



41st Indian Social Science Congress **इकतालीसवाँ भारतीय समाज विज्ञान अधिवेशन**

Focal Theme

**INDIAN UNIVERSITY EDUCATION SYSTEM
A CRITICAL APPRAISAL**

December 18-22, 2017

PERIYAR UNIVERSITY

SALEM

ORGANISED BY

**भारतीय समाज विज्ञान अकादमी
INDIAN ACADEMY OF SOCIAL SCIENCES**

AND

PERIYAR UNIVERSITY

SALEM (TAMILNADU)

INDIA



DECEMBER 18-22, 2017
PERIYAR UNIVERSITY
SALEM – 636 011

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LAST DATE FOR SUBMISSION OF ABSTRACTS:
LAST DATE FOR SUBMISSION OF FULL PAPERS:
LAST DATE FOR REGISTRATION WITHOUT LATE FEE:

October 15, 2017
November 15, 2017

LAST DATE FOR BOOKING OF HOSTEL/GUESTHOUSE ACCOMMODATION:

November 30, 2017
December 10, 2017

Papers received after December 01, 2017 onward will be printed after the XLI ISSC. Only Registered Delegates shall be provided free accommodation, transport and free food. Details of allotment of accommodation shall be uploaded in website by December 16, 2017.

Periyar University Website: www.periyaruniversity.ac.in/ISSC/

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Indian Social



Science Congress



Focal Theme
OUR UNIVERSITY EDUCATION SYSTEM : A
CRITICAL APPRAISAL
(December 18-22, 2017, Periyar University, Periyar
Palkalai Nagar, Salem 636 011)



Prof. K.S. Sharma
President

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To

**All Vice-Chancellors/Principals/Directors/ISSA Members/Scientists of all subjects/
Social Activists/Policy Planners**

Sub: Invitation to XLI Indian Social Science Congress, Dec 18-22, 2017, Periyar University, Salem, Tamilnadu

Dear Sir/Madam,

This year the Indian Academy of Social Sciences in association with Periyar University shall hold the 41st session of the Indian Social Science Congress between December 18-22, 2017 at Salem in Tamil Nadu. What is of great significance to all universities, colleges, national and regional institutes is its focal theme, '**Indian University Education System: A Critical Appraisal.**' A note on it is given in this brochure. We all know that quality of education and research in our country's universities, colleges, IITs/NITs, Engineering Colleges, NISERS, ISERS, CSIR, ICAR, ICSSR, etc has been declining since 1990s. We also know that at least half of the posts of Assistant Professors, Associate Professors and Professors in our universities and Institutions of higher learning are lying vacant for over two decades and very large number of our educated youth are on the road. It is, therefore, high time that we make collective efforts honestly, sincerely and objectively to comprehend our University Education System with a view to discovering systemic faults and discovering systemic solutions. The 41st Indian Social Science Congress, therefore, offer a great opportunity to all those who are concerned with education and research.

We, therefore, most cordially invite you and through you your colleagues and students to make a substantive presentation on any or all aspects of Indian University Education System and participate in its deliberations. We shall be happy if every Vice-Chancellor/Director/Principal diversing one paper based on collective deliberations on behalf of his/her University/Institute. It calls for a series of Pre-And-Post XLI ISSC deliberations all over India

We would request you kindly to avoid politics and adhere to scientific methods of study, analysis and interpretations.

You are most welcome to suggest names of such scholars, thinkers, policy planners, local activists who you know can make creative contributions. We shall be grateful to you for it.

With regards,

Yours sincerely,

(K.S. Sharma)
President

XLI INDIAN SOCIAL SCIENCE CONGRESS

0100 PREAMBLE

Indian Academy of Social Sciences (ISSA) organizes **Indian Social Science Congress (ISSC)** every year with a view to discovering, developing and disseminating science of Nature-Humans-Society through critical appraisal and integration of current research and theory in all subjects of science taught and researched in Indian Universities, Colleges, IITs, NITs, Regional Engineering Colleges, Medical Colleges, AIIMS, PGIs, NISERS, IISERS, CSIR, ICPR, ICMR, ICSSR, ICHR and ICPR Institutes/Laboratories for making India and its peoples creative, self-reliant and prosperous.

0200 HISTORY

First Indian Social Science Congress was held in February 15-17, 1976 at Allahabad. Since then it has been held at different universities, details of which are given on p. 66. The 40th session of the Indian Social Science Congress was held from December 19-23, 2016 at University of Mysore, Mysuru. Each ISSC has a focal theme, details of which are given on p. 66.

All subjects/disciplines of science of Nature-Humans-Society are represented in Indian Social Science Congress. There are 28 Research Committees and 21 Interdisciplinary Thematic Panels in it.

Science in Indian Social Science Congress is defined as **social** as it is the result of collective mental and physical labour. It is without any boundary and, is indivisible.

University Grants Commission recognizes Indian Social Science Congress on par with Indian Science Congress.

0300 41ST INDIAN SOCIAL SCIENCE CONGRESS

The Indian Academy of Social Sciences in association with Periyar University shall hold the 41st Indian Social Science Congress between December 18-22, 2017 at Periyar University, Salem (