

THE SOCIAL SCIENCE RESEARCH IN THE INDIAN EDUCATION SYSTEM

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"The Ethos of Social Science is the Search for objective truth"

-Gunnar Myrdal

"To develop scientific temper, humanism, spirit of inquiry and reform"

-Fundamental Duties – 51 (A) H, Indian Constitution

The aim of the development is to "Open to our people opportunities for a richer and more varied life" -First Five Year Plan – Document.

Abstract:

Ever since the dawn of Renaissance, Enlightenment and Industrial Revolution, the role of scientific progress and technological competence as result of social and science research findings, become imperative in the sphere of socio-economic progress and advancement from lower strata to upper strata among the comity of nations of the world. After the emergence of the theory and concept of human capital formation as deemed by Noble Laureate Prof. Schultz, the role of education has become crucial both in the social and physical world for the betterment of human welfare. The fulfilment of the present and future requirements of the country and the people depends upon the discovery and invention in the field of social and physical scientific research findings, which alone would lift the mankind from the state of barbarism to the state of highly developed modern scientific civilized society. The science and technology would not only extricate the underdog of the society from the clutches of backwardness, stagnation, abject poverty, unemployment and gross inequality of income and wealth but also ensure the triple pillars of democratic polity, namely;

- i. Social Democracy**
- ii. Political Democracy and**
- iii. Economic Democracy in the form of liberty, equality and fraternity.**

The bulwark of the social science research activities in the ongoing Indian Education System depends upon the outcome of the struggle between

the protagonists of the status-quoists who strive very hard to retain and preserve the ongoing socio-economic structure of the society and which empowers them all benefits in the form of ascendancy to the ruling class status and the antagonists of the anti- status-quoists who are the victims and affected section of the society by the present socio-economic structure, because of which they want to reconstruct and rehabilitate the ongoing system of the country in such a way that would guarantee peace and joy of the society.

Unfortunately, till now, the powerful status-quoists have succeeded in trying to keep the people under the firm grip of illiteracy, ignorance, poverty, unemployment and stagnation in order to enslave and exploit them by way of denying the opportunity of learning and doing research in the field of higher learning both at the college and university level.

That is the reason why, it seems that the research activities particularly in the social science research field in the Indian universities and institutes are dark and gloomy without getting enough support in the form of adequate funding and academic infrastructure.

Since the university education in the hands of reactionary ruling class of various denominations of our social structure the social science research seem to be obstructed and relegated to the background of our Indian University System.

So, this paper makes an attempt to analyse the trends and prospects of the Social Science Research in the Indian University.

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INTRODUCTION:

The research activities in the field of social and physical sciences are dark and gloomy. The absence of sound academic infrastructure in the Indian Universities and Institutes forms the basis for the low turnout of research output in the recent past.

If we look at the Indian Education System in the wake of international standard, ours is deplorable and unenviable condition. When an international agency conducted test in order to find out the quality in the field of Science, Mathematics and English, our country has been ranked in the 78th position out of 79 countries in the world. Alas! China has been ranked first in that list. India stands last but one. China, Japan, Korea have topped the list while India has become non entity in the field of higher standard of education.

When Napoleon was defeated by the British Navy Captain, Nelson in the sea battle of Trafalgar, the latter was asked by the reporters to explain the reason for his success in the battle. Immediately he said that since he was educated at Eton Public School in London, he won the war. So, his success in the battle with Napoleon is ascribed to his School Education which is the backbone of his success. Therefore whether it is in war or peace, the role of education plays a crucial role not only in the determination of destiny of a nation but also the course of the history of the world.

REVOLUNISING THE THINKING PROCESS OF THE PEOPLE:

Mao has said, "In building up the country, we...pay chief attention to the revolutionizing of man's thinking..." Unless, we change the attitudes of the people towards life and work through sound democratic education system, our country would move from bad to the worst socio-economic conditions.

"The educated communities represented the brain and conscience of the country and were the legitimate spokesmen of illiterate masses, the natural custodian of their interest.... It is true in all ages that those who think must govern those

who toil..." (Sir Ramesh Chandra Mitra in the welcome address to the Congress in 1896)

The oft-quoted and repeated famous claims of the Kothari Commission about the role of education.

