Chapter I

Introduction, Review of Literature and Methodology

Education is the innermost call of human kind to evolve, innovate and reach its pinnacle socially, culturally and spiritually. This has been the seeking of human beings through time, generation after generation. This was the ultimate basis of man’s education from the Vedic times.

Asato ma sadgamayah
Tomaso ma jyotirgamayah
Mrityorma amritam gamayah

The aforesaid verse from Ved means “Lead me (oh Lord) from untruth to truth, from darkness to light, from death to immortality”. Education relates to both intellectual and spiritual attributes comprising of reading, writing, understanding and earning livelihood, on one hand, and sacred qualities like love, patience, truth, righteousness, tolerance, etc., on the other hand. The overall development of human personality is possible only when both qualities of head and heart are developed over a period of time.

Education and Development

Keeping in view the age old phrase the National Policy of Education, 1986 had the focus on “Education is essential for all. This is fundamental to our all round development material and spiritual.” Of the all levels of Education primary, secondary and higher education, it is the higher education which is one of the most important inputs that influence the all round development of any nation especially in the field of economic, physical, social, cultural, ethnical and spiritual. Education enables people to ‘build up their capabilities,’ thereby ‘broadening their entitlements’ and ‘facilitating expansion of freedom’ which in turn is the primary end and principal means of development. From ancient ‘Bharat’ to modern India, higher education has always occupied a place of prominence in Indian History. India has been a major seat of learning for centuries. In ancient times, Nalanda, Takshila, Vikramshila and Ujjain University were renowned seats of higher learning. While Takshila laid emphasis on medicine, Ujjian on astronomy, Nalanda provided opportunities for learning in all subjects.
Humanity has entered into Era of Information and Knowledge thus new society is emerging. As per the Pandits in the field of education, it would take a couple of decades to make this millennium transaction to the ‘globalized knowledge society’ which is going to pose a challenge to the existing institution either to adapt to new forms and functions or perish. The present system of higher education travelled to its formal system with the creation of three Universities during the Pre-independence period - Calcutta, Bombay and Hyderabad. These three Universities flourished during the colonial period and provided the benchmark for modern universities in India. These Universities were embodiment of the modern Universities standards during the colonial period. Since then during the last 150 years, the higher education has seen steep upward progression. However, the last one and half decade is of significant importance as during this period many changes took shape. It was a period of transition and transformation not only in the field of Higher Education in India but in the society as well.

The growth of Indian higher education spread over 150 years can be broadly grouped into three periods:

1. Colonial period
2. Independence period
3. Transitional period

Colonial Period

The Colonial period saw the induction of British Education System in India which supported the British Raj, and thus the period saw the expansion as well as search for national alternatives to the western education. Prior to the establishment of the three universities, the British East India Company which was ruling the country had its interest mainly in trade. The officers of the company, however, supported the existing institutions of education; and promoted the new ones. Education in colonial period was guided by the policy, which in Macaulay’s words, is to create ‘a class who would do interpretations between us and the millions whom we govern, a class of persons Indian in blood and colour, but English in tastes, in opinions, in moral and in intellect,’ who would be consumers of British goods, provide recruits for the subordinates ranks of East India Company’s Civil service and be loyal to the British Rulers. In this background, the Universities of Calcutta, Bombay and Madras were
established in 1857 by adopting the model of London University, established in 1836, and working as an examining University of students studying in affiliating Colleges. Colonial Rulers purposely avoided the other models of education such as that of Oxford and Cambridge for achieving the spread of British education in India, and avoided any efforts which helped creation of knowledge. The control of education system imposed by the British Raj was through English as the medium of instructions, and by prescribing curriculum and examination system essential for degree award. According to Apama Vasu in her article ‘higher education in colonial India’ published in the AIU publications, edited by Professor Moonis Raza in 1991, the education was essentially concentrated in arts and in law, and professional and science education were neglected. For higher studies, the graduates were going to the Universities of England. The higher education in 19th century saw the development of western education system which served the colonial rule and created a class of educated people that supported the British Raj in India. It created a system which had total Government control, limited goals and processes that were not linked with the development of Indian people and the practices that created colonial mindset. Towards the end of the colonial rule in 1947, there were 19 universities and 496 colleges with 2, 37,546 students. The growth of higher education was mainly in privately managed colleges.

**Independence Period**

Known by its size and diversity, India has the third largest higher education system in the world, next only to China and the United States. Before Independence, access to higher education was very limited and elitist, with enrolment of less than a million students in 500 colleges and 28 universities. Since Independence, the growth has been very impressive, the number of universities (as on 31st March 2006) has increased by 18-times, the number of colleges by 35 times and enrolment more than 10 times. It is little more than half a century ever since the government initiated a planned development of higher education in the country particularly with the establishment of University Grants Commission in 1956. The system is now more mass-based and democratized with one third to 40 per cent of enrolments coming from lower socio-economic strata, and women comprising of 35 percent of the total enrolments. Thus early 1950’s is an important reference points from which the
progress of higher education can be assessed. Table 1.1 depicts the growth of higher
education institution from 1950-51 to 2009-10.

<table>
<thead>
<tr>
<th>Year</th>
<th>Colleges</th>
<th>Universities (including Deemed Universities)</th>
<th>Enrolment (Million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>578</td>
<td>28</td>
<td>0.2</td>
</tr>
<tr>
<td>1960-61</td>
<td>1819</td>
<td>45</td>
<td>0.6</td>
</tr>
<tr>
<td>1970-71</td>
<td>3277</td>
<td>93</td>
<td>2</td>
</tr>
<tr>
<td>1980-81</td>
<td>4577</td>
<td>123</td>
<td>2.8</td>
</tr>
<tr>
<td>1990-91</td>
<td>6627</td>
<td>184</td>
<td>4.4</td>
</tr>
<tr>
<td>2001-02</td>
<td>11146</td>
<td>272</td>
<td>8.8</td>
</tr>
<tr>
<td>2009-10</td>
<td>25951</td>
<td>499</td>
<td>13.6</td>
</tr>
</tbody>
</table>

Source: Govt. of India, Selected Education Statistics, Ministry of HRD, New Delhi.

The data presented indicates that after the Independence, the country
witnessed fast growth and expansion of higher education in all its related aspects. The
data was bifurcated by decades. In 1950-51, there were 28 Universities, 578 Colleges
with mere 0.2 million enrolments which rose to 499 Universities, 25,951 Colleges and
13.06 million students in higher education in 2009-2010. It shows that during the
Independence period, the higher education at the National and State levels made the
expansion in terms of institutions, students and teachers, range of disciplines covered,
massification of education with added relevance to the Indian development through
professional and technological courses. However there is need of lot of reforms to be
introduced as to attract more and more population towards education. However,
India’s 12.4 per cent Gross -Enrollment Ratio ( GER), in higher Education as claimed
by the Ministry of HRD in its Report on Education 2009-10, is half the world average,
one-third the average of Brics ( Brazil, Russia, India, China & South Africa) countries
and one-sixth that of developed countries, which suggests that the GER in the country
is not encouraging.

In India presently, the higher education is coordinated by several agencies and
the University system falls within the jurisdiction of the University Grants
Commission (UGC), different bodies coordinate professional institutes. Some of the
major institutions and programmes which helped in the development of Indian
Education are as follows:

1. University Grants Commission which is a statutory organization established
   by the Act of Parliament in 1956, is responsible for coordination, promotion
   and maintenance of standards of university and college education. The main
   role of the UGC is to provide grants to the universities and colleges in addition
   to provide advice to central and state governments;
2. National Councils such as AICTE, NCTE, etc., were set up to facilitate planned and coordinated development of technology, professional and teacher education for maintaining standards of education. These Professional Councils are responsible for recognition of courses and promotion of professional institutions;

3. National Assessment and Accreditation Council of UGC., National Accreditation Board of A.I.C.T.E. and Distance Education Council of IGNOU were set up for assessment and accreditation of quality of institutional education;

4. Open and Distance Education System of non-formal education consisting of Open Universities and Distance Education Institutions of dual mode universities. Distance Education Council was constituted under Statute 28 arising from Section 25 of the Indira Gandhi National Open University Act, 1985. The distance education is responsible for the promotion and coordination of the Open University and distance education system and for determination of its standards. The Universities now accounting for nearly 20 percent of enrolment of higher education.

