CHAPTER 3

TRENDS IN SOCIAL SCIENCE RESEARCH IN INDIA

Research is in every way as necessary and helpful to the study of social sciences as it is to that of Natural Sciences. Any discipline which claims our intellectual attention and has demonstrated its ability and potency will flourish and be effective and purposive only if research is conducted in it. Without research the depth of social science will not be increased by discovery of new facts or by new interpretation of the existing known facts in the light of fresh discovery, new approaches, new methodology and experience (1).

Social Sciences received full recognition in the World congress of the Arts and Science in 1904 though some of its branches had made the study and research possible much earlier. The fields of Study also received the attention and gained some recognition in India. The enormously increased attention paid to the Natural Sciences by the government, private and public organizations and industrial establishments.
3.1. **Social Research**

Social Research encompasses scientific investigations conducted in the field of social sciences and also in behavioural sciences. Social Research is a very broad category within which there are many sub-classes. According to P.V. Young, social research is "the systematic method of discovering new facts or verifying old facts, their sequences, inter-relationships, causal explanations and the natural laws which govern them" (2). Social research involves the application of scientific method for the understanding, studying and analysing of social life in order to modify, correct or verify the existing knowledge as a system.

3.1.1. **Objectives and Motives of Social Research**

Social Research has many objectives of which the following are the cardinal ones:

1. Social research aims at understanding the human behaviour and its interaction with the social institution.
2. The purpose of social research may be the acquisition of new knowledge in order to gain insights into existing problems. The collection of new facts is also essential for the progress of the science.

3. P.V. Young observes that the primary aim of social research is to understand social life and thereby to gain a greater measure of control over social behaviour. It is necessary to investigate into the causes of certain social phenomena in order to cure the social events. This necessitates the perfect understanding of the human society and its working.

4. Another purpose of social research is to try to improve our tools of analysis, or to test these against complex human behaviour and institutions. It is comparatively easier to predict mass/group behaviour than to predict individual human behaviour. As our knowledge of the social variables increases, it becomes possible to predict the social events with far greater accuracy (3), and the conclusions arrived at by social research should, in the short run, try to develop special theories which limited applicability, but in the long run, attempts may be made to put forward more equal theories (4).
3.1.2. **Type of Social Research** (subject-matter)

There are mainly three types of social research: i)Fundamental or pure research, ii)Applied research, iii)Quasi-social Research.

i) Pure or Basic Research aims primarily at obtaining theoretical knowledge and the logical process involved in the phenomenon. It is more often than not an intellectual exercise aimed at finding some theoretical conclusions.

ii) In applied research, the results of fundamental research are applied with reference to the social phenomena. Fundamental research is theoretical whereas applied research is empirical and practical. However, it must be noted that the distinction between "Pure Research" and "Applied Research" is a matter of degree and both can be said to be interdependent.

iii) Quasi-social research deals with not unique problems. Problems may be econo-political, socio-economical, or socio-political.
3.2. **Basis of Content**

The content of social sciences cannot be regarded as exhaustive. Every year new branches got developed (5). At times, these new disciplines take over the entire subject matter of the older disciplines while at others the older disciplines keep only part of their original areas. This results in the are changing relationship between individual disciplines and between groups of disciplines. The grouping may be based on the following:

1. Degree of abstraction attained in one or other fields of science
2. Functional point of view;
3. Territorial point of view.
4. Complexity of the phenomena of social life and
5. Relationship with humanities and natural sciences.

3.3. **Social Sciences in India**

The categories of knowledge, their meaning control and the methodology have the influences of the social and historical forces of the time (6). In the Indian context, the colonial experience was unique. During the colonial period, the analyses of Indian society were Eurocentric in their concepts. Concepts are such as "caste" "tribe" "community"
"family" and "kinship" were defined in the socio-historical equivalents of the European society. Such a historical and segmental treatment of concepts can be seen in the colonial administrator turned sociologist Sir Henry Maine, who formulated the concept of "community" as equivalent to the Indian notion of "Sangha" (community). The missionary view saw roots of degeneration in Indian society in its religion. The administrative point viewed traditional institution in India as barrier to the development of national modern society.