"The destiny of India is now being shaped in her class-rooms. This, we believe, is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people... If this change on a grand scale is to be achieved without violent revolution (and even for that it would be necessary) there is one instrument, and one instrument only, that can be used: education. Other agencies may help, and can indeed sometimes have a more apparent impact. But the national system of education is the only instrument that can reach all the people... Its (the university's) business is not primarily to give society what it wants, but what it needs, and obviously they are not always identical. It is not a community service station passively responding to popular demand and thereby endangering its intellectual integrity."

It would be interesting to see the feedback of the former Director of the Madras Institute of Development of Studies, Chennai, Dr. C.T.Kurien in response to the above quotation as follows:

"The destiny of India is now being shaped in her parliament. This, we believe, is no mere rhetoric. In a society based on the popular will it is the representatives of the people who determine the level of prosperity, welfare and security of the people... If change on a grand scale is to be achieved, there is one instrument, and one instrument only, that can be used: political power. Its (the legislature's) primary business is to give educational institutions not what they want, but what they need, and obviously these are not always identical. It is not a service station that passively responds to academic demands, thereby surrendering the sovereignty of the people vested in it...." (Dr. C.T. Kurien, Poverty and Development, C.L.S, Madras, 1974, P. 187-88)

A Peep into the Historical Background of the Scientific World:

The Scientific discovery of truth of Galileo and Copernicus were resented disapproved and totally opposed by the Vatican Christian Authority of Rome. Before Galileo and Copernicus, it was held that the Earth was flat and the centre of Universe and not the sun. But, to the disappointment and dismay of the Roman Catholic Christian Authority, Galileo found out that Earth is not flat but round in structure, while Copernicus proved that the earth revolves around the sun and not the vice-versa. Indeed Pope Paul-V refused to see the discovery of Copernicus through the Telescope of Galileo.

Instead of being encouraged, they were resented and punished without a milk of human kindness. This is a sordid chapter in the history of mankind. Despite this dangerous episode happened in the early history of science research development, the discovery of objective truth proceeded with unhindered gusto, zeal and indomitable will both in the field of social and science research world.

The inventions such as electricity, radio, telegraph, T.V., Aeroplane locomotives, automobile cinematography, computer, etc. and the discovery of new continents America, Australia, Antarctica increased the number of continents and living space for the growing population of the world.

Until 1906 of the 20th C. the greatest scientists of the world were of the firm opinion that any object heavier than the air would not fly in the sky. But this statement was belied by the Wright Brothers who first flew in the sky in their Aeroplane. This is one of the greatest inventions in the history of mankind. This invention is not only unbelievable but also it became a living reality in the practical world. So the entire world has become so small in terms of time distance which propelled the economic growth and development and integration of all phases of human life.

So, if we look back the passage through which the courses of research have travelled is not only erratic and turbulent but also very dangerous in every sense of the term.

THINKING NEW THOUGHTS IS SCIENCE:

1. Galileo Galilei (1564-1642) and Nicolaus Copernicus said:

“Sun is the centre of the universe. Earth and other planets revolve around it.” But Church believed Ptolemaic System which is based on certain passages in the Bible.

i. One such passage occurs in the book of Joshua, where Joshua was leading the Israelites into Cannan, orders the Sun to standstill.

ii. Another is found in Ecclesiastes: “The sun also reset, and the sun goeth down, and has teeth to the place where he arose.”

The leader of the Church took these passages to mean that the sun moved. But only the sun, nowhere in the scriptures could they find any indication that the earth moved. It followed that the Ptolemaic systems. – The contention that the earth stood at the centre of the universe and that the sun and other heavenly spheres circled around it – was correct.

The meeting between Bellarmine (74 years old) and Galileo (52 years old)

Bella mine acted on the instructions of Pope Paul-V ‘Truth, he wrote could not be found in the book of Aristotle. But, truth could be found only in the book on nature. So, Galileo was found guilty and was imprisoned till his death.

2. Albert Einstein (1879-1955)

“Time and motion do not work according to unchanging laws. They vary according to the speed at which one is travelling. This theory was called, “relativity”.

Recent research shows: Einstein theory holds that nothing can move faster than the speed of light, but Australian researchers have developed new mathematical formulas that allow for travel beyond this limit.