5. National Policy of Education (1968), 1986 and 1992 offered systematic support to the development and growth of education in India;

One of the major suggestions of the Education Commission (1964-66) was to establish the national system of education by bringing out radical structure and functional changes in the educational institutions, amounting to starting education revolution. This idea had the origin in efforts of leaders during the struggle of Indian independence in creating alternatives to the colonial educational system. Naik (1982) in his book “The Education Commission and After”, summarized the concept of National System of Education with the following main features:

- It should be based on our traditions and be suited to the life, needs and aspirations of our people;
- It should emphasize the education of people;
- It should use regional language as medium of instructions with Hindi as a link language and English as an academic languages for access to universal knowledge;
• It should eliminate difference between individual educated in the modern education system and that of people’s education;
• It should emphasize science and technology education for modernization and elimination of poverty;
• It should inculcate a spirit of patriotism and pride in our cultural heritage;
• It should emphasize moral and aesthetic values.

The National Education System (NES) has to become a powerful instrument of social, economic and cultural transformation necessary for the realization of national goals. The educational revolution expected by the education commission never got started and task of national system of education remained till date unfinished.

**Transitional Period**

The transition period introduced information communication technologies in social, economic and educational fields and also created opportunities to develop new models of education which may help to evolve Indian system of educational responsive to the needs and culture of the people of India.

During this period, India has emerged as a destination for the development of information technology related products and services and this leadership is spreading in other areas of industrial activities. India is poised to become the third largest economy in the world with Indian graduates finding job opportunities not only in India but all over the world. India is dreaming to become a lead developed country by 2020. The policies of privatization and liberalization are now following much more freely and public – private partnership is being promoted as a way for fast and efficient development. The UGC has endeavored during the past few years in building its network of all higher educational institutions. Education Satellite (EDUSAT), the first of its kind in the world, was launched to link and raise quality of schools and colleges all over the country. EDUSAT is percolating to all with Internet, mobile phones, broadband and triple play band technologies as the - integration of telephony, computing and cable transmission are getting adopted fast. All such efforts have now enabled India to develop into one of the world’s biggest system of higher education.

**Research in Higher Education**

Education is continuous, systematic one which undergoes rapid changes in tune with the changes in the society. The conceptualization of the basic principles of
education, the pattern and perspectives are always and all ways dynamic ones. Research is an important tool to meet the ever changing educational demands in the society but research in Higher Educational Institutions (HEIs) needs a thorough overhauling.

Research matters more than anything else in defining excellence in institutions of higher education. It is one of the major components of higher education in which the combined intelligentsia of a group finds solution to various problems of the society and nation. Research is an important parameter in ranking of universities worldwide.

Research is a phenomenon of exploring new knowledge, identifying new knowledge and verifying old knowledge, which includes invention, discovery and investigation. The quest for research arises whenever there is an unusual occurrence of a phenomenon or there is an unanswered question.

Tagore way back in 1923 wrote on “Topsy - Turvy Education” in which he stated that “ants collect grain particles but they also know where, when and how to use them.” This means, when we can come across things we can gather, If we also have come to understand how it could be used, if we understood its nature and implications of its use, if along with life we have also structured its basis then alone it could be called genuine education. Altbach and Salmi (2011) quoted Tagore, a Nobel laureate and sage scholar of India, “The highest education is that which does not merely give us information but makes our life in harmony with all existence. Whether the institutional structure of the modern research university is flexible enough to accommodate learning across disciplines and to harmonize education with the needs of society is yet to be tested. The world today is ripe for another tectonic shift in our understanding of the university as an institution.” Thus, Tagore’s writing sets the goals of research in higher education institutes. Interpreted incisively, it means that the spirit of our democracy must be reflected in our education system and how we involve in research in Institution of Higher Education and such Institutes must represent a complex eco system in which a variety of organisms representing various strands of research must grow and thrive. Table 1.2 depicts the position of researches in worldwide.
Table 1.2 Number of Researchers Worldwide (Full-Time Equivalent-Us)

<table>
<thead>
<tr>
<th>Name of The country</th>
<th>Number of researchers (In lakhs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>13.89</td>
</tr>
<tr>
<td>China</td>
<td>11.19</td>
</tr>
<tr>
<td>Japan</td>
<td>7.05</td>
</tr>
<tr>
<td>Russia</td>
<td>4.64</td>
</tr>
<tr>
<td>Germany</td>
<td>2.72</td>
</tr>
<tr>
<td>France</td>
<td>2.02</td>
</tr>
<tr>
<td>Korea</td>
<td>1.80</td>
</tr>
<tr>
<td>UK</td>
<td>1.75</td>
</tr>
<tr>
<td>India</td>
<td>1.55</td>
</tr>
<tr>
<td>Canada</td>
<td>1.34</td>
</tr>
</tbody>
</table>

Source: Business India, August 9-22, 2010.

The number of researchers in India is very meager as compared to other major economies of the world. The fact remains that quality research is not on the agenda in India of any of the groups i.e., students, teachers, Institutions, State and Central Government or even in the private sector. As shown in the Table 1.2, India ranked ninth among the nations in the published research papers as earlier was at thirteen positions, therefore, there seems to be some improvement. However, it is felt India must lay impetus on setting up research centres at the selected central university to benchmark and plan their higher education, programme at par with global institutes of excellence.

Social Science Research

“The greatest obstacle to discovering is not ignorance: It is the illusion of knowledge.” The famous quotation by Daniel Boorstin is further extended when we come across an excerpt from Carlos Fuertes’s work is cited that the greatest crises facing the mode in civilization how to transform information into structured knowledge has emerged as the need of the hour. The emphasis is now shifting on creating and transforming physical objects such as materials and energy to knowledge itself from atoms to bits, from societies based upon diverse cultures and local creations; and from a dependence on government policy to an increasing confidence in the market place to establish public priorities. The most important instrument for creation and application of its knowledge depends on research.

Research in common practice refers to a careful and diligent search, a critical enquiry and examination aimed at the discovery and interpretation of new knowledge. Knowledge being a product of society depends for its polishing on constant updating of information about multifarious facets of society. Hence, some of the major components such as the value system, culture, tradition, social structure, social
science, relations and institutions created by the society form the baseline of a knowledge driven society have to be strengthened to maintain the fervour of a strong social heritage. The studies which help human being in getting acquainted with the social structure, relations and institutions has to be taken seriously since finding new knowledge in any area has to be directed towards satisfying or fulfilling societal needs. Aristotle’s famous saying that ‘man is a social animal’ and the who lives without the society is either a ‘God’ or a ‘beast’, is an eternal truth underlying the fact which can never be put down by any quantum leap by human being in science and technology. While the significance of science and technology is self evident and is recognised on all hands, social structure, cultural values and sociological set up are equally instrumental in determining the growth and development of scientific temper and its utilization. For instance while going for some experiment, or entering into any pact on procuring nuclear ingredients for the country, the economic viability, political fall outs and diplomatic strategies are taken into consideration, but hardly does anyone bother to assess the sociological and psychological implications of these exercises.

The two important driving forces for social science research are firstly, the quest for knowledge and interest in the working of society in its diverse social, cultural, political and economic aspects, and then in understanding these factors which shape them. Secondly, the need of policy makers, educationist and other stakeholders for reliable information and profession analysis. In the Pre-Independence period social science information sources disseminated by the government were frequently viewed as propagandistic disinformation. However, with the growth and better understanding of democracy, information has been perceived as the means to delve into socially sensitive issues. Gradually, with the passage of time, the scope of information has widened to a considerable extent. The number of research institutions particularly in social sciences which were limited during the Pre-Independence period resulted in an expanding role of the government in engineering the economic development and social change. With the increase in industry and commercial ventures, it became necessary to gauge the social implications necessitating review of public policies. Thus, growing demand for reliable data was generated. Beside these, the university departments of social sciences also started playing a catalytic role in galvanizing social issues. During the decades of Sixties and Seventies as India remained committed to social reforms, the higher education system attached a lot of
priority to social sciences teaching and research. Another important factor responsible for the growth of social science research lay in the economic development of a country and its impact on the standards of living of people, which propels researching in social patterns, behaviours and practices. There is correlation between economic growth and the development of social sciences research dynamics which reflected from the fact that today when reflected back upon strong statistical endorsement to show the rise and fall of different socio-economic patterns of society.

Government departments and public sector organizations and, more recently, UN agencies, aid agencies of foreign governments, international financial agencies, and private foundations have also shown increasing interest in funding research on socio-economic development and policy issues. This has led to a mushrooming of non-governmental ‘research’ institutes and an increasing presence of private consulting firms and NGOs in surveys and research. This trend has gathered momentum with the progressive liberalization and globalization of the economy.

Initially, the universities were the main centres of research and played a key role in exploring a wide range of social, political, cultural and developmental issues with a critical perspective. Although the numbers of university social science departments are now manifold, they are unable to carry out the range of research activities required to generate reliable data on developmental issues. This is owing to a plausible reason that university departments are primarily devoted to teaching, which leaves little time and few resources to carry out research.

