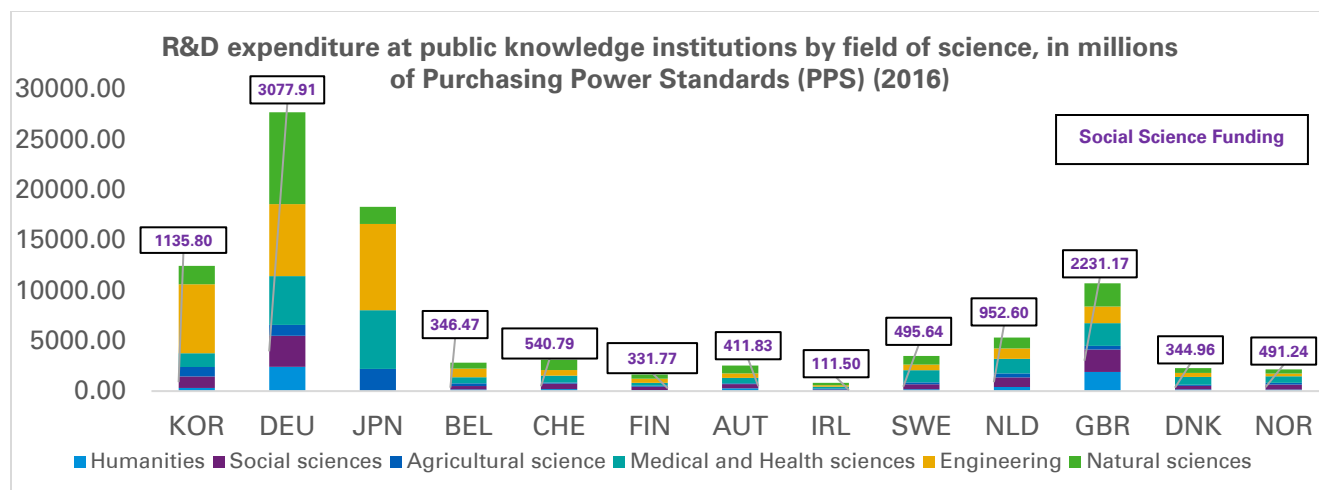


Figure 9: R&D expenditure at public knowledge institutions by field of science

Source: Eurostat *The data for R&D expenditure is not segregated by discipline for countries such as USA, China, India etc. at an aggregate level

Since UK is amongst the highest spender on Social Science Research, a further analysis on the top disciplines which have received research funding has been conducted to prioritise disciplines within social sciences. In UK, the funding compiled by HESA (Higher Education Statistics Agency collecting information on all public and some private institutions in UK) from EU Government bodies in 2014-15 was the highest for subjects such as Business & management studies (£14.76 million), and Psychology & behavioral sciences (£14.73 million), in the field of social sciences.¹²

2. Social Science Research funding in India and areas – Government, Donors, Corporate

— Government Schemes for social science research

The Government’s vision and policies are aligned to advance development priorities, in line with the Sustainable Development Goals. Whether it is health, education, green India, agriculture, international trade, Urbanization or infrastructure, the Government is collaborating with social science institutions for application-based research.

Table 4: Sectors attracting Government focus and funding

Sustainable development goal	Detailed priorities ¹³	Focused institution
SDG 3: Good Health and Well Being	<ul style="list-style-type: none"> Access to affordable and quality healthcare by improving public health infrastructure Scale up Health Insurance 	<ul style="list-style-type: none"> Public Health Foundation of India (PHFI) Indian Council for Medical Research Indian Health Economics and Policy Association (IHEPA) Azim Premji University Institute of Economic Growth (IEG)

¹² The role of EU funding in UK research and innovation, Technopolis, 2017

¹³Strategy for New India @75, NITI Ayog, Union Budget 2019-2020, India 2024, Policy Priorities for the New Government, Brookings India, Institute Websites

SDG 4: Quality Education	<ul style="list-style-type: none"> • Employable and transferable skill enhancement • Grade level learning achievement • Research focused institutes through National Research Foundation 	<ul style="list-style-type: none"> • Australian Council for Education Research (ACER), Pratham, Observer Research Foundation (ORF) • Azim Premji University • Tata Institute of Social Sciences (TISS) • Centre for Education Policy India
SDG7: Affordable and Clean Energy	<ul style="list-style-type: none"> • Increased share of alternative energy to 40 per cent by 2020; 50 solar parks of 40GW by 2020 • Reduce oil and gas imports by 10per cent by 2022-23 	<ul style="list-style-type: none"> • The Energy and Resources Institute (TERI) • SERIIUS • National Institute of Wind Energy (NIWE) • Centre for Policy Research • IIT Delhi
SDG 8: Decent Work and Economic Growth	<ul style="list-style-type: none"> • Integrating foreign policy to reduce trade deficit by increasing competitiveness • Strengthening national security; Encouraging foreign investments through eased regulations 	<ul style="list-style-type: none"> • Delhi School of Economics (DSE) • Jawaharlal Nehru University (JNU) • Centre for Energy Studies • Indian Council for Research on International Economic Relations (ICRIER) • National Council of Applied Economic Research (NCAER) • Centre for Multi-Disciplinary Development Research
SDG 8: Decent Work and Economic Growth	<ul style="list-style-type: none"> • Investments in Gross Fixed Capital Formation (GFCF) to be risen by 7per cent by 2022-23 • Rural Development- Scheme of Fund for Upgradation and Regeneration of Traditional Industries (SFURTI) 	<ul style="list-style-type: none"> • IEG • TISS • National Institute of Rural Development and Panchayati Raj (NIRDPR) • Centre for Economic and Social Studies
SDG11: Sustainable Cities and Communities	<ul style="list-style-type: none"> • Sanitation and Hygiene; Prevent land degradation • Water security through additional storage capacity, sustainability of sources, O&M 	<ul style="list-style-type: none"> • Institute for Defense Studies and Analyses • Indian Institute of Science (IISc) • ORF • Centre for policy research
SDG12: Responsible Consumption and Production	<ul style="list-style-type: none"> • Food and nutritional security- rise of subsidies by 7.5per cent from 2018-19 • Creating sustainable agripreneurs- Adoption of Zero-budget farming 	<ul style="list-style-type: none"> • Indian Council of Agricultural Research (ICAR) • Indian Agricultural Research Institute (IARI) • Institute of Social and Economic Change (ISEC)

In 2017-18, MHRD budgeted INR 285 crores as Grants to Councils or Institutes for Excellence in Humanities and Social Sciences. Historically, MHRD funding accounted for 50 per cent of the funding in SSR. Other Central Ministries accounted for 33 per cent, followed by other states. Funding from

other Ministries for SSR was the highest from Finance, followed by Culture, and Women and Child development, followed by grants from state Governments.¹⁴

~65 per cent of the funding for social science research through Ministry of Human Resource Development (MHRD) is for ICSSR – Indian council of Social Science Research. This funding has grown at 10 per cent CAGR over the past 8 years¹⁵. The research themes that ICSSR focusses on include **Sociology and Social Anthropology; Political Science / Public Administration; Economics; International Studies; Social Geography and Population Studies; Commerce and Management; Social Psychology; Education; Social Linguistics / Socio-Cultural Studies Law / International Law; National Security & Strategic Studies.**

In terms of regional distribution of ICSSR grants- the Northern region garnered the highest- 38.65 per cent of the grants from ICSSR, followed by South at 27.53 per cent. However, in terms of share of ICSSR faculties, it is the highest in South at 40.4 per cent followed by north at 32 per cent. Economics accounts for 57.5 per cent of the faculty of ICSSR, followed by Political Science and Sociology at 9 per cent each. Maximum proposals sanctioned by UGC were in Economics, Commerce, Management, History, Human Rights (2008-13)¹⁶.

The Institute can tap into these grants for the purpose of building the capabilities of their centers of excellence. Provision of such grants from the Government will further motivate the faculty to be research oriented.

Schemes for social science research also include funding under a new scheme called **IMPRESS** (Impactful Policy Research in Social Science) by MHRD to promote policy research in social science. For this scheme, a budget of INR 414 Cr has been sanctioned by the Government. All Govt. funded institutes (including Universities), private institutions with UGC 12(b) status and ICSSR Research Institutes are eligible to apply for it. The objective of this entire scheme is to provide opportunity for social science researchers in any institution in India and to identify maximum impact areas on Government and society. The thematic areas of this scheme revolve around:

- State & Democracy
- Urban Transformation
- Media Culture & Society
- Agriculture & Rural Development
- Health & Environment
- Science & Education
- Employment Skills & Rural Transformation
- Governance, Innovation & Public Policy
- Growth, Macro Trade & Economic Policy
- Politics, Law & Economics
- Social Media & Technology

The Institute can thus direct the focus of their talented research scholars towards receiving this funding ensure that The Institute provides quality research through their centers of excellence.

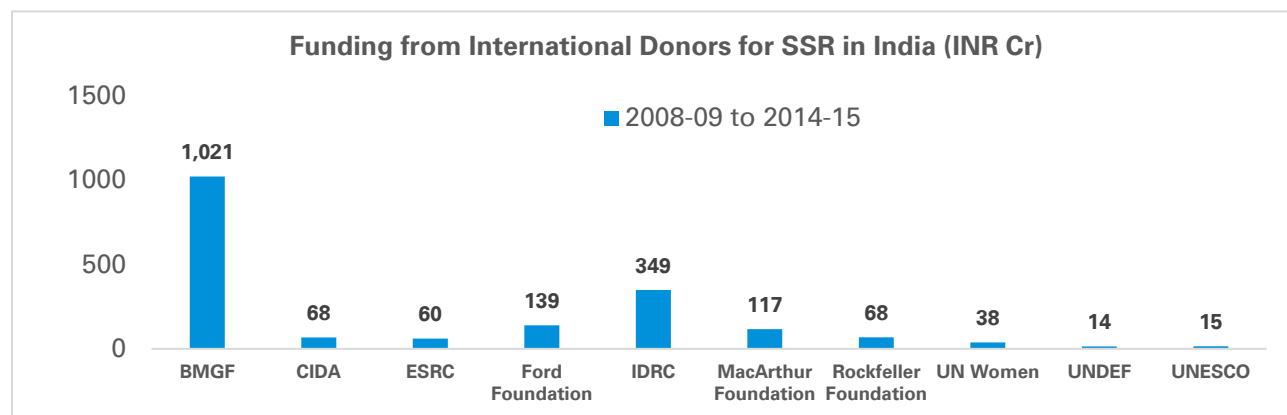
¹⁴ Social Science Research in India, Thorat and Verma, ICSSR, 2017, MHRD Annual Report

¹⁵ ICSSR, 2017, MHRD Annual Report

¹⁶ ICSSR, 2017, MHRD Annual Report

— Funding from Donors and Corporate foundations

Donor funding accounts for the major source of funding for social science research in India. In the year 2019, Bill and Melinda Gates Foundation allocated USD 16.3 Million for research in global health with major proportion of it allocated to India. IDRC¹⁷ has 46 active research projects in India revolving around gender, impact bonds, impact evaluation with an average ticket size of C\$ 500,000.



¹⁸Source: Donor website and annual reports

Figure 10: Funding from international donors for SSR in India

Recently, the announcement of CSR funding towards research efforts by publicly funded universities, Indian Institutes of Technology and national laboratories towards achievement of sustainable development goals has engaged various institutes across research areas:

- IIT Kharagpur has been engaged in CSR fund-raising in areas such as livelihood of rural and urban low economy groups, affordable healthcare, food technologies for eradication of hunger and malnutrition, and environmental sustainability.
- IIT Mandi is eyeing partnerships in areas such as waste management, disaster management, road safety, health and nutrition, agro-tech, clean energy
- Other areas attracting partnerships include energy efficiency and medicine

Table 5: Key Research themes focused on by Donors and corporate foundations

Donors	Research Theme	Foundations	Research Theme
BMGF	Global Health	Azim Premji Foundation	<ul style="list-style-type: none"> • Education and Allied Areas • Urban Governance and Sustainability • Labour, Livelihoods and Employment
IDRC	Women's security, Food security, Economic Development, Gender	Tata Trusts	<ul style="list-style-type: none"> • Clean energy • Agriculture • Education

¹⁷ International Development Research Centre

¹⁸ Donor website and annual reports

			<ul style="list-style-type: none"> • Skill development • Arts and Crafts • Health
Ford Foundation	Gender, Human Rights	Jindal Foundation	<ul style="list-style-type: none"> • Education and TEVT • Agriculture • Health and Naturopathy
Rockefeller Foundation	Medicine, Health, Population Studies	Birla Foundation	<ul style="list-style-type: none"> • Structural Biology • Biochemistry • Genetics • Physics
USAID	Health, Environment		
OFID	Energy and Agriculture		
GIZ	Natural Resource Management		
WWF	Environment, Wildlife conservation		

The major corporations from all over the world fund the education sector to nurture the bright talent the society has to offer for the development of one and all. Sir Ratan Tata Trust and Sir Dorabji Tata Trust have contributed around INR 289 Cr¹⁹ in the past year towards education purposes. Thus, for the purpose of research, CSR funding can be an additional source apart from ICSSR funding and the IMPRESS scheme.

3. Government priorities in India

In the year 2017-18, NITI Aayog has issued four mandates to conduct social science research based on the following topics:

- **Team India Hub:** Cooperative federalism and Designing Policy and Programme Frameworks
- **Knowledge and innovation hub:** Mandate of maintaining a State-of-the-Art Resource Centre; to be a repository of research of good governance and best practices and their dissemination to stakeholders, fostering partnerships
- **RSNA Scheme:** Mandate of carrying out extramural research studies and organizing trainings in specific areas of interest
- **Evaluation studies:** Ex post evaluation of schemes and projects undertaken by various ministries (such as MoMA, MHRD) and councils (ICAR)

Their research priorities are focused on Public Policy, Planning & Development, Economics & Finance, Education & Social Sciences, Public Health & Engineering, Urban Planning and Infrastructure, Energy Efficiency, Renewable Energy, Agriculture, Water resource management and Manpower Planning.

4. Research outcomes by discipline

Countries were ranked based on Citations as per Scimago database in five disciplines of Social Sciences were benchmarked. Globally USA followed by United Kingdom and Canada are the pioneers in research in the field of social sciences, in subjects such as Economics, Econometrics, Political sciences and International relations, Development, geography planning and development, Sociology and Political Science and Psychology. In terms of the Asian economies, China, Hong Kong and Japan performed better than India in terms of research output. India has a high research output

¹⁹ Sri Ratan Tata Trust and Sir Dorabji Tata Trust Annual Report 2017-18

compared to other countries in Political Science and International Relations and Development;
Geography Planning and Development.

Scimago Rankings based on Citations	Economics and Econometrics	Political Science and International Relations	Development; Geography Planning and Development	Sociology and Political Science	Psychology	Average Rank
USA	1	1	1	1	1	1
United Kingdom	2	2	2	2	2	2
Canada	4	4	3	3	3	3.4
Germany	3	3	6	5	5	4.4
Australia	6	5	4	4	6	5
Netherlands	5	6	5	6	4	5.2
China	10	16	7	14	17	12.8
Hong Kong	13	25	19	17	12	17.2
Japan	15	18	20	23	22	19.6
India	23	12	17	19	28	19.8
Singapore	22	22	24	20	23	22.2
South Korea	19	26	26	25	21	23.4
South Africa	31	20	15	21	31	23.6
Taiwan	18	34	31	28	19	26
Brazil	28	29	25	29	30	28.2
Russia	35	28	37	32	33	33

In terms of research output in India, the major concentration of top 1 per cent articles are in Central Universities followed by Institutes of National Importance. High impact areas in research are in Economics, Psychology and Social Geography/Population studies.

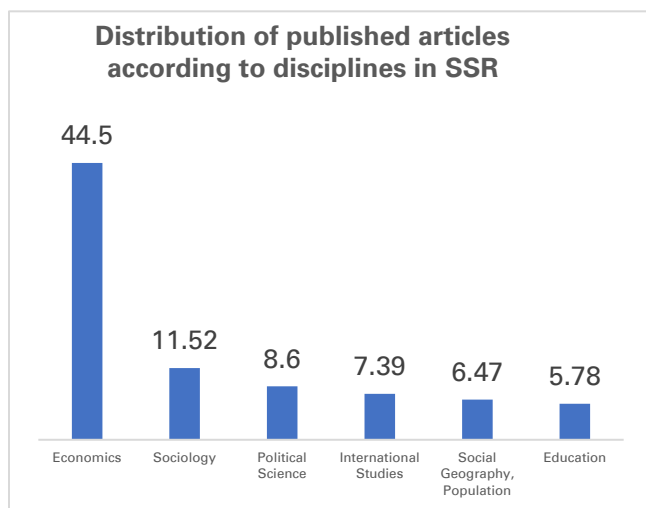


Figure 12: Distribution of published articles according to disciplines in SSR

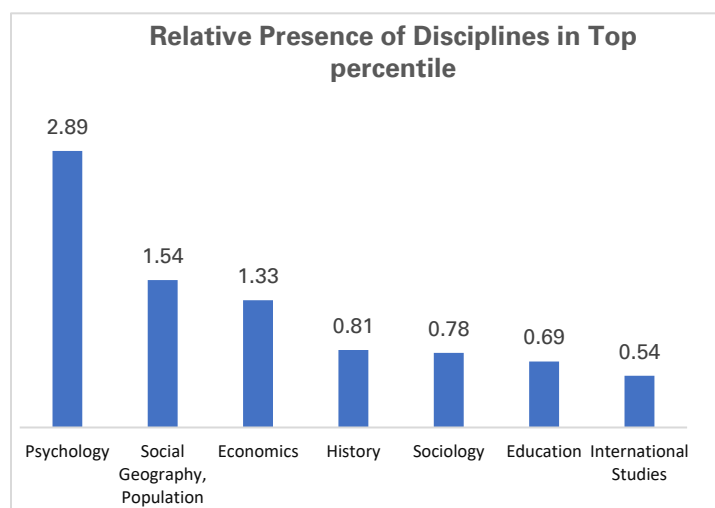


Figure 11: Relative presence of disciplines in top percentile

Source: Social Science Research in India, Thorat and Verma, ICSSR, 2017

The **highest frequency of Citations greater than 4 is for Psychology (6.4per cent), Gender and Development (3.55 per cent) and Economics (3.46per cent)** and **highest collaboration for published research is for Psychology, Economics and Sociology**. Among collaborative articles, foreign collaborations are more common for all disciplines in the top-quality bracket majorly with Japan, UK and USA.). **Economics and Social Geography/ Demography have higher scholarly citations and lower general readership**, while it is the opposite for sociology. This signals the contribution of research for both academic research base and policy discourse. **Political science has both low citations and low general readership**²⁰.

Based on the high impact research focus areas, number of articles published in research and highest citations received, it is observed that economics, psychology and sociology are the leading disciplines in social sciences for research purposes.

Supply side analysis

From a supply side perspective, two parameters are taken into consideration – current enrollment capacity of social science institutes and the positioning of peer institutes in terms of education and research. Learning from the peer institutes globally and in India will help us adopt the best practices to improve the quality of Social Science education in India. The social science research and education institutes in India comprises of three categories –

- **Higher education institutions** – Includes social sciences departments in universities and PG colleges undertaking academic research
- **Government and Autonomous Research institutions** - Indian Council for Social Science Research (ICSSR) acts as the apex organization overseeing these research institutions. The

²⁰ Social Science Research in India, Thorat and Verma, ICSSR, 2017

Council is at present overseeing 30 such institutes. They mostly generate data for policy making

- **Other specialized institutes** - These include NGOs concerned with development work, independent think tanks, policy research networks, advocacy groups, and private research firms

The different types of higher education institutes are profiled in Table 6.

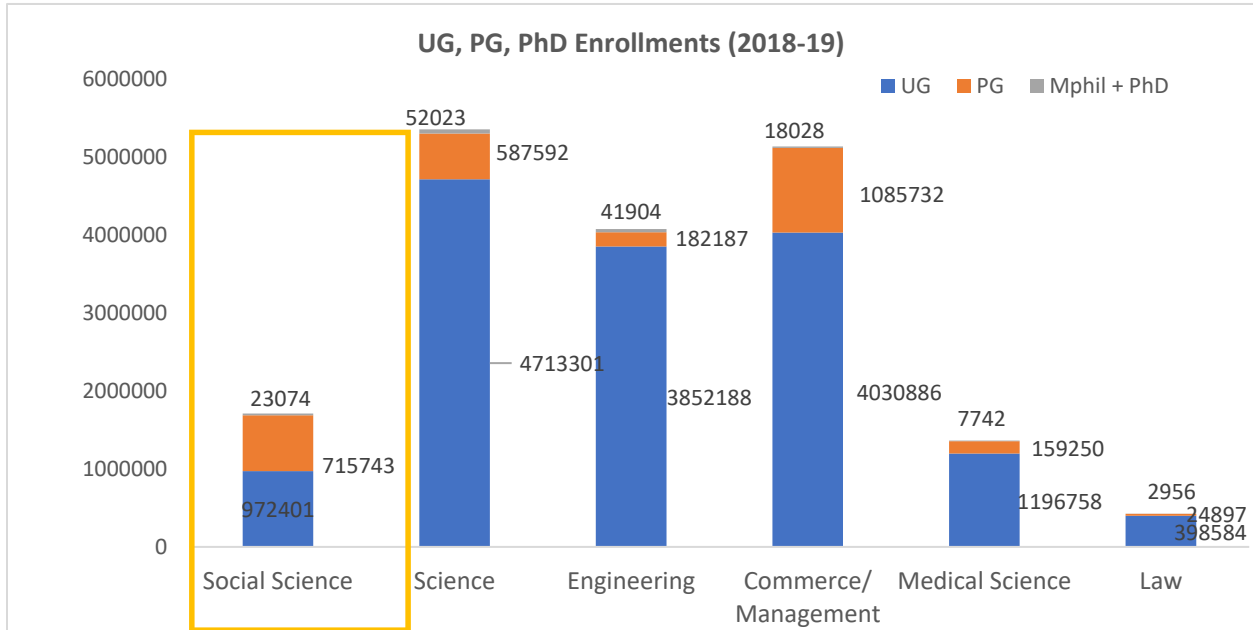
Table 6: Examples of Social Science Research and Education Institutes in India

Higher Education institutes	Government and Autonomous Research Institutes	Other Specialized Institutes
<p>Public:</p> <ul style="list-style-type: none"> • Faculty of Social Sciences, University of Delhi • School of Social Sciences, Jawaharlal Nehru University • Delhi School of Economics, University of Delhi <p>Private:</p> <ul style="list-style-type: none"> • Ashoka University • Azim Premji University • TISS²¹ 	<ul style="list-style-type: none"> • Institute for Social and Economic Change, Bangalore • A. N. Sinha Institute of Social Studies, Patna • Centre for Development Studies, Thiruvananthapuram • Centre for Economic and Social Studies, Hyderabad • Centre for Policy Research, New Delhi • Centre for Studies in Social Sciences, Kolkata • Madras Institute of Development Studies, Chennai 	<ul style="list-style-type: none"> • Centre for Civil Society • Pratham (ASER) • Association for Democratic Reforms • Takshashila Institution • SEWA • Development Alternatives <p>Global:</p> <ul style="list-style-type: none"> • J-PAL • Brookings

²¹ TATA Institute of Social Sciences

1. Enrollments in Social Sciences

Social Sciences has a greater proportion of enrollment at post graduate and PhD level than at Undergraduate level, as compared to other disciplines. With respect to undergraduate enrollments, the subject is far behind Science, Engineering and Commerce/Management. Only 5 per cent enrollments at UG level are in Social Sciences, Law and Social Work (2018-19). This has increased by 1 per cent since 2016-17, in line with the increase in total enrollments at UG level.



