



December 27-31, 2014

**Babasaheb Bhimrao Ambedkar (Central) University  
(Vidya Vihar) Lucknow, Uttar Pradesh.**

### **ABOUT FOCAL THEME:**

## **‘KNOWLEDGE SYSTEMS, SCIENTIFIC TEMPER AND THE PEOPLE’**

Knowledge systems have meant, historically speaking, socio-cultural proceeds that build and nurture the creative and humane potential of people in a multi-layered societies. The Constitution of India, drawing upon the legacy of richly endowed discourses on knowledge systems during the freedom struggle requires these systems to create citizenry for a “Sovereign Socialist Secular Democratic Republic” which help in building and sustaining an egalitarian, just, plural, enlightened and rational society. Fights against intolerance, communalism, fascist thought, notions of supremacy of any one community, race, religion, culture, language or region over another would be impossible if such knowledge systems are fostered that reinforce inequality (specially gender), patriarchy, religion-cultural or linguistic hegemony and alienation from societal concerns.

The Radhakrishnan Commission Report (1948) on higher education, Mudaliar Commission Report (1952) on secondary education and Kothari Commission Report (1966) on the entire education system recommended several pro-people constituents of the structures of knowledge systems. The horizontal spread of schools, colleges, universities, research institute, national and regional laboratories across India within a few decades of Indian independence was quite striking. These Post-Independence institutions covering all streams (medical, agricultural, engineering, physical, natural and social sciences) were assigned emancipator roles. The targets set for them were ‘Education for All’ and ‘Universalisation of Education’. The Indian State took it upon itself and launched massive programmes of planned change and development envisaged in the Constitution.

Is it a mere coincidence that when the movement for the unlocking of the ‘Ram Lala Temple’ at Ayodhya was being unleashed in the 1980s, the Government of India, too, made a significant shift in its ‘Education Policy’. In 1985 the Ministry of Education was rechristened as Ministry of Human Resource Development. This implied a change in the very purpose of education from one of social development and preparation of citizenry as envisaged in the Constitution to one of supplying skilled but subservient workforce for the global market. No wonder, in the Indian State’s adoption of a new paradigm of development called ‘Structural Adjustment’ in 1991, ‘LPG (Liberalisation, Privatisation and Globalisation)’ became the new mantras of development.

Knowledge Commission (2005) was setup to prepare a blue print to tap into the enormous reservoir of our knowledge base so that our people can confidently face challenges of the 21<sup>st</sup> century. It stressed to create a second wave of institution building and excellence in the field of education and research and capability building so that we are better prepared for the 21<sup>st</sup> century. It focused on five key areas of paradigm – **excess to knowledge, knowledge concepts, knowledge creation, knowledge applications and development of better knowledge service**. It recommended opening of 1500 universities to have GER at par with the developed nation by the year 2020. It advocated expansion, excellence and inclusion in higher education.

The ‘Birla-Ambani Report’ vociferously pleaded for ‘Private-Public Partnership’ (PPP) that encouraged even the University Grants Commission to open the flood gates of ‘Deemed-to be-University’. Consequently a very large number of private universities, engineering and medical colleges, business management Institutes and IT training institutes had been established by the private players since 1991. Knowledge systems have been put on sale and these so-called ‘world-class’ centres aiming at ‘excellence’ are being made accessible to only those who have the necessary financial resources to enter these ‘Knowledge Malls’. Commercialisation and communalization of education have been distinctive markers of this paradigm of the 1990s, that have, together with destruction of campus democracy, formed a heady mixture.

Faced with scathing criticism, the Indian State accepted Prof. C.N.R. Rao’s recommendations and established National Institute of Science Education And Research (NISER) in Bhubaneswar and Indian Institute of Science Education and Research (IISER) in Pune, Mohali, Bhopal, Kolkata and Trivandrum for boosting creativity in science education and research. Yash Pal Committee Report also recommended several suggestions for rejuvenation and renovation in higher education and research. It also recommended restructuring of science and education administration in India. DST started massive programmes (e.g. Inspiration, Kishor Vigyan etc) rejuvenating science in India. Science Olympiad was started for attracting brilliant boys and girls in a belief that the same will enable India to have good, creative and innovative scientists.