Applied mathematicians from the University of Adelaide have extended Einstein's theory of special relativity to work beyond the speed of light. (The Times of India, Chennai, 12.10.2012, P.17)

Einstein's rational thinking on the social issue:

The God letter which he wrote in German a year before his death in 1955, includes his thoughts on religion, God and tribalism. Einstein wrote the letter on Princeton University Letterhead to Philosopher Gutkind after he read the latter's book. "Choose Life: The Biblical call to Revolt, Fox News Reported as: "... The word God is for me nothing more than the expression and product of human weaknesses, the Bible a collection of Honorable, but still primitive Legends which are nevertheless pretty childish. No interpretation, no matter how subtle, can (for me) change this", wrote Einstein who won the Nobel Prize in Physics in 1921. This letter was sold for Dollar 4, 04, 000. He held agnostic views on religion. He rejected organised faith. Now this letter goes in the bidding at 3 million dollar.

3. Sir Isaac Newton:

"I know not what I appear to the world but to myself I seem to have been only like a boy playing on the seashore, and diverting myself now and then finding a mother pebble or a prettier shall, while the great ocean of truth lay all undiscovered before me" (South sea Bubble – 1820)

4. Charles Darwin:

The father of modern evolution was paster by training. He was hired on board the ship HMS Beagle, as a priest for its voyage around the world. He was a staunch believer in creationism and the immutability of species. But what he observed on the trip, especially birds on the Island of Galapagos, made him realize that species evolve and change with time. What he saw was inconsistent with the species being created at some instant, and humans are as much part of this evolution as is the rest of the living world.

Creationists will argue that evolution is a theory, and open to debate. No. evolution is a fact. "The good thing about the science is that the debates will lead us to the answers. Because science, unlike religion, is not dogmatic. Everything is open to scrutiny and debate."

5. Orville and Wilbur Wright:

His father (Wilbur Wright) wanted him to become a preacher like himself. But on matters of

faith Wilbur harboured doubts. He had discovered in a book in his father's study the anti-religious writings of the famous American lecturer, Robert Green Ingersoll, Orville, too had come upon Ingersoll's writings. On reaching adulthood, both brothers become lifelong non-church goers. "Necessity is the mother of invention – invention is the mother of necessity." – Milton Lomask (1991)

SOME SOCIAL SCIENCE RESEARCH FINDINGS:

1. There is a conflict between the white people and the black people in terms of culture and civilizations. The Whites are of the opinion that the Black people are a having certain peculiar characteristic futures such as they are having large skull, rough skin, foul smell, aversion towards mathematics, etc.

But, the social research findings prove that this hypothesis is totally wrong and false. Gunnar Myrdal, in his book, "objectivity in social research" has quoted one experiment which was conducted by sociologists. In order to test this hypothesis, they admitted both White and Black children in the Kindergarden and they were given education upto metric level. At the end of the school education, they conducted aptitude test in all subjects. To their surprise, they found that the Black children fared well better than the White children in the aptitude tests. So, this sort of social belief became belied by experiment.

2. The first Prof. and Head of the Department of Economics of Madras University in the year 1916, conducted a survey with his students in the village in the North Arcot District of Tamilnadu, namely Iruvelipattu. The village was having a cultivated area of land to the tune of 656 acres, of which a Reddiar family owned nearly 400 acres of land. Consequently in the year 1935-36, Prof. P.J. Thomas conducted another survey in the same village. But his survey did not mention anything about that big landlord in that village. After that in the year 1961, Mrs. Margaret Hassel, from the Agricultural Economics Research Institute of Harvard University visited the same village and conducted a resurvey. Dr. K.N. Raj also conducted a survey in the same village in the

year 1961. They found that the Reddiar family by the time had acquired 100 acres more since 1916. So their total possession of land came to 500 acres. Moreover, they showed their total land possession was 123 acres in terms of standard acres in order to evade the Ceiling Act of 1961. This sort of skewed distribution of land led to immiserisation, proletarianization and impoverisation of the village economy and people.

3. In case, a finance minister is ignorant of economic theories and concepts of empirical studies in the right perspectives, the whole nation would be engulfed into untold miseries. For example, in the year 1966, soon after the Indo-Pak war of 1965, the then finance minister Chaudhry devalued our Indian rupee in terms of foreign currencies. That means, if rupees devalued then, the foreigners could be able to buy of more Indian goods. That is to say, purchasing power of the foreign currencies would be enhanced in terms of more demands. ultimately the Indian foreign exchange would fetch more income to the nation in terms of expanded international trade.