By early twentieth century an alternative paradigm of national awakening has been built in Indian social science which has proposed to be the "Paradigm of pupil's progression". It treated the processes in Indian society in a dynamic historical perspective. The sociologists of this generation turned to issues of sociology as science in general on the one hand and of cultural and national liberation on the other. The national awakening orientation was followed by changes in the world-level ideology of social science. The philosophical and historical orientations of European sociologists came to an end. The importance of empirical field studies, operational tools and experiments increased in India. During this period, studies of Indian
rural communities by American social anthropologists were carried out. At the same time a number of studies on rural change, problems of institution were initiated by Indian sociologists who aimed at contributing to policy formation and development.

Such studies were followed by a new trend of indigenisation in India. The uniqueness of Indian civilisation and its past glory were forefront. The UGC sponsored workshops in social sciences and several social scientists emphasised the need for indigenisation of some of the basic concepts in order to understand India's structure, since western models were inadequate.

This trend is continuing to the present day thought. It has not led too much change in the general orientation of social scientists. The subject of study may be indigenous yet methods employed to study were borrowed from American sociologists. No thought was given to the construction of an alternative methodology suited to the study of Indian situation.

By and large, the structural functionalists approach was employed by Indian sociologists, perhaps with little variation. New developments like critical sociology and
phenomenology in the world level sociology was incorporated in Indian studies. However, with the coming up of new areas of interests, it may be expected that alternative approaches in social sciences will develop.

3.4. **Social Science Research in India**

During the first 15 years after independence the main responsibility for research and higher study in development and the social sciences was borne by the universities. The Bombay School of Economics under C.N. Vakil, and the Madras University Department of Economics under John Mathai and P.J. Thomas, have been specially active in research. Indian economic thought concentrated on orthodox fields, such as Public Finance, taxation and budgeting problems.

The main thrust of development-oriented study of social science and research as felt in new schools of advanced learning which were established with government patronage and liberal financial support. By and large, during the first phase of India's independence disproportionate attention was focused on economic aspects of development in the research carried out in universities. Other social sciences were not encouraged to the same extent though sociology was gradually
beginning to come into its own by the early 1960's. Interdisciplinary research initially had as its votaries researchers drawn from non-economic subjects. Among these were the founders of the first centre for the integrated approach the Centre for Study of Developing Societies (CSDS) established in 1963 under the leadership of Rajni Kothari, a political scientist.

The first two research institutions outside the university system for purposes of research, teaching, training and policy formulation were formed as early as 1927; one of them worked in the field of Public Administration (All India Institute of Local Self Government, Bombay) and the other had inter-disciplinary character (Indian Council of Africa, New Delhi). In 1935, two more social science research organisations came to be set up; one for economics and the other for statistics. Then came institutions in Political Science (1934), Anthropology (1945), Commerce (1946), Management (1943), Psychology (1949), Demography (1956), Law (1959), Criminology (1961) and Defence Studies (1965). A good number of them are multi-disciplinary in their concern and approach. In addition to conducting research in various fields, they also function as training institutions for future researchers and administrators.
Between 1960-70 three different types of higher research institutions emerged. Firstly, the Central government itself gave recognition to the importance of inter-disciplinary research by establishing the National Institute of Community Development (NICD) in Hyderabad, second the idea of establishing national universities exclusively devoted to post-graduate education and research was strongly canvassed. The first of these centres—the Jawaharlal Nehru University (New Delhi) came into being in the 1960’s. Third, National centres of Academic Excellence to which established senior scholars in different disciplines could resort to form their normal teaching duties in order to write their latest books and monographs in peace. The Indian Institute of Advanced Study (IIAS) in Simla was one such centre. Further, several other centres for social science research were set up. The main body concerned with the co-ordination and financing of such centres is the Indian Council for Social Science Research (ICSSR) which was set up in the 1960’s. By March 1974, the ICSSR had financed 426 research projects, awarded 5 national fellowships, 66 senior fellowships, 181 doctoral fellowships, organised and supported 13 seminars, gave grants for publication of 295 research reports and Ph.D. theses and ran 29 programmes in Research Methodology.
The Planning Commission has given fillip to the work in social sciences to a large extent. The Ministry of Education has helped in the promotion of research work in the subject studies and research projects have been conducted at various levels in socio-economic conditions of communities, labour, family, budget, living, housing, needs of the handicapped groups, industrialization, migrations, social welfare and social agencies. A number of socio-economic surveys have been conducted since 1916 by the Government, Reserve Bank of India, universities, and Economic organisations. The Research Programme committee of the Planning Commission encourages, integrated and finances such research schemes. Techno-economic surveys have been conducted by research institutions like the National Council of Applied Economic Research. A number of seminars and conferences have been held to study one or another aspect of the social sciences.