At the PG level, enrollments in social sciences have increased by 3 per cent CAGR from the year 2014 to 2019. The maximum increase of 11 per cent CAGR (1265 enrollments) is in **Anthropology**. About 3 lac enrollments (44 per cent) out of 6.8 lac enrollments in PG programmes for social sciences belong to **Political Science and Sociology**.

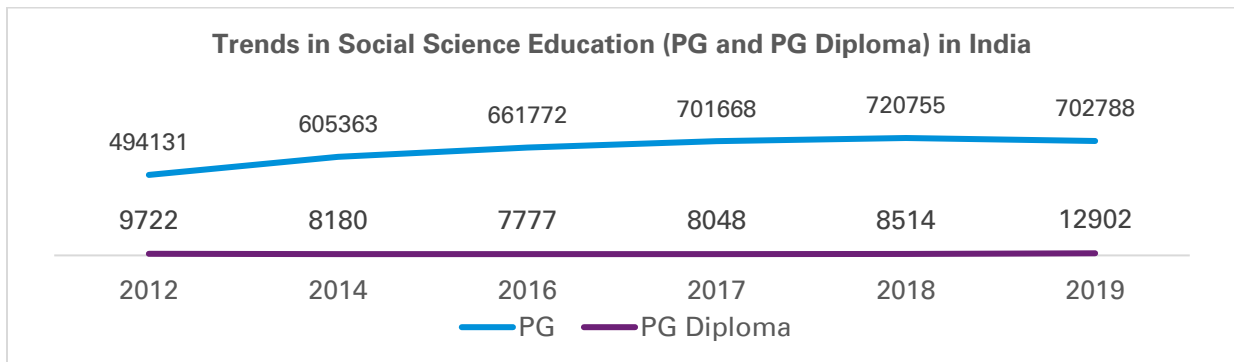


Figure 13: Trends in Social Science research education (PG and PG Diploma) in India

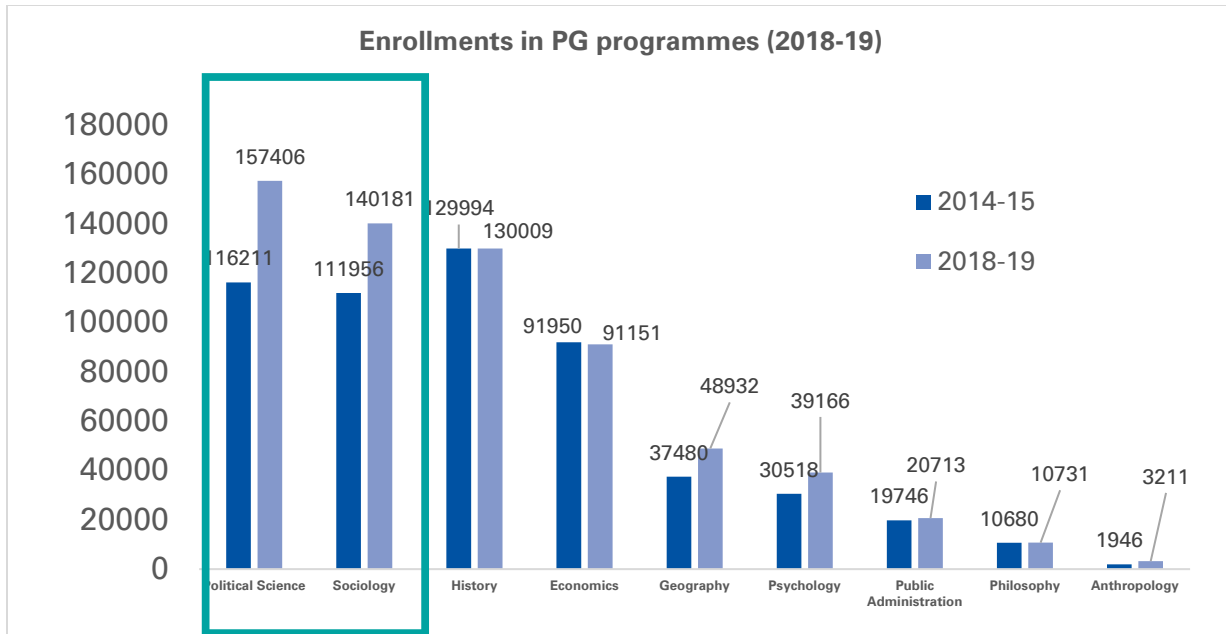


Figure 14: Enrollments in PG programs (2018-19)

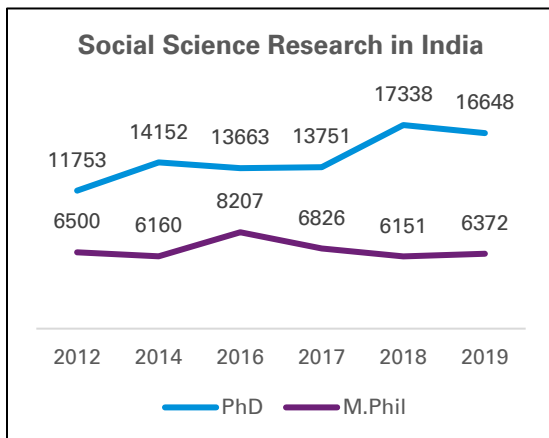


Figure 16: Enrollments in PhD and MPhil courses for Social Science Research in India

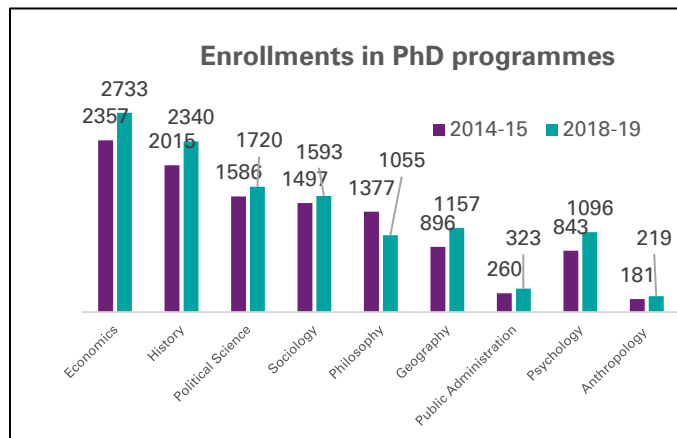


Figure 15: Enrollments in PhD programmes in India

Overall enrollments in PhD has increased at a CAGR of 3.3per cent (2014-2019) and major share of enrollments are in Economics followed by History, however PhD enrollments in Philosophy has seen a dip. There has also been a drop in the students enrolling for MPhil programs over the course of time.

In the case of capacity building programs, we have assessed the programs offered by academic institutions such as Centre for Women’s Development Studies, Tata Institute of Social Sciences, Azim Premji University, IIT Kharagpur, IIT Delhi and by online portals such as Coursera and Udemy. Highest enrollments have been witnessed in courses related to **Economics and Philosophy**.

Table 7: Capacity building programs offered by Academic Institutions and Online Portals

Academic Institutions	Duration	Courses
Centre for Women's Development Studies	2 to 4 days	Region, Resources and Gender Development Research Methods With UPenn: Gender and Development
Tata Institute of Social Science	1 year	Rural Development Health Systems Disaster Studies Management and Labour Studies
Azim Premji University	3 to 5-day certificate	Designing Effective Learning Experience Quantum GIS Rethinking Development Migration Public Health
IIT Kharagpur	3 to 5-day certificate	HRD and Management Organization Behavior Political Economy
IIT Delhi	3 to 5-day certificate	Behavioral Sciences Religion, Democracy and Violence Psychology and Power Philosophy of race
Online Portals	Courses (Enrollment, Levels)	
Coursera	<ul style="list-style-type: none"> • Introduction to Philosophy (300,000, Intermediate) • Game Theory (210,000, Beginner) • Introduction to Communication Science (82,000, Intermediate) • Financial Markets/ Money and Banking (61,000, Intermediate) • Social and Economic Network Analysis (34,000, Advanced) • Systems thinking in Public Health (28,000, Intermediate) • Politics of International Energy (28,000, Beginner) • Consumer and Producer Behavior (18,000, Intermediate) • Agriculture Economics (16,000, Beginner) • Urban Sociology (16,000, Beginner) • Urban Sociology (16,000, Beginner) • International migration (6,400, Beginner) 	
Udemy	<ul style="list-style-type: none"> • Behavioral Economics • Product Pricing • Motivation Psychology 	

2. Positioning of selected institutions

To understand the research themes of leading institutes, the University of Delhi, JNU, TISS, Azim Premji University, Ashoka University and global institutes such as Harvard, National University of Singapore, London School of Economics and think tanks such as JPal and Brookings Institute were studied. The research areas will help in understanding the research opportunities in terms of two factors. Firstly, to identify research priorities in India and the global landscape and secondly, to investigate untapped research themes that are aligned with Government priorities but are not

addressed by any other institution. For such themes, The Institute can establish themselves as a pioneer.

The focus with Indian universities has been driven towards development economics, politics, poverty and psychology and global universities, think tanks are aligned towards health, development and poverty. **Health Economics, Public Health, Environmental Economics, Social Psychology, Development Economics, Population, Human Rights, International Law and Migration Studies are upcoming areas for education and research.**

Table 8: Key research areas/educated areas of selected institutes

Indian Institutes				
University of Delhi	JNU	TISS	Azim Premji University	Ashoka University
<ul style="list-style-type: none"> • Development Economics • Applied Econometrics • Comparative State Policy • Social Psychology • Clinical Psychology 	<ul style="list-style-type: none"> • Econometrics • Rural Economics • Language Politics & Policies • Geomorphology • Historical Methods 	<ul style="list-style-type: none"> • Teacher student education • Women and Child welfare • Public Sector Regulation • Urban Relocation • SDG measurement 	<ul style="list-style-type: none"> • Child and maternal health • Political structure; grass-root political activity • Land Administration & Management 	<ul style="list-style-type: none"> • Liberal Arts • Public governance • Development Economics • Organizational Behavior • Political economy
Global Universities				
Harvard	NUS	LSE	J-PAL	Brookings Institute
<ul style="list-style-type: none"> • International Affairs • Global Health • African & American Studies • Anthropology • Economics 	<ul style="list-style-type: none"> • Family and population studies • Migration and Border studies • Urban Studies • Environment • Health 	<ul style="list-style-type: none"> • Growth, inequality, poverty • Public goods institutions • Human capital • Economic shocks & labor market flexibility 	<ul style="list-style-type: none"> • Agriculture • Crime, Violence, & Conflict • Education • Environment & Energy • Finance 	<ul style="list-style-type: none"> • Developing Economies • Development Financing • Global Health • Global Poverty • State & Local Governance

Detailed profiles of key partners and competitors are given in Appendix 2 and 3.

Based on the above analysis to shortlist the subject offerings in social science education and research, the top subjects ranked in Table 9 are- **1. Economics, 2. Development studies, 3. Politics and International relations and 4. Psychology and Sociology** for the Institute.

Table 9: Focus areas for Institute

	Disciplines	Global Funding	Funding (India) ²	Enrollments (PG and Doctoral) ³	Research Outcome ⁴	Govt Priorities ⁵	Average Score
		5- High 3- Medium 1-Low	5-High 3- Medium 1-Low	5->2,00,000 3- 1,00,000-200,000 2-50,000-100,000 1-<50,000	5-<15 3- 15-20 1- >20	5-High 3-Medium 1-Low	
	Science and technology studies	1	5	5	5	5	84%
√	Development studies, human geography and environmental planning	5	5	1	3	5	76%
√	Economics, management and business studies	5	5	2	1	5	72%
√	Politics and international relations	3	3	2	5	5	72%
√	Psychology and sociology	3	5	3	3	3	68%
	Education, social anthropology, and linguistics	1	5	5	1	3	60%
	Law, economic and social history	5	3	1	3	3	60%
	Demography and social statistics, methods and computing (Integrated in other departments)	1	5	1	1	3	44%
	Social policy and social work	1	1	1	1	3	28%

1. Global funding based on Europe (highest spend on SSR), The role of EU funding in UK research and innovation 2017. HESA cost centres that received most income from EU Government bodies as a proportion of total funding in 2014/15 in GBP thousands
 2. Based on Projects under IMPRESS scheme, project areas of Donors and Corporates
 3. AISHE 2018-19
 4. Rank of India on Scimago based on Citations per discipline
 5. Govt priorities based on relative ranking (Strategy for New India, Government Initiatives, Union Budget 2019-20)

The emerging areas for education and research across the shortlisted disciplines are listed in Table 10.

Table 10: Emerging areas of Education and Research in shortlisted disciplines

	Discipline 1: Economics	Discipline 2: Political Science and International Relations	Discipline 3: Development studies, human geography and environmental planning	Discipline 4: Psychology and Sociology

Research	Health Economics, Green Economics, Wages and employment, Inequality, Economic Policy, Political Economy of Public Education	Trade and Globalization, International Politics, Behavioral Approach to Parties Comparison, Human Rights, Global Poverty Causes, Political Science Philosophy	Public Health, Capitalism, Agrarian Studies, Religion and Techno-Politics, Natural Resource Policy, Conflicts and Violence, Migration and mobility	Social Controls, Mental Health, Ethics and Culture, Child policy, Child protection, Impact of technology on human development
UG/ PG programmes	<ul style="list-style-type: none"> • Econometrics • Development Economics • Labor Economics • International Finance • Environmental Economics • Health Economics • Public Finance 	<ul style="list-style-type: none"> • Gender • Public Policy • International Trade and Foreign Policy • Human Rights • Political Economy 	<ul style="list-style-type: none"> • Social Research Methods • Population studies • Gender and Identity • Environmental Economics/ Climate Change • Political Economy 	<ul style="list-style-type: none"> • Psychometrics • Applied Dev. Psychology • Organizational Psychology/ Behavior • Psychology of Vulnerability • Conflict Resolution and Peace Psychology
Capacity Building Programmes	<ul style="list-style-type: none"> • Financial Markets/ Money and Banking • Game Theory • Agriculture Economics • Consumer and Producer Behavior 	<ul style="list-style-type: none"> • Social and Economic Network Analysis • Politics of International Energy • Women's Health and Human Rights • Global Diplomacy 	<ul style="list-style-type: none"> • Public Health • International Criminal law • Climate change mitigation 	<ul style="list-style-type: none"> • Positive Psychology • Understanding memory • Communication Science • Urban sociology

3. Focus areas for Institute (Levels of Programmes Offered)

Overall, the enrollments in undergraduate courses in social sciences have had a slow growth and since The Institute's vision is to drive education and research excellence, it is recommended that they offer Post graduate, MPhil and PhD programmes for the students. The Post graduate and PhD scholar talent pool can be utilized for the research initiatives. With the digital economy in place and online education garnering traction for capacity building programs, it is also recommended that The Institute scales its offerings in capacity building programmes.

The Institute's programmes offering in Social Science research and education is decided based on:

1. The Vision of becoming a global institute par excellence
2. Financial sustenance
3. Alignment with NITI Aayog priorities
4. Alignment with its existing capabilities.

Simultaneously the various positioning options are compared with that of existing players to get more clarity on the programs.

Table 11: Positioning of The Institute in terms of program offering

Positioning of The Institute	Universities/ Colleges	Govt. and Institutes	Autonomous Research	Specialized Institutes / Think Tanks
Research	√√		√√	√√√
UG Education	√√√			
PG + PhD Education	√√√		√√√	
Capacity building courses	√		√√	√√

Example Institutes	London School of Economics (LSE), Tata Institute of Social Sciences	Centre for Development Studies, Institute of Social and Economic Change (ISEG)	J-PAL, Brookings Institute
Steady State	2000+ UG; 1000+ PG; 200+PhD	No UG, 500+ PG, 100+ PhD	50-100 Research Associates
Characteristics	Employability focus, low alignment with NITI	Research focus, High alignment with NITI	Research focus, aligned with NITI
Financial Sustainability	High	High	Low

√√√ High focus	√√ Medium focus	√ Low focus	Chosen option
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	Name	Level of Program Offering	Focus (Discipline)	Partnerships	Critical Success Factors
Higher Education Institute	<i>London School of Economics and Political Science</i>	<ul style="list-style-type: none"> • UG • PG • Doctoral Programmes 	<ul style="list-style-type: none"> • Economics, Econometrics, Mathematics • Development Economics 	<ul style="list-style-type: none"> • University of California, Berkeley 	<ul style="list-style-type: none"> • Academic rigor • Interdisciplinary approach and access to faculty

			<ul style="list-style-type: none"> • Political Science • International Relations 	<ul style="list-style-type: none"> • University of Cape Town • Columbia University • Peking University Sciences Po • National University of Singapore 	<ul style="list-style-type: none"> • Research led and enquiry based
Specialized Institutes / Think Tanks	Abdul Latif Jameel Poverty Action Lab	<ul style="list-style-type: none"> • Research • Capacity building (Micro-masters) 	<ul style="list-style-type: none"> • Economics • Agriculture • Crime, Violence, & Conflict • Education • Environment & Energy • Gender, Health • Labor Markets • Political Economy & Governance • Policy assessment and measurement of effectiveness 	<ul style="list-style-type: none"> • University of California, Berkeley • Crime Lab, University of Chicago • Evidence for Policy Design, Harvard Department of Economics, MIT 	<ul style="list-style-type: none"> • Rigorous experience of social research methods, RCTs, evaluation studies • Strong network in developed and developing countries • Strong linkage and partnerships with leading HEIs globally
Govt. Autonomous and Research Institutes	Centre for Development Studies	<ul style="list-style-type: none"> • Post graduate • Doctoral (M.Phil./ PhD) • Capacity building 	<ul style="list-style-type: none"> • Economics/ Applied Economics • Governance • Gender and Development • Labor, Employment and Social Security • Politics and Development • Migration 	<ul style="list-style-type: none"> Partnerships for workshops- • Government Departments- DST, NITI Aayog • ILO • JNU • University of Kerala 	<ul style="list-style-type: none"> • Vast access to databases and networks for research • Eminent personalities as Visiting Professors

Based on the above stated four parameters, The Institute will offer post graduate and doctoral programmes and focus on research and innovation.

	Vision of Global Institute par excellence	Financial Sustenance	Alignment with NITI priorities	Alignment with Existing Capabilities
Option 1: Specialized Think Tanks - Research + Short Term Program				
Option 2: PG/PhD Programs+ Research* ✓				
Option 3: UG/ PG/ PhD + Short Term Programs + Research				

III. Operating Model of The Institute

This section describes the key design features of The Institute that need to be documented and understood by all stakeholders on the character of the proposed institution. While The Institute itself might follow a phased approach towards expansion, the strategic aspects of The Institute’ end-state need to be well articulated so that it becomes the guiding force and direction behind The Institute’ evolution in the long term.

The key design choices for The Institute have been finalized based on requirements of social science institutes and best practices adopted by leading educational institutions globally and in India. The requirements of the industry have been captured through a combination of secondary research and primary research - interviews with leading industry players.

The design choices finalized will help in clearly defining the state of The Institute ten years from the date of commencement of operations. The different components of the operating model of the proposed institute and the various options for each component are detailed below:

Table 12: Components of the Operating Model for The Institute

Component	Design Choices	Example
<i>Programmes</i>	Single Discipline- Single Program	IZA Germany, Pratham India
	Inter-disciplinary -Research + Short Term Program	Takshashila Institution, Center for Civil Society, Centre for Women’s Development Studies
	Inter-disciplinary- PG/PhD Programs+ Research+ Capacity building	Institute for Social and Economic Change, Bangalore, Indian Statistical Institute, Delhi, Centre For Development Studies, Trivandrum
	Inter-disciplinary- Short and Long Programs + Research	Delhi School of Economics, Jawaharlal Nehru University, London School Of Economics
<i>Student Strength</i>	<500 students	DSE, ISI
	500- 1500 students	JNU (only social sciences)
	2000+ students	TISS
<i>Student Mix</i>	Only PG and above	IIMs, ISI ²²
	UG, PG and Doctoral with greater proportion of UG	IITs, Delhi University
<i>Student Recruitment</i>	Admission Exam followed by Personal Interviews	Azim Premji University, TISS, University of Delhi
	University exam marks	
<i>Faculty</i>	> 80per cent Resident Faculty, ~20per cent Industry Faculty	IITs, IIMs

²² Indian Statistical Institute

	Greater share of Industry Faculty, <50 per cent Resident Faculty	NID
	Mix of Domestic and International Faculty including Honorary and Visiting Faculty (award-winning academicians and researchers)	DSE, ISI, JNU
<i>Research Infrastructure</i>	Research Centres in collaboration with industry	ISB, NID
	Academic Research Infrastructure – Labs, Studios	NIT
	Incubation Centre for promoting entrepreneurship	IIM
<i>Key Partnerships</i>	Academic Alliances with an international partner	NID
	Research alliances with industry	JNU
	Alliances with leading social sciences institutes for inter disciplinary research	
<i>Campus</i>	Single Campus	DSE, IIMs
	Multiple Campus	TISS
	Online/ Virtual Campus	IGNOU
<i>Residential Infrastructure</i>	Fully Residential programme – students and faculty	IIMs, IITs
	Residential facilities on demand	TISS
<i>Funding</i>	Self-sustaining with diversified revenue streams	IIMs
	Government funded	
	Grants and Donations	
<i>Ownership</i>	Government/ Public	IITs, IIMs, NID
	Private	Shiv Nadar University, Ashoka University
	Public Private Partnership	IITs
<i>Governance</i>	Institute of National Importance	IITs, NID
	Central University	Indian Maritime University
	Private/Deemed University	TISS, Amity, Manipal
	Standalone institute	National School of Drama
	College affiliated to a central or state public university	Bengaluru Dr. BR Ambedkar school of economics

Recommended design choices

All design components have been described in the sections below.