So, this is how, the foreign exchange crisis ridden backward poor countries like india was advised by the then chief of the world bank, macnamara to resort to devaluation of currencies in order to correct the imbalances in the international trade. Consequently, based on this assumptions and hypothesis, the finance minister devalued the Indian rupee. But this hypothesis became disproved after the devaluation. Alas! The foreign debt of India, Rs. 200 crores doubles into Rs 400 crores. The tool of devaluation is favourable to those countries which export more of industrial and manufacture goods and which are having elastic demand to fetch more foreign exchange earnings to correct the unfavourable balance of trade, whereas those countries which are exporting more of agricultural and traditional handicrafts and which are having inelastic demand in spite of rise or fall in the price and would not fetch any more income to the country. This is the basic and fundamental lesson which has been ignored by the finance minister of india in the year 1966.

Instead of getting any benefits from the economic policy of devaluation Indian unfavourable

balance of payments became unenviable. This is nothing but policy error emanated from the ignorance of the then finance minister. Unless the policy makers and political pundits are aware of the latest applications of the empirical studies came out from the scientific research findings, the consequence of the policy implementation would result in pandemonium.

Theory explains ways and means and the empirical studies explain the means and ends.

But in physical and social sciences, every now and then these have been innumerable findings come to stay with us. Even then, compared with other advanced countries, the Indian research activities are in the doldrums.

INDIA'S SHARE IN THE GLOBAL RESEARCH OUTPUT:

In 2010 – Knowledge Super Power - not so.

1. Clinical Medicine 1.9%
2. Psychiatry 0.5%
3. Neuro Sciences 1.4%
4. Immunology 1.8%
5. Molecular Biology 2.1%
6. Environmental Research 5%
7. Mathematics 2%. But in China it was 17%
8. Material Sciences 6.4%. But in China 26%.
9. Physics 4.6%
10. Chemistry 6.5%
11. Materials Sciences 6.2%
12. Agricultural Sciences 6.2%
13. Pharmacology and Toxicology 6.1%
14. Micro Biology 4.9%
15. Physics 4.6%
16. Engineering 4.2%. Next big place for Computer Sciences not so.
17. Computer Sciences 2.4%, China 15%, Korea-6.3% and Taiwan 5.7%
18. Economics 0.7%
19. Social Science 0.6%

The biggest declines in the field of research between 1981 and 2010 were in plant and animal sciences (-2.2%) and Agricultural Sciences (-1.6%)

RESEARCH IN INDIAN UNIVERSITIES STAGNANT FOR THE LAST 20 YEARS:

The remarkable growth registered as follows:

1. Pharmacology and Toxicology +4.2%
2. Micro Biology 3.2% (Source Thomson Reuters Report submitted to the Department of Science & Technology the report says;

"India has been the sleeping giant of Asia Research in the University Sector, stagnant for at least two decades is now accelerating but it will be a long haul to restore India as an Asian knowledge hub. Indian higher education is faced with powerful dilemmas and difficult choices public-private, access/equity, uncertain regulation different teaching standards and contested research quality"

According to this Report India's share of world output in engineering (1981) fell from 4.3% to (1995) 2.2%. Then it rose to 4.25% in 2010. But in China 16.4%, Korea 4.5% and Taiwan 4.4% during the same period respectively.

From 1981 to 1995 agricultural sciences recorded 7.45%. But its share fell to 6.2% in 2010. In plant and animal sciences the global research output fell from 6.1%. In 1981 to 3.9% in 2010.

The report further says: "During the 1980 and 90's, the output of India's Research was almost static while other countries grew rapidly, particularly in Asia. China expanded with an intensity and drive that led it rapidly to overtake leading European countries in the volume of its research publications. India is just beginning on this gradient (The Times of India, 26.09.2012, P.11 and The Deccan Chronicle 28th September, 2012, P.2).

It is indeed regrettable to know that no Indian university has found a place in the list of top hundred or two hundred universities in the world this year 2012.

The following universities have secured the following ranks against their names;

- i. I.I.T, Bombay - 227
- ii. I.I.T. Kanpur - 278
- iii. I.I.T. Madras - 312
- iv. I.I.T. Kharagpur - 349

The rankings are assigned to the universities on the following three important parameters.

1. Research Publications, 2. Patents and
3. Foreign faculty.

According to some important personalities the poor performance of the Indian Universities could be attributed to the poor funding. For example, Oxford University spends Rs.3,500 crore on research every year and Harvard Rs.25,000 crore.