The institutions conducting social science research can be classified into the following four categories:

(a) Social science departments in universities and post graduate colleges under the UGC;
(b) Autonomous research institutes specializing in social science research;
(c) Research institutions set up by government departments; and
(d) Agricultural universities and institutes of technology, management and the like.

Of these, the first two categories and several of those in the third are the most active players in the field.10
Research Promoting Agencies in India

The Government of India has set up various agencies to promote, encourage and also to provide financial assistance for research work in the field of social science, agriculture, engineering and medicine. Some of the agencies are follows:

Council of Scientific and Industrial Research (CSIR)

The CSIR provide research work in the field of science and technology, including Agriculture, Engineering and Medicine. The assistance is provided by way of grants to Professors/Experts in regular employment in the Universities, IITs, Postgraduate Institutes recognized R and D Laboratories both in public and private sectors. Research proposals of applied nature as well as those falling under basic sciences attempt to solve specific problems being pursued by CSIR. Laboratories and complimentary fields are considered while conducting multi disciplinary projects which involve inter-organisational cooperation (including that of CSIR laboratories). However, preference is given to schemes which have relevance to research programmes of CSIR laboratories.

Indian Council of Medical Research (ICMR)

The ICMR, New Delhi the apex body in India was set up for the formulation, coordination and promotion of biomedical research, is one of the oldest medical research bodies in the world. As early as in 1911, the then Government of India set up the Indian Research Fund Association (IRFA) to caters the specific objective of sponsoring and coordinating medical research in the country. The Council promotes biomedical research in the country through intramural as well as extramural research over the decades, the base of extramural research and also its strategies have been expanded by the Council. In addition to research activities, the ICMR encourages human resource development in bio-medical research through the following interventions:

1. Research Fellowship;
2. Short-term Visiting Fellowship;
3. Short-term Research Studentship;
4. Various Training Programmes and Workshops conducted by ICMR Institutes and Headquarters; and
5. For retired medical scientists and teachers and Council offers the position of emeritus scientist to enable them to continue or take up a research on scientific
bio-medical topics. The Council also awards prizes to Indian scientists in recognition of significant contributions to bio-medical research.

**Indian Council of Agricultural Research (ICAR)**

The ICAR is an autonomous organization under the Department of Agricultural Research and Education, Ministry of Agriculture, Government of India. The Council is the apex body for coordinating, guiding and managing research and education in agriculture including horticulture, fisheries and animal sciences in the entire country. At present there are over 90 ICAR Institutes and 45 Agricultural Universities spread across the country. The ICAR plans, undertakes, promotes and coordinates education research and its applications in agricultural, agro-forestry, animal husbandry, fisheries, home sciences and allied sciences. It also provides, undertake and promotes consultancy services in the field of education, research, training and dissemination of information in agricultural, agro forestry, animal husbandry, fisheries, home sciences and allied sciences.

**All India Council for Technical Education (AICTE)**

The AICTE was set up in November 1945 as a national level apex advisory body to conduct survey on the facilities on technical education and to promote development in the country in a coordinated and integrated manner, and to ensure to same, as stipulated in, the National guiding principle of Education (1986). The AICTE vested with statutory authority for planning, formulation and maintenance of norms and standards, qualitative assurance through accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education in the country. AICTE covers programmes of technical education including training and research in Engineering, Technology, Architecture, Town Planning, Management, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology at different levels.

**Indian Council of Historical Research (ICHR)**

The ICHR is an autonomous organization which was established under Societies Registration Act (Act XXI of 1860) in 1972. The objectives of the ICHR are as follows:

(i) To bring historians together and provide a forum for exchange of views between them;
(ii) To give a national direction to an objective and scientific writing of history and to have rational presentation and interpretation of history;

(iii) To promote, accelerate and coordinate research in history with special emphasis on areas which have not received adequate attention so far;

(iv) To promote and coordinate a balanced distribution of research efforts over different areas;

(v) To elicit support and recognition for historical research from all concerned and ensure the necessary dissemination and use of results;

In pursuance of these objectives, the Council provides:

(a) Fellowships and financial assistance to the young teachers in colleges, universities and registered research organization, as well as to senior scholars who might need financial support;

(b) Bring historians together by providing financial assistance for holding symposia, seminars, workshops for exchanging views related to history;

(c) Provides publication subsidy to the seminars, congress proceedings and journals so that these publications may reach to researchers and scholars;

(d) Publishes a biannual Journal – the Indian Historical Review, and another journal *Itihas* in Hindi;

(e) Maintains a large and expanding Library-cum-Documentation Centre exclusively for researchers and scholars;

(f) Maintains two regional centers namely ICHR North-East Regional Centre (Guwahati) and ICHR Southern Regional Centre (Bangalore), which provide assistance to researchers/ scholars; and

(g) Takes such other measures as the Council considers appropriate in order to implement the stated objectives of the Indian Council of Historical Research.

**Indian Council of Philosophical Research (ICPR)**

The council has a broad based membership comprising distinguished philosophers, social scientists, representatives of the UGC, ICSSR, ICHR, Indian National Science Academy, the Central Government and the Government of Uttar Pradesh. The Governing body and the Research Project Committee are the main authority of the Council. ICPR sanctions grant-in-aid for the projects and other proposals received or planned by the Council.
University Grants Commission (UGC)

The University Grants Commission was formally established in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of the University education in India. In order to ensure effective region-wise coverage through the country, the UGC has decentralized its operations by setting up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahti and Bangalore. The head office of the UGC is located at Bhadur Shah Zafar Marg, New Delhi, with two additional bureaus operating from 35, Ferozeshah Road and the south campus of University of Delhi as well.

UGC provides development (Plan Grants) and maintenance (Non-plan Grants) to university and college level institutions. UGC has formulated 42 schemes for providing development assistance to universities, university level institutions, colleges and individual faculty members and researchers. UGC provide fellowships, funds to major and minor research projects, seminar, conference/workshops and funds for participation in conference for abroad.

Shastri-Indo-Canadian Institute (SICI)

The SICI is a bi-national organisation which promotes understanding between Indian and Canadian through academic activities and exchanges. The SICI supports the creation of bi-national links between academic, governments, the business community and civil society organisation by funding research and hosting seminars. Internships and fellowship provide opportunities for individuals to gain firsthand experience in India or Canada. In addition, books and journals provide valuable resources to students and faculty at their member universities.

The SICI is funded by and partners closely with government bodies in both India and Canada. The Institute aims to achieve gender equality and reduce poverty by focusing programming on sustainable development and other United Nations Millennium Development Goals.

Social Science Research Funding

The Government support to social science research in India is very low, both in absolute terms and also related to the governmental support to natural and medical sciences. In the 60 years since India’s independence, science and technology institutions in India have acquired global recognition, with some comparable with the very best in the world. On the other hand, Indian Social Science Institutions are
struggling to make a mark although a number of Indian social scientists have achieved eminence in the international social science community. Among other factors, this anomaly can be partially explained by the enormous differences in state funding in the two types of institutions, whereas science and technology (S and T) institutions are funded by a number of state ministries and departments, social science research was exclusively funded by the Ministry of Human Resource Development through the ICSSR.

Nearly half of the total social science research budget was spent on collecting, processing and publishing the basic socio-economic data for the use by researchers and policy-makers. Approximately Rs. 1,320 million rupees were allocated to specialized research institutions set up by different government departments. An amount of 1,750 million rupees was allocated as grants to non-government research institutions.

The establishment of the ICSSR in 1969 was meant to promote academic as well as applied social science research relevant to policy formulation. Over its 40-year existence, the ICSSR has sponsored a number of large scale research projects on the status of women (by Mazumdar and others), population and social change (by Mitra, Bose and others), rural poverty (by Srinivasa, Bardhan, Rudra and others), Kerala development, etc. All were quite influential in policy design at the central and state levels.

The general consensus among social scientists revealed that the quality of both teaching and research in social sciences is generally declining. There is very little accountability and peer evaluations are weak in state-funded research institutions and universities. This has led to serious concern among social scientists and eminent scholars, and they have been trying to turn the attention of authorities and policy makers to this deplorable state of social science research. Massive efforts are required to develop social science research capacities. This means infusing adequate funding into social science institutions. In this respect, India could play a leading role in the region. There are signs that the region’s governments are slowly acknowledging the situation and the importance of social sciences when dealing with the current socio-economic challenges such as sustainable development, disaster management, rehabilitation, terrorism and violence. In order to adequately respond to these emerging challenges, the autonomy of social science research institutions is vital.
Some measures have been taken, such as the recent increase in funds for higher education in India. More needs to be done.