1. Programme Offerings

Based on an analysis of the critical inputs for a world class institute, The Institute will adopt a well-deliberated academic structure and portfolio that will aim to develop technically sound graduates.

The Institute will provide a holistic academic and research experience that will help students to develop into well-rounded individuals who will work for the betterment of society. The disciplines to be offered by The Institute are chosen based on Government priorities, student demand, funding for research, and research output.

Based on the priorities of The Institute to establish itself as a global institute in social sciences and pioneer research excellence in the field, three types of programmes namely- Postgraduate Degree, PhD programmes, and Certificate programmes (short-term) have been shortlisted. World class universities/institutes also have a higher proportion of graduate students involved in the research activities of The Institute than the undergraduate students. The four departments that The Institute will offer programmes in will include: **Economics, Development Studies, Political Science and International Relations, and Sociology and Psychology.**

The programmes will be rolled out in a phased manner as displayed in Figure 1:

- Phase 1 (Year 1): In the first year, The Institute will roll out short term programmes in economics, research methods, development studies, psychology etc., Masters programme in Economics (2 years course), PG Diploma in Economics (1 year course), MPhil and PhD (2 to 6 years course)
- Phase 2 (Year 3): After two years of running the programs in Economics, The Institute will offer MA, PG diploma and PhD in Development studies and MA, PG Diploma in Political Sciences and International relations
- Phase 3 (Year 5 to 7): In year 5, The Institute will start offering PhD programmes in Political Science and International Relations and venture into Masters and PhD programmes in Sociology and Psychology.

	Certificate Programmes	Economics	Development Studies	Political Science and International relations	Sociology and Psychology
Year 7					• PhD
Year 5				• MPhil • PhD	• M.A. PG Dip
Year 3			• M.A., PG Dip • MPhil • PhD	• M.A, PG Dip.	
Year 1	• Short term certificate programmes	• M.A., PG Dip • MPhil • PhD			

Figure 17: Proposed roll out plan for The Institute

— Degrees Awarded

At the postgraduate level, three types of degrees will be awarded, including a Master of Arts/ Science and Master of Philosophy (M.Phil.) which will be for two years each and the PG diploma which will be 1-year programs. At the doctoral level, a Doctor of Philosophy (Ph.D.) degree will be awarded.

In the postgraduate programme, choice of various types of courses will be offered to the students including institute core courses in the chosen discipline and electives including social science electives, open electives, departmental compulsory courses and departmental electives. Minimum

credit requirements for each type of course will be attached which could vary across programmes. The Institute can expand on the choice of offerings for elective courses in a phased manner.

Short term Certificate programmes will also be offered in subjects such as research methods, game theory, philosophy etc. These short term programmes will be offered through blended delivery mode (online and in class).

— Programme Duration and Specialization

The programme duration, intake and specialization for the courses has been mentioned below:

Table 13: Proposed program duration and specialization for The Institute

Programme	Duration	Total Intake	Specialization
Economics			
M.A. Economics	4 semesters (2 years)	250	<ul style="list-style-type: none"> • Econometrics • Development Economics • Labour Economics • International Finance • Environmental Economics • Health Economics • Public Finance
PG Diploma	1 year	80	
MPhil	2 years	15	Health Economics, Environment Economics, Wages and Employment, Inequality, Economic Policy, Political Economy of Public Education etc. Health Economics, Environment Economics, Wages and Employment, Inequality, Economic Policy, Political Economy of Public Education etc.
PhD	2-6 years (Full time) 2-7 years (Part time)	35	
Certificate Programmes	3 days to 1month	200	<ul style="list-style-type: none"> • Financial Markets/ Money and Banking • Game Theory • Agriculture Economics • Consumer and Producer Behavior
Development Studies			
MA in Development Studies	4 semesters (2 years)	150	<ul style="list-style-type: none"> • Social Research Methods • Population studies • Gender and Identity • Environmental Economics/ Climate Change • Political Economy
PG Diploma	1 year	60	
MPhil	2 years	12	Public Health, Capitalism, Agrarian Studies, Religion and Techno-Politics, Natural Resource Policy, Conflicts and Violence, Migration and mobility
PhD	2-6 years (Full time) 2-7 years (Part time)	25	
Certificate Programmes	3 days to 1month	150	<ul style="list-style-type: none"> • Public Health • International Criminal law • Climate change mitigation

Political Science and International Relations			
MA in Political Sciences	4 semesters (2 years)	180	<ul style="list-style-type: none"> • International Relations, Politics, Security • Public Policy • International Trade and Foreign Policy • Human Rights • Political Economy • Geopolitics • Peace and Conflict studies
PG Diploma	1 year	70	
MPhil	2 years	10	Trade and Globalization, International Politics, Behavioral Approach to Parties Comparison, Human Rights, Global Poverty Causes, Political Science Philosophy
PhD	2-6 years (Full time) 2-7 years (Part time)	35	
Certificate Programmes	3 days to 1month	150	<ul style="list-style-type: none"> • Social and Economic Network Analysis • Politics of International Energy • Women's Health and Human Rights • Global Diplomacy
Sociology and Psychology			
MA in Sociology	4 semesters (2 years)	150	<ul style="list-style-type: none"> • Applied Sociology • Comparative Sociology • Cultural Sociology • Collective Behaviour • Community and Demography
MA in Psychology	4 semesters (2 years)	120	<ul style="list-style-type: none"> • Social Psychology • Applied Psychology • Psychometrics • Applied Dev. Psychology • Organizational Psychology/ Behavior • Psychology of Vulnerability • Conflict Resolution and Peace Psychology
PG Diploma	1 year	120	Specializations will be taken from the MA in Sociology and Psychology
PhD	2-6 years (Full time) 2-7 years (Part time)	50	Social Controls, Mental Health, Ethics and Culture, Child policy, Child protection, Impact of technology on human development
Certificate Programmes	3 days to 1month	200	<ul style="list-style-type: none"> • Positive Psychology • Understanding memory • Communication Science • Urban sociology

— Programme Delivery

- **Teaching**

The Institute should empower student's critical thinking ability to enhance the scientific temperament and knowledge in research, social sciences and interdisciplinary fields to solve problems that challenge humanity. The Institute will approach teaching in a 'student-centric' manner to ensure student engagement during learnings. There will be freedom for the faculty to experiment in the teaching and assessment methods. The curriculum at The Institute will encompass theory, practice and adequate research at postgraduate level so as to remain industry relevant. Approximately 25-30 per cent of the programme structure will include assignments, papers and internal assessments. This will enrich a student's understanding of the theoretical foundations and courses.

- **Course Delivery Methods**

A blend of online and classroom teaching will be adopted so as to ensure appropriate interaction and self-paced learning for the students. The Institute will ensure the use of technology, in the form of video lectures, repository of online knowledge sources, access to journals and databases, thereby increasing the utilization levels of the campus infrastructure. The online courses can be in the form of video-captured lectures, narrated slide presentations (captured live or not), "Talking head" video presentations, audio-only recorded presentations, lecture slides with accompanying notes and text-book style full notes with embedded graphics. The course modules for various programmes will be developed for online education and will facilitate accessible, customized and more engaged learning. The Institute shall aim to provide an innovative and technology enabled learning environment to students and faculty which facilitates global access to high quality content, teachers and peers.

This methodology will lead to reduced physical time in classrooms per course for students and faculty thereby helping impact a larger number of students within the campus. Seminars and guest lectures will also be uploaded online for a larger viewership by students and faculty.

2. Students

Good quality students are critical and one of the key elements for building a world class educational institute. Moreover, world-class universities have the ability and the privilege to select the most academically qualified students. Renowned universities like Harvard University, the California Institute of Technology, the Massachusetts Institute of Technology (MIT), and Yale University are the most selective universities in the United States, as measured by the average Scholastic Assessment Test (SAT) scores of their incoming undergraduate students.

To attract top class students, universities offer scholarships and awards. Beijing's Tsinghua University mentioned that it would not only increase the awards but also offer scholarships of up to 40,000 Yuan (USD 5,700). These scholarships will be given to students with high scores, such as champions of each province and winners of international student academic competitions.²³

²³ The Challenges of Establishing World-Class Universities, Jamil Salmi

World class universities/institutes also have a higher proportion of graduate students involved in the research activities of The Institute than the undergraduate students. The weightage of graduate students in selected universities is illustrated below:

Table 14: Share of graduate students in some of the world class universities

University	Undergraduate Students	Graduate Students	Share of graduate students (percentage)
Harvard	7002	10094	59
Stanford	6442	11325	64
MIT	4066	6140	60
Oxford	11106	6601	37
Cambridge	12284	6649	35
London School of Economics and Political Science	4254	4386	51

This clearly reflects that world class universities emphasize more on graduate intake than the undergraduates as the focus is more on research and other activities. Further, to ensure diversity in such top-class institutes it becomes equally important to attract and enroll a significant proportion of international students. In most of the cases, world class universities have students who are not exclusively from the country where the university operates. Harvard University, for instance, has a student population that is 19 percent international; Stanford University has 21 percent; and Columbia University, 23 percent. At the University of Cambridge, 18 percent of the students are from outside the U.K. or European Union (EU) countries.²⁴

— Student strength

It is assumed that The Institute will take ~7 years from the year it launches the programme to ramp up admissions to full capacity. At steady state, student intake for all PG programmes will be 1130 students, MPhil/PhD programmes will be 190 students and Certificate programmes will be 700 students.

Table 15: 10-year proposed student strength for The Institute

Total Student Strength	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
Students in a batch (PG)	25	100	225	375	525	700	800	800	800	800
Students in a batch (PGD)	30	80	120	180	250	330	330	330	330	330
Students in a batch (MPhil)	4	12	20	32	40	40	40	40	40	40
Students (PhD)	8	23	43	68	98	120	135	145	150	150

²⁴ The Challenges of Establishing World-Class Universities, Jamil Salmi

Students (Certificate)	140	280	420	560	700	700	700	700	700	700
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— Student profile

1. Application intake ratio

The student quality is of primary importance for the institution to become a leading example in Social Science education. The intake should be highly competitive admitting the brightest of minds from various parts of the world.

Table 16: Application intake ratio for reference institutes

Degree	Subject	Number of applicants per student intake	Reference Institutes
Master of Arts	Economics	9.5	LSE, Oxford University
Master of Arts	Development studies	8	TISS, LSE, Oxford University
Master of Arts	Political Science	9.4	LSE, Oxford University
Master of Arts	Sociology	6	LSE, Oxford University
Master of Arts	Psychology	9.9	TISS, LSE, Oxford University
PhD	all subjects	9	JNU, Oxford University

2. Admission process and Scholarships

The candidates interested to apply to The Institute will have to undergo a detailed and rigorous admission procedure for profiling, filtering and selecting the candidates since it is important to The Institute identify and admit the best in class students. Reservation of seats by the Government of India mandate will be followed by the Institute (27per cent for other backward class, 15per cent for scheduled caste, 7.5per cent for scheduled tribe, 3per cent for differently abled).

Table 17: Proposed admission process for The Institute based on various program offering

Degree	Discipline	Admission Criteria						
		Undergraduate/ post graduate discipline	Compulsory subjects if degree not in required discipline	Entrance Exam	Interview	Previous work experience	Research proposal	Letter of Recommendation
Master of Arts	Economics	Any discipline	x	✓	✓	x	x	✓
	Development studies	Any discipline	x	✓	✓	x	x	✓
	Political Science	Any discipline	x	✓	✓	encouraged	x	✓
	Sociology	Any discipline	At least 2 papers of the following:	✓	✓	x	x	✓

			sociology, anthropology, Economics, Political Science, Psychology, History, Geography, Philosophy, Education, Social Work, Journalism, Linguistics					
	Psychology	Any discipline	x	✓	✓	x	x	✓
PhD	Economics	MA in Economics	Commerce, statistics, mathematics, Operations research, History, Engineering	x	✓	x	✓	✓
	Development studies	MA in Development studies	M.A in any social science discipline	x	✓	x	✓	✓
	Political Science	MA in Political Science	Political studies	x	✓	x	✓	✓
	Sociology	MA in Sociology	x	x	✓	x	✓	✓
	Psychology	MA in Philosophy	x	x	✓	x	✓	✓
Short course/certificate program	Open to all candidates unless otherwise stated							

Selection Process:

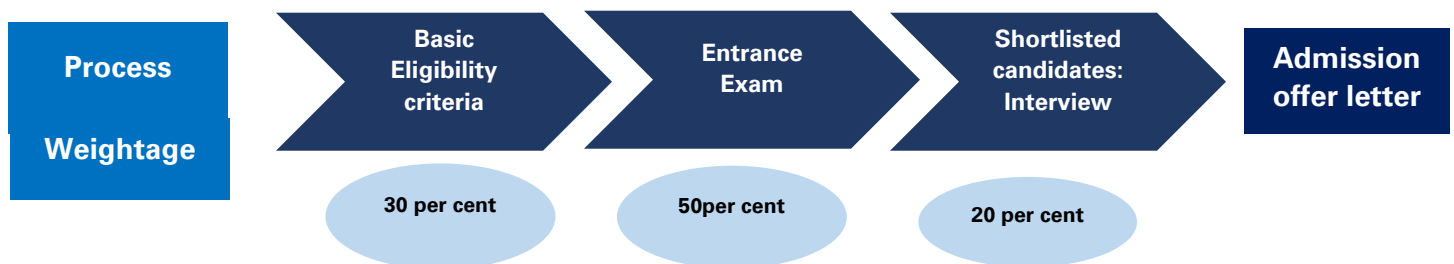


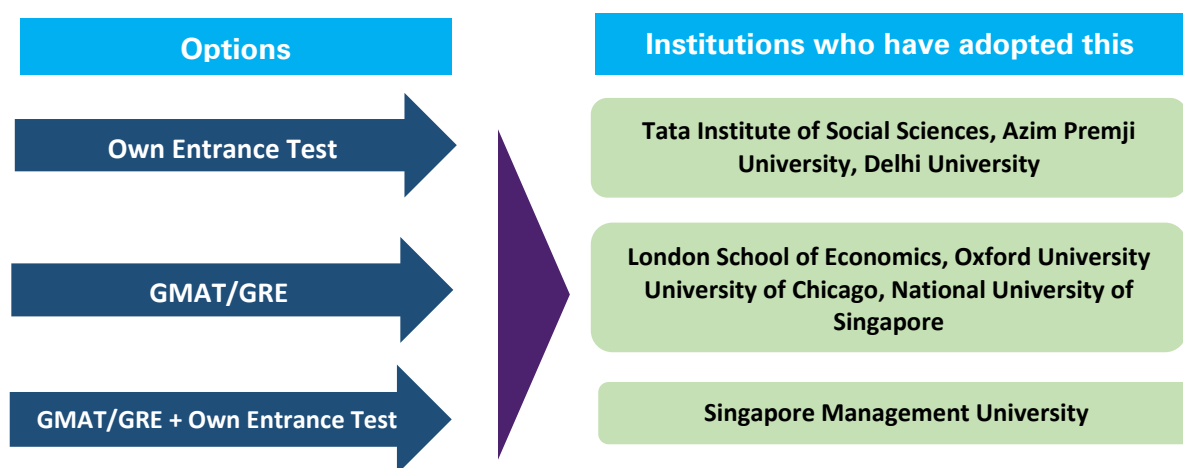
Figure 18: Proposed Selection process for The Institute

The selection criteria will be based on the academic marks, entrance exam scores and interview performance. Only candidates who are shortlisted after the minimum required academic marks and entrance exam scores will be selected for the interview. Interview shortlisted candidates will be assessed based on their entire application and the weightage is as given above. A weighted approach for selection is followed by institutes such as Azim Premji University, TISS, University of Delhi.

Entrance Exam:

The entrance exam is an essential component of the admission process. The various options available to opt for an entrance exam are as follows:

Figure 19: Options available for an entrance exam based on peer institutes



If The Institute opts for providing their own entrance exam it will be conducted online, on campus or at test centers. It will be designed by the faculty members or outsourced to vendors such as National Testing Agency, Pearson, Tata consultancy services iON.

Scholarships:

The total amount of scholarships given by the institute will cover on an average 50 per cent of the academic tuition fees. In Year 1, scholarships will be provided to 5 per cent of the domestic students and 5 per cent of the international students, enrolled across programmes (PG, Doctoral, or Certificate). By Year 10, the institute can aim to provide scholarships to 10 per cent domestic candidates and 17 per cent international candidates. The scholarships can be awarded in two ways:

- Merit Based- Top percentile of students who have received an offer of admission to the course or research work
- Need Based - Students having an annual income below a certain threshold defined by the institute will be eligible for a need-based scholarship. Generally, institutes such as TISS follow the guidelines of Government of India Post Matric Scholarship where tuition fees for Scheduled Castes students (whose parent's/guardian's income is less than 2.5 lakhs INR per annum) will be paid by the applicable state government²⁵. As per this scholarship, hostel fees and living expenses will be borne by the candidate.

²⁵ Centrally sponsored scheme of post matric scholarships to students belonging to schedule castes for studies in India - <http://socialjustice.nic.in/writereaddata/UploadFile/revised%20PMS%20scheme%20for%20SC-2018.pdf>

3. Faculty Recruitment

The presence of an outstanding and a strong faculty base is a prerequisite for a world-class educational institute. In most of the cases, the teaching faculty are not exclusively from the country where they operate. For example, the proportion of international faculty at Harvard University, including medical academic staff, is approximately 30 percent. Similarly, the proportion of foreign academics at the Universities of Oxford and Cambridge is 36 and 33 percent, respectively²⁶. This option helps the universities to attract most talented people from across the globe who are experts in their field, encourages cross-culture and exchange of ideas. Mobilizing resources will also enable The Institute to enhance their knowledge-networking capacity

It is equally important to maintain an appropriate student-faculty ratio as prescribed by the UGC²⁷ at the minimum. The UGC Norms mentions student faculty ratio of 12:1 for PG programmes. However, a world-class institute ought to have a student-faculty ratio even lower than this. The Institute must strive for student faculty ratio which is at par with World Class institutes. Hence the student faculty ratio will be 10:1. The ratio of faculty for PG: professor, assistant professor to assistant will be 1:2:6. Student-faculty ratio across world-class universities is enumerated below:

Table 18: Overall Student-Faculty Ratio of World Class Universities

University	Overall Student-faculty ratio
MIT ²⁸	8:1
Stanford ²⁹	4:1
Harvard ³⁰	7:1

In leading social sciences institutes in India, most of the faculty are full time, with a PhD degree. Many institutes such as DSE have faculty from renowned institutes globally such as Yale, Princeton, Boston, LSE and Indian institutes such as ISI, JNU, including Honorary Professors such as Amartya Sen, Jean Dreze and Dr. Manmohan Singh. Several guest lectures are organised by Nobel Laureates such as Prof. Abhijeet Banerjee.

It is recommended that minimum of 80 per cent of the faculty is recruited with Ph. D Degree.

Lessons to be learnt from some of the renowned institutes

To combat the challenges and emerge as a world-class institute, The Institute could consider the options explored by various renowned institutes for engaging top-class faculty.

Case study 1: Tapping into foreign faculty base – Indian School of Business

²⁶ The Challenges of Establishing World-Class Universities, Jamil Salmi

²⁷ University Grants Commission

²⁸ <http://colleges.usnews.rankingsandreviews.com/best-colleges/mit-2178>

²⁹ <http://facts.stanford.edu/>

³⁰ <http://colleges.usnews.rankingsandreviews.com/best-colleges/harvard-university-2155>

ISB – Learning Outcome

ISB adopted a twin strategy, in its inception phase to deal with the issue of bringing on board qualified faculty. The dearth of qualified faculty at national level along with variety of problems in bringing them into The Institute's fold led to a global search for faculty

A talent pool of internationally reputed faculty of Indian origin teaching in top business schools outside India was identified and many of the faculty within this pool were interviewed. In parallel, The Institute went ahead with the visiting faculty strategy sourced from the partner business schools. The courses were designed in such a manner that the visiting faculty could take one or two courses each year with the course compressed into a five week period. It was envisaged that as the formative years of The Institute passes by, more permanent faculty would be brought on board.

Case study 2: Collaborating with a foreign university - IIMA and Harvard Business School

IIM A – Learning Outcome

Much similar to the IITs model of being setup with mentor institutions, the initial IIMs were also setup with the help of foreign institutions that collaborated. IIM A was setup with the mentorship of Harvard Business School, USA. The collaboration was required to build the institution's capabilities in management education which was hitherto unknown in India. Hence the contribution of HBS to IIM A's development in the initial years was made effective through the following means:

- Teams of Indian faculty were sent to HBS each year, for first three years to help building a homogeneity in approach with HBS, imbibe academic values and build confidence in the Indian faculty
- IIM A absorbing various academic elements like the programme design philosophy and pedagogy (e.g.: case study method)
- HBS' demonstration and emphasis on links with the practicing world (industry-relevance). This was forged through case writing, consultancy and executive development programmes
- The demonstrative impact of HBS faculty teaching and working in India – their handling of teaching sessions, assessment and their interface with Indian businesses. This also helped in exercising a great brand pull with the Indian students and executives. From the very beginning people perceived IIM A as a high-quality school
- Reinforcing the above was the sponsoring of IIM A faculty for higher studies at HBS

Recommendations on Faculty Recruitment for The Institute

To recruit full-time faculty for The Institute, other premier Indian Institutes such as TISS, JNU, DSE etc. and International institutes such as NUS, could be a potential source of recruitment. Doctoral students from renowned foreign institutes could also be potential candidates for faculty positions. Adjunct faculty from the think tanks and industry could also be recruited. The Institute can also collaborate with a foreign university to get faculty members to teach certain courses terms. These

faculty members could also be used to mentor the newly recruited faculty members. Some of the renowned institutes globally with which the proposed institute can collaborate are mentioned below:

Table 19: Collaboration with universities for faculty members

Indian	International
<ul style="list-style-type: none"> • Delhi School of Economics • Jawaharlal Nehru University • Tata Institute of Social Sciences • Azim Premji University • Indian Statistical Institute • University of Delhi • Madras School of Economics • Institute of Rural Management Anand • National Institute of Rural Development, Hyderabad • Public Health Foundation of India • Ashoka University • Centre of Policy Research Institute for Social and Economic Change 	<ul style="list-style-type: none"> • National University Singapore • University of Chicago • University of Sussex • London School of Economics and Political Science • National Bureau of Economic Research • Abdul Lateef Jameel Poverty Action Lab • Brookings Institute

The faculty will be encouraged to pursue research projects and undertake courses for the students beyond the provided course syllabus. 60 per cent of faculty is expected to do research projects with income of INR 20 lacs per faculty per annum.