3.4.1. **Social Science Research and Libraries**

A seminar on social science research and libraries was held at Sapru house from 2 to 4 January 1959. It was directed by Dr. S.R. Ranganathan under auspices of Indian School of International Studies. The object of the seminar was to stimulate research for social sciences and to secure better
library services for social sciences research in India. The discussion covered the following areas:

1. Areas of the social sciences
2. Union catalogues of periodicals in social sciences;
3. Making official publications available for research;
4. Classification and cataloguing of government publication
5. Documentation work in social sciences;
6. Technical organization of documentation work; and

Dr. V.K.R.V. Rao who inaugurated the seminar, emphasised the need for close co-ordination between the research work and libraries in India to make the best possible use of their limited resources. He explained how to bridge the gap between the social scientists' demands and what would be made available to them by libraries in terms of the available resources. The seminars recommended among other things the following:

1. Conducting of a survey;
2. Promotion and maintenance of a union catalogue of periodicals in the social sciences;
3. Establishment of National Documentation Centre for efficient documentation service in the social sciences; and
4. Work on depth classification necessary for documentation in the social sciences.

The proceedings of the seminar have been published in which Dr. Raghunathan urged for the first time, the need for research in the techniques required for social science documentation.

3.4.2. Disciplinewise Analysis.

The study conducted by Dr. P.S.G. Kumar aims at knowing the state of affairs and the stage in research in the major social science disciplines in south India. It also tries to identify the structure and development of these disciplines. It brings out two types of data, statistical and empirical.

**Statistical data comprehends**

a) Number of universities having teaching in the discipline;

b) Number of university departments having research facilities;

c) Number of doctorates awarded in the discipline
   i) Total
   ii) University-wise,
   iii) State-wise analysis.

3.4.2.1. Anthropology

Anthropology was first started as a diploma course at the University of Madras in 1965. Today, there are 7 universities conducting this course in South India, Andhra, Sri Venkateswara, Madras, Karnataka, Mysore, Calicut and the University of Hyderabad. During the period 1965-86, 62 Ph.D's were awarded in this discipline these studies confined to social cultural anthropology (36); physical anthropology (23); and pre-historic archaeology (3). Andhra and Karnataka universities have specialised in social anthropology. Sri Venkateswara University has specialised in physical anthropology.

Tribal studies, caste and minority studies institutions and problems, rural studies (in social anthropology) consanguinity and in breeding, physiological anthropology, demography (in physical anthropology); and ethnological studies (in pre-
historical anthropology) are the areas where studies have been made. Minor tribal studies, tribal economy markets, status of women in tribal society, caste communities, religious groups, folklore studies are the gaps identified in this discipline.

3.4.2.2. Commerce

Commerce faculty was first started by Andhra and Madras Universities in the 1960's. Today, 25 universities are offering commerce courses in South India. Of these, 15 have provision for doctoral studies. Though at that time there was no department, Andhra University awarded the first doctorate in 1950. So far, 189 doctorates were awarded in commerce by the universities in South India. Andhra University tops with 46 awards, followed by S.V. University with 19, Karnataka with 14, etc. No specialisation is observed in these universities. Industrial Studies (41), commercial Banking (20), Financial Management (30), Public Enterprise (32), Industrial Relations (16), Co-operative (9), Agricultural Studies (9), Marketing (13), Government Business Relationship (9), are major areas of study. It was observed that these studies are mainly of an evaluative nature.
on testing a hypothesis or identifying causes being a phenomenon are fewer. More studies on business houses, public enterprises, entrepreneur behaviour studies need to be undertaken.

3.4.2.3. **Economics**

Economics was taught in 5 universities in south on the eve of independence. Madras university was the only university having the facilities for research leading to the award of Ph.D. Today, there are 25 universities having Economics Departments, 17 of them are having research facilities. So far, 302 Ph.D's have been awarded in South India. Andhra university has awarded 85 Ph.D's so far topping at the list. This is followed by Madras university with 60 awards, Osmania & Sri Venkateswara universities in Andhra Pradesh have awarded 30 each.