**Indian Council of Social Science Research (ICSSR)**

Indian Council of Social Science Research is one of the most prime organisations which have been promoting the social science research culture in India by various schemes. The need for establishment and objectives of the Council were as under:

**Origin and Objectives**

Prior to Independence of the country in 1947 research in the social sciences was carried out almost exclusively in universities. There was hardly any funding from outside. Despite this, Indian social scientists produced trail-blazing work. After Independence, the scenario has changed dramatically. A host of institutions emerged mainly due to the initiative of the State and Central Government.

During the last decade, the social sciences have come to make their presence felt increasingly in this country. They are no longer confined to the Universities. Many Centres of the research and study in the social sciences have grown up under various types of sponsorship. It can be appreciated that no social science discipline can grow without institutional context. Institutions are indispensable for achieving excellence in any area of research. There are two broad streams in the institutional contexts. First, there are Universities and Colleges that are engaged in teaching and research and secondly, there are institutions, which are involved in research only.

After the Independence of the country, as part of our nation-building programmes, efforts were made to make social science holistic knowledge system. India’s problems were unique, yet the tools available to study them were all invented in the West, which did not always prove useful. A strong need was felt to make methodology relevant for the understanding of its social problems. The indigenization of the social science became a necessity. Integrating the intellectual traditions with the forces of modernization was a challenge which had its own positive and negative connotations. The state came forward with its interventionist role to take up the daunting task. It could not have been taken up by any other agency both for financial and logistical reasons.

A landmark was the creation of the ICSSR on 12th December 1968, under the Ministry of Education (presently known as the Ministry of Human Resource Development), Government of India, as an autonomous organization. It was named...
Indian Council of Social Science Research (ICSSR). Its chief architects were V.K.R.V. Rao, M.S. Gore, D.R. Gadgil, Ramakrishna Mukerjee and J.P. Naik.

The ICSSR was formally launched by the Government of India on 15th April 1969 on the recommendation of the V.K.R.V. Rao Committee on Social Science Research, set up by the Planning Commission in 1965.

The Council was earlier functioning from its hired premises initially at Indian Institute of Public Administration (IIPA), New Delhi and thereafter at 35, Ferozeshah Road, New Delhi. With the assistance from MHRD, the Council subsequently constructed its own campus at Aruna Asaf Ali Marg (near Jawaharlal Nehru University), New Delhi. This premises was formally inaugurated on 16 December 1999 by Professor Murli Manohar Joshi, the then Hon’ble Minister for HRD, Government of India.

The creation of ICSSR was based on realization of social science research in India lacked a National Organization which could actively work for its expansion and promotion apart from securing support and recognition from the Government without being under its control. The ICSSR was conceived as an autonomous agency to expand social science research and to improve its quality, while attempting to develop strong linkages between the findings of social science research and policy formulation.

The objectives of the Council were as under:

- Review the progress of social science research and give advice to its users;
- Sponsor social science research programmes and projects and administer grants to institutions and individuals for research in social sciences;
- Institute and administer scholarships and fellowships for research in social sciences;
- Indicate areas in which social science research is to be promoted and adopt special measures for development of research in neglected or new areas;
- Give financial support to institutions, associations, and journals engaged in social science research;
- Arrange for technical training in research methodology and to provide guidance for research;
- Coordinate research activities and encourage programmes of interdisciplinary research;
- Develop and support Centres for documentation services and supply of data;
• Organize, sponsor and finance seminars, workshops, and study grants;
• Undertake publication and assist publication of journals and books in social science;
• Advise the Government of India on all matters pertaining to social science research as may be referred to it from time to time, and
• To take such measures generally as may be necessary from time to time to promote social science research and its utilization; (Overview, ICSSR)\(^{13}\)

**Growth and Development of the ICSSR Regional Centres**

With the growth of activities of the ICSSR and due to an increasing desire of the Council to associate itself with more and more of social scientists, it was felt that there was a need for decentralizing the ICSSR activities by establishing its Centres in the far-flung corners of the country. It was also felt that with the increasing use of regional languages in social sciences for the purpose of teaching, research and utilizing knowledge, there would be a need for developing the ICSSR Centres in different regions so that material in regional languages could be collected and made available to social scientists. It was felt that such a network would be an effective instrument to involve social scientists in socio-economic development and also to promote a better relationship between the community of social scientists and the ICSSR. To involve an increasing number of social scientists in the work at the Regional Centres and also to take advantage of the infrastructure already developed at different universities; the ICSSR decided to establish Regional Centres mainly on the campus of the Universities. With a view to involving State Governments in the development of worth-while programmes and activities at Regional Centres, the Council decided to request the State Governments concerned to share the recurring expenditure on their maintenance. The Council has established the six Regional Centres. The location and coverage of these Regional Centres are as follows:

1. Eastern Regional Centre, Kolkata, covering Bihar, Orissa, West Bengal, Jharkhand and U.T. of Andaman and Nicobar Islands;
2. North-Eastern Regional Centre, located on the campus of North-Eastern Hill University, Shillong, covering Arunachal Pradesh, Assam, Manipur, Tripura, Meghalaya, Mizoram, Nagaland and Sikkim;
3. North-Western Regional Centre, located on the campus of Panjab University, Chandigarh, covering Haryana, Punjab, Himachal Pradesh, Jammu & Kashmir and the U.T. of Chandigarh;

4. Northern Regional Centre, located on the campus of Jawaharlal Nehru University, New Delhi, covering Delhi, Madhya Pradesh, Rajasthan, Uttar Pradesh, Chhattisgarh and Uttaranchal;

5. Southern Regional Centre, located on the campus Osmania University, Hyderabad, covering Andhra Pradesh, Karnataka, Kerala, Tamil Nadu and the U.T. of Lakshadweep and Pondicherry;

6. Western Regional Centre, located on the campus of Bombay University, Mumbai, covering Gujarat, Maharashtra, Goa and U.T. of Daman and Diu, Dadra and Nagar Haveli.

Figure 1.1: ICSSR Head office and Regional Centres

The creation of the ICSSR, more than 40 years back, was a particularly farsighted and bold step on the part of the Government to encourage the development of autonomous institutional capacity for broad based social science research. The Council funded almost entirely by the Central Government, had played an active role...
in setting up and financing multidisciplinary Research Institutes and Regional Centres all over the country. It persuaded State Governments to recognize the importance of the research and to contribute to the capital and current cost of these Research Institutes and Regional Centres.

The Regional Centres have developed infrastructure and research support facilities over the years with the funds provided by the ICSSR and by some State Governments of the Regions where they are located. These include hostels/guest house facilities, additional library space, conference halls, seminar rooms and reprographic facilities. The roles and objectives of the Regional Centres are as given below:-

**Roles and Objectives of the Regional Centres of ICSSR**

1. To promote, undertake and sponsor social science research, documentation and bibliographic work in English and Regional languages;

2. Developing Library Resources for Social Scientists and subscribing those social science journals from India and abroad and to maintain a data of the research work;

3. To organize and assist in organizing seminars / workshops, conferences in the Region by the Colleges, Universities & Institutes;

4. Arranging Series of Special Lectures by Eminent Social Scientists in their area of specialization and on themes of current interest;

5. Arranging Training Programmes on Research Methodology in the social sciences;

6. To award Study Grants to scholars who are pursuing Ph.D for visiting Libraries and Institutions;

7. To provide facilities for accommodation to scholars / students coming for research work;

8. To provide conference halls for holding the conferences, workshops, seminars etc.

9. To take all such measures and undertake such activities as may be found necessary from time to time to promote social sciences in the Region or which may be delegated by the ICSSR.

**North-Western Regional Centre, Chandigarh**

The North-Western Regional Centre of the ICSSR was set up on the campus of the Panjab University, Chandigarh in October 1977, with the Vice-Chancellor of
the University as its ex-officio Chairman. The jurisdiction of the Centre extended to the States of Punjab, Haryana, Himachal Pradesh, Jammu and Kashmir and the U.T. of Chandigarh. It had also been designated as the National Centre for Social Science Research in Punjabi and the State Centre for Punjab and Haryana. The Centre is vigorously involved in the promotion of social science research in the different disciplines of social sciences on the interdisciplinary mode. It helped the scholars in the dissemination of research materials through workshops, seminars, symposia and lectures. The Centre provided financial assistance to Colleges and Universities departments of the region to organize theme oriented seminars. The Centre itself arranged seminars, conferences, training programmes in Research Methodology and special lectures by eminent social scientists at Chandigarh and also at other places of Region comprising State of Punjab, Haryana, Himachal Pradesh and Jammu and Kashmir under its Outreach Programme. The Centre provided financial assistance to research scholars who were pursuing Ph.D in the field of social sciences to consult libraries under its Study Grant Scheme. The Centre is housed in an aesthetically and functionally well designed and commodious building on the Panjab University Campus. It had a library, guest house, and seminar hall and conference rooms.