Table 20: Distribution of faculty based on faculty cadre

	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11
Total Faculty	5	8	25	41	64	85	106	114	122	122	122
Distribution of faculty											
Professor	1	1	3	5	8	10	12	13	14	14	14
Associate Professor	1	2	6	9	15	19	24	26	28	28	28
Assistant Professor	3	5	16	27	43	57	71	76	82	82	82

Visiting Faculty and Honorary Professors:

The Institute will have at least **3 Honorary Professors** who are eminent people from academia, industry, Government in the field and at least **2 Visiting Faculty per department** from Premium National and International Institutes for specific courses such as Development Economics, International Relations etc.

Strategies to attract good quality faculty

Pay a Premium salary: In order to attract good quality faculty from premier institutes, foreign institutes, the proposed institute will have to pay a premium compared to what is offered in comparable Indian institutes. Without paying a higher salary or providing them with facilities like faculty apartments, it will be difficult to attract and retain good quality faculty.

Sharing of research/ consulting / EDP income with the faculty members: Indian faculty members of renowned institutes like IIMs earn more from consulting than their fixed remuneration. The faculty shares 45 percent of the consulting fees with The Institute. This practice has been adopted from the Universities in western countries. Sharing of research/consulting/EDP income with the faculty members will help improve their salary structure and retain good quality staff.³¹

Startup grants/ seed funding for faculty members to attract young faculty members: In order to attract top-notch faculty, IITs are offering start-up grants of up to INR 1 crore, incentive schemes funded by donor money, special young faculty awards and job searching for spouses. Such initiatives will help in finding the best and good quality teaching staff. To combat the pay scale constraints, these institutes are now exploring various other possibilities to attract the best faculty possible.³²

Faculty Chairs to get good quality faculty: In order to attract and retain the finest staff both nationally and internationally, Indian School of Business has established Faculty Chairs. Faculty Chair honours outstanding, high performing teachers and scholars who are leaders in their field. They also provide them with the support and resources needed to achieve their goal as researchers and educators. It is the highest honour that ISB is bestowing upon a faculty who has made extra-ordinary contributions to research and training.³³

Thus, to attract and retain good quality staff, The Institute could adopt various strategies enumerated above such as paying a premium salary, reward their teaching faculty on a regular basis, encourage them to undertake more research and capacity building activities, offer start-up grants and share consulting income with faculty members.

³¹ http://articles.economictimes.indiatimes.com/2009-10-14/news/27639349_1_iim-faculty-indian-institutes-consulting

³² http://articles.economictimes.indiatimes.com/2013-10-11/news/42942432_1_faculty-iits-crore, <http://www.edu-leaders.com/articles/18882/iits-aim-for-top-class-faculty-offer-start-up-grants-upto-rs-1-crore>

³³ <http://www.isb.edu/support-isb/funding-opportunities/faculty-chair>

4. Research

Given the rise in research focus and the increase in enrollments for PhD programs in Social Sciences, The Institute’s concentration on Social Science research will be key to achieving the vision of becoming a global institute par excellence in social sciences. The Institute will leverage on relationships with the industry, Government and global institutes to build research capabilities that benefit policy development and decision making. The Institute will also create a platform to promote the culture of research among the students and other stakeholders by providing the appropriate resources – infrastructure, mentorship by faculty and financial support.

Research Focus areas, Pattern and Delivery

— Focus area of research

The Institute has identified focus areas of research aligned with the Government’s priorities, industry requirements and student preferences. These areas have been identified based on the 5 key disciplines recognized under Social Sciences for The Institute and the research projects undertaken by other Social Science institutes and Think Tanks all over the world. To ensure the students are not restricted to one discipline alone, each center will have a faculty representation of two or more disciplines. This will promote interdisciplinary approach in SSR.

Figure 20: Proposed focus areas of research for The Institute

FOCUS AREAS	RESEARCH TOPICS
Focus Area 1: Economics	Development Economics, Quantitative Economics, Health Economics, International Finance and Macroeconomics, Monetary Economics, Organizational Economics, Personnel Economics, Political Economy, Environmental Economics
Focus Area 2: Development studies, human geography, environmental planning	Public health, Conflict and Violence, Governance, Power and Participation, Sustainability, Evidence into policy and practice, Inclusive Economies, Inequalities and Poverty, Development theories and practice, governance, urban space and politics, Gender
Focus Area 3: Political Science and International Relations	Public Policy, Environmental Law and Governance, International Relations, Regulation and state, Urbanization, Public institutes and Public Policy, Political Ideas in Modern India, Social and legal justice, Geopolitics
Focus Area 4: Psychology and Sociology	Dyslexia, Mental retardation, Hypertension, Schizophrenia, Depression, Drug abuse, Cognition in disabled children, Belief systems, ageing, organizational process, Agrarian relations, Comparative sociology, Sociology of migration
Focus Area 5: Demography, social statistics, methods and computing	Demographic Measurements and methods, environments and population, health of population and people, wellbeing of families and households, new dynamics of population diversity, Social Network analysis, Bayesian Statistics for social Science, causal modelling, multivariate analysis

— Types of research projects

The types of research projects undertaken by The Institute will belong to three categories:

- a. **The Institute sponsored projects** – These projects will be funded by The Institute themselves through research grants and endowments
- b. **Sponsored research projects** – These are projects are sponsored by the Government, industry or corporate foundations
- c. **Consultancy projects** – These projects are sponsored by the industry or Government or corporate foundations with a specific defined outcome at the end of the project

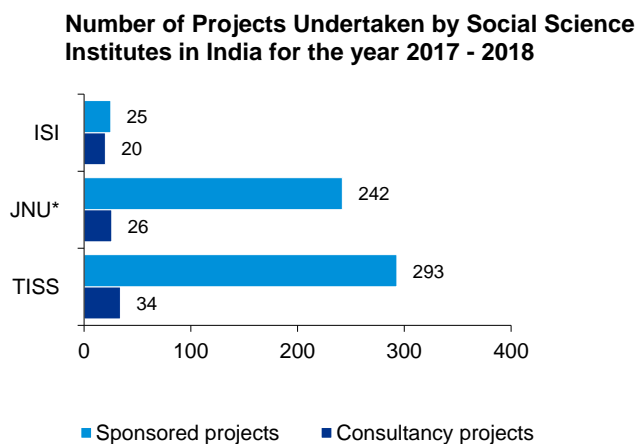


Figure 21: Number of projects undertaken by Social Science institutes in India for the year 2017-2018

*The projects undertaken by JNU belongs is from the entire university and not the faculty of social sciences alone. 25per cent of the faculty in JNU belong to the School of Social Sciences. Since the School of Social Sciences with 13 centers of excellence is a key contributor to this, it is taken into consideration.

Case study 3: Consultancy and Sponsored projects at TISS and ISI

For the financial year 2017-2018, Tata Institute of Social Sciences connected with 34 clients to pursue 40 consultancy projects which generated revenue of 33.26 crores INR. They also received 35.84 crores INR from 181 agencies for 293 sponsored research projects. In the case of Indian Statistical Institute, for the same year, they undertook 20 externally funded projects and 25 internally funded projects.

Research Inputs

The following resources will be established by The Institute in order to provide an enabling environment for research and excellence:

— Research Infrastructure

The university will be equipped with centers of excellence specializing in the respective social science discipline, a special library containing research material with an online repository and labs with the necessary research equipment.

Case study 4: Infrastructure for Social Science research at JNU

Centers of Excellence: The JNU School of Social Sciences has 13 centers of excellence to support inter disciplinary research. The various centers include: Centre for Economics studies and Planning, Center for Historical Studies, Center for Informal Sector and Labor studies, Center for Media Studies. Center for Philosophy, Centre for Political Studies, Center for Social Medicine and Community health, Center for studies in Science Policy, Centre for Study of Social Exclusion and Inclusive policy, Centre for Regional development, Centre for the Study of Social System, Centre for Women’s Studies, Zakir Husain Centre for Educational Studies

Labs: JNU School of Social Sciences provides 4 labs for social science research.

- A. Lab for remote sensing and geographic information systems
- B. Lab for data analysis and housing data base
- C. Image analysis and statistical analysis software
- D. Geomorphology, cartography and photogrammetry laboratories

Lab equipment at Center of Development for Economics, Delhi School of Economics

The Center for Development for Economics at Delhi School of Economics has a well-equipped computer lab with 100 Desktop computers from HP, broadband connection and printing services with access to various databases – National Sample Survey Organisation (NSSO), National Family Health Survey (NFHS), Census data, Annual Survey of Industries (ASI), National Accounts Statistics (NAS), State domestic product (SDP).

These labs are also equipped to provide training to students in data analysis and economic modelling using STATA, e-view, Shazam, Gauss, RATS, MICROFIT, Mathematica.

— Faculty and Research Associates

A research council headed by a Dean will be established to facilitate the research activities of The Institute. They will be responsible for inviting sponsorships, consultancy projects, identifying the right talent, facilitating resource requirements, and promoting collaborations for research and development. The research council will be supported by a 5-member advisory body each specialising in the respective Social Science discipline under The Institute’ focus.

Along with PhD students, students with outstanding achievements will be given an opportunity to work under the professors for their consultancy-based research projects as research assistants and will be provided a stipend for the same. In addition to skill sets in data analysis and physical surveys, the research assistants will be required to have subject understanding for the respective project. To

Case study 5: Research council at Centre of Development for Economics, Delhi School of Economics

The research council at DSE comprise of an 8-member Council – A head of department, 4 office bearers and three other members. They are responsible for all major decision making. This team is also supported by an advisory body of 4 members with key achievements in the field of Economics (Professor of Economics from Cornell University, Ex-Governor Reserve Bank of India, Professor of Economics and Philosophy Harvard University and Professor of Economics, Colombia University)

maintain the quality of research, each professor will take in no more than 2 PhD students under their wing.

— **Key research partnerships**

The partnerships for research collaborations will be with the Government and foreign universities. The Institute will work with the Government bodies of various states with either MoUs or a public private partnership with a key focus area. The MoU with foreign universities will be taken a step further to facilitate research cooperation and exchange of staff and students. Thus, along with focusing on research, these relationships enhance inter organization learning and increase efficiency of resources.

Case study 6: Research Partnerships with Government, civil society and institutes

Key partnerships of TISS with the Government for research initiatives

TISS is working on project *Saksham* with the Gol in putting a curb on HIV and TB. In addition to this, they are addressing the skill set gap among young undergraduates by launching National University Students' Skills Development (NUSSD) program with the Gol. Furthermore, they are working with the Government of Maharashtra on a public private partnership initiative focusing on social development of the state.

NUS with international universities for research collaborations

NUS has signed MoUs with Tokyo University, Rikyo University, London University and Vietnam University exchange of staff and students in addition to research cooperation. They also provide joint PhD programs with King's college, London, University of Edinburg and University of Manchester.

Partnerships established by Azim Premji University

As part of publication and research work, Azim Premji University has partnered with Digantar (School for children in rural areas), Eklavya (NGO for children), Teacher plus (Indian Magazine for school teachers) and Rishi Valley (School for children)

Partnerships established by University of Tokyo (Graduate School of Social Sciences)

University of Tokyo has facilitated research collaborations with National University of Singapore, New York University, Peking University, Russia State University for the Humanities, Vietnam state University, University of Paris for their exchange of staff and graduate students.

— Funding sources

Funding avenues will include research grants, industry sponsored projects, consultancy-based projects, endowment funds and other funding agencies. A centralized support team under the research council will manage the funding process and keep a record of all details of donors of various centers of excellence.

Research income obtained in 2017 to 2018 (In INR Cr)

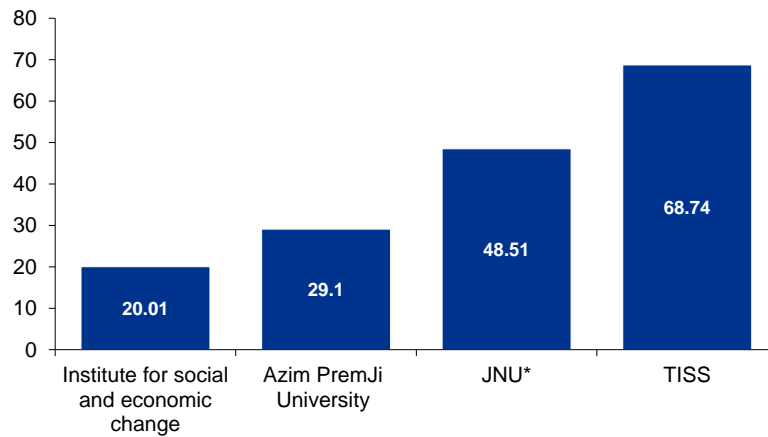


Figure 22: Research income obtained by peers in 2017-2018 (In INR Cr)

*The research income for JNU is from the entire university and not the faculty of social sciences alone. 25 per cent of the faculty in JNU belong to the School of Social Sciences. Since the School of Social Sciences with 13 centers of excellence is a key contributor to this income, it is taken into consideration.

Research Output

Academic excellence and path breaking research are two key components driving The Institute's reputation and ranking. Research output will be measured through number of publications in peer reviewed journals and citations received.

— Citations, Publications and research impact

The Institute will aim to generate high quality research work for the benefit of the society. The faculty members taking up a research will be required to clearly define the outcome in terms of research publication in reputed journals. The minimum number of citations expected per faculty is between 14 to 17. They will also take part in the NIRF (National Institute Ranking Framework) to assess their overall performance against the other institutes.

Research output and quality provided by Social Science Institutes in India in the year 2016

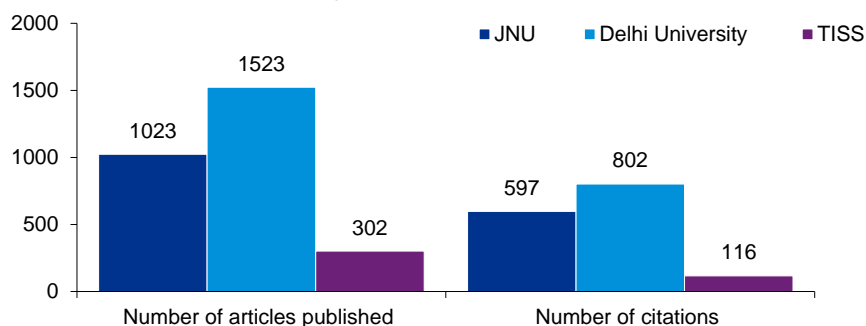


Figure 23: Research output and quality provided by Social Science Institutes in India for the year 2016

*The projects undertaken by JNU and Delhi University are from the entire university and not the faculty of social sciences alone. 25per cent of the faculty in JNU belong to the School of Social Sciences and 15per cent of the faculty in Delhi University Since the School of Social Sciences for both Universities are at large, it is taken into consideration.

Table 21: Research output at peer institutions

Categories (2017-2018)	School of Social Sciences (JNU)	Delhi School of Economics
Average Number of Citations per faculty	14	17
Research and professional practice rank (NIRF)	8	4
Scimago Research Ranking	75	14

5. Key Partnerships

Relationships with the industry, other international institutes and the Government are valuable to address the gaps encountered in Social Science learning and development. By working proactively with the industry, The Institute will deliver skilled graduates ready to meet the business requirements. The students in turn will benefit from the practical exposure received by the relevant resources from the industry. In addition, the tie ups with other international institutes for exchange programs and joint degrees will result in resource sharing (infrastructure, faculty) and further enhance student experience. Research projects with the Government and other Think Tanks will benefit the society at large and gives an opportunity to young students and members from the academia to provide meaningful contributions.

— Academic Partnerships

In order to consider itself as a leading institute of Social Sciences, The Institute will have to gain expertise from various parts of the world. Students will be encouraged to pursue overseas studies and field studies offered by partner institutes. The graduate students will be able to access the

resources of a partner university and will have supervisors to monitor the academic progress at the partner university.

In addition to the exchange of students, partnerships will be created for faculty to be shared by the universities. Another option to consider by The Institute is a partnership model of operations where the contribution and expertise of two different institutes having diverse set of strengths come together. The Institute

Table 22: Types of academic collaborations established by Indian and global institutes:

Partnership Type	Description
Faculty exchange with other institutions	<ul style="list-style-type: none"> • University of Delhi with Tata Institute of Social Sciences, Center for Political studies (JNU), Center for studies in social sciences (Calcutta), Delhi school of Economics, Department of sociology (West Bengal) , Faculty of arts and social sciences (university of new south wales) Development sociology and director of feminist gender and sexuality studies, Cornell university, department of sociology faculty of arts Colombo, LSE, Cambridge • Ashoka University comprises of 34 visiting faculty from prestigious institutes all over the world such as Carnegie Mellon, Delhi School of Economics, Oxford University, Indian Statistical Institute • TISS and Azim Premji University have partnered with faculty of social science, Antwerp and University of Michigan respectively for the exchange of academic faculty
Student exchange program with partner institutes	<ul style="list-style-type: none"> • National University of Singapore has tied up with the Social Science social science faculty of 16 institutes from various parts of the world which includes Harvard University, Fudan University, University of Hong Kong, Korea University, Stockholm School of Economics, University of Manchester for student semester exchange program. A student may pursue up to 2 of their semesters abroad. • Similarly, University of Tokyo has partnered with Peking university, Seoul National University, New York University for the student semester exchange opportunity.
Management of Operations	<ul style="list-style-type: none"> • Yale – NUS college is a liberal arts college (includes social science disciplines) started in the year 2011 as a partnership between Yale University and National University of Singapore. It is a 63000 sq. m campus based in Singapore with 1000 students on campus. The school is for undergraduate students pursuing their 4-year Bachelor of Arts degree in any of the social sciences fields of their choice. The students get to make the best of both worlds by sharing the resources of Yale University as well as National University of Singapore. - Faculty and Governing body: The 134-member faculty are separate from the main NUS faculty and comprise of visiting faculty from various parts of the world including Yale University - Students: The students get to benefit from the partnership established by both Yale University and National University of Singapore and they also get an option to pursue 2 years of their degree in each of the universities. - Admission Process: Yale – NUS follow their own USA based holistic admission process (submission of SAT scores, statement of purpose and letter of recommendation followed by interview upon getting shortlisted) separate from the NUS requirements. An undergraduate student applying to Yale University will

	be encouraged and given an option to apply to Yale NUS College in addition to their normal application and likewise for NUS.
Course Delivery	<ul style="list-style-type: none"> • Joint PhD program: King’s College London (School of Arts & Humanities, School of Social Science and Public Policy), Institute of Psychiatry, Psychology & Neuroscience and the Faculty of Arts and Social Sciences at National University of Singapore allow students to leverage on the strengths of all three institutes for their interdisciplinary PhD in Social Sciences. Each graduate will receive a joint qualification from both key universities. (NUS and King’s College)

— Industry Partnerships

The Institute will ensure that the along with faculty members from the academia, there will be members to provide practical exposure of Social Sciences – they will be a part of the faculty and academic council. While involving industry players in the curriculum design, research work and faculty is important, The Institute will also have a career services cell comprising of 3 members to coordinate activities among the stakeholders (industry players, students, faculty and alumni) and provide students various career opportunities. This team will ensure continuous feedback from the stakeholders is incorporated to keep both - the coursework relevant with the on-going trends and be responsible for the placement calendar and setting the norms for the placements.

Table 23: Types of industry collaborations established by Indian and global institutes:

Partnership Type	Description
Faculty from the industry	<ul style="list-style-type: none"> • Ashoka University has a blend of faculty from the industry and academia. Some of their visiting faculty members from the industry are Ms. Urvashi Butalia (publisher and founder of Zubaan Books) Mr. Nayan Chanda (founder and consulting editor of Yale Global Online) and Dr. Dwight Jaggard (curriculum chair of UPenn)
Industry as a part of academic council	<ul style="list-style-type: none"> • Ashoka University has an academic council of 12 members from prominent walks of education and the industry. One of their noteworthy members is Mr. Kaushik Basu, former Chief Economist of World Bank
Industry placements and apprenticeships	<ul style="list-style-type: none"> • For the academic year 2017-2018, students from TISS pursued internships at various corporate, Government and non-Government organizations. The duration of this internship was for 24 weeks. • Every year Azim Premji university invites NGOs, small organizations at the grassroots, research institutions, policy bodies, CSRs, quasi-Government institutions, schools for providing full time job opportunities to their students. Previously, they were successful in inviting 187 organisations and securing 90per cent placement rate for graduating students. The starting salary range for students is between INR 25,000 INR to 30,000 per month

Consultancy Projects with industry	<ul style="list-style-type: none"> • TISS is collaborating with Giri National Labour institute to conduct a research project based on labor related issues • IIT Delhi has been sponsored by Exonn Mobile USA (computer science), Google USA (computer science), Swiss Federal Institute of Technology Zurich Switzerland (Humanities and Social Sciences – agro advisory) with funds of over INR 64 Lakhs.
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— Government and think tank Partnerships

About 80per cent of the research projects The Institute undertakes will be funded by the ICSSR for Social Science research. The Institute will make good use of these funds to improve their expertise in the research field. The Institute will also partner with think tanks such as NBER, Center of Policy research, JPal, Institute of Economic and Social Change to organize for research assistant exchange programs so that the outstanding students can benefit from the other organization’s resources.

Table 24: Types of Government and think tank collaborations established by Indian and global peers:

Partnership Type	Description
Research Projects for/funded by the Government of India	<ul style="list-style-type: none"> • TISS is pursuing a research project funded by ICSSR on boundary spanning and intermediation for Urban regeneration: comparative cases from Indian cities • Delhi School of Economics is working on Indian forecasting model – United Nations Link Project funded by the Reserve Bank of India which integrates independently developed macro models into a global model for macroeconomic forecasting. It is in coordination by the UN Department of Economic and Social Affairs and the University of Toronto.
Consultancy projects for the Government of India	<ul style="list-style-type: none"> • TISS is working with the Government of Jharkhand to integrate and implement the NUSSD³⁴ program as part of the state skilling mission. They have also signed a knowledge partner MoU with the commissioner’s office from Chatra district, Jharkhand for the project – Aspirational Chatra where the school will assess and guide the Government for improving development indicators. • Azim Premji University is working with Administrative training institute which involves designing and delivering a four-week program for senior officers of the Government of Karnataka • The OP Jindal School of Government and Public Policy has worked with the Centre for development and finance to produce the Indian Public Policy Report 2014. The publication of the Law and Policy brief was launched by Jindal Global School of Law to address legal issues that are confronting our society.