Prof. E. Balagurusamy, The former Vice-Chancellor of Anna University, Chennai, Tamilnadu comes out with a suggestion that India need more qualified faculty to help students do research.

"A good faculty can make a world of difference with his experience & knowledge we have a 40% shortage of faculty in the state and central Universities and the I.I.Ts. If this is addressed it will take us up in the ranking list."

Indian President Pranab Mukherjee expressed dismay and disappointment at the poor rankings of the Indian Universities in the global ranking list. While speaking at I.I.T. Kharagpur Convocation Ceremony on 15th September of this year noted as: **"I feel it necessary to share with you my sense of dismay on seeing in recent reports that not a single Indian University or Institute of Higher Learning, including the premier I.I.Ts, figure on the list of 200 top rated Universities of the world. To my mind, the more important question is; why are we not able to promote our standards to be rated among the top 10 or even top 50 or 100?"**

QACQUARELLI SYMONDS WORLD UNIVERSITIES RANKING LIST - 2012-13

According to this report there are two other popular and often consulted rankings;

- i. The Times Higher Education (THE) The World Universities Ranking (WUR) and Academic Ranking of World Universities (ARWU)

No Indian institution has made it to the top 100 in any of these rankings.

If the top 100 Universities decoding to QS, US – 31, UK – 13 As per THE – WUR, US – 5, UK – 12,

While the numbers are 53 and 9 by ARWU. Indian Institutions have not found a place in the global 100 educational institutions.

Indian Institutes of Science in the range of 301-400 in ARWU. I.I.T Bombay appears in the range of 301-350, in THE – WUR vide table 1(a) and table 1 (b).

Based on the top Universities of the World it is confirmed that reputation and rank depend directly and indirectly on research quantum and quality, captured to a large extent by citations per paper. There is really no magic formula except struggling for years republish in top journals and then be cited in top journals.

TOP SIX UNIVERSITIES;	
Table – 1: (a)	
THE	
1.	California Tech
2.	Harvard
3.	Stanford
4.	Oxford
5.	Princeton
6.	Cambridge
ARMU	
1.	Harvard
2.	Stanford
3.	MIT
4.	UC Berkeley
5.	Cambridge
6.	California Tech
OS	
1.	MIT
2.	Cambridge
3.	Harvard
4.	U College London
5.	Oxford
6.	Imperial College

FOUR TOP – RANKING ASIAN UNIVERSITIES	
Table – 1: (b)	
THE (Total from Asia:9)	
1.	Uni. of Tokyo Japan, (30)
2.	Harvard University of U.K. (34)
3.	Stanford Nus Singapore (40)
4.	Oxford Peking University China, (49)
ARMU (Total from Asia:7)	
1.	University of Tokyo Japan, (20)
2.	Kyoto Univ. Japan (26)
3.	Hebrew University, Israel (54)
4.	TII Tech Israel (78)
OS (Total from Asia:19)	
1.	University of HK, (23)
2.	NUS Singapore (25)
3.	University of Tokyo, Japan, (30)
4.	University of SC & Tech, HK, (33)
THE	– Times Higher Education;
ARWU	– Academic Ranking of World Universities
QS	– Quacquarelli Symonds.

THE REASONS FOR THE BACKWARDNESS OF INDIA:

SOCIO-ECONOMIC FACTORS:

In general the attitudes of the people of South-Asia especially Indians towards life and work could be stated as reasons for the poor performance in the field of education, science and technology. According to Myrdal, the mindset of the people of South-Asia has been categorized as follows in his Asian Drama:

1. **Survival mindedness;**
2. **Unresponsiveness to opportunities for betterment;**
3. **This scorn of manual labour;**
4. **Unwillingness to work for others;**
5. **Low levels of work discipline, punctuality and orderliness;**
6. **Superstitious beliefs and irrational outlook;**
7. **Lack of alertness, adaptability, ambition and general readiness for change and experiment;**
8. **Submissiveness to authority and exploitation;**
9. **Low aptitude for co-operation;**
10. **Low standards of personal hygiene and so on. (Asian Drama, P.1862)**

According to the latest statistics nearly 50% of the people are found below the poverty line, which is the fundamental cause for the poor performance in all sectors of the economy. In 1960, the number of engineering seats in private sector was just 15% whereas it had gone upto 84% in 2003. Similarly the medical seats in private medical colleges where only 6.8% of the total seats available while the number shot up to 40.9% by 2003. It is held that the leaders of the private universities and institute were the leaders in quality and merit. But unfortunately we have to ask one question why the rise in the student enrolment is coming down in the wake of increase in the Gross Enrolment Ratio in higher education in India which is now at 12%.