Review of Literature

The literature review in a research study accomplishes several purposes. It shares with the reader the results of other studies that are closely related to the study being reported. It relates a study to the larger ongoing dialogue in the literature about a topic, filling in gaps and extending prior studies (Cooper (1984)\textsuperscript{14}; Marshall and Rossman, (1999)\textsuperscript{15}). It provides a framework for establishing the importance of the study as well as benchmark for comparing the results of a study with other findings. All or some of these reasons may be the foundation for writing the scholarly literature into a study (Miller 1999)\textsuperscript{16}.

In the review of related literature an investigation gives us an understanding of previous research work which has been done in the field of work. The related literature in any field forms the foundation of knowledge upon which all future work is build. The importance of review is quite obvious in determining the research problem and in defining it more precisely. It provides the investigator with an opportunity for gaining insight into methods, measures subject and approaches employed by research scholars. Thus it is very essential for researcher in any field to have complete information of work done in the specific area of research. With this
aim a number of books, journals, ICSSR Memorandum of Association, Reports of Review Committees, Newsletters, Annual Reports, Agenda and Proceedings of the Meeting, Directors conference of Regional Centres, unpublished reports and documents of the ICSSR and internet were consulted.

Mathew (2001)\textsuperscript{17} asserted in his discussion document “Is Social Science Research Dying?” have given his observation regarding the functioning of ICSSR. According to him, Harsh Sethi (2000)\textsuperscript{18} raises several valid issues related to the ICSSR system, which, most social scientists would agree, which could have been raised long back. While Sethi raises the whole issue in the context of recent policy shifts of the Council, and of the MHRD, this could have been foreseen by anybody who has some sense of history. During the early days of the ICSSR, it was considered prestigious to get a small grant of Rs.10,000/- to Rs.15,000/- a short-term fellowship or a study grant, which could enable young scholars to complete doctoral research. It was considered prestigious to quote the name of the ICSSR in the preface of Ph.D, dissertations or a research paper. During the 1980s many of us were proud of having got an opportunity of working in the ICSSR system involving about 14 institutions in the various parts of the country, with an average faculty size of 15, which effectively meant, approximately, 210 academics at the national level. Though small, the creditability of the system were much greater than the University system in the country, where the social science faculty in a single University is itself some times larger than this number. This substantial enhanced the credibility of the system, to a large extent can be ascribed to the vision and integrity of those social science doyens who pioneered the system. The UGC pay-scales were offered to all the sundry, but the academic standards of the teachers and of the researchers have unfortunately, reached rock-bottom. At one point, he opines that lack of a strong leadership for the Council is the problem but also suggests elsewhere that, even while being fully funded by the Central Government, the bureaucracy did not dare to touch it, especially because of the high stature of the doyens like D.R. Gadgil, M.S. Gore and J.P. Naik. Reading between lines, one gets a clear answer. Unless the individual institutes can maintain themselves as a Centres of Excellence, the ICSSR cannot become a strong umbrella. It will just remain an instrument for the Government in power or for the bureaucracy. Crying wolf will not help the situation. It is time to do something in this regard.

As per findings of Vaidyanathan (2001)\textsuperscript{19} in his article, the availability of public funds for socio-economic research has undoubtedly encouraged and facilitated
research outside the Government. It has made a significant contribution by opening important areas (such as gender studies, environment, dalits and other disadvantaged segments) of research, bringing new issues on the public agenda and livening the debate on social and development policy. The important as these developments are, all is not well. Over the years, social science research has had to contend with a variety of problems. Government grants have not kept pace with rising costs. One of the most affected areas relates to Libraries. Yawning resource gaps and persistent deficits has compelled Research Institutions to seek non-governmental funding as also governmental project funding. This has brought in its wake serious problems. The two major ones are that quite often the research agenda is dictated or at the very least heavily influenced by the sponsors. An undesirable consequence is that younger researchers do not get the time to acquire expertise in one particular sphere. Secondly, the social sciences as whole would face the deprivation in terms of not having the leisure for more reflective research. The danger is compounded by the fact that funding agencies are not primarily concerned with widening and deepening the knowledge base. If a compelling argument is required for public support to social research it lies in fostering the spirit of re-inquiry. Who but committed social scientists can critique state policy?

The picture today is growing progressively dismal. Vaidyanathan (2001) in this issue raised the pertinent that research institutes supported by ICSSR face serious resource constraints. This drives them to seek project funding which, apart from dangers alluded to above, is unpredictable. Yet it would be wrong to attribute this sorry state of affairs only overall shortage of resources. Apart from Government, there are other sources for public funding for research. The RBI, the Planning Commission, UNDP and the World Bank are some examples. They do fund specific programmes and sometimes endow chairs or research units. To this should be added the waste amount of money with ministries not overtly connected with social sciences but who need the critical expertise the latter can provide. The main problem is that there is hardly any coordinated policy with regard to these funds and their deployment. Transparency is almost wholly absent. The approach, if it can be called that, is adhoc and piecemeal. Predictably, researchers close to Centres of power - and enjoying spatial proximity to Delhi - gain, while the rest continue to grow under financial pressure. For their part, social scientists too have to own up a part of responsibility. Very few of them have introspected to formulate a policy towards sponsored research.
Either such funds are aggressively pursued or they are dismissed as “tainted money”. Not many institutes have a clear perspective on their research priorities. Most unfortunately not all of them have a proven track record which will legitimize their claim that seeking project funding will divert attention away from larger, reflective concerns. For too long they have been protected from some of the grim realities of life. Any suggestion that they have to be accountable is seen as a threat to their academic autonomy, no matter that there is little evidence of such autonomy has been used.

Ghosh, (2001)\textsuperscript{20} in his article “ICSSR and Social Science Research” has pointed towards some of the problems bedeviling the Indian Council of Social Science (ICSSR). According to him, on December 12, 1968, the Ministry of Education, Government of India, established the ICSSR “as an autonomous organization,” but it is to be seen that whether autonomy could be practicable when all the funds were to come from the State and the entire ICSSR Governing Council was to be nominated by the Government of India, was a moot point but at least in theory that lofty idle was upheld. Till this date that ‘autonomy’ remains intact if we do not question the basic premise that State alone would appoint its Chairman and all the members, including the Member-Secretary (MS), with the organization remaining almost entirely dependent upon the MHRD both financially and otherwise, including in such small matters as grant giving rules. One problem that ICSSR is by now quite used to live without an MS for long spells of time. Quite often that is the case even with the post of Chairman. There are several serious problems that have been plaguing the ICSSR but the authority seems to be the least concern about them. They seldom bother to know question why the number of research projects and fellowships granted by the ICSSR is systematically declining over the year. Is it because the schemes of ICSSR have lost attention, if so then the reasons behind it has to be ascertained. The most important factor is that the emoluments offered to research staff working on the projects by late even the minimum wages act of the country. Although the ICSSR, MOA designates itself as “autonomous”, these emoluments cannot be revised without the approval of the Ministry of HRD. It is now almost a decade that the ICSSR has been corresponding with the Ministry to get these rates revised but for reasons best known to the Government no approval has come as yet. The UGC which is also under its umbrella has better rates. It seems that this step motherly treatment is reserved for the ICSSR. Consequently, whosoever has the potential of tapping an
alternative source avoids the Council. To say something about the ICSSR administration is, however, necessary, for many of the present problems have their roots there. A few years ago, the Anand Sarup Committee, which proved its activities, found skeletons in every cupboard. Since the Report went against its interest, the administration buried it deep. So deep that when the Malimath Committee questioned to the issue of adhocism in ICSSR it did not even refer to the Anand Sarup Committee. Incidentally, the Committee included a Director from the Ministry of HRD who, on account of having dealt with the ICSSR on a prolonged basis while in the Ministry, must have known better. In May 2000, when the entire community of the ICSSR regular staff was up in arms against the Malimath Report, the authority agreed in writing to de-recognize it. However, no action was taken to do so. There are more than 100 cases pending in the Law Courts pertaining to job matters (ICSSR has 270 employees). An acute sense of frustration has crept in amongst all cadres of staff. Without going in to deeper malady, the Ministry has been merely concerned with treating the symptoms, that too with shock therapy - threats of withdrawal of grants. At the present rates of emoluments for research staff, ICSSR cannot attract talent, particularly when much better deals are available from International and other governmental agencies. Therefore, ICSSR’s decisions making procedures must be simplified. It is often questioned that if ‘Ford’, ‘Rockefeller’, an ‘Humboldt’ can do so, why ICSSR cannot replicate the same. In the budget, there has to be a quantum jump. Even if the budget is doubled, it would amount to a mere addition of Rs. 20 Crore. The nation can afford this much if it considers social science research important. Two major immediate tasks before the ICSSR, therefore, are, one to raise more funds not only from the Government but also from other sources, and two, to spend the same judiciously.