³⁴ National University Students’ Skill Development

Exchange of research assistants with think tanks

- **National Bureau of Economic Research** has partnered with Columbia Business School, University of Chicago, NYU Stern, University of Southern California, MIT Sloan, University of Pennsylvania for the exchange of research assistants

6. Infrastructure and Facilities

Quality infrastructure is a prerequisite for providing quality education. Adequate infrastructure facilities would not only ensure state of the art equipment in the laboratories, but also comfortable residential facilities for the students, faculty and staff. The following table mentions the various facilities that would be available in The Institute:

Table 25: List of facilities

S. No.	Facilities proposed
1	Faculty wise Academic blocks – Classrooms, Labs, Research Centres, Lecture halls, staff blocks
2	Central Library
3	Auditorium
4	Residential Infrastructure: Accommodation for students, Accommodation for faculty, guest houses, accommodation for MDP students
5	Support/ Recreational Infrastructure: Sports block canteen/ cafeteria, retail outlets – pharmacy, cafes, supermarkets
6	Administrative Blocks – Career support cell, administrative offices
7	IT Infrastructure: Wi-Fi enabled campus, LAN ports in classrooms/ hostels, projectors, digital learning aids in classrooms, biometric systems for attendance, ERP : Student Lifecycle Management system, Learning Management system

— Technology Infrastructure

It is proposed that The Institute builds a robust technology infrastructure to establish itself as a leading global institute. A comprehensive and robust system designed to digitize administrative operations such as monitoring attendance of students and staff, admission and enrolment processes, course allotments, fee payment and collection, payroll management, hall ticket generation, time-table creation, accreditation procedures is proposed.

Further, there is scope for improvement in technology infrastructure including better digital infrastructure in classroom and online Learning Management Systems to facilitate online repository of knowledge resources, video lectures etc. While digitization of resources in library is currently underway, there is further scope for improvement with regards to subscriptions to world-class journals, terminals.

— Social Infrastructure

— Residential Infrastructure

It is proposed that The Institute shall have full residential facilities for students, faculty and non-teaching staff, with access to all basic amenities, on-campus shops, grocery, chemist etc. Student

accommodation on a twin sharing basis adding up to ~600 rooms and staff accommodation on a single room basis adding up to 200 rooms is proposed.

— Extra-Curricular Infrastructure

Activities will be conducted in The Institute by the students through different clubs and competitions. Learning at the campus will be further enhanced through interaction with peers, seniors, juniors, faculty, and professionals by engaging in these non-academic programmes. Some of these have been discussed in this section.

- **Seminars, Workshops and Forums**

Adequate visiting faculties, guest lectures, seminars etc. are recognized as an important offering for all-round development and exposure in leading institutes. Such opportunities provide students a diverse and holistic learning experience through interactions with stalwarts from the industry and academia. The Institute will encourage the academic departments to organize relevant workshops in partnership with the industry, academia and the Government, as per the requirement and identified focus areas of The Institute. Since The Institute is envisioned to be a leading institute in social science, it is recognized that The Institute will be instrumental in promoting dialogue and offering solutions to the pertinent developmental challenges in India and the sub-continent.

Designated seminar and workshop halls will be assigned for the purpose of the same. Academic departments along with student associations and clubs may be responsible for organizing such seminars and forums on a regular basis. Besides the same, an annual conference around a well deliberated and relevant theme can be organized every year and dignitaries from academia, industry and Government agencies will be invited for the same. The event could also host students and faculty from other leading institutes in the region. Conferences and seminars will prove to be an integral part of student and faculty engagement and help in attracting the best talent.

Case study 7: Enhancing critical thinking through dialogue at leading institutions

Most of the leading institutes in the field of social sciences are well renowned for their exemplary and stimulating conferences and seminars which are an amalgamation of industry focus and academia, including lectures delivered by Nobel laureates.

DSE and JNU organize seminars and guest lecture all through the year in collaboration with leading global institutes such as School of Oriental and African Studies (SOAS), Tufts University, Boston University, Think Tanks such as National Council for Applied Economic Research, industry stalwarts such as Reserve Bank of India and Nobel Laureates including Dr. Abhijeet Banerjee, on themes of global relevance.

Globally renowned institutions in technology and engineering such as the Carnegie Mellon University (CMU) and Nanyang Technological University (NTU) are host to a number of conferences, seminars and fairs throughout the year in design, technology, economics and more. These universities are pioneers in research and academic excellence and aim to advance the same through dialogue and deliberation at these events. Many universities including Harvard have inspired campus dialogue through seminars organised by alumni, which have witnessed industry participation and culminated with job and career fairs.

- **Clubs, Associations and Societies**

The Institute aims at providing exceptional student experience and integration across academic and non-academic spheres.

The clubs and societies at The Institute will be integrated under one main representative body also known as a student's union. This body will seek to promote culture and leadership and nurture talent and soft skills, besides advancing the cause of students. The students' union will comprise of a legislative and an executive body. The legislative body includes a council of students for hostel affairs, finance committee, steering committee and a committee of festival affairs among others. The executive body consists of three councils namely academic, non-academic and sports.

These councils will seek to nurture the talent, interests and natural proclivity of students. The academic council will include clubs/societies to further the interests of the students in a specific subject outside the classroom such as applied psychology, econometrics, social research methods etc. A culture of collective and critical thinking through practical knowledge will be fostered through these clubs.

The non-academic council will include cultural interests, extracurricular activities and hobbies. Cultural societies under the non-academic council will seek to nurture talent and passion for various forms of activities. Students from these societies will participate in intra-institute events, inter-institute and national level competitions. An indicative list of non-academic societies includes debating society, journalist society, dance society, quiz clubs, language societies etc.

- **Sports**

In order to promote all round development, it is imperative to focus on physical and mental fitness. In this context, sports become essential in maintaining a healthy balance, fostering camaraderie and spirit amongst the students. The Institute will have ample sports infrastructure and facilities for the students. Individual sports clubs under the sports council will be instrumental in organising tournaments and competitions on a periodic basis.

The range of sports and activities hosted by The Institute will include both indoor and outdoor sports such as table tennis, aerobics, athletics, boxing, taekwondo, football, basketball, weightlifting and more. The Institute will organise an inter-collegiate sports event annually and host students from other institutions for the same. The event hosts a series of competitions simultaneously or be a focussed tournament for popular sports such as football.

In order to promote holistic development of students and nurture talent, The Institute will hire the finest coaches who are able to hone the talent and interest among students for the sports

Case study 8: Sports is an integral part of all-round development at TISS

The Recreation Centre at TISS includes facilities such as gym, yoga, table tennis, carrom, badminton, etc.. An aerobics programme is being introduced from this academic year to encourage physical fitness activities amongst students. The Students' Union organises sporting events (both outdoor and indoor), and the Annual Sports day is a much awaited day in the sports calendar for students, staff and faculty alike. Cultural activities such as celebration of national holidays, the Spic-Macay music festival, food festivals, and the three-day 'TISS Cultural Fest – Quintessence' (fondly referred to as Quinty) – form some of the cultural highlights of life on the campus.

7. Financials

The financial projections for the institute are given in the Table 26. Key Assumptions for the same are highlighted below

I. Operating Revenue

1. Year on year ramp up of students has been assumed as highlighted in Section 2. It is assumed that the Institute will take ~7-10 years from the year it launches the programme to ramp up admissions to full capacity. At steady state, student intake for all PG programmes will be 1130 students, MPhil/PhD programmes will be 190 students and Certificate programmes will be 700 students.
2. The share of international students in a year is ramped up from nil in Year 1, to 5% in Year 10 across all types of programmes
3. Fees assumed is highlighted below. Year on year escalation of 10% on Fees has been assumed.

Programme	Domestic Students	International Students
Masters	180000	250000
PG Diploma	120000	150000
MPhil	75000	120000
PhD	10000	15000
Certificate	75000	100000

4. Other income:

Research	It is assumed that 60% of faculty will do research, Average income p.a. per faculty is taken as INR 20 lacs
Hostel	It is assumed that 80% of cumulative students in PG, PG Diploma, M.Phil. and PhD programmes will opt for hostel
Hostel Fee	INR 100,000 per annum per student

II. Operation Expenses

1. Scholarships to the tune of 50% of academic fees has been assumed for a share of students. The share of students who have been assumed to receive the scholarships is showcased below:

Scholarships	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
Domestic	5%	5%	5%	5%	7%	7%	8%	8%	9%	10%
International	5%	7%	10%	12%	15%	15%	16%	16%	17%	17%

2. Student to Faculty ratio is assumed at 10:1 of cumulative number of students in Masters, PG Diploma and MPhil programmes:

Particulars	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
Teaching Staff	4	7	24	40	64	85	106	114	122	122

3. Number of Head Office and Non-teaching staff:

Particular	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
HO staff	6	8	10	10	10	10	10	10	10	10
No. of non-teaching staffs	2	5	10	15	20	25	30	45	50	60

4. Salary and other assumptions for operating expenses as below:

Particulars	INR
Average Faculty salary per month (escalating at 5% p.a.)	150000
Average Non-teaching salary per month (escalating at 5% p.a.)	40000
HO staff salary per month (escalating at 5% p.a.)	250000
Advertisement	10% of operating revenue
Overheads	12% of operating revenue
PhD stipend per month (escalating at 5% p.a.)	25000
Partnership Fee	5% of operating Revenue
Research Expenses	40% of Research Receipts
Hostel Expenses	40% of Hostel receipts
Content Customization cost	10000/hour
Annual Premium (escalating at 5% p.a.)	10000000

III. Capital Expenses

1. Cost for Hostel space is accounted for 80% of cumulative students enrolled in PG, PG Diploma, M.Phil. and PhD programmes
 - a. Existing residential facilities will be used for staff and faculty
 - b. Hostel Space of 250 sq. ft per student has been accounted for
2. Cost of construction is taken at INR 3000 per sq. ft for hostel and mess. This includes cost of AC, interiors, furniture and digital infrastructure such as wi-fi.
3. Cost of construction is escalated by 5% after every two years
4. Renovation cost of INR 300 per sq. ft has been assumed to renovate 170,000 sq. ft of existing constructed area
5. Contingency fund of 5% of all other capital expenses per annum has been accounted for 6 years
6. Straight line depreciation at the rate of 3%

Table 26: Financial Projections for the Institute

Particulars (In INR)	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Revenue											
Academic receipts		19060000	55144870	108154156	181406116	271131555	366342710	436029880	480032355	528255308	581080839
Research Receipts		4800000	9240000	34848000	63888000	112442880	164272020	225342559	266584499	313821402	345203542
Hostel & Mess Receipts		5360000	18060000	35985600	60659550	88780577	121502005	139905985	148026964	156019295	163820260
Total annual revenues		29220000	82444870	178987756	305953666	472355011	652116734	801278424	894643819	998096005	1090104641
Operating Expenses											
Total salary of non-teaching staffs		960000	2520000	5292000	8334900	11668860	15315379	19297377	30393369	35458931	44678253
Total salary of faculty members		7200000	13230000	47628000	83349000	140026320	195271079	255690248	288737007	324449215	340671676
PhD Stipends		2400000	7245000	14222250	23615550	35735884	45946136	54273873	61208868	66485495	69809770
Scholarships		476500	1386006	2776418	4790387	10211376	13797642	18604579	20482186	25181113	30410805
Content charges		10600000	10600000	10600000	10600000	9600000	9600000	200000	200000	200000	200000
Advertisement (10% of top line)		2922000	8244487	17898776	30595367	33064851	39127004	40063921	44732191	49904800	54505232
Overheads (maintenance, electricity, water etc.) (18 of top line)		3506400	9893384	21478531	36714440	56682601	78254008	96153411	107357258	119771521	130812557
Management Salary		18000000	25200000	33075000	34728750	36465188	38288447	40202869	42213013	44323663	46539846
License Fee (Lease payment)- 5% of operating revenue		1461000	4122244	8949388	15297683	23617751	32605837	40063921	44732191	49904800	54505232

Research exp- 40% of research receipts		1920000	3696000	13939200	25555200	44977152	65708808	90137024	106633800	125528561	138081417
Hostel and mess exp- 40% of hostel receipts		2144000	7224000	14394240	24263820	35512231	48600802	55962394	59210786	62407718	65528104
Annual Premium		10000000	10500000	11025000	11576250	12155063	12762816	13400956	14071004	14774554	15513282
Total Operating Expenses		61589900	103861121	201278802	309421347	449717275	595277957	724050575	819971673	918390371	991256174
Surplus (INR lacs)		(323.70)	(214.16)	(222.91)	(34.68)	226.38	568.39	772.28	746.72	797.06	988.48
Capital Expenditure											
Hostel	129,000,000	116,250,000	155,137,500	163,012,500	182,739,375	76,072,500					
Mess	30,000,000	0	0	30,000,000	0	0					
Refurbishment of existing infrastructure	51,000,000										
IT / Digital infrastructure (academic/admin)	10,000,000	10,000,000	10,000,000	10,000,000	10,000,000						
Contingency Fund (5% of other capex)	11,000,000	6,312,500	8,256,875	10,150,625	9,636,969	3,803,625					
Total capital expenditure (INR lacs)	2,310	1,326	1,734	2,132	2,024	799					

Table 27: Projected Financial Internal Rate of Return

Scenario 1: Discount rate- 10%											
IRR (INR CR)	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
Initial Investment	-22.0	-12.6	-15.8	-19.5	-17.6	-6.9	0.0	0.0	0.0	0.0	0.0
Revenue	0.3	3.1	8.4	18.2	31.4	48.7	67.6	83.6	93.9	105.4	115.4

Operating Expenses	0.0	6.2	10.4	20.1	30.9	44.9	59.4	72.3	81.9	91.7	99.0
Depreciation	0.9	1.6	2.0	2.5	3.1	3.7	4.0	4.0	4.0	4.0	4.0
Surplus	-0.6	-4.7	-3.9	-4.4	-2.7	0.1	4.2	7.3	8.1	9.7	12.4
Cash Flows	-22.6	-17.3	-19.7	-23.9	-20.2	-6.8	4.2	7.3	8.1	9.7	12.4
Terminal Value (INR Cr)	248.3										
IRR after 10 years	12.01%										
NPV (In Cr)	13.8										

Scenario 2: Discount rate- 8.5%											
IRR (INR Cr)	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
Initial Investment	-22.0	-12.6	-15.8	-19.5	-17.6	-6.9	0.0	0.0	0.0	0.0	0.0
Revenue	0.3	3.1	8.4	18.2	31.4	48.7	67.6	83.6	93.9	105.4	115.4
Operating Expenses	0.0	6.2	10.4	20.1	30.9	44.9	59.4	72.3	81.9	91.7	99.0
Depreciation	0.9	1.6	2.0	2.5	3.1	3.7	4.0	4.0	4.0	4.0	4.0
Surplus	-0.6	-4.7	-3.9	-4.4	-2.7	0.1	4.2	7.3	8.1	9.7	12.4
Cash Flows	-22.6	-17.3	-19.7	-23.9	-20.2	-6.8	4.2	7.3	8.1	9.7	12.4
Terminal Value (INR Cr)	354.7										
IRR after 10 years	16%										
NPV (In Cr)	47.7										

The operating expenditure of the Institutes typically does not exceed 90% of the total revenue where staff payments and benefits will be between 55% to 65% of the revenue. About 20% of cost is allocated to administrative and general expenses. Remaining 5per cent is split among the other operating expenses

Table 28: Operating expenses incurred by peer institutes

(IN Cr INR)	ISI	TISS	Azim PremJi University	LSE ³⁵	NBER	Institute of Social and Economic Change	JNU
Academic receipts	-	10.42	15.13	1,946.45	-	-	10.99
Grants and Donations	338.29	92.56	-	535.56	243.98	20.01	352.03
Income from Investment	-	0.27	2.59	40.94	39.26	4.27	7.59
Other Incomes	-	0.92	0.22	711.33	12.63	1.78	8.98
Deferred Income from assets purchased out of restricted funds	-	1.46	-	-	-	-	4.00
TOTAL REVENUE	338.29	105.63	17.94	3,234.28	295.87	26.06	383.59
staff payments and benefits	230.67	68.55	24.44	1,745.43	221.76	14.83	401.89
academic expenses	-	1.79	19.35	-	-	-	38.36
admin and general expenses	40.95	7.64	20.83	-	60.56	8.77	82.43
Finance cost	-	0.08	0.01	81.39	-	-	0.08
Depreciation	-	1.46	3.05	119.90	-	-	22.92
Other expense	-	16.69	1.22	1,119.22	0.41	2.43	10.41
Total Opex	271.62	96.21	68.90	3,065.94	282.73	26.03	556.09

³⁵ Conversion rate: 1 INR = 0.011 GBP

Earnings before interest, tax, depreciation and amortization	66.67	9.42	-50.96	168.34	13.14	0.03	-172.5
EBITDA margin	19.7%	8.9%	-284.1%	5.2%	4.4%	0.1%	-45.0%

Azim Premji University's **income is primarily from academic receipts**. Their restricted and unrestricted funds is of INR 52.84 Cr. 63 per cent of grants and donations received by TISS are from Non-Government institutes and individuals. The Institute will work towards ensuring a similar income structure where they are less reliant on grants and donations. Income from investments in endowment funds will be built over time for financial sustainability.

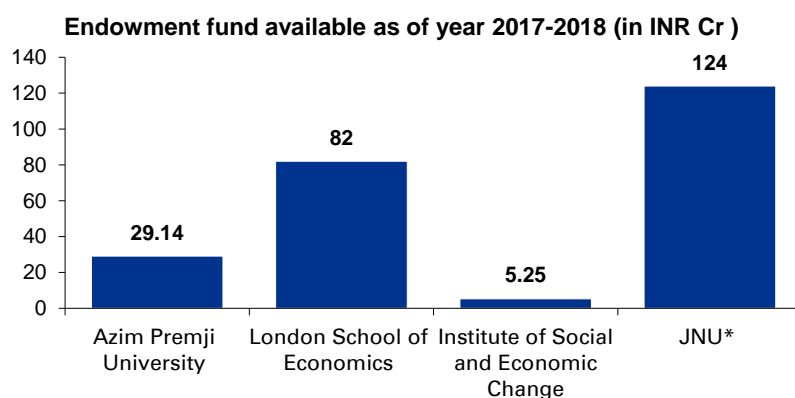


Table 29: Sources of funding for various peer institutes

Income received (Year: 2017-2018)	ISI	TISS	Azim Premji University	LSE	NBER	Institute of Social Economic Change	JNU
Academic receipts	0	10.4	15.1	1946	0	0	11
Grants and Donations	338.3	92.7	0	535.6	244	20	352
Income from Investment	0	0.3	2.6	40.94	39.3	4.3	7.6
Other Incomes	0	0.9	0.2	711.3	12.6 ³⁶	1.8	8.9
Deferred Income from assets purchased out of restricted funds	0	1.5	0	0	0	0	4
TOTAL INCOME	338.3	105.6	17.9	3234	295.9	26.1	383.6

³⁶ Other Income for NBER is from subscriptions and publications

*All values in Cr INR

Income categories (as a percentage of respective total Income)	ISI	TISS	Azim PremJi University	LSE	NBER	Institute of Social and Economic Change	JNU
Academic receipts	0%	10%	84%	60%	0%	0%	3%
Grants and Donations	100%	88%	0%	17%	82%	77%	92%
Income from Investment	0%	0%	14%	1%	13%	16%	2%
Other Incomes	0%	0.9%	1.2%	22%	4%	7%	2%
Deferred Income from assets purchased out of restricted funds	0%	1%	0%	0%	0%	0%	1%

Case study 9: Sources of Funding for JNU and ISEG

- **Sources of Funding for JNU:** JNU has received over 73 endowments for their organizational activities. (few endowments: Australian High commission, Chair in classical Greek studies, Joint Plant Committee – Gol, Kannada Language Chair, Korean Foundation, RBI endowment Chair). These endowment funds totaling up to INR 24.51 crores are long term funds for specific purposes received from individual donors, trusts and other organizations. In the case of sponsored projects, ICSSR contributed INR 70 Lakhs over the last year alone for research initiatives in Social Science. The University received grants from the UGC (60 Cr INR) upon being recognized as a University with Potential for excellence.
- **Segmentation of Income received by Institute of Social and Economic Change for the year 2017-2018:** 27 per cent of the income received by ISEG is through Non planned grants from ICSSR and Government of Karnataka, 19 per cent from Interest income, 14 per cent from grants in aid for projects, workshops and seminars

IV. Partnership Strategy

Public Private Partnership involves collaboration between government and private players where private players assist the government in providing quality services in their field of expertise. Since its inception, DTNILERD has been a unique institution of its kind that carved out a niche in the field of human resource planning and development, monitoring and evaluation of public policies and programmes, dissemination of best practices, devising academic and training programmes in governance and public policy for developing nations, and such other initiatives. The Institute has made a marked position, both at the national and international level, in the field of research in labour and employment, skill development, Monitoring and Evaluation etc. It is a repository of knowledge and provides research services to the Government, Public/Private sector, international organisations and other such agencies.

There is a growing appetite for evidence-based policy making and a shift from basic research to applied/ empirical research. With the emergence of tools and methodology such as big data, machine learning etc. and increase in data analysis, India is becoming a focal point for social science researches. It is therefore proposed to transform DTNILERD into a Global Institute of Academic and Research Excellence in Social Sciences through Public Private Partnership, by leveraging the experience and expertise of the world-renowned institutes in the field. The objective is to establish an Institute pioneering in the field of Social Sciences in South and South-East Asia to ensure optimal utilization of the existing infrastructure.

It is proposed that the Institute will be operated in a DBFOT mode (Design, Build, Finance, Operate and Transfer) and the scope of work for the bidder will broadly include:

- To establish and manage the academic and research institute of global repute to foster advanced academic research and informed policy advice with focus on social sciences
- At its own cost and expense, implement the Project, procure finance for and undertake the design, development, engineering, procurement, construction, equipping, operation, maintenance and management of the Project
- To construct the institute on the Project Site as per the additional requirements for infrastructure development (academic and non-academic) as deemed fit by the Concessionaire
- Arrange for and procure at its own cost and risk, applicable permits, and all required equipment, infrastructure facilities and utilities, including procuring connection for and supply of electricity, water, and other utilities
- Perform research work/ studies for the NITI Aayog on mutually agreed terms on non-profit basis
- Provide all necessary services including mandatory support to authority and finally transfer the Project to the Authority at the end of the concession period and fulfil all other obligations of the Concessionaire in accordance with the provisions of the Concession Agreement.