The maximum number of studies were in Agricultural Economics (86). The other important areas of study are Industrial economics (36), labour economics (16), poverty and weaker sections (10), etc. Some other areas of economics are taxes, prices, population, area studies, banking, transport, money, finance, etc.
Though agricultural economics and labour economics dominated in the 1960's, in the 1970's the public finance, rural banking, economic development appear to be emerging as important areas. Of late, econometrics is also emerging as an important area of specialisation.

3.4.2.4. Education

Though education was one of the oldest disciplines, research in it was started very late in south. There are 17 universities offering studies in education in the South. Out of these, 11 have research facilities. The first doctorate was awarded by the University of Madras, 1956. So far 225 doctorates were awarded by 11 South Indian universities. Of the four states, Kerala made 28 awards, Karnataka (26), Tamil Nadu (24), and Andhra (22). The majority of studies related to aspects of teaching, Educational Psychology, Pedagogy, Adult and Non-Formal Education, Administrative Philosophy, and Teacher Education are the other important areas of research. More studies are needed on vocational education, sociology of education and educational technology.
3.4.2.5. **Geography**

Geography is taught at 17 postgraduate departments in south Indian universities. Research facilities are available in 10 universities. The first doctorate was awarded by the university of Madras in 1967. So far, 96 doctorates have been awarded. Of these the majority of the studies was on urban geography (27) and agricultural geography (15). Human settlement (9) comes next in Human geography, where there are 75 awards of the four stages, Andhra tops (with 42 awards), followed by Karnataka (35), and Madras (19). Other areas in this field on which research was done are resources appraisal, agro-industries transport marketing, tourism, regional planning, etc. Under physical geography, these were mainly on geomorphology (13) followed by climatology (4). There were studies one each on oceanography, hydrology, and biogeography, these were mainly on geomorphology (13) followed by climatology (4). There were studies one each on oceanography, hydrology, and biogeography. There is need for studies in urban geography, in the aspects of crimes, environmental influences, criminal behaviour, land management and climatology.
3.4.2.6. **History**

History is taught in all universities in the south. However, research is in progress only in 11 universities. The first Ph.D. was awarded in 1935 and so far 296 awards have been made. Of these, Karnataka is at the top with 96 awards, followed by Tamil Nadu (88), Andhra Pradesh (87), Kerala (25). Much work has been done on Political history (78), Institutional (48), Social (42), Cultural (40), Economic (19), Freedom Movement (19), Fine Arts (6) and Historiography (3) follow in that order. Further, there were 35 studies on archaeology. There is a need to relate historical research to the day-to-day affairs and contemporary social conditions and needs. Studies on socio economic conditions, translational contacts, inter-state disputes, caste and class factors be encouraged.

3.4.2.7. **Law**

Law is taught in 17 South Indian universities. But only six universities, namely Cochin, Karnataka, Mysore, Madras, Bangalore, and Osmania have made 23 awards till 1936. Of these, eight were in constitutional law; two each in
international, one in Criminal and Labour laws; one in Company law.

3.4.2.8. **Library and Information Sciences**

Library and information science is imparted in 15 universities in the south, out of these 9 have research facilities. Out of these, so far 6 universities have produced 25 doctorates. These are Andhra-4, Gulbarga-4, Karnataka-14, Kerala-1, Madurai-Kamaraj-1 and Mysore-2. Karnataka outnumbers all other states with regard to research in Library and Information Science. Four out of the six universities in the State have research facilities. 20 out of 25 doctorates have been produced by Karnataka State. The major thrust in research is in areas of the Information Systems (5), alphabetical subject indexing (4), and classification (4). There are 4 studies on Public Libraries. As many as 31 candidates are working for Ph.D. in various south Indian universities. Studies on bibliographical control, resources sharing, manpower studies, library literature and evaluation of information services, are needed.
3.4.2.9. **Linguistics**

Linguistics is taught in 4 universities in the south. These are Osmania, Kerala, Madurai-Kamaraj, and Annamalai. However, some language departments are also doing research in linguistics. Among these, Annamalai awarded the largest number of Ph.D's (66). Though Osmania was the oldest in the south, it has produced only 5 Ph.D's. Kerala brought out 35 doctorates, Madurai-Kamaraj is yet to produce a doctorate. Thus a total of 106 awards have been made so far. The major fields of study are socio-linguistics, psycho-linguistics, study of dialects, older texts, traditional grammar, etc. Studies in language contact, pan-Indian features, pan-Dravidian features are needed.