Mehra (2001),\textsuperscript{21} in his article “ICSSR: Beyond the Controversies” has commented that the ICSSR was not so much in the news for having completed three decades of its existence in July last year, as it has been since. So much so, that Partha S. Ghosh, a Senior Director of the ICSSR and distinguished social scientists himself, was compelled to air his anguish in the article ‘ICSSR and Social Science Research’ in the EPW (February, 17, 2001). Despite severe structural and financial limitations and the neglect by the community it has served, the ICSSR has succeeded in creating a culture of social science research in Indian universities. Of course, each piece of research may not be purists’ delight. The current controversy, in which M. L. Sondhi,
the ICSSR Chairman with established political credentials, has blamed his own partyman for ‘saffronising’ the Institutions and accused the HRD Ministry of blocking funds. The ICSSR Chairman in a signed article in the Hindustan Times (April 15, 2001) accused the ‘Left’, the ‘Right’, the ‘Centre’, the ICSSR establishment and the Government (barring the P.M.) for the crisis. The ICSSR is suffering from gross mismanagement for individual agendas. The stirrings of responsible officers within the organization, particularly those who have established academic credentials must not be glossed over. It is the duty of the Government to ensure autonomy of the Institutions like the ICSSR. Mehra also cited Shonefied and Chens, who were experts in the social sciences, invited by the ICSSR in early 1970s had opined “..... not only that the Council should avoid the role of government agency exercising surveillance overall social science activity, but should also be seemed to be avoiding it.” It must do three things to ensure that, first the institutional structure has to be on a sound footing, which means the processes of selection and appointment of the institutional Head and the Council Members must be free of political considerations. Second, it must have autonomy of resources. The two experts had recommended ICSSR “should avoid being seen... as an exclusive servant of the Centre.” Successive governments, however, have ignored the advice. Finally any political and bureaucratic interference in its functioning should be scrupulously avoided.

Sujata Patel (2002) favoured the idea of International Collaboration in Social Science Research as today social science increasing the seeks to ‘cross boundaries’ and to acknowledge new theories and methodologies. Academicians in India have considered research collaboration as one of the best programmes available to social scientists. The reasons for these are many. The first relates to its connection (as it is a Government to Government Programme of Joint Collaborative Research) with the ICSSR, the premier institution disbursing grants to social sciences in India. Secondly, it was conceived as a research Programme assesses and evaluates the development process that was being undertaken in India through State induced planning. Third, the Programme has shown some administrative and intellectual flexibility. Over the years, it has evolved and has expanded its objectives and moved to define new things for research. Also, there is a need to recognize research which needs to be related to its long terms gains; it has to make an impact on learning, teaching, curriculum – building as well as constructing a new generation of researchers. It cannot be seemed in terms of instrumentalities, short term gains and donor needs. The author opines that
these issues become part of the negotiation. Collaboration cannot be restricted to merely developing research projects; developing a new social science language also implies a need for developing a new culture of collaborating research.

In one of the workshop Report compiled by Hebbar (2003) on Social Science Policies in the New Millennium drew attention to the need to formulate a comprehensive social science policy – one that would not only create a holistic interdisciplinary paradigm for social science research, but also encourage research in regional languages and create a relevant data base. Social Science Research has to relate to the social life of the people and address broad based social and human problems in the country. It was in this intra-section of this policy and research that Sarthi Acharya made a case for a dialogue on Social Science Policy in India. Therefore, the issue of decision making on the scope of social sciences as well as who defines its parameters was of critical significance in the context of the formulation of the social science policy. One of the suggestions which came up during the course of discussion was of building an archive of already existing research work in India, which could serve as a data base as well check on the duplication of existing research areas.

Sarthi Acharya (2003) identified the problems concerned with social science research. Of the many problems identified by him, one was with regard to the small amount of funds available for research by the National Funding Agencies, thereby, dissuading good scholars from entertaining these organizations as possible sources of funding. State Government funding is primarily dictated by its own purposes of administration and private funding agencies such as Banks, International Agencies too are selective about funding specific areas of research. Besides, the bureaucratic character of funding research, research funding is blinkered short-term, narrow bowls of funding agencies. Ten suggestions were made in the paper for policy consideration in relation to funding. Of them, generation of funds, decentralization in funds allocation as well as transparency in functioning of national funding agencies, coordination between various funding agencies in the country and introduction of quality assessment mechanism in ensuring high quality of research was emphasized.

The Review Committee under the Chairmanship of Professor T.S. Papola (2003) gave its observation in its report regarding the functioning of the ICSSR North-Western Regional Centre:

- The NWRC has satisfactorily implemented the Programmes;
The Centre has provided financial assistance for organizing seminars/workshops to all States in the Region;

Various departments of the host institutes and local scientists use the guesthouse and conference rooms’ facilities in abundance. Such utilization has generated a good amount of earning;

The Library of the NWRC has a good collection of journals (64) and thereby supplements well to the University Library. The Library has quarterly Index of Social Science Journals as well as News Index facilities. The Centre brings out a Khabar Suchi in Punjabi regularly;

The Centre has organized lectures by eminent social scientists – Indians as well foreigners in the last few years. This activity of the Centre was well received by the social scientists during their interaction with the Committee;

The Committee, from the available information, observed that the study grant was mainly availed by the scholars in and around Chandigarh only. Strangely, the Centre, which was found to be so active in implementing ICSSR Programmes, had no organic relationship with the ICSSR Research Institute in the Centre;

The Committee observed that on the pay roll of NWRC, besides Honorary Director, there is only one person (Deputy Director) with social science background and another with Library background. Otherwise the Centre is weak professionally;

The Committee feels that there is need to strengthen the academic staff position in the Regional Centre.

Anjan Ghosh (2004)\(^7\) concluded that Eastern India on the whole remains under researched by the social scientists. To address this lacuna an Eastern India Social Science Workshop was held at the Centre for Study in Social Sciences, Kolkata, (CSSSC) on June 23 to 25, 2003, organized jointly by the Eastern Regional Centre (ERC) of the ICSSR and CSSSC. The theme of the workshop was ‘Traditions, Development, Justice’, and was meant for doctoral and post-doctoral students engaged in research on Eastern India. It brought together 14 research scholars working on a diverse area of topics, from dam displacement in Assam to urban dirt in West Bengal, participation of under-privileged in Orissa’s Panchayats to travel education in West Bengal. The diversity of themes represented in the papers of the
three days workshop constituted its strength. It showcased the kind of social science research being carried out on Eastern India, but remains to be explored in terms of mapping the course of development or its lack in this region.

According to the report of the Fourth Review Committee (2007)\textsuperscript{28} of the ICSSR, New Delhi, under the Chairmanship of Professor A. Vaidyanathan, that there is a general feeling that the Council has not made significant impact in promoting serious social science research as was expected. It also recognized that this is due to the factor beyond its control and reflects the malaise afflicting social science research as a whole. The nature of this malaise and the importance and agency of redressing it are underscored in the report. The Committee was convinced radically redesigning the Council in the form of Indian Academy of Social Sciences is required to enable it to play an active role in promoting high quality social science research in India.

The Committee major suggestions contain the following key elements:

- A substantial increase in funding by ear-marking 0.1 percent of the public sector plan expenditure every year as grants to the Academy to support research on contemporary social and developmental issues in the country;
- A major re-orientation in programme priorities and funding strategies to ensure better balancing between different activities;
- Devising stricter mechanism and procedures to ensure accountability for superior professional quality of projects and their outputs;
- To ensure that the re-structured organization is autonomous transparent and professionally managed the Council be converted into the Indian Academy of Social Sciences’ as a statutory body.