In the year 1986, New Education Policy was announced by the Indian Parliament. The total number of affiliated colleges at the time was 5000 but in 31.03.2008 it rose to 22064. According to the Census of 1991, the rate of literacy was 52.2%.

But in 1981 it was 43.6%. This is the poor state of our education.

Most of the educationists, political pundits and social reformers stressed the fact that the Government of India should allocate 6% of the national income for education. But it is not happening.

Inadequate building, classrooms, teachers, librarians, stipends and scholarships lead to not only poor quality of education but also results in significant drop out at all levels.

Therefore, it requires intellectual catharsis at the level of policy makers and academicians.

UNFINISHED TASKS TO BE FINISHED AHEAD:

1. First of all the Indian policy makers and rulers should abide by the Directive Principles of State Policy of the Indian Constitution (clause (b) and (c) of article 39) which states: (i) that the state should, in particular, direct its policy towards securing that the ownership and control of the material resources of the community are so distributed as best to sub serve the common good and (ii) that the operation of the economic system does not result in the concentration of wealth and means of production to the common detriment.

But the NEP of 1991 has not only widened the gap between the rich and the poor but also between the rich advanced countries and the poor developing countries by six times. The problem has to be addressed seriously by the present ruling party of India.

2. In a Republic – Democratic – Federal – Constitutional political structure. The Centre should not own and control the educational institutions under its purview and the domain of policy and programme of education should be in the hands of the states in order to impart effective and sound education to its needs and wants.

The culture and history of states based on linguistic nationalities since 1956 differ from one

state to another state. Therefore the states should be allowed to design their own educational policies and programmes in such a way that would meet out the aspirations of the socio-economic set up of the respective regions. The education should be out and out in the state list.

And at the same time broad guidelines could be laid down by the central advisory committee in order to maintain and monitor the coordination, unity, and uniformity at the core level among the states so as to realise the common goal of the country as a whole.

3. Since there is no co-ordination and cohesion between the central and state educational institutions and universities, the modus operandi, organisational pattern and power structure are to be revamped and reorganised radically on par with the internationally reputed universities and institutes.

4. Absolute power corrupts absolutely and therefore the principle of the division of labour and delegation of power should strictly be followed in letter and spirit by the policy makers and political administrators.

5. Most of the arts and science colleges have lost their past glory for the subjects of social sciences such as Sociology, History, Politics, Philosophy, Psychology and Jurisprudence, because of the lack of scope for jobs. Unless education is job-oriented, people are not interested in pursuing higher studies leading to research and development. What is the way out?

6. From Kashmir to Kanyakumari the medium of instruction should be in English and the first language should be in the respective regional languages. No Indian language is capable of replacing the English language. Almost all the books and journals are available in English for higher learning and references for research. Most of the seminal social and science research works

are not translated in the Indian languages and therefore no Indian language is fit to be a medium of instruction in the field of higher learning and research.

7. Although education system should be fit for life, the entire education system cannot be converted into training institutes for jobs. In fact, knowledge oriented education plays a key role in life. Education begins with life, moves with life and embraces all aspects of life. That is the reason why, education system should be divided into two broad categories; That is, i. Fast Channel and ii. Slow Channel. Accordingly, those who want to be great scholars and great researchers should be admitted into the fast channel and all the syllabi and curriculum must be designed to meet out the needs of the higher education. And the slow channel should accommodate those students who want to be employed in this course. So, both job-oriented education system and scholastic excellence course should be made available in the poor countries like India. Then only India could compete with other world top ranking colleges, universities and institutes.

8. It becomes imperative in the Indian context that the nexus between the religious institutions and the general educational institutions must be delinked in order to infuse a sense of scientific temper, inquiry and reform in the minds of the younger generations. No doubt faith cannot go hand in hand with scientific inquiry. Therefore the domain of faith and religion should be separated from the scientific domain of advanced research institutes and universities. In fact Indian state need not show any animosity towards religion but at the same time there should be well defined and demarcated spheres of activities of the respective branches of the human knowledge. Then only a tangible output could be turned out in the field of higher education and research. A secular minded researcher alone could find out objective truth in the field of social science research.