3.4.2.10 **Political Science**

Political Science is an established faculty in almost all universities in south India. However, research is being carried out in only 13 universities. So far, 136 awards have been made in these universities. Here again Karnataka stands at the top with 33 awards. The other important research centres are Osmania (24), Madras (23), Kerala (23), and Andhra (12). The awards made by the rest of the schools are in single digit. The major areas of research are political
biography, Indian Government and politics (in Karnataka), regional politics (in Kerala), language issue, pressure group politics, mass media and politics (in Madras), and peasant movements, minority politics, student activism (in Andhra). Studies in political philosophy, political theory, political culture national integration are needed.

3.4.3.2. Public Administration

Public Administration departments are combined with political science in many universities. There are 12 universities in the south where research in public administration is in progress. So far, 230 awards have been made in the discipline. Osmania University has 64 awards so far. Kakatiya, which is the youngest one has produced 19 doctorates. The state wise performance is: Andhra Pradesh - 117, Karnataka-43, Tamil Nadu-47 and Kerala-23. In the area of local government, urban studies are related to structures, whereas the rural studies are related to processes. Studies on public enterprise are related to the structures of individual corporation or agency. In respect of personnel administration the studies are related to Public Service Commission, Training and Civil Services. Studies on Sociology or organization, political economy, role of bureaucracy, and social transformation are needed.
3.4.2.6. **Psychology**

Psychology is 40 years old in south India. Mysore University is the first to start a department of Psychology. The first doctorate till 1895, a total of 151 doctorates were awarded. Of these, Madras has credit of awarding 36. The other leading departments are Kerala (31), Sri Venkateswara (22), Mysore (20), Osmania (14), Andhra (11), and Karnataka (10). In addition to these, there are research facilities at 4 more universities. Andhra University has specialised in dream studies and para-psychology, Karnataka University studies ranged from Jain psychology to psychology of the socially disadvantaged. Kerala has concentrated on personality, creativity and social attitudes. The research in the rest of the universities is quite diversified. Laboratory investigations of normative cognitive processes, motivational processes and effective processes which are crucial areas of basic research seem to be conspicuously absent.

3.4.2.3.4. **Social Work**

Social Work, though taught in almost all universities, research facilities are available in only three universities Andhra, Bangalore and Karnataka. It is learnt that due to
lack of research facilities, many scholars are registered for Ph.D. in allied disciplines. So far, 14 doctorates have been awarded. Research work in areas like antipoverty programmes, social policy, social welfare, social action, development of weaker sections, family welfare, physically handicapped, delinquents, rehabilitation programmes need to be undertaken.

3.4.2. Sociology

Sociology was started as early as in 1928 by the Osmania University in the South. The first Ph.D. in sociology was awarded in 1950. Till 1984, 102 Ph.D.'s were awarded by 11 universities. Kerala University has highest score of 20, Osmania and Andhra have awarded 17 each, Bangalore University has awarded 10. The maximum number of studies were on caste, ethnicity, tribes, historical sociology, social psychology, women studies, etc. Problems that need to be attended to are agrarian conflicts, youth and social change, social movements, family structure and change, political dimension of caste/community system, etc. (This study based on the papers presented at the sixteenth Annual Meeting at social science form the southern states held at the Madras Institute of Development studies, Madras, from 7 to 8 March 1987.)
Social Science Research Trends

Though some attempts have been made in certain universities to coordinate research with other specializations in a subject, the trend is more and more to conduct research in terms of a single specialization. Universities should establish a close contact with the society and they should not only contribute to creation of new data, but also deal with new types of analysis and presentation. Funding bodies like UGC, ICSSR, and the like should constitute high level committees in various disciplines to evaluate the quality of research work at universities and make suitable suggestions, for modification and improvement in the quality of research. Workshops are organised to impart training to guide in the areas such as computer applications and new research techniques.

3.4.3. Methodology on Social Science Research

Social Science Research should develop scientific methodology. This is possible through the application of the scientific method. Scientific method is characterized by never-ending spiral movement, (as Ranganathan puts it), which passes through four sectors in each cycle (6). Scientific
method includes the following methods which are applicable to the study of social sciences.