Mary E John (2008)\textsuperscript{29} in the article “New Agendas for Social Science Research” highlighted on the report of fourth review committee of the ICSSR, some of issues raised by the report which belong within a larger debate on the nature and condition of social science research. The author noted the difficulty of evaluating both the range of institutions currently engaged in social science research of one kind or another, as well as the output they produce. As pointed out, social science research is by no means confined to government supported institutions and public sector organisations. The presence of alternate sources of private and international finance has meant that a range of research institutes, private firms and individuals are increasingly engaged in the production of research. Then there is important fact that
not all the products of researches reach the public domain, especially when they are sponsor-driven. The Report, therefore, has confined itself to those institutions and studies about which information could be obtained. Further, she commented that there is good reason to feel that all is not well in the world of social science research, and then it must acknowledged that some problems even in its most successful versions. She believed that the last 20 years have witnessed an extra ordinary proliferation of “big questions” as the older substitutes have broken down one by one. Whether it be the nature of development, the structure of politics, the rise of new kind of social identities, recent events are making it evident that social sciences are yet enable to adequately interpret contemporary history. This is not argument against the need to count and measure. The real issue is at a different level altogether, one which almost never gets addressed is to turn the events into meaningful agenda. Here it is not obvious as to how large or small one’s question must be, or about the kind of methods and which disciplinary resources have been drawn upon. According to her, there is another reason when it is rarely confront such specific questions of research. It is easy to forget that the bulk of all research in social sciences (along with humanities) – whether in India or abroad – takes place in scattered form by those located in universities. Universities, however, reproduce themselves primarily through a different mechanism, namely, that of teaching. In such a context, research is something additional, which attaches more closely to be career path of an individual scholar. It then becomes matter of enhancing the prestige of universities and colleges through promoting the research of their faculty. Her point is a major questions of accountability in research are not required for the institutional reproduction of universities, which thus brings the question bank to those small institutions who are chiefly so engaged. Interestingly, even when such institutions are involved in teaching, this takes the form of teaching those who are to become future researchers, thus placing emphasis once again on the reproduction of research. She said that most challenging task is to provide an enabling institutional environment for the creation of such agendas and to envisage the form of accountability that must go with in. This calls for more reflection and debate than has been forthcoming so far, whether in the ICSSR review or elsewhere.

Michael E Lamb (2008)30 in his article “A view from Abroad” commented on the Report of the Fourth Review Committee of the ICSSR, that it deserves admiration as it a unique document. In addition to providing an historical context, it offers an
insightful and sympathetic analysis of the ICSSR as sensitive and searching as it is constructive. This report is noteworthy for its candid identification of the problem facing Indian social scientists in general and the ICSSR (and its affiliates) more particularly. According to him, ICSSR designed to explore, establish and/or strengthen bilateral programmes that might promote mutually rewarding collaborations between Indian and British social scientists. He observed the report to be an invaluable resource as it provided a historically rich and detailed context for understanding better, the Council with which the ESRC is developing programmatic relationships. He believed that the development of links will enhance the quality of social science research in both the countries to mutual benefit as well as that of international community of scholars more generally.

Astige, Shanta B. (2009) in his article “A sociological Study of Post-Retirement Plans of Colleges Teachers” described that the college’ teachers are significant section of a teaching community. Unlike other sections of the teaching community viz., primary and secondary, pre-university and post-graduate (degree) college teachers occupy a unique and significant place in the system of education. In order to prepare college teachers for multiple roles as teachers, researchers and social workers, the Government of India has proposed a number of schemes and plans to improve their academic skills and related abilities and capacities. Similar to UGC’s schemes ICSSR also provides scholarships to undertake Ph.D. programmes, of course, for anyone with due qualifications, including colleges and university teachers, besides providing financial assistant to undertake research projects. The ICSSR also provides financials assistant to undertake research projects. In short, there are ample opportunities for colleges’ teachers, both during service and after retirement, to engage themselves in academic activities.

Krishna and Krishna (2010) in their paper at International Social Science Council has pointed towards the general trends, actors and agencies, policies, funding, publications and crisis of social sciences in South Asia. According to them, social sciences expansion has followed a different tranjectory in the various countries in the region. There are sharp differences in both the nature of social science institutional structure and the pace at which they have grown. This variation can be explained by a number of factors, ranging from the size of the country, the historical context of both the colonial and post-colonial era’s shaping the emergence and development of these countries, the nature of their political regimes and difference in their other social
economic religious and cultural factors. In 1947 there were only a little over 20 universities in South Asia and India being the largest had 18 universities (Two in Pakistan, and two in Ceylon/Sri Lanka). In 1953, India’s Planning Commission set up a Research Programmes Committee to specifically establish schemes for carrying out research pertaining to social, economic and administrative problems relating to national development. This was the first attempt to incorporate social research into policy formulation. In 1969, the committee eventually established the Indian Council of Social Science Research (ICSSR) to promote academic research into the social science

It is worth mentioning that over the last 40 years, the ICSSR has played an important role in promoting social science research, particularly up to the 1980s. The ICSSR established 27 public-funded regional institutes of social science research, in order to facilitate research on socio-economic issues in the different regions of India. A large number of these studies helped to highlight the prevailing wide disparities in socioeconomic and political conditions in Indian society. The setting up of these Regional Centers and Research Institutes was a pioneering effort in the development of Indian social science research.

**Inferences Drawn From Review of Literature**

Thus, in the light of above review of literature, it can be observed that number of academicians/ researchers and scholars have conducted several studies at Regional, National and International levels with regard to different aspects of the Indian Council of Social Science Research. All the studies differ in scope and various aspects of the ICSSR. Further, it is inferred that the aspects of the Regional Centre have not been studied comprehensively so far. However, the Reports of the various Review Committees on organization and functioning of Regional Centres have also taken into account the various aspects of the Regional Centres although, but the recommendations of the Review Committees have not been implemented in their letter and spirit. Thus the present study aims at analyzing the Role of the Indian Council of Social Science Research (ICSSR) in the promotion of social science research particulars with special reference to North-Western Regional Centre.

**Objectives of the Study**

The objectives of the study is to examine the organizational structure, policies, plans and programme, funding procedure, monitoring and evaluation of the programmes and assessment of satisfaction level of researchers/participants and social
scientists in regard to activities of the ICSSR, New Delhi and North-West Regional Center, Chandigarh. Thus the main objectives of the study are as follows:

1. To comprehend the organizational structure of the ICSSR, New Delhi and ICSSR, North-Western Regional Centre, Chandigarh;
2. To examine the policies, plans and programmes of the ICSSR, New Delhi and ICSSR, North-Western Regional Centre, Chandigarh related to research in social science;
3. To examine the Research Programmes/Projects and its financial support given by the ICSSR, New Delhi and ICSSR, North-Western Regional Centre, Chandigarh;
4. To study the funding procedures of the ICSSR, New Delhi and ICSSR, North-Western Regional Centre, Chandigarh;
5. To examine the mechanism of monitoring and evaluation of programmes and activities undertaken by the ICSSR, New Delhi and ICSSR, North-Western Regional Centre, Chandigarh;
6. To examine the utilization of funds allocated to the ICSSR, New Delhi and ICSSR, North-Western Regional Centre, Chandigarh for the different activities and research programmes.
7. To assess the efforts made by the ICSSR, New Delhi and ICSSR, North-Western Regional Centre, Chandigarh in promotion of social science research at the Regional, National and International level;
8. To assess the satisfaction level of the social science researchers and scientists with the programmes and facilities provided by the ICSSR, New Delhi and ICSSR, North-Western Regional Centre, Chandigarh;
9. To find out the difficulties faced by the ICSSR, New Delhi and ICSSR, North-Western Regional Centre, Chandigarh in promotion of research in social science.
Research Questions

The study posed certain research questions which have been examined through this research work:

1. Is the organizational structure of the ICSSR, New Delhi and North-Western Regional Centre, Chandigarh inconsonance with the laid down norms of the ICSSR?
2. Are the policies, plans and programmes followed by the ICSSR, New Delhi and ICSSR, North-Western Regional Centre, Chandigarh are contributing to the promotion of research in social science?
3. Is the financial support provided by the ICSSR, New Delhi and ICSSR, North-Western Regional Centre, Chandigarh for research activities, programmes and projects are adequate?
4. Is the funding of various research activities, programmes and projects done with objectivity?
5. Is the mechanism of monitoring and evaluation of programmes and activities are satisfactory?
6. Whether the utilization of the funds allocated to the ICSSR, New Delhi & North-Western Regional Centre, Chandigarh are used up to optimum level for the different activities and research programmes?
7. Is the ICSSR, North-Western Regional Centre, Chandigarh making efforts to promote Regional, National and International interaction among the social scientists?
8. Whether the satisfaction of the researchers/participants and social scientists regarding the facilities provided by the ICSSR, N.W.R. Centre is high?
9. What can be the possible alternatives and suggestion with the help of which social science research can be further promoted in view of the difficulties faced by the ICSSR NWRC?

Scope of the Study

The ICSSR in India is a prime organisation which is entirely devoted to promotion of the social science research. During the study of the available literature on ICSSR, it was found that few research studies were focused on this organisation. Moreover, it has also been found that most of the available literatures on ICSSR are in the form of Reports, Reviews, and Minutes of Meetings of Committees. Hence, the researcher found that no specific research work has been done on the role of ICSSR,
mainly concerns with the perspectives of the development of social science research and particularly, in the North-Western Regional Centre, Chandigarh. The scope of the study is to fill the gap between the researches attempted in this area.