NCSTC (National Council For Science And Technology Commission), Vigyan Prasar and NCSTC-Network were established with a view to enabling peoples of India to inculcate **'Scientific Temper'** and get interested in science. Science was put on rail.

Programmes of teacher-less and class-less education were launched through Distance Education. Indira Gandhi Open University established by Government of India became the bulwark of Distance Education. Now there are several State-run Open Universities all over India. All kinds of coaching institutes mushroomed all over India. School, College and University education was taken over by coaching institutions.

In early 1980's two year undergraduate course was changed into three year course. Delhi University had taken lead in making it a four-year course with all kinds of additions, but failed. However, it is to be noted that universally only four year degree courses are in vogue and all the Science Academies in India had recommended the same to the Government.

Gradually, all universities discarded the old practice of admission on the basis of **'certificate', 'degrees'** and introduced a new policy of Entrance Tests for admission at all levels. Even Ph.D's have to qualify National Eligibility Test for getting teaching jobs in colleges and universities. **'Devaluation'** of certificates/degrees, thus, became a socially accepted phenomenon.

Post-1991 saw a new phenomenon of **'Contract-Teaching'** in the name of **'Guest Lecturers'**. **In India still the 90% education is rendered by state and private universities.** Policy of **'not filling the posts falling vacant'** and **'not creating new posts of teachers'** resulted in around 50% or more of teaching posts in schools, colleges, universities etc. vacant.

Are we not standing at the crossroad? Where do we go from here? Do we need to chalk out our future programmes and strategies in response to the so-called 'international reports' which appraise education and research of world-wide universities and rank them on the criterion of quality defined by them? Shall we allow the ideals of the "Sovereign Socialist Secular Democratic Republic" set out in our hallowed Constitution to remain empty words?

In order to answer these and other possible questions that might be bothering the searching minds of Indian people 38<sup>th</sup> Social Sciences Congress proposes to deliberate on **'Knowledge Systems, Scientific Temper and the Indian Peoples'**.

- ❖ To explore the definitional parameters of **'Knowledge'** and **'Scientific Temper'** and reflect upon their epistemology.
- ❖ To obtain a correct and comprehensive picture of quality of knowledge being generated through education and research in Indian Universities, Colleges, Research Institutes, IITs, AIIMs, IARI, ICSSR Institutes and national and regional laboratories.
- ❖ To determine the usability of the knowledge being thus generated in India for self-reliant development and for improving the quality of life of Indian people.
- ❖ To prepare a status report on the 65 years of application of S&T development in India.
- ❖ To investigate congeniality of organizational strictures of universities, colleges, research institutes, national laboratories for development of desired quality of Knowledge System.
- ❖ To investigate impact of hierarchical structures and disparities between and among central universities, IITs, AIIMS, etc. on the generation of new Knowledge systems.
- ❖ To determine the connection between generated Knowledge System/S&T and economic growth, unemployment and building of skilled labour.
- ❖ To assess the social demand for generation of the knowledge system being generated in India.
- ❖ To investigate 'Who uses Indian Knowledge System/S&T for what purpose and how'?
- ❖ To prepare a road map for improving production of new Knowledge/S&T in consonance with the peoples and national needs/and aspirations.

**To formulate policy options**, the deliberations would be organized in 20 Research Committees and 21 Thematic Panels. In additions there would be Special and Public lectures, Seminars. Symposia and Workshops during and in pre and post congress period.

Academic Programme of the academy would be structured around

- a. Plenaries on the focal theme.
- b. Parallel sessions of (i) 20 Research Committees and (ii) 21 Thematic Panels
- c. Public and special lectures.