1. Logical method;
2. Case study method;
3. Statistical method;
4. Historical method;
5. Survey method; and

A seminar on the methodology of social science research from the perspectives of social action was held by Institute of Gandhian Studies Varanasi, in November, 1964. The recommendations of the seminar were (9):

1. Training in research methodology;
2. Establishment of National council for social science research and regional research councils;
3. Role of organisations in social research;
4. Standardization of research; and
5. Exploring possibility of
   1. Founding an inter-disciplinary journal of social research;
   2. Publication full of research reports;
   3. Publication of model research studies;
   4. Creation of documentation and abstracting services.
The institute has since started the social science abstracts. The development in the methodology of the social sciences has been analysed in the two recent publications (10,11).

3.5. **Research Pattern and Organisation**

3.5.1. **Pattern of Research**

A consideration of the present status of social sciences requires that the subject be studied from various angles. This may take within its fold the following patterns of research.

1. Free fundamental research or pure research;
2. Oriented fundamental research;
3. Applied research; and
4. Developmental research.

The relationship of the fundamental and applied research is symbiotic. Neither can be neglected without impairing the other. Scientists work at science because it gives them, besides the thrill of investigation, personal satisfaction. An applied scientist is motivated by a desire to serve mankind and at the same time to satisfy his curiosity.
3.5.2. **Change in Research**

The character of research has also undergone a definite change. Until about 1940 almost all basic research was done by a single individual or by a group of individuals dominated by a single personality.

3.5.3. **Research by Team Work**

The research done by an individual prior to 1940 or so, has now been taken to form part of team-work. Research projects are undertaken today with large budgeted provisions and with hundreds of workers in order to raise the productivity of the directed research.

3.5.4. **Research in Series**

In the past the same research work was done in several places with no coordination. Now the research work has to be done in series without neglecting any specific area important for the survival of a nation. During the last few decades, "Research under contact" has permeated in several organisations especially in the matter of defence. In India, a chain of scientific laboratories sprang up soon after its independence. Besides the scientific laboratories
a number of research centres in social sciences have also been established (12). There is also UNESCO research centre on social and economic development in South Asia.

3.5.5. **Trends in Research Pattern**

Recent trends in the pattern of scientific research are:

1. Team research work;
2. Flexibility in research, i.e., collaboration of workers in all fields of science;
3. Advancement on the front of scientific knowledge;
4. Sticking points on in developed regions;
5. Widening the unbroken continuity of work along with the front of science;
6. Inter-disciplinary research;
7. Consolidating advances by large-scale cooperative research;
8. Application of existing theory;
9. Permanent revision of theory;
10. Symbiosis between fundamental and applied research;
11. Development of research methodology;

3.5.6. **Research Organisations**

The research organisations in social sciences are the following:
1. Individual vs. team research;
2. Universities;
3. Governmental institutions;
4. Private agencies;
5. Industrial establishments; and

3.5.7. Inadequate Results

It must be recognised that societies and organisations have not done their work quite effectively. There is lack of coordination among societies and very few of them have taken the initiative in developing research work. This is due to lack of funds and government support.

3.6. Dissemination of Social science Research

It is well known fact that the present day research in any discipline is not possible unless library facilities are provided. The vast literature appearing in the field of social sciences has to be scanned, thoroughly studied, analysed and digested. The library is expected to bring forth the relevant literature for the use of the social scientists and the social scientists should make use of the
literature that is of value of his research on hand. A proper understanding of the concept of relevance and value is necessary for the dissemination of research material in social sciences.

3.6.1. Present Position

It is an admitted fact that the most of the scientific research in natural science is carried out in laboratories by planned action and that literature search is a secondary source. But in the field of social science, literature is a primary source and literature-searching is a research activity especially when the boundary between documentation and research is by no means so well defined as in the natural sciences. The Library Association Conference in 1960 discussed this issue in detail. Since 1948, several attempts have however been made to initiate documentation and abstracting work in social sciences. UNESCO also helped in this task considerably by taking the opinion of experts consisting of social scientists and documentalists from 1948 onwards which has resulted in the publication of the International Social Science Journal, Documentation in social sciences, a number of bibliographies in several areas of social sciences. The work of libraries of the ministry of
Labour and Employment, Government of India New Delhi, the Indian Council of World Affairs, and the Indian Institute of Public Administration deserve special mention. For the first time a Library Seminar on Research in Social Sciences was held in January, 1950 (13). This helped in understanding the contribution of library to social science research.