**Research Methodology**

“To research is to search again, to take another, more careful look, to find out more.” (Selltiz and Cook, 1976). Adding to this, one of the functions of social research is to develop and evaluate practices, concepts, and theories of social relations and to develop and evaluate methodologies that test these practices, concepts, and theories— in short to know the limits of one’s knowledge and keep pressing against them. Basically the present study aims to study the role of the ICSSR in the promotion of social science research with a special reference to ICSSR N.W. Regional Centre. Thus, it seeks to analyze the researchers, social scientists and participants’ awareness about the various schemes and facilities provided by the ICSSR for the promotion of social science research. Any kind of research must follow a proper channel in order to yield fruitful findings. The present study also follows the generally prescribed procedures of a social research, and is a descriptive study of ICSSR, New Delhi and N.W.R.C., Chandigarh, which is clear by its objectives and research questions. The study is an exploratory and analytical in nature. It is an exploratory study because there are few theories or deficient body of knowledge on the Council. The existing theory is used to understand and explain what is happening in the ICSSR and N.W.R.C. Chandigarh. The study has provided an analytical discussion.

**Data Collection**

The present study is based on both primary and secondary sources of data. The primary data was collected through the Interview Schedule, Observation and Evaluative Interviews. Observation and opinion of the social science researchers and senior social scientists of the different discipline in social science departments in the region. For the collection of primary data, the steps were taken to define universe, selecting the sample, utilizing tools and techniques to analyze the data so collected.

The secondary data collected from the ICSSR Memorandum of Association, Report of the Review Committees, Newsletters of the ICSSR, Annual Report, Agenda and Proceeding of the Meeting of ICSSR and Director Conference of the Regional Centres, Unpublished Reports and Documents of the ICSSR, Articles published in the various newspapers, journals and magazine.
Sample Selection

Sample means to a miniature model or replica selected from the population or universe, i.e., a designated category characterizing specific attributes which a particular study has to principally cover. What should be the desired characteristics and adequate sample? Young (1994) wrote that “An adequate sample is one that contains enough cases to ensure reliable results.” The unit of analysis was individual. The population of the study constituted different researchers, participants and social scientists of different disciplines in social science in a number of institutions, universities and colleges of the region which was quite large and the collection of the data from all was not possible. So, the selection of the sample from the universe has been conducted through stratified random sampling.

The Council has been operating since 1977, so it was not easy to cover the whole period. Thus, it was decided to cover only four recent years, i.e., 2006-07 to 2009-10, for collecting the primary data. Again, it was also very difficult for the researcher to cover entire universe of the study, so the study limited itself only to the researchers/participants and social scientists.

The researchers/participants were M.Phil. and Ph.D. scholars of social sciences and who received grants/fellowship from the ICSSR, N.W.R.C., Chandigarh, from 2006-07 up to 2009-10. Along with this, the study also included one researcher/participant from the University Departments/Colleges who had ever received financial assistance in conducting seminars/workshops/training programmes from the ICSSR, N.W.R.C., Chandigarh. During the period 2006-07 to 2009-10, 61 research scholars and 149 University Departments/Colleges had received grants/fellowship/financial assistance from the ICSSR, N.W.R.C., Chandigarh.

Social Scientists included the scholars who delivered lecture and held positions in various committees of the Regional Centre. Between the period 2006-2007 to 2009-2010, there were 657 researchers/participants and 162 social scientists who were involved with the activities of the ICSSR, N.W.R.C., Chandigarh, in the one way or the other.

Table 1.3 shows the distribution of respondents with regard to the use of facilities of the ICSSR and North-Western Regional Centre
### Table 1.3: Distribution of Respondents

<table>
<thead>
<tr>
<th>Year</th>
<th>Researchers/participants</th>
<th>Social Scientists</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>132 (20.1)</td>
<td>30 (18.5)</td>
<td>162 (19.8)</td>
</tr>
<tr>
<td>2007-08</td>
<td>170 (25.9)</td>
<td>43 (26.5)</td>
<td>213 (26.0)</td>
</tr>
<tr>
<td>2008-09</td>
<td>125 (19.0)</td>
<td>44 (27.2)</td>
<td>169 (20.6)</td>
</tr>
<tr>
<td>2009-10</td>
<td>230 (35.0)</td>
<td>45 (27.8)</td>
<td>275 (33.6)</td>
</tr>
<tr>
<td>Total</td>
<td>657 (100.0)</td>
<td>162 (100.0)</td>
<td>819 (100.0)</td>
</tr>
</tbody>
</table>

Source: Computed from the primary data.

The Table 1.3 illustrates the distribution of individuals in terms of researchers/participants and social scientists year-wise. In the period 2006-07 to 2009-10, 657, i.e., 80.2 percent researchers/participants and 162, i.e. 19.8 percent social scientists availed the facility. Year-wise, it could be seen that in the year 2006-07 162, i.e., 19.8 percent researchers/participants and social scientists availed the facility. In the year 2007-08, 213, i.e., 26.0 percent researchers/participants and social scientists, in 2008-09 169, i.e., 20.6 percent researchers/participants and social scientists and in 2009-10, 275, i.e., 33.6 percent researchers/participants and social scientists had availed the facilities as per the records of ICSSR-NWRC. Overall 819 researchers/participants and social scientists benefited from ICSSR-NWRC, Chandigarh who were identified.

### Table 1.4: Proportionate Selections of the Respondents

<table>
<thead>
<tr>
<th>Year</th>
<th>Researchers/Participants</th>
<th>Social Scientist</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>60 (20.0)</td>
<td>9 (18.0)</td>
<td>69 (19.7)</td>
</tr>
<tr>
<td>2007-08</td>
<td>78 (26.0)</td>
<td>13 (26.0)</td>
<td>91 (26.0)</td>
</tr>
<tr>
<td>2008-09</td>
<td>58 (19.3)</td>
<td>14 (28.0)</td>
<td>72 (20.6)</td>
</tr>
<tr>
<td>2009-10</td>
<td>104 (34.7)</td>
<td>14 (28.0)</td>
<td>118 (33.7)</td>
</tr>
<tr>
<td>Total</td>
<td>300 (100.0)</td>
<td>50 (100.0)</td>
<td>350 (100.0)</td>
</tr>
</tbody>
</table>

Source: Computed from the primary data.

Data presented in the Table 1.4, indicates that out of the total 657 researchers/participants, the sample of 300 researchers/ participants was taken making it 45.7 percent of the 657 researchers/participants similarly 50 social scientists out of 162 social scientists was taken as sample making it 30.9 percent of the 162 social scientists. Thus, a sample of 350 respondents was taken for the purpose of this study.

### Tools and Techniques of Data Collection

The data, collected was properly tabulated and analyzed using relevant techniques. Further the data was supported by observations and the experiences of the researcher. The findings and inferences were drawn on the basis of tabulated data.
Chapterisation

The First Chapter includes Introduction, Review of Literature and Methodology which provides a brief conceptual explanation of the term ICSSR, the problem to be investigated, followed by an explanation about the area of study and methodology used.

The Second Chapter deals with the evolution and organizational structure of the ICSSR, New Delhi and ICSSR, North-Western Regional Centre, Chandigarh.

The Third Chapter deals with the policies, plans and programmes of the ICSSR, New Delhi and ICSSR, North-Western Regional Centre, Chandigarh.

The Fourth Chapter examines the financial procedures of the ICSSR, New Delhi and ICSSR, North-Western Regional Centre, Chandigarh.

The Fifth Chapter examines the monitoring and evaluation of the programmes and activities of the ICSSR, New Delhi and ICSSR, North-Western Regional Centre, Chandigarh.

The Sixth Chapter assesses the satisfaction of researchers/participants and social scientists of the North-Western Region Centre, Chandigarh.

The Seventh Chapter expounds the concluding findings and suggestions to make working of ICSSR and North-Western Regional Centre, Chandigarh more efficient.

References:

5. Tagore, R. N. “Siksar Herpher” The article was originally published in Bengali monthly magazine Sadhana. Later it was included in the book Siksa. An English translation of the article is available by the title “Topsy-Turvy Education”, in the magazine The Visva-Bharati Quarterly, November 1946-January 1947.
10. Ibid.
11. Ibid.
This information and insights are from the SSRC Report 2002. It should, however, be pointed out that this reference to social sciences’ relevance for decision-making is quite marginal given that 500 social science departments at various universities are engaged in research. 

Ibid. 
Young, P.V., Scientific Social Survey and Research, Prentice-Hall of India, New Delhi, 1994.