Models of Public Private Partnership in higher education

Public private partnerships in higher education can be introduced to assist the public partner in the following areas:

- a. Infrastructure – land, building
- b. Finance
- c. Support – nonacademic operations
- d. Academic operations

Thus, basis ownership and operations, the various forms of public private partnership models include:

- **Operation and Maintenance:** A contract where a private entity operates a public owned asset for a specific period. The ownership of the asset lies with the public entity
- **Lease, develop, operate:** As the name suggests, the private entity undertakes and operates a government owned facility on lease basis. The private entity will be given rights to further develop the facility during the lease period. Upon completion of the lease period, the facility is transferred back to the Government
- **Build-Own-Operate-Transfer:** Private partner will receive ownership of the asset from the government entity for the duration of the concession. The private partner will be responsible for construction and operation
- **Build-Operate-Transfer:** Under this form of partnership, while the ownership of government facility is retained by the public entity, the private partner is responsible for construction and operation of the facility. This form of PPP model has two contracts –

Type of contract	Duration of partnership	Role of private entity
Design-Build-Operate-Transfer (DBOT)	Short – medium term (5 to 10 years)	Design, construct, manage, maintain
Design-Build-Finance-Operate-Transfer (DBFOT)	Long term (20 years+)	Design, finance, construct, manage, maintain

Examples of institutes established under different PPP arrangements is given in Appendix 4.

It is recommended that the new institute be established as a public private partnership under the DBFOT contract. The rationale for such a partnership is provided below:

Rationale

- **Support to government funding** –Although government has increased its GDP contribution towards education over the last 5 years, these are not sufficient to cater to the demands. Hence private player contribution is must in higher education.
- **Expertise** – Private players bring in the expertise in their respective fields thus assuring quality of services. One of the biggest cost factors for any higher education institution is the student residential facilities. Many private players are into the construction and operation of student hostels providing affordable and quality services to the students.
- **Risk Sharing** – Benefit from a PPP model is that there are more partners involved in the whole process and risks involved in all the processes are lowered with proper risk allocation among the government and private players.
- **Implementation Timelines** – As compared to the public sector projects where more time is invested in the coordination of the projects, projects managed by the private players are usually on time since the aim for the private players is to reduce the project time to save on the cost. PPP model ensures that timely execution of various processes is undertaken.
- **Cost-Optimization** – PPP model also brings in the cost effectiveness in the overall project execution since private players usually incorporate efficient processes in the various stages of process execution to remain competitive among other private players.

- **Accountability** – Involvement of private players bring in the performance-based payment model wherein private players need to deliver their commitments failing which payment might be stopped.
- **Quality Monitoring** – Private players have an incentive to improve their quality of services since the payment is dependent on the quality. Monitoring of the processes being undertaken by the private players will be done by the Government basis which appropriate payments will be done to the private players.
- **Flexibility** – PPP model ensures that processes are rigid and there is sufficient autonomy and flexibility in the processes. Also new processes can be introduced to strengthen the operational output of the institute
- **Financial gain** –The Government will not offer any funding to the private entity. Thus, the Government benefits from not having to contribute to the sustainability of the public facility yet receive a high share of the revenue received from operations.

Proposed competencies required to deliver the operating model

To deliver the proposed operating model, five key areas were looked at – Education – PG Programs/PG Diploma, capacity building certificate programs, PhD/MPhil programs, research and operation support. For each of these areas, the competencies required, and preferred type of institutes were analysed. **Based on the analysis across all the areas, it is decided that partnering with a higher education institute will be ideal for the successful functioning of the proposed The Institute.**

Table 30: Proposed competencies of the partner institutes required to deliver the operating model:

	Competencies required	Preferred type of institution
Education – PG programs/ PG Diploma	Student mobilization, faculty recruitment, academic delivery, placements, examinations, content development, curriculum design	✓ Higher education institutions
Capacity Building, Certificate Programmes	Curriculum Design, Partnership Development, Online and in class delivery	Online Learning Portals, Training Institutes, Institute offering EDP/MDPs
PhD/ M.Phil.	Access to database, Partnerships with industry, Government, think tanks	Research Centers ✓ Higher Education Institutes
Research	Infrastructure, Labs and Equipment, Access to database, Partnerships with industry, Government, think tanks	Research Centers Think Tanks ✓ Higher Education Institutes

Operational Support	Experience of operation and maintenance of residential facilities, mess services, Supply chain Management, Vendor Support	Companies managing lodging and F&B services for students, corporates etc.
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Potential Private Players for partnerships

Keeping the new Institute’s vision of being a ‘global institute par excellence’ in focus, they should opt for partnering with a leading higher education institute – foreign institute or Indian institute of repute who will not only support academic and nonacademic operations but also act as the conferring body for provision of degrees to students.

Table 31: Potential Private Players for partnerships for The Institute

Indian Partner for Operations	International private partners (non-lead bidder, only as part of consortium)
<p>Institute of Eminence –</p> <ul style="list-style-type: none"> • BITS Pilani (Selected) • Manipal Academy of Higher Education (Selected) • University of Delhi (Recommended) • Shiv Nadar University (Recommended) <p>Institute of National Importance-</p> <ul style="list-style-type: none"> • Indian Statistical Institute • IITs <p>Social Science Institutes –</p> <ul style="list-style-type: none"> • Delhi School of Economics • Jawaharlal Nehru University • Tata Institute of Social Sciences • Azim Premji University • Madras School of Economics • Institute of Rural Management Anand • National Institute of Rural Development, Hyderabad <p>Research Institutes and Think Tanks</p> <ul style="list-style-type: none"> • Centre of Policy Research Institute for Social and Economic Change • Institute for Social Economic Change • National Institute of Rural Development, Hyderabad 	<p>Universities part of QS/Times higher education world university ranking top 50, such as:</p> <ul style="list-style-type: none"> • Harvard University • Stanford University • London School of Economics • National University of Singapore • University of Pennsylvania • University of Chicago

Partnership strategy for The Institute

Both the public and private sector higher education institutes in India have made efforts to promote internationalization of their institutes with foreign universities by increasing collaborations in course development and delivery, research and exchange of staff and students. The Government of India is making an effort through recent schemes such as – IMPRESS (Impactful Policy Research in Social Sciences) for promotion of such international partnerships. Further, keeping The Institute’ ‘global institute par excellence’ vision in focus, they should opt for partnering with a foreign university or Indian university who will not only support academic and nonacademic operations but also act as

the conferring body for provision of degrees to students. The partnerships can be explored with an Indian higher education institute or International higher education institute. Overall, the following seven options can be considered by The Institute:

Table 32: Partnership options available for The Institute:

Partnerships	Degree Granting Body	Examples	Existence in India
International Partnerships			
Option 1: International branch campus (IBC) fully owned by foreign institute ^{37, 38}	International	-NYU Abu Dhabi -INSEAD Singapore, Abu Dhabi, France	
Option 2: International branch campus with an Indian partner as a joint venture ³⁹	International	-Monash University and Sunway Education Group in Malaysia -Texas A&M University and Qatar Foundation ⁴⁰	
Option 3: Twinning programs (Intl. + Indian Academic Partner) ⁴¹	Indian Along with foreign university logo and name on the degree	-Vellore Institute of Technology and Purdue University	✓
Option 4: International knowledge partner – only academic operations	Indian	-Wharton Business School, Kellogg School of Management and Indian School of Business -Singapore Institute of Technology and Design with Massachusetts Institute of Technology	✓
Option 5: Double degree program (Intl. Partner + Indian academic partner)	Indian + International	-National University of Singapore and Indian Institute of Technology Bombay/Madras/Kanpur	✓
Indian Partnerships			
Option 1: Institute of National Importance/ Central Universities/ Institute of Eminence/ Deemed Universities who will be able to operate The Institute as a separate campus	Indian	-Tata Institute of Social Sciences -Manipal University	✓
Option 2: Academic operations knowledge	Indian	-Tata Education Development Trust and Indian Institute of Skills	✓

³⁷ This is pending the passage of HECI Bill in parliament which allows for setting up of IBCs in India

³⁸ Case study 10

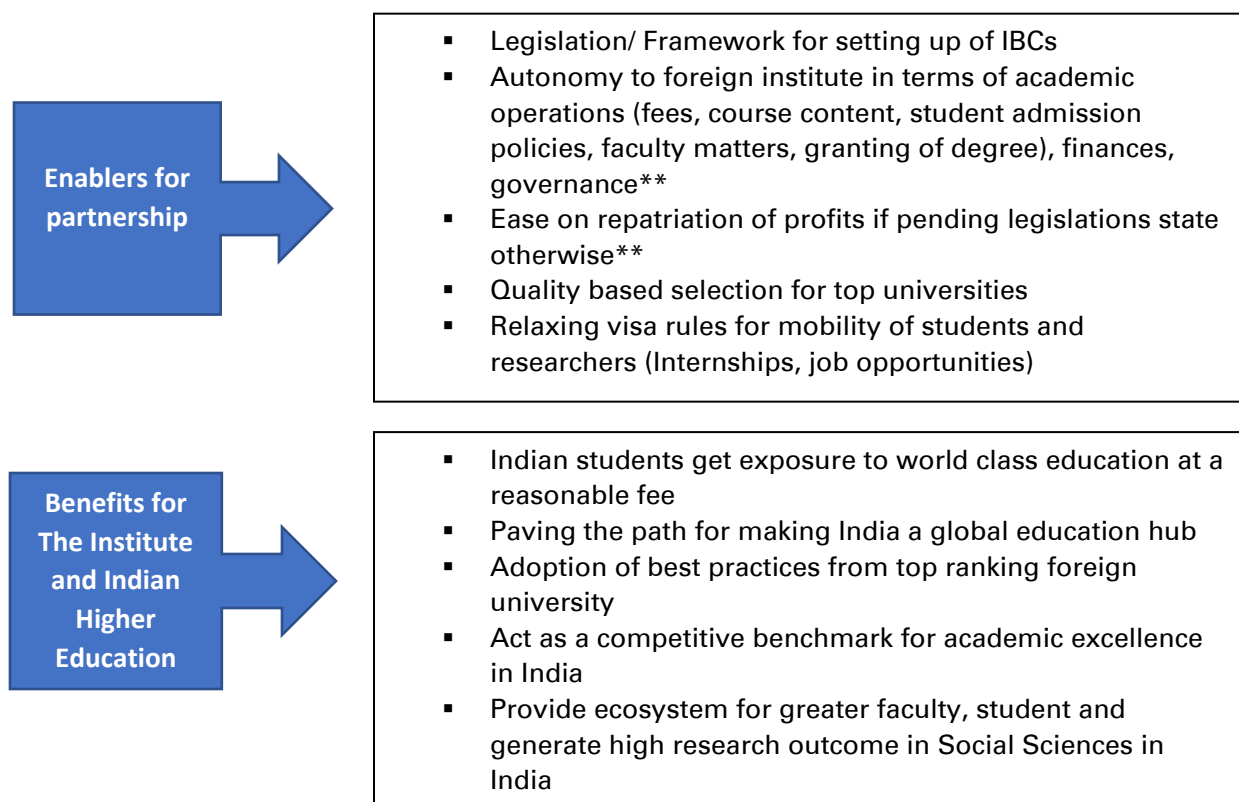
⁴⁰ Case study 11

⁴¹ Case study 12

partner to The Institute			
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- **Factors to be considered for the partnership strategy in the case of a foreign partner**

Figure 24: Factors to be considered for the partnership strategy in the case of a foreign partner



**Subject to regulatory guidelines as followed by other Indian higher education institutions

- **Benefits to the private partner**

- **Academic Collaboration:** The Institute is expected to be recognized as a global institute par excellence in social sciences. This gives an opportunity to Institutes such as the IOEs to expand their offering in this field.
- **Research Collaboration:** The Institute aims to serve as a policy think tank to the Government and contribute through research to the sustainable development agenda in India and emerging economies. This aspect with the best of faculty in research of social sciences will pool in immense talent from all over the world.
- **Brand Image:** Association with NITI Aayog will enhance the brand image of the private partner. They will be able to benefit from the Government recognition received through the association.
- **Geographical expansion leveraging NITI Aayog infrastructure:** This partnership gives international players specializing in social science education and research a leeway into the

higher education sector in India. It also makes it easier for both Indian and international players to utilize the vast infrastructure NITI Aayog has to provide for this purpose.

- **Case studies for the various options provided in the partnership strategy**

Case study 10: International Branch Campuses (IBCs) established by universities in countries with favorable regulations (Option 1 in Table 31)

Host country	Noteworthy universities who have set up operations and grant degrees to students at host country ⁴²	Regulations and provisions by host country
Singapore	<ul style="list-style-type: none"> • INSEAD • ESSEC Business School • SP Jain Global School of Management 	<ul style="list-style-type: none"> • Economic development board organized a “World class universities program” in 1998 to invite INSEAD, Wharton Business School, Carnegie Mellon University to set up campuses in Singapore <input type="checkbox"/> Heavy Government grants and loans were involved <input type="checkbox"/> Council for private education (CPE) is set up for ease in governance of private institutes
UAE	<ul style="list-style-type: none"> • INSEAD, Abu Dhabi • New York University, Abu Dhabi • BITS Pilani, Dubai • Manipal University, Dubai • SP Jain Global School of Management • London Business School (Provides E-MBAs at the Dubai campus) 	<ul style="list-style-type: none"> • Dubai has established free zones to facilitate business opportunities and education tourism is one of them. Knowledge and Human development Authority (KHDA) are established to supervise ties with international branch campus <input type="checkbox"/> Light regulation and compliance <input type="checkbox"/> Repatriation of profit <input type="checkbox"/> Exemption from taxes and custom duties <input type="checkbox"/> Generally, universities tie up with infrastructure providers licensed by KHDA and pay rent for the infrastructure
China	<ul style="list-style-type: none"> • New York University, Shanghai • Duke Kunshan University 	<ul style="list-style-type: none"> • Established Sino-foreign cooperative education to invite foreign universities <input type="checkbox"/> Allowed to return profits to home institution <input type="checkbox"/> Foreign entities can operate as independent legal entities <input type="checkbox"/> Foreign universities must be established as a joint venture with a Chinese Institute <input type="checkbox"/> Facilitated by regulation of the people’s Republic of China on Chinese-Foreign Cooperative Education
Malaysia	<ul style="list-style-type: none"> • Monash University 	<ul style="list-style-type: none"> • Regulated by the 1996 Private higher education institutions Act

⁴² Source: Respective university and Government websites, newspaper articles, WES article: IBC in China and UAE, comparative study of IBCs in Malaysia, Singapore, China, South Korea

	<ul style="list-style-type: none"> University of Nottingham 	<ul style="list-style-type: none"> <input type="checkbox"/> In 2010, Malaysian Government granted four international branch campuses self-accrediting status – right to grant degree without Malaysian Qualification Agency (MQA) approval <input type="checkbox"/> Given autonomy in compliance by MQA <input type="checkbox"/> Direct invitation by Minister of Education (For University of Nottingham)
Sri Lanka	<ul style="list-style-type: none"> Manipal University 	<ul style="list-style-type: none"> In alignment with Sri Lankan Government’s a vision 2025 where one of the key success factors is to promote internationalization of education <input type="checkbox"/> Free land and tax Concessioneing <input type="checkbox"/> 20per cent of places for scholarship students <input type="checkbox"/> Provide Government stake in operations

- **Case study 11: Virginia Commonwealth University establishing an agreement with Qatar Government to establish and operate an institute in Qatar (Option 2 in Table 31)**

International Branch campus – Joint venture with Government entity: VCU established and currently operates a degree granting branch campus of their institute in Doha, Qatar called Virginia Commonwealth University Qatar (VCUQ)⁴³ Duration: 10 years between 2002 and 2012, Renewed: 2012 to 2022		
Entity	Virginia Commonwealth University (VCU)	Qatar Foundation (State of Qatar)
Role	-VCUQ will operate under direct control of VCU for providing undergraduate and graduate education in design and fine arts -University will maintain the same standards of quality for faculty, staff, students and curricula that will apply at the main campus VCU is responsible for: <ul style="list-style-type: none"> ➤ Selecting, employing and supervising academic and administrative faculty and staff ➤ Establishing and implementing student admission policies ➤ Delivering curriculum and degree programs 	-3 board members of QF will be part of the 9-member advisory board which provides advice on operational matters of VCUQ -Supervise and perform quality assurance and annual audit for VCUQ Provide scholarships and need based financial aid loans to students -Exercise effort to secure appropriate visa and work permits for faculty, staff, students and their family -Maintenance and improvements to infrastructure and facilities Provide tax exemption to VCUQ and VCU
Financial Support provided by Qatar Foundation	<ul style="list-style-type: none"> • Capital cost and operating expenses + Management fee (US\$ 3.4⁴⁴ Million per year adjusted to higher education price index published by US department of Education capped at 3per cent) of VCUQ • Cost of joint advisory board • Financial audit expenses of VCUQ 	

⁴³ Source: Agreement document between Qatar Foundation (State of Qatar) and Virginia Commonwealth University

⁴⁴ Source: Agreement document between Qatar Foundation (State of Qatar) and Virginia Commonwealth University

	<ul style="list-style-type: none"> • Provide land to VCUQ without charge (QF will have ownership of property) • Revenue from research will be segmented as: Inventor(s)-33per cent, QF-17per cent, VCU-17per cent, reinvested in VCUQ-33per cent
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• **Case study 12: Joint Degrees and Twinning Programs (Option 3 & 5 in Table 31)**

	Joint/Dual Degree	Twinning programs
Degree Conferring University	Indian Institute of Technology and National University of Singapore	Vellore Institute of Technology (with Purdue University logo and name on the degree)
Partner Institute and host country	National University of Singapore, Singapore	Purdue University, USA
Details of partnership	<ul style="list-style-type: none"> • NUS and IIT Bombay/Madras/Kanpur have collaborated to provide joint PhD degrees • Faculty members from both universities will contribute in teaching • Candidates have to spend at least 2 semesters of their candidature each at NUS and the respective IIT 	<ul style="list-style-type: none"> • First 2 years of Bachelor of Engineering to be spent at VIT, Vellore, India • Next 2 years of the bachelors degree at Purdue University, Indiana, USA
Degree Conferment	Title will be PhD. (NUS-IIT) or PhD. (IIT-NUS) with student's home university mentioned first	VIT to award degree; Purdue's name and logo can be put on degree; no joint degree

- **Role of The Institute and the Operating partner**

For the PPP partnership to be successful, it is very important to have clearly defined roles of the public and private player. Holistically, The Institute will be aligned to monitoring and evaluation, providing strategic guidance. The private player will have complete academic and financial autonomy in the operations of The Institute. Detailed responsibility of each of the stakeholders is given below:

Table 33: Role of stakeholders in the partnership

Stakeholder	Responsibility
Concessing Authority	<ul style="list-style-type: none"> ▪ Provide land ▪ Provide existing infrastructure ▪ Review and Monitoring of performance ▪ Governance – Representation in Board, provide strategic directions ▪ Regulatory support - University affiliation, clearances from regulatory bodies

Private Partner	Non-Academic Operations	<ul style="list-style-type: none"> ▪ Refurbishment and maintenance of hostels and support infra ▪ Hostel, Mess, Cafeteria, Laundry, Gym operations
	Academic Operations	<p>End to End academic operations</p> <ul style="list-style-type: none"> ▪ Student admissions ▪ Curriculum Development ▪ Course Delivery (In class/ Online) ▪ Recruit Leadership – Academic and Non-Academic ▪ Faculty Recruitment and development ▪ Undertake research and consultancy ▪ Deliver capacity building programs ▪ Award of Degree ▪ Raise endowments

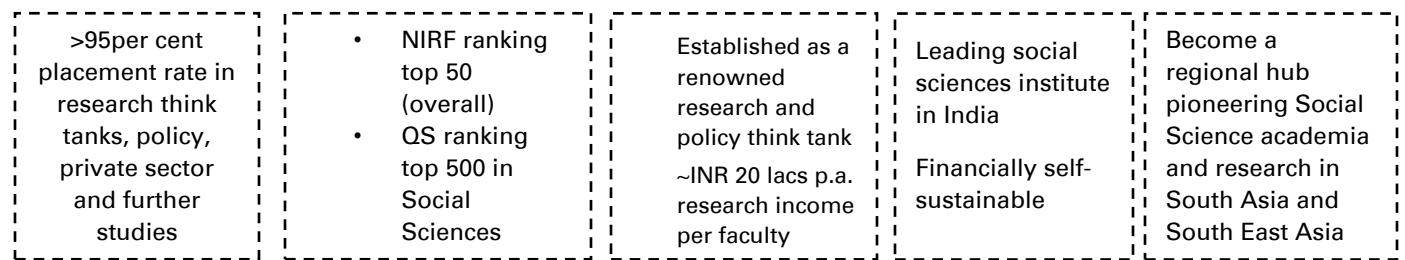
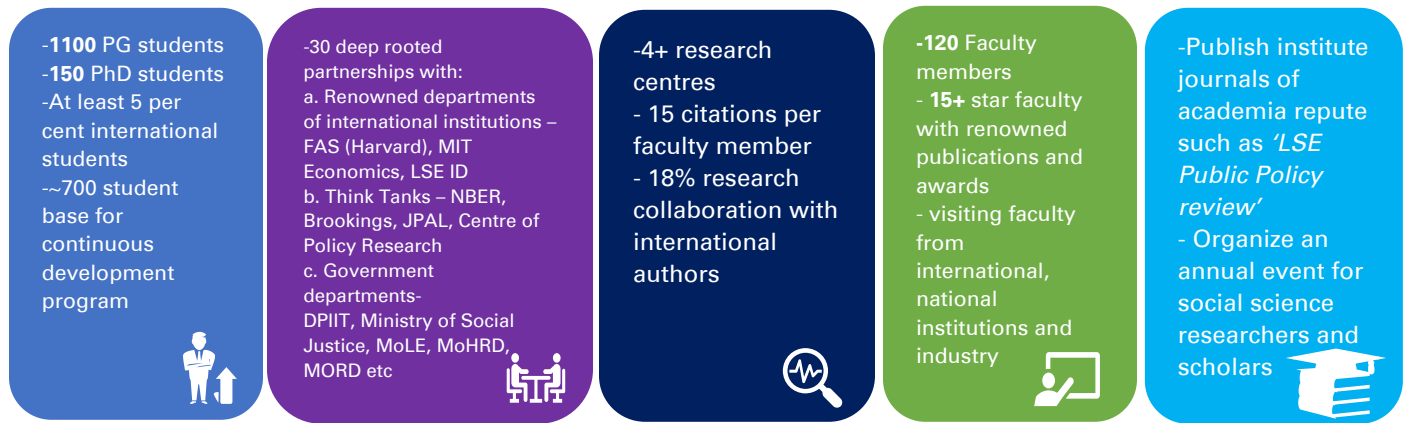
The role of the concessioning authority and private partner can be defined based on the structure of the partnership and financial bid parameters as follows:

Particulars	Details
Role of Concessioning Authority	Land and Infrastructure will be provided by Concessioning Authority
Role of Private Partner	The private partner will completely take over the academic and nonacademic operations of The Institute
Structure of Partnership	<ul style="list-style-type: none"> • Larger representation by operating partner with 2-3 fixed seats for the Government representatives • Revenue will be collected from students by operating partner • Faculty will be on operating partner's payroll; all expenses will be borne by operating partner
Financial Bid Parameter	<ul style="list-style-type: none"> • Share a per cent of revenue or provide a fixed fee to Concessioning Authority (whichever is greater)
Benefits	<ul style="list-style-type: none"> • Greater autonomy for private partner • Brand, degree granting powers of operating partner can be leveraged in this model
Risks	<ul style="list-style-type: none"> • Regulations require certain roles to be on The Institute payroll • The Institute operations could be affected if operating partner exits

— Outcomes to be achieved by the private partner at the end of 10 years for The Institute

With the help of deep-rooted partnerships, strong research focus, talented students and knowledgeable faculty, The Institute will become a regional hub pioneering in Social Sciences academia and research in South Asia and South East Asia. The Institute will also establish itself as a leading social science institute in India organizing annual events for social science researchers and scholars. The Institute will also ensure the partnerships established will be prevalent across international institutions, Government departments and other think tanks. Collaborations with the industry will bring in opportunities for the students thus giving them the necessary practical exposure. The detailed Key Performance Indicators (KPIs) are given in Appendix 1.