3.6.2. Documentation Facilities

There are a number of documentation facilities in natural sciences but not to that extent in social sciences (14). This may be due to less demand for documentation in social sciences, no cooperative team research, sufficient financial support, less emphasis on nascent thought due to publication retain value for longer periods, disputed areas such as social psychology, social anthropology and social biology, etc. Absence of standard vocabulary on the subject, absence of research methodology and proper research facilities, absence of scheme of depth classification for documentation, etc (15). Besides the undefined boundary of social science and imprecise terminology, loose and emotional content of subject matter, absence of developed research methodology, disagreement of experts on fundamentals, polarization of thought takes shape in different ways in particular periods.
Classification, indexing and abstracting system should therefore be capable of serving the needs of researches belonging to any school of thought with reticence and objectivity-expeditiously and effectively to meet this situation, classification, indexing should have sufficient flexibility and versatility, based on sound postulates and principles (16). Such a system should be analytico-sythetic and at the same time capable of change and revision in consonance with the basic changes and developments in the literature.

3.6.3. Indexing

There is no need to emphasis the advantages of a classified index over the ordinary alphabetical or alphabetico-classed index. Foskett is of the opinion that as the subjects in specialist literature grow more complex, the incentive to produce classified indexes also grows. This has become noticeably true in social sciences where the great accumulation of basic data absolutely necessitates some system for arranging them and where the interpenetration of discipline make it so vital that the researcher in simple is as effective as possible.
3.6.4. Depth Classification

There is need to develop a 'do all' classification scheme which can be based on an analytic-synthetic pattern. The only scheme of the kind is Colon classification. Depth classification schedules have been designed in the social science discipline like History, Economics, Labour Economics, Wages, etc. A new design methodology has been evolved at the Documentation Research and Training Centre (DRTC), Bangalore, this has helped in preparing 95 depth schedules of the Colon classification covering about 125 subjects. Baraba Kyle has brought out a specialist schedule on social sciences. The Classification Research Group, London, has been able to design 22 specialists classification schemes based on the faceted pattern evolved in India. Investigations are being made to establish in the field of social sciences schedules of various common isolates-value common isolates, common energy isolates, and common personality isolates, which are necessary for depth classification. Girija Kumar has recently evaluated classification methodology and designed the Idea and Verbal plane, tentative schedules on Political science, International Relations and Law (17). The methodology for the purpose of depth classification has been designed at DRTC, Bangalore (18).
Dissemination of research literature calls for other library techniques. These techniques have also been forged and experimented in India in individual libraries and on a large scale in the Indian National Scientific Documentation Centre (19, 20).

3.7. **Training in Research and Research Methodology**

There is a need to develop research and systematize the concepts in social sciences. Social scientist should be taught to carry out essential research. School level to university level there should be courses in research and research methodology. Students should become familiar with basic research techniques like research interviewing, elementary sampling procedure, the simpler statistical methods, questionnaire construction, and the use of schedules as supplied to documentary materials. Care should be taken in teaching of research particularly by social scientists, that the student's role model should remain the practitioner and not the academic researcher. Research training may attract some students into research. While research courses and experience are related to the development of a scientific attitude, and this should be strengthened, particularly the
methods course. It may be mentioned that Library science has taken upon itself the task of training students in research methodology as well as information retrieval. It is for the first time that in India a paper has been prescribed in university courses on research methodology and to study the literature trends in various disciplines in the universe of knowledge where training is also provided for advanced techniques of information retrieval which is necessary for the promotion of research in various disciplines in the universe of knowledge. In fact to a large extent Library Science itself may be considered a discipline with social implications.

3.B. Suggestions for Promotion of Research

The present position of social science research is not quite satisfactory. It is due to the lack of adequate laboratory and library facilities, documentation services, abstracting and indexing services, and translation services. The following suggestions are made for the promotion of research in the subject (21):

1. Establishment of university chairs wherever training of research workers is provided; and

2. Provision of exchange of research personnel.
3.8.1. New Era of Social Sciences Research

Social sciences are entering upon a new era in our country. Its activity and interest in research has increased tenfold during the decade or so. This condition should become more extensive until every capable social scientist become conscious about doing his part, effectively, objectively, and with a spirit of dedication. Social science organisation should play an important part in ushering in this era of social sciences.
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