Research Committees and the Thematic Panels would be as follows:

#### **Research Committees:**

1. Agricultural Science and Home Science; 2. Archaeology, Anthropology and History; 3. Biological or Life Science And Biotechnology; 4. Computer and Communication Science And Journalism; 5. Defence and Security Studies; 6. Earth Science, Planetary Science And Geography; 7. Ecological And Environmental Science; 8. Economics, Commerce And Management Science; 9. Education; 10. Engineering Science; 11. International Relations Studies; 12. Juridical Science; 13. Linguistics;

14. Mathematical and Statistical Science; 15. Medical and Health Science; 16. Philosophy; 17. Physical and Chemical Science; 18. Political Science; 19. Psychology; 20. Sociology and Social Work.

### **Thematic Panels:**

1. War, Peace and Social Security; 2. Democracy And Human Rights; 3. Ecological and Environmental Protection Movements; 4. Ethics of Science and Society; 5. Global Warming and Climate Change; 6. History and Philosophy of Science; 7. Information Technology, Mass Media and Culture; 8. Labour in Organized and Unorganized Sectors; 9. Nation, States and Emerging Challenges; 10. Natural Resources, Bio-diversity and Geographic Information System; 11. Patent Laws and Intellectual Property Rights; 12. Peasants, Livelihood and Land-use; 13. Peoples (Dalits, Tribes, Women, Peasants, etc) Struggles And Movements For Equitable Democratic Society; 14. Peoples Health and Quality of Life, 15. Political Economy of India; 16. Population, Poverty and Migration; 17. Rural Technology, Social Organization and Rural Development; 18. Science Communication and Science Popularization; 19. Science, Technology and Society Development; 20. Social Processes, Social Structures and Social Alienation; 21. Unity of Science (Science of Nature-Humans-Society)

### **Advisory for Research Paper Submission**

It is suggested that following guidelines be followed for the purposes of uniformity;

1. Indicate Research Committee's Code (01,02,03.....) with its name.
2. The entire abstract including title, author(s), Institution(s), country and acknowledgement must fit within the rectangle. Maximum length; 500 words.
3. Type the title in upper case letters, the names of the authors and their addresses in upper and lower case and underline the name of the presenting author.
4. Abstracts be printed by photo-offset process after reduction.
5. When using IBM or apple Macintosh word-processing facilities, use a CG times 10 pitch font. When using a typewriter, use Gothic 12 pitch font.
6. Abstract in duplicate be mailed.
7. Floppy containing text of paper if possible may be sent.
8. Papers in Hindi should be sent in Kruti Dev 016 font of Microsoft word. It is important to send a declaration along with abstract/full paper in the following format.

"It is to certify that research paper entitled..... is based on my research and has not either been published or presented elsewhere. The undersigned is/are solely responsible for facts presented and views expresses in the paper.

**Signature**

### **WHO CAN PARTICIPATE?**

One who is teaching and/or doing research in any field of science-social, historical, philosophical, linguistics, Defense of security science, Juridical, physical, chemical, biological, life science, engineering, medical and health, agricultural, ecological and environmental, Earth Science, Planetary Science, Geography, Computer Science and Information Technology, Communication and Journalism, Biotechnology, Mathematics and Statistics, political Science, Population Science, Economics, Commerce, Management Science, Psychology and Cognitive Science, Sociology and Social Work, Home Science, etc. or one who is actively involved in field works/social engineering or one who is deeply involved in developmental policy formulations, monitoring and is a member of the Indian Academy of Social Sciences.

### **HONOURS & AWARDS**

Academy has instituted following Gold Medals for creative and innovative works which have relevance in promoting and proliferating 'aims and objects' of the academy.

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|-----------------------------------------------|--------------------------------------|
| 1. ISSA Silver Jubilee PV Sukhatme Gold Medal | 5. Asok Maiti Gold Medal             |
| 2. A.K. Tharien Gold Medal                    | 6. Gauri Shankar Gold Medal          |
| 3. R.R. Keithan Gold Medal                    | 7. B.V. Ranga Rao Memorial Endowment |
| 4. Basanta Sarkar Gold Medal                  |                                      |

### **DEADLINES**

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|-----------------------------------|---------------|
| Submission of abstracts           | Oct. 15, 2014 |
| Acceptance by Research Committees | Nov. 01, 2014 |
| Submission of Paper               | Nov. 15, 2014 |
| Author's Registration             | Dec. 15, 2014 |