Figure 25: Outcome to be achieved by the operating partner at the end of 10 years for The Institute



1. Bid Evaluation Parameters

A two-stage selection process for evaluating the Proposals comprising of a complete proposal including Technical and Financial bids for selection of the Bidder will be adopted. Bidders will be shortlisted based on the Eligibility Criteria set out below. The eligible bidders will undergo a Quality and Cost-Based Selection process (the “QCBS”), with 80% weight assigned to Technical proposal and 20% weight assigned to Financial Proposal. The Request for Proposal (RfP) will include Technical and Financial Evaluation as specified below. At the Pre-qualification stage, the Technical Bids of the Bidders would be evaluated and only those Bidders that are pre-qualified shall be eligible for the second part of the Bidding Process comprising opening and evaluation of their Financial Bids.

a. Eligibility Criteria for Partner for Institute

First level screening	Reference
<i>Profile of Bidder</i>	Entity Type of Lead Bidder- Society registered under the Societies Registration Act, 1860 / trust registered under the Indian Trusts Act, 1882/ Section 8 Company registered under Companies Act, 2013
	Bidders (Single player or Consortium)
	Country of Origin (India or Any Other)
<i>Previous Experience of operations/ management in Education/ Research</i>	<p><i>In case previous experience of the Bidder is in Education</i></p> <p>— Developed/Operated & Maintained a Higher Education Institute or a college affiliated to or recognized by the University Grants Commission (UGC) in India or a recognized authority globally, with a minimum enrolment of 500 students on an average consistently for the UG/PG/Doctoral programs in the last 3 years.</p>
	<p><i>In case previous experience of the Bidder is in Research</i></p> <p>— Minimum average of 10 publications per annum over the last 3 years in the field of Social sciences/ Economics, Econometrics and Finance/ Psychology in Top 20 Journals as per Scimago Journal and Country Rank (Filtered by All regions <u>or</u> Country of Origin of Research Institute)⁴⁵</p> <p>AND</p> <p>— Minimum Average Research and Consultancy income⁴⁶ of INR 5 crore per annum from social science projects over the last three years</p>
<i>Financial Strength</i>	<ul style="list-style-type: none"> ✓ Net worth of Bidder/ Lead Bidder to be >INR 50 Crore as per last applicable fiscal year per the country of origin ✓ Auditor's Certificate to confirm the capacity of the concessionaire to invest at least INR 100 Crore in the proposed institute in a period of 5 years from the date of award

⁴⁵<https://www.scimagojr.com/journalrank.php?area=3300>

⁴⁶ Including grants

b. Technical Scoring Parameters for Partner for Institute

Scoring Parameter	Description	Reference
1. Operational Experience: Max 20 marks		
1.1 Experience of developing/operating and maintaining, a Higher Education Institute or Research Centre recognized by regulatory body of the parent country (20 marks)	1.1.1 Years of Operation	Years of being in operation for the existing Education Institute/ Research Institute. Supporting Documents such as Certificate of Incorporation to be provided
	1.1.2 Offering Programmes in Key Social Science Disciplines in the Education/ Research Institute	<p>For Education Institute</p> <p>Experience of developing/operating/maintaining an institute offering programmes in key disciplines of the Social Science field: Economics, Political Science, Sociology, Psychology, Development Studies, Education, Law, Anthropology, Social Policy and Work, Technology Studies, Demography and Social Statistics</p> <p>OR</p> <p>Any other discipline</p> <p>For Research Institute</p> <p>Has done past work (research or conducted education programmes) in key disciplines of the Social Science field: Economics, Political Science, Sociology, Psychology, Development Studies, Education, Law, Anthropology, Social Policy and Work, Technology Studies, Demography and Social Statistics</p> <p>OR</p> <p>Any other discipline</p>
	1.1.3 Enrollment of students in Institutes	<p>For Education Institute</p> <p>Total enrollment (as on 31st December 2019) across UG, PG, PhD programmes. In case of multiple campuses run by the Institute/ Consortium of two institutes, the total sum of enrollments in the institutes across the campuses will be considered</p> <p>For Research Institute</p> <p>Enrollment in Short/ Long term programmes in last three years</p>

	1.1.4 Ranking (2019)	<p>For Education Institutes</p> <ul style="list-style-type: none"> — For International Institutes- Times Higher Education World University Rankings 2020, QS World University Rankings 2020 (Overall or Subject Specific in any Social Science Discipline) — For Indian Institutes- NIRF Ranking + NAAC score will be considered or Times Higher Education World University Rankings 2020, QS World University Rankings 2020, (Overall or Subject Specific in any Social Science Discipline) <p>For Research Institutes</p> <p>Ranking Web of Research Centers or Think Tank Watch Rankings (US or Non-US) for Research Institutes/ Think Tanks</p>
	1.1.5. Research Output	Number of Published Research in last 10 years as on Indian Citation Index/ Web of Science/ Scopus
		Number of Citations in last 10 years as on Indian Citation Index/ Web of Science/ Scopus
	1.1.6. Placements	<p>For Education Institutes (last 3 years)</p> <p>Placement= Graduates placed in Employment or Higher Education in last three years ÷ Total graduates in UG, PG, PhD programmes in last three years</p> <p>For Research Institutes</p> <p>Number of Research Assistants/ Fellows hired in the Research Institute in last 3 years</p>
	1.1.7 Faculty/ Team Profile	Proportion of Faculty with PhD degree
Number of Faculty with publications in Top 50 Journals worldwide or Top 10 Journals in India (Social Science Discipline specific SCImago Journal Rank)		
2. Team Profile (15 marks)		
2.1. Profile of Team Leader and the Management team proposed for Institute	2.1.1 Profile of Head of Institute	<p>Minimum Educational Qualification: PhD in any program from recognized University and minimum work experience of 15 years</p> <ul style="list-style-type: none"> — Cumulative years of work experience (20%) — Cumulative experience in the field of Education/ Research (20%) — Minimum of 3 years of experience in holding a position of leadership in the field of Education/ Research (50%)

		— Awards and Certifications (10%)
	2.1.2. Profiles of management team [Deans of 2 Academic Departments, Director of Research and Development, Director of Capacity Building Programmes]	<p>Minimum Educational Qualification: PhD in any program from recognized University and minimum work experience of 10 years; profiles of 4 members to be considered: 2.5 mark for profile of each member</p> <ul style="list-style-type: none"> — Cumulative years of work experience (20%) — Cumulative experience in the field of Education/ Research (20%) — Minimum of 3 years of experience in holding a position of leadership in the field of Education/ Research (50%) — Awards and Certifications (10%)
3. Technical Proposal and Presentation (30 marks)		
3.1. Approach and Methodology	3.1.1 Understanding of ToR	<ul style="list-style-type: none"> — Understanding of Conceptual Model — Vision, Mission and Objectives for the Institute
	3.1.2 Approach and Methodology	<p>Approach and Methodology for administering the Partnership over a long-term period; Components to be covered:</p> <ul style="list-style-type: none"> i. Initial Set up, Recruitment, On-boarding, Marketing etc. ii. Strategy for becoming a Leader in Social Sciences Education in India and Asia: Student Ramp up, Quality of Academic Delivery, Strengthening Academic (Long term and Short term programmes) and research position, Placements, Curriculum etc.
	3.1.3 Partnerships	Strategy to engage with Industry, Government and Academic Partners- Indicative Names and Programmes/ Purpose of partnership
	3.1.4 Financial Sustainability Plan	Strategy for Financial Sustainability and Financial Plan
	3.1.5 Governance Structure	Team and Governance Structure
	3.1.6 Risks and Mitigation	Key Risks and Mitigants

4. Key Partnerships (10 marks)					
4.1 Details of MoUs	4.1.1 Details of MoUs with Indian/ International institutions, Industry, Government etc. List partnerships in the field of social sciences or others	Max of 20 MoUs to be considered for: Academic and Research MoUs (up to 10): — Academic Programmes (Student Exchange, Curriculum Development, Course Delivery, Joint or Dual Programmes etc.) — Faculty Exchange — Research — Any other activity relating to advancing academic and research activities of the institute Employment MoUs (up to 10): — Employment- Placements/ Internships/ Apprenticeships etc.			
5. Financial Strength (5 marks)					
5.1 Financials	5.1.1. Certified Annual Statements for all members of the consortium	The Bidder shall attach copies of the balance sheets, financial statements and Annual Reports for 5 (five) years preceding the Bid Due Date of the Single Bidder or all members of the Consortium. The financial statements shall: - be audited by a statutory auditor; - be complete, including all notes to the financial statements <div style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Net Worth</td> </tr> <tr> <td style="padding: 5px;">Revenue</td> </tr> <tr> <td style="padding: 5px;">Surplus</td> </tr> </table> </div>	Net Worth	Revenue	Surplus
Net Worth					
Revenue					
Surplus					

c. Financial Parameters for Partner for Institute

Bid Parameter: Annual Premium quoted by the bidder against the pre specified annual License Fee and quoted annual Revenue Share

There will be a fixed revenue share given by the bidder to The Institute YOY and this will be stated in the RFP

Annual License Fee

The score for the Bidders would be calculated based on the below formula:

$$[F = (C1/ C High)*20]$$

Where: C High – Highest upfront premium quoted by all Bidders

C1 – Premium quoted by the Bidder for whom the score is calculated

The Overall Score for each applicant will be calculated as below: $[S = T+ F]$

**Where S= Score of the applicant T= Technical score of the applicant F = Score of the applicant for financial parameter*

The Bidder securing the highest score (s) will be selected In case of a tie of the total score, the bidder with the higher technical score will be selected.

Appendix

1. KPIs for performance of Institute

	Parameter	Indicator	Y1	Y2	Y3	Y4	Y5	At the end of Year 10	At the end of Year 15	At the end of Year 20
Programmes	Programme offering	Cumulative number of Departments	1	1	2	2	4	5	5	5
Students	Student Enrollment	PG	25	100	225	375	525	800	883	975
		PG Diploma	30	80	120	180	250	330	364	402
		M. Phil	4	12	20	32	40	40	44	49
		PhD	8	23	43	68	98	150	166	183
		Certificate	140	280	420	560	700	700	773	853
	Scholarships	Proportion of scholarships offered to meritorious domestic students (PG, PG Diploma, M.Phil., PhD)	5%	5%	5%	5%	7%	10%	12%	15%
Proportion of scholarships offered to meritorious International students (PG, PG Diploma, M.Phil., PhD)		5%	7%	10%	12%	15%	17%	20%	25%	
	Student Placement	% of students placed/ advancing for further studies	60%	65%	70%	75%	80%	95%	95%	95%
Faculty	Faculty Student Ratio	Number of Teaching Staff: Number of Students	1:10	1:10	1:10	1:10	1:10	1:10	1:10	1:10
	Proportion of Faculty with PhD Degree	Minimum proportion of faculty with Ph. D Degree	80%	80%	80%	80%	80%	80%	80%	80%
Partnerships	Partnership with Academic Institutes, Research Institutes, Think Tanks, Industry, Government etc,	Number of MoUs for academic, Extra-curricular, research or employment purposes	8	12	15	20	25	30	35	40

Research	Research Centers	Number of Research Centers	1	1	2	2	4	5	5	5
	Published Research and Research Output	Number of articles published	6	19	73	117	245	468	517	713
		Number of citations per faculty	2	3	4	5	6	15	17	20
	Research income per faculty/ Consultancy*	in INR Lacs	20	20	20	20	20	20	30	30
Research Collaboration	Number of research articles published with at least one international co-author	5%	8%	10%	12%	15%	18%	20%	25%	
Internationalization	Student Internationalization	% of international enrollments	0%	1%	2%	3%	5%	5%	10%	15%
	International Faculty**	Number of International Teaching Staff (Faculty)	2%	3%	5%	10%	15%	20%	25%	30%
Financial Sustainability	Surplus	(Total Revenue- Total Expenses)/Total Revenue	NA	NA	NA	NA	5%	10%	12%	15%
	Proportion of Income from research	Income from Research as % of Total Income	NA	2%	5%	8%	10%	12%	15%	20%
	Amount of Corpus Fund	In INR Cr	5	6	7	10	15	80	100	150
Ranking	Ranking	Indian - NIRF overall	NA	NA	NA	Top 200	Top 100	Top 50	Top 15	Top 15
		International - QS ranking in Social Sciences	NA	NA	NA	0	Top 1000	top 500	Top 200	Top 100

*Research Income will include grants received, income from commercialization, publishing, consultancy work

**Non-Indian Citizen with relevant teaching experience in Higher Education in a foreign country or Indian Citizen with relevant teaching experience of at least 5 years in Higher Education in a foreign country

2. Detailed profiles of potential players for The Institute to partner with

a. Global and Indian Think Tanks

Table 34: Profile of Global and Indian Think tanks

Name	Focus Area (Disciplines)		Partnerships	Strengths and Fitment
Abdul Latif Jameel Poverty Action Lab	<ul style="list-style-type: none"> • Agriculture • Crime, Violence, & Conflict • Education • Environment & Energy • Finance • Firms 	<ul style="list-style-type: none"> • Gender • Health • Labor Markets • Political Economy & Governance • Policy assessment and measurement of effectiveness 	<ul style="list-style-type: none"> • University of California, Berkeley • Crime Lab, University of Chicago • Evidence for Policy Design, Harvard Department of Economics, MIT 	<ul style="list-style-type: none"> • On-field experience • Government exposure • Presence in India
National Bureau of economic research	<ul style="list-style-type: none"> • Corporate Finance • Economics of Crime • Development Economics • Economic Fluctuations and Growth • Financial Risks • Health Economics • Personnel Economics 	<ul style="list-style-type: none"> • Household Finance • Insurance • International Finance and Macroeconomics • International Trade and Investment • Market Design • Monetary Economics • Organizational Economics • Public Economics 		<ul style="list-style-type: none"> • Strong statistical know-how • Research papers are produced quickly, and they function as talking points among interested economists
Brookings Institute	<ul style="list-style-type: none"> • Economic Development • Infrastructure State & Local Finance • State & Local Fiscal Policy • State & Local Governance 	<ul style="list-style-type: none"> • Developing Economies • Development Financing • Global Health • Global Poverty • Multilateral Development Organizations • Sustainable Development Goals 	<ul style="list-style-type: none"> • Olin Business School, Washington University 	<ul style="list-style-type: none"> • Global Influence • Focus on wide range of topics • Presence in India

b. International Institutes

Table 35: Profile of International Institutes

Name	Focus Area (Disciplines)		Partnerships	Strengths and Fitment
London school of economics	<ul style="list-style-type: none"> • Growth, inequality and poverty • Public goods institutions • Human capital • Economic shocks and labor market flexibility 	<ul style="list-style-type: none"> • Credit constraints and the composition of housing sales • Effects of low socioeconomic status on decision-making processes: Power, status and hierarchy 	<ul style="list-style-type: none"> • University of California, Berkeley • University of Cape Town • Columbia University • Peking University Sciences Po • National University of Singapore 	<ul style="list-style-type: none"> • Strong academic connections • Rigorous work culture • Focus on India
Harvard University	<ul style="list-style-type: none"> • EdLabs • Foundations of Human Behavior Initiative • German Administrative Data Project • Hutchins Center for African & African-American Research 	<ul style="list-style-type: none"> • Economic Applications and Policy (LEAP) • Opportunity Insights • The Weiss Fund • Center for Middle Eastern Studies • Center for African Studies • Center for American Political Studies 	<ul style="list-style-type: none"> • Mahindra Humanities Center • London school of economics • University of Cape Town • Peking University • University of California, Berkeley • Sciences Po 	<ul style="list-style-type: none"> • Global Influence • Presence in India • Strong academic know-how
University of Chicago	<ul style="list-style-type: none"> • Early Learning & Public Health • Economics of Human Development • Energy Policy Institute 	<ul style="list-style-type: none"> • Carolina Approach to Responsive Education • Macroeconomics • Public finance • Political economy 	<ul style="list-style-type: none"> • Halle Institute for Economic Research • UCEMA, Argentina • University of Zurich • University of Utah School of Management 	<ul style="list-style-type: none"> • Strong academic know-how • Presence in India

c. Private Institutes in India

Table 36: Profile of private institutes in India

Name	Focus Area (Disciplines)	Partnerships	Strengths and Fitment
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Ashoka University	<ul style="list-style-type: none"> • Liberal Arts • Theory of perception, sensations, cognitive penetration, memory • Ethnography, cultural history • Evolution of neural and behavioral systems 	<ul style="list-style-type: none"> • Public governance • Development Economics • Public policy, labor economics • Political economy/behavior • Transnational modernism, racial theories 	<ul style="list-style-type: none"> • University of California, Berkley • Centre for South Asia, Stanford University • University of Pennsylvania 	<ul style="list-style-type: none"> • Focus on liberal arts • Interdisciplinary course • student quality
Tata Institute of Social Science	<ul style="list-style-type: none"> • Teacher, student education • Women and Child welfare • Marginal/minority welfare • urban relocation 	<ul style="list-style-type: none"> • SDG measurement, accountability • Public health care – entire society • tobacco industry • Public sector regulation 	<ul style="list-style-type: none"> • University of Chicago, Chicago, USA • University of South Carolina, Columbia, USA • London School of Economics, UK • University of Sydney, Australia 	<ul style="list-style-type: none"> • Low fees • Moral value infusion • Real life exposure • Infrastructure • Faculty quality • Student quality • Placement
Azim Premji University	<ul style="list-style-type: none"> • Effective imparting of education from teacher to student • Land Administration and Management 	<ul style="list-style-type: none"> • Political structure; grass-root political activity • Child and maternal health 	<ul style="list-style-type: none"> • Michigan State University • Administrative Training Institute, Mysore • Institute of New Economic Thinking 	<ul style="list-style-type: none"> • Low fees, moral value infusion, real life exposure

d. Institutes of National Importance (INI)

Table 37: Profile of Institutes of National Importance

Name	Focus Area (Disciplines)	Partnerships	Strengths and Fitment
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IIT Delhi	<ul style="list-style-type: none"> Philosophy and Intellectual History Functions of Satire International Economics Econometric Methods 	<ul style="list-style-type: none"> Indian Economic Problems and Policies Applied Game Theory Public Finance and Public Economics Organizational Behaviour 	<ul style="list-style-type: none"> JNU University of British Columbia 	<ul style="list-style-type: none"> Rigorous academics Engineering institute
IIT Bombay	<ul style="list-style-type: none"> Monetary Policy Econometrics Industrial Organization Competition Regulation and Privatization Financial Economics, International Finance, 	<ul style="list-style-type: none"> International Trade, WTO and International Organizations Environment, Sustainable Development Economics, Agriculture Policies and Trade Creative Industry Corporate Law 	<ul style="list-style-type: none"> Richard IVEY School of Business Singapore Management University University of British Columbia 	<ul style="list-style-type: none"> Strong focus on management studies Rigorous academics
IIM Kozhikode	<ul style="list-style-type: none"> Human Communication Law, Social and Political aspects of Indian Societies, Culture, History, and Ethics 	<ul style="list-style-type: none"> Human Behavior 	<ul style="list-style-type: none"> Leeds University Business School Leipzig Graduate School of Management Austria Mays Business School Norwegian School of Economics Plymouth University 	<ul style="list-style-type: none"> Strong focus on management studies Rigorous academics

e. Institutes of Eminence (IoE)

Table 38: Profile of Institutes of Eminence

Name	Focus Area (Disciplines)		Partnerships	Strengths and Fitment
BITS Pilani	<ul style="list-style-type: none"> The Arts: Film Studies, Music, Theatre 	<ul style="list-style-type: none"> Media Studies and Advertisement 	<ul style="list-style-type: none"> CSIR UGC DST DRDO 	<ul style="list-style-type: none"> Increased focus on social science to

	<ul style="list-style-type: none"> History and Politics Language, Communication and Soft Skills Urban and Landscape Studies Digital Humanities Literature and Culture 	<ul style="list-style-type: none"> Ethics and Indian Philosophy Psychology /Organizational Psychology/ Health & Positive Psychology Public Policy, Public Administration and Development Studies 	<ul style="list-style-type: none"> ICMR CDRI ICMR Uniformed Services University of the Health Science 	<p>increase intl rankings</p>
Vellore Institute of Technology	<ul style="list-style-type: none"> Micro Credit Awareness on consumer protection Financial Inclusion Analysis of Corner Shop Economy Motivation to learn English as Second Language 	<ul style="list-style-type: none"> Study on Occupational Health Hazards on Leather Industrial Workers Chinese Economy Fall and Its Effects on World Economy Disparity Between Demand and Supply in Higher Education 	<ul style="list-style-type: none"> Arizona State University Kent State University University of Maryland Oklahoma State University Clarkson University Clemson University Cornell University Colorado State University Princeton University 	<ul style="list-style-type: none"> The university has strength in all areas and has a massive research infrastructure in place
OP Jindal Global University	<ul style="list-style-type: none"> Supply chain management Consumer Vulnerability Demystifying Micro, Small & Medium Enterprises 	<ul style="list-style-type: none"> Identification of Issues for Police Leadership Development and Finance Governance of Urbanization and Environment 	<ul style="list-style-type: none"> Cambridge University Somerville College University of Birmingham Brown University Yale University University of Ontario 	<ul style="list-style-type: none"> Increased focus on social science to increase intl rankings