9. In case, a researcher wants to achieve true spirit of scientific temper, enquiry, humanism and reform in the field of social science research, the Indian universities and institutes should see that the world famous cannon of research methodology enunciated by the Buddha in his epigrammatic expression be strictly followed by them, "Believe nothing, merely because you have been told it, or because, it is traditional or because you yourselves have imagined it. Do not believe what your teacher tells you merely out of respect for your teacher. But whatever, after a due consideration and analysis, if you find it to be good, if it is conducive to the benefit, the welfare of all beings, that doctrine, believe and cling to it and take it as your guide" – The Buddha

Socio – economic – indicators:

According to the Census of 2001, 59% of the Indian populations are eking out there livelihood from the agricultural sector of which nearly 32% people are cultivators and the 29% are agricultural labourers. At the global level the participating percentage of Indian population in the year 2008 was 22.3%. India is ranked next to China. The National Sample Survey of India came out with a data that 40% of the cultivators are landless farmers.

In 1950-51 the contribution of the agricultural sector Gross Domestic Product (GDP) was 55.4% and it came down to 14.3% in the year 2010-11.

Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh, Orissa have registered higher level of poverty among the people. According to Indian statistics the population, below poverty line in the year 2004-05 was 302 million. If a person gets below one and a half dollar per day, he is considered to be below poverty line by the World Bank estimations. Accordingly nearly 45.6 crore people are found to be below poverty line in India.

In the wake of mass poverty, illiteracy, unemployment and poor health system, the high

standard of education, scientific progress and technological competence become pipe dream. Unless radical reconstruction and rehabilitation of the existing socio-economic structure are effected, India will never find a place among the top rankings world universities and institutes.

CONCLUSION:

As Thomas Jefferson once said; "Differences of opinion leads to inquiry and inquiry to truth", again he argued that "If a nation expects to be ignorant and free... it expects what never was and never will be"

In the wake of these observations, it could be said that India is not in the hands of Indians but in the hands of national and international corporate sectors which design and manipulate every aspect of Indian Education System from bottom to top in such a way that would suit the needs and wants of their domain of authority and power.

In fact, good education leads to awareness; awareness leads to inquiry; inquiry leads to observation; observation leads to presentation; presentation leads to analysis; analysis leads to interpretation; interpretation leads to conclusion; conclusion leads to policy prescription and policy prescription leads to policy implementation which forms the basis for rehabilitation and reconstruction of not only the ongoing socio-economic conditions but also the entire education system in the Indian Universities and Institutes for human welfare and higher ranking in the world universities status.

Somehow or other any change in the existing system is anathema to the protagonists of status-quoists, who want to preserve the unchanging and unresisting Indian society for their own needs, is undesirable in the present context. So, the anti-status-quoists should strive hard to break this stalemate in order to achieve social progress and economic prosperity for entire nation. This is the want of the day and need of the hour.

Robert Gaudino begins his study, the Indian University, as: "In these times no institution is allowed to be only its own purpose, its own aspirations".

Therefore, we should strike a nice balance between the twin objectives; That is i. Education fit for life - Education for jobs (bread-and-butter-approach) and ii. Knowledge-research based education meant for discovery of objective truth.

To conclude we can safely quote the famous sayings of the great British Philosopher, Bertrand Russell, "Faith cannot remove mountain, but atom can remove mountain, In this Godless Universe, Let us all become Gods" (The Impact of Science on Society)

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Dealing with the relations between production and distribution, marx observed in his 'a contribution to the critique of political economy':

***"when one considers whole societies, still another aspect of distribution appears to be antecedent to production and to determine it, as though it were ante-economic factor. A conquering nation may divide the land among the conquerors and in this way imposes a distinct mode of distribution and form of landed property, thus determining production. Or it may turn the population into slaves, thus making slave-labour the basis of production. Or in the course of a revolution, a nation may divide large estates into plots, thus altering the character of production in consequence of the new distribution. Or legislation may perpetuate land ownership in certain families, or allocate labour as hereditary privilege, thus consolidating it into a caste system. In all these cases, and they have all occurred in history, it seems that distribution is not regulated and determined by production but, on the contrary, production by distribution."*(P.201)**