			• Deakin University	
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3. Competitor Profiles

a. Azim Premji University

Table 39: Competitor profile – Azim Premji University

Category	Details
Key highlights	<ul style="list-style-type: none"> • Year of establishment: 2010 • Type of Institution: Private • Key clients for research: Tata Trusts • Research revenue: \$291 million (2017-18) ¹
Focus areas of research	<ul style="list-style-type: none"> • Effective imparting of education from teacher to student • Child and maternal health • Land Administration and Management • Political structure; grass-root political activity
Infrastructure available	Research Centre, national +international journals (SCOPUS+), online repository, research grant (INR 5-20 Lakh), in-house research conference
Key collaborations	<ul style="list-style-type: none"> • Michigan State University • Administrative Training Institute, Mysore • Institute of New Economic Thinking
Strengths	• Low fees, moral value infusion, real life exposure
Weaknesses	• Infrastructure, faculty quality, student quality, placement

Type of program	Program offered	Average Enrollment	Average fees
Education program (M.A.)	Education	Around 1300 over the last 6 years	1.5L
	Public policy and governance		1.5L
	Development		1.5L
	Economics		1.5L

b. Tata Institute of Social Sciences

Table 40: Competitor profile: Tata Institute of Social Sciences

Category	Details
Key highlights	<ul style="list-style-type: none"> • Year of establishment: 1936 • Type of Institution: Private • Key clients for research: MIT, Tata Trust • Research revenue: \$13.4 million ++ (One time 2015)

Focus areas of research	<ul style="list-style-type: none"> • Teacher, student education • Women and Child welfare • Marginal/minority welfare • Public sector regulation • SDG measurement, accountability • Public health care – entire society • tobacco industry • urban relocation
Infrastructure available	Research development cell, nat+intl journals (SCOPUS++), online repository, research grants, workshop, Indian School of Journal publication
Key collaborations	<ul style="list-style-type: none"> • University of Chicago, Chicago, USA • University of South Carolina, Columbia, USA • London School of Economics, UK • University of Sydney, Australia
Strengths	<ul style="list-style-type: none"> • Low fees, moral value infusion, real life exposure, Infrastructure, faculty quality, student quality, placement
Weaknesses	<ul style="list-style-type: none"> • High impact factor research paper publishing

Type of program	Program offered	Average Enrollment	Average fees
Education program (M.A.)	Development studies	2278 (total MA for 2018-19)	88.6K
	Education		95.6K
	Water hygiene and sanitation		X
	Development Policy and Planning		96.6K
	Natural resources and Governance		94.6K
Work integrated training program	B.Voc (Healthcare)	327 (total diploma and certification for 2018 and 2019)	x
	B.Voc (Capital Goods)		
	Diploma (Healthcare)		
	Certificate (Hospitality)		

c. Ashoka University

Table 41: Competitor profile – Ashoka University

Category	Details
Key highlights	<ul style="list-style-type: none"> • Year of establishment: 2014 • Type of Institution: Private

	<ul style="list-style-type: none"> • Key clients for research: Tata Trusts • Research revenue: \$125 million (till 2019)
Focus areas of research	<ul style="list-style-type: none"> • Liberal Arts • Theory of perception, sensations, cognitive penetration, memory • Ethnography, cultural history • Evolution of neural and behavioral systems • Public governance • Development Economics • Public policy, labor economics • Political economy/behavior • Transnational modernism, racial theories
Infrastructure available	Several research centers - Trivedi Centre for Political Data, Centre for Studies in Gender and Sexuality; online repository, national + international journals, intense international collaborations
Key collaborations	<ul style="list-style-type: none"> • University of California, Berkley • Centre for South Asia, Stanford University • University of Pennsylvania
Strengths	<ul style="list-style-type: none"> • Focus on liberal arts, interdisciplinary course; student quality
Weaknesses	<ul style="list-style-type: none"> • Relatively new, faculty quality, higher fees

Type of program	Program offered	Average Enrollment	Average fees
Education program (M.A.)	Economics	22 (for 2020 batch)	7,80,000
	Liberal Arts		
PhD	Economics	x	75,000
	English		
	Biology		

d. ALJ Poverty Action Lab

Table 42: Competitor Profile: ALJ Poverty Action Lab

Category	Details
Key highlights	<ul style="list-style-type: none"> • Year of establishment: 2003 • Type of Institution: Public Private Partnership • Key clients for research: MIT, Gov org (Center for Economic Research in Pakistan) • Research revenue: x
Focus areas of research	<ul style="list-style-type: none"> • Agriculture • Crime, Violence, & Conflict • Education • Environment & Energy • Finance • Firms • Gender • Health

	<ul style="list-style-type: none"> • Labor Markets • Political Economy & Governance • Policy assessment and measurement of effectiveness
Infrastructure available	Online repository (including MITx), national + intl journals (SCOPUS++), research grant (around \$50K)
Key collaborations	<ul style="list-style-type: none"> • University of California, Berkeley • Crime Lab, University of Chicago • Evidence for Policy Design, Harvard Kennedy School
Strengths	<ul style="list-style-type: none"> • High quality research, faculty quality, student quality
Weaknesses	<ul style="list-style-type: none"> • Less physical centers, Cooperation barriers among researchers

Type of program	Program offered	Average Enrollment	Average fees
Education program	MITx MicroMasters (Data)	Flexible	\$50-\$300
	MITx MicroMasters (Economics)		
	MITx MicroMasters (Development Policy)		

4. PPP Case studies

According to the PPP models given in section 19.1, there are various partnerships being followed globally and in India to support the public sector:

Case study 13: Indian Institute of Skills and Tata Education Development Trust	
Partnership type	EQUITY/HYBRID MODEL – Not for Profit PPP Both players invest in institute, but the private player runs and operates The Institute
Public Entity	Indian Institute of Skills (IIS)
Public Entity Role	National Skill Development Corporation (NSDC) has provided land through a license to TEDT to establish state of the art training institutions called Indian Institute of Skills (IIS)
Private Entity	Tata Education Development trust
Private Entity Role	TEDT is expected to set up and manage operations for Indian Institute of Skills in 2 locations – Mumbai and Ahmedabad on not for profit PPP basis. (Partner for third location – Kanpur not yet decided) TEDT is expected to invest 500 Cr INR and are responsible for managing IIS for 25 years with 5-year project review intervals
Partnership outcome	Minimum of 5000 students passing out every 5 years after commencement of operation with campus placement of at least at least 70per cent of the trainees

	on a monthly median salary/income level based on the current levels of wages for comparative positions.
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Case study 14: Singapore Management University and Carnegie Mellon University	
Partnership type	<u>Operation and Maintenance</u> Private player operates the Institute, public institute provides infrastructure
Public Entity	Singapore Management University
Public Entity Role	<ul style="list-style-type: none"> • SMU provided fixed capitals – land, campus buildings • SMU contributed \$30MM (INR 210MM) to support 100 scholarships to strengthen information system undergraduate power from which 40 scholarships were towards the Carnegie – Mellon – SMU fast track program
Private Entity	Carnegie Mellon University
Private Entity Role	<ul style="list-style-type: none"> • Signed 8-year partnership with SMU from 2003 to 2011 to assist the latter in establishing School of Information Systems • Set up fast track program for 4.5 undergraduate and graduate degree in Information systems • Provided faculty recruitment, selection, monitoring and evaluation • Established undergraduate program curriculum and design • Set up research focused PhD and master’s program and professionally oriented master’s program • Established appropriate process and feedback for education program, research and related administration support
Partnership outcome	<ul style="list-style-type: none"> • 1493 Undergraduate, 400 Professional Masters, 60 PhD students as of 2019 • Masters of IT in Business – 1st in Asia and 14th Worldwide (QS World Rankings) • \$S40 MM+ (2,000MM INR) research grants since 2016 • 9 core and integrative research centers

Case study 15: Singapore Management University and Wharton Business School, UPenn	
Partnership type	<u>Operation and Maintenance</u> Private player operates The Institute, public institute provides infrastructure
Public Entity	Singapore Management University
Public Entity Role	<ul style="list-style-type: none"> • Government provided S\$50MM (117.5 Cr INR in 1999) as one-off endowment establishment grant • Added a matching scheme: every S\$1 (23.5 INR in 1999) donation received by the university would be matched by S\$3 from Government • Government provided fixed capitals – land, campus buildings
Private Entity	Wharton Business School, University of Penn

Private Entity Role	<ul style="list-style-type: none"> Signed contract in 1999 with Singapore Government to set up a US fashioned business school in Singapore with involvement in curriculum design and faculty management Janice Bellace, the then Deputy Dean, Wharton Business School was first president of SMU and held the latter responsibility for a period of 2 years
Partnership outcome	<ul style="list-style-type: none"> Over the past 19 years, SMU has 10,000 students, 370 full time faculty Created 5 other schools with core disciplines – accountancy, economics, social sciences, information systems and technology, law Still in collaboration with Wharton Business School for research and student exchange programs Incorporated a curriculum with commitment to compulsory internship, community service and seminar style learning guided by team discussions, project work, presentations, case studies

Case study 16: Singapore University of Technology and Design and MIT	
Partnership type	<u>Operation and Maintenance</u> Private player operates The Institute, public institute provides infrastructure
Public Entity	Singapore University of Technology and Design
Public Entity Role	<ul style="list-style-type: none"> Provided infrastructure and nonacademic support to MIT Advance payments of S\$106.1 MM (559.28 Cr INR) were made by SUTD to MIT for their services rendered
Private Entity	Massachusetts Institute of Technology (MIT)
Private Entity Role	<ul style="list-style-type: none"> 7-year collaboration with SUTD with aim of creating leading university in design, engineering, technology and architecture Education Component: assistance, advise, sharing of its academic and administrative expertise – MIT managed undergraduate programs in engineering, architecture and information technology and helped in recruitment and development of SUTD faculty MIT provided endowment fund for which income generated will be used for education component Research component: collaborative effort between MIT and university to establish and develop SUTD-MIT International design center (one at SUTD campus and one at MIT campus) for research initiatives
Partnership outcome	<ul style="list-style-type: none"> 90per cent of undergraduate curriculum designed by MIT Two undergraduate cohorts have graduated with more than 90per cent of students obtaining employment within 6 months of their final exam Continued research collaboration through SUTD – MIT international design center (research center based in Singapore and MIT involving 270 faculty, researchers and students 30per cent of SUTD faculty attend mentorship and development sessions at MIT

	<ul style="list-style-type: none"> • SUTD and MIT students benefit from exchange programs, 270 students attend programs at MIT, 28 graduated students – from MIT SUTD dual degree program • 16per cent y-o-y increase in number of applications since inception
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5. Employment Impact of Institute of Social Sciences

The Institute of Social Sciences (The Institute) will be a regional hub pioneering in Social Science academia and research in South Asia and South East Asia. This will make The Institute a preferred destination for the students in terms of the exposure they receive from industry, academicians or global leaders. The Institute’s brand equity, academic and research excellence, as well as partnerships with the industry and academia will make it an attractive destination for recruitment in the field of **Research, Public Policy, Education, Consultancies, NGOs and International Development, FMCG, Banking and Finance etc.** The Institute will have a dedicated “Career Hub” and experts who will guide students to get employment opportunities through profile building, mock interviews etc. The Institute will also host employment fairs where leading employers will be invited to interact with the student on current opportunities. The Institute will aim to create leaders, and hence will promote an entrepreneurial culture which will encourage students to be thinkers, creators and doers.

a. Employment

In a span of 10 years, The Institute will see ~6000 students graduating from long term programmes (PhD, MPhil, Masters and PG Diploma). It is envisaged that at least 90 per cent or **~5400 of the students graduating in the next 5 years will be placed in employment, entrepreneurship or further studies.**

- **Career Potential for graduating students**

There will be several opportunities for students graduating from The Institute in **large organizations, NGOs, research institutions, policy making bodies, CSR departments, quasi-Government institutions, education etc.** The students will be encouraged to get professional exposure through internships and field work experience. Apart from opting for further studies at national and international institutions, students can opt for working in various sectors who are receptive for the talent The Institute has to offer as depicted in Figure 1. The key sectors⁴⁷ hiring graduates from The Institute will be Consulting, NGO, charities and development, Banking and finance, and Government and policy think tanks.

⁴⁷ Based on Placement reports of LSE and Ashoka University

Sector wise segmentation of graduate student placements¹

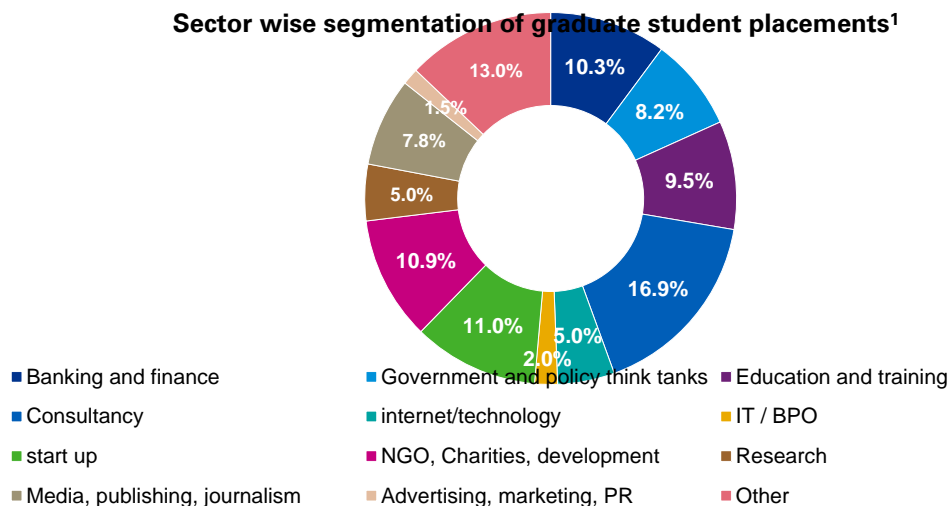


Figure 26: Indicative breakup of sectors for employment

Indicative Organizations		Job roles
<p>Foundations and Organizations</p> <ul style="list-style-type: none"> Azim Premji Foundation CENTA Central square foundation Dasra Dr. Reddys foundation Samhita Bill and Melinda Gates foundation Technoserve William J Clinton foundation Reliance CSFR foundation <p>Research/Analytics</p> <ul style="list-style-type: none"> Absolutedata Euromonitor Fractal Analytics Gartner Quantum consumer Solutions IMRB 	<p>Think Tanks/Policy</p> <ul style="list-style-type: none"> Center for Policy Research IDinsights J-PAL Quality Council of India Brookings India <p>Consulting</p> <ul style="list-style-type: none"> AT Kearney BCG McKinsey & Co Dalberg FSG Big 4- KPMG, PWC, EY, Deloitte Michael Page ZS Associates Korn Ferry <p>Government/InterGovernmental departments</p> <ul style="list-style-type: none"> World Bank United Nations Ministry of Social Justice Ministry of Labour and Employment Ministry of Rural Development 	<ul style="list-style-type: none"> Research Associates Consultants Fellows Growth Ambassador Management trainee Project manager Strategic client associate Strategic Initiatives Manager

Figure 27: Opportunities for Employment

• **Employment opportunities provided by The Institute of Social Sciences**

As a prominent institute for Social Sciences in India, The Institute will recruit:

- Full time faculty from premium Indian institutes and international institutions
- Assistant/ Associate Professors from their own doctoral student pool

- Teaching/ Research Assistants from pool of Doctoral students from renowned foreign institutes
- Adjunct faculty from the think tanks and industry
- Visiting faculty from foreign universities to teach certain courses

Thus, The Institute will provide employment to about 122+ faculty members at steady state disbursing. Over all, The Institute will cater to a staff of **~400 members including teaching staff, non-teaching staff, head office staff and PhD research students (as research assistants).**

Table 43: Number of Employees at The Institute

No. of faculty members	4	7	24	40	64	85	106	114	122	122	122
No. of non-teaching staffs	4	7	24	40	64	85	106	114	122	122	122
No. of HO staffs	6	8	10	10	10	10	10	10	10	10	10
No. of PhD students	8	23	43	68	98	120	135	145	150	150	150
Total staff	22	45	101	158	236	300	357	383	404	404	404

b. Indirect Impact of employment opportunities from The Institute

Assessing employment multipliers for Universities, we find that in UK, for every full-time employment (FTE) job inside a university, additional (indirect) 1.23⁴⁸ FTE jobs are generated. Likewise, in USA, for every FTE in educational services 1.93⁴⁹ indirect jobs are created. India being a labor-intensive country with massive supply of affordable labor, has the potential to adapt to similar or greater employment multipliers. It is estimated that every 1 direct job created by The Institute will generate between 1.2-2 indirect jobs. Hence, in addition to the 400 people employed by the University by the 10th year of operation, **~500-800 indirect jobs** will be created in the community by The Institute.

c. Pioneering entrepreneurial growth and development

The Institute will promote the spirit of entrepreneurship and build awareness among students among students through an entrepreneurship club. Moving forward these entrepreneurs will be nurtured through various avenues:

- Startup visits
- Entrepreneurship annual events
- Business plan competitions
- Startup incubators and accelerators
- TEDx Events

⁴⁸https://www.exeter.ac.uk/media/universityofexeter/aboutusresponsive/documents/UoE_Economic_Impact_2_017.pdf

⁴⁹<https://www.epi.org/publication/updated-employment-multipliers-for-the-u-s-economy/>

These events will form as the building blocks for the students to become job creators rather than job seekers. This club will help students to enhance their lateral thinking skills and follow the path of innovation.

Case study 17: Entrepreneurship cell at IIT

IIT campuses such as the ones at Bombay, Madras and Kharagpur have a entrepreneurship cell to cater to start ups and students. To encourage students, they organize speaker sessions, start up bootcamps, visits to start ups, entrepreneurship summit and business plan competitions. They also cater to a network of non-IIT students organizing entrepreneurship challenges and providing them avenues to interact with IIT students and alumni. **So far they have observed 6000+ start up ideas, 170,000+ students.**

- The annual entrepreneurship summit at IIT Bombay receives a footfall of 20,000 students
- This summit hosts a competition called ten minute million – an on spot funding event for start ups to receive funding of 16 lakhs INR
- The cell also comprises of start up incubators and accelerators to provide the required support and resources to students

It is envisaged that at least 5 per cent of the graduating students will take up entrepreneurship as a career path and build companies which will in turn generate more employment. A modest forecast

Case study 18: NUS Overseas college

NUS organizes an overseas college for a duration of 6 months to one year abroad with partner universities in destinations such as Silicon Valley, New York, Beijing, Israel, Shanghai, Toronto, Stockholm. **During the day students work at start up firms and attend classes about entrepreneurship and technology in the evening at partnership universities.**

NUS also facilitates a center called NUS Enterprise which encompasses a community of students entrepreneurs and NUS Overseas college alumni. This promotes dialogue and builds an ecosystem for the students to harness their skills and become future job creators.

of 50 employees per company in ten years, will lead to employment generation for **~15000** more people.

d. Case studies considered for eligibility criteria for selection of operating partner

Case study 19: Eligibility Criteria (in RFP) For Indian Institute of Skills		
Parameter	Eligibility Criteria	Required Documents
Years of operation of applicant	At least 10 years	Incorporation certificate
Average annual turnover of applicant from overall activities for last 3 financial years	At least INR 250 Crores	Audited financial statements (balance sheet, Profit and Loss Account, Cash flow statements) with auditor's report for last 3 financial years
Proposal declaration letter	Declaration:	As per format given in the RFP signed by signatory authority

	<ul style="list-style-type: none"> • Acknowledging the process • Agree to furnish additional information as required • Compliant with applicable law • Not blacklisted / involved in fraudulent practice 	
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Case study 20: Eligibility criteria in RFP for NCOE	
Parameter	Eligibility Criteria
Entity type	The bidder may be a Single entity or consortium. Bidder applying individually cannot be part of another bid
Minimum years of operation	10
Technical Capacity	<ul style="list-style-type: none"> • Have developed, operated and maintained an institute affiliated to or recognized by UGC in India or recognized authority globally • Minimum enrolment of 500 students consistently for UG/PG/Doctoral programs in the last 3 years
Financial Capacity	<ul style="list-style-type: none"> • Minimum Net Worth of Rs. 15 Crores at the close of the preceding financial year in consideration (Net worth means sum of shall mean the sum of subscribed and paid up equity and reserves from which shall be deducted the sum of revaluation reserves, miscellaneous expenditure not written off and reserves not available for distribution to equity shareholders)

Case study 21: Eligibility criteria in RFP for Institute of Eminence		
Parameter		Eligibility Criteria
Entity type	Existing private deemed to be university	<ul style="list-style-type: none"> • Whether university is satisfying all provisions and rules are aligned as per UGC regulations, 2016 • Any court case, legal punishments, notices issues by UGC or any regulatory body
	Existing state private university	<ul style="list-style-type: none"> • Whether university is satisfying all provisions and rules are aligned as per UGC regulations, 2003 • Any court case, legal punishments, notices issues by UGC or any regulatory body
	Greenfield institution	<ul style="list-style-type: none"> • Whether sponsors have been involved in setting up other educational institution • Any court case, legal punishments, notices issues by UGC or any regulatory body
Sponsoring Society/Trust/Company (for existing institutions)		<ul style="list-style-type: none"> • Names of Members • Proposed members along with their net worth
Net worth of Sponsoring Organization		<ul style="list-style-type: none"> • Have developed, operated and maintained an institute affiliated to or recognized by UGC in India or recognized authority globally

		<ul style="list-style-type: none"> • Minimum enrolment of 500 students consistently for UG/PG/Doctoral programs in the last 3 years
Members		<ul style="list-style-type: none"> • Credentials of members relating to higher education/social entrepreneurship/academia
Core team for setting of Institute of Eminence		<ul style="list-style-type: none"> • Name of Chancellor • Name of vice-chancellor • Name of other core team members • (all members – qualification, experience, credentials)
Proposed corpus fund	Brown field institutions	<ul style="list-style-type: none"> • Initial corpus fund • Final corpus fund to be achieved in ten years • Guaranteed pipelines • Additional resources
	Green field institutions	
Governance structure		<ul style="list-style-type: none"> • Composition of apex governing body of IOE • Governance structure of proposed IOE • (Credential of members, relationship with sponsoring organization)
Experience		<ul style="list-style-type: none"> • Evidence of experience in translating plans into real achievements in any sector especially education

Thank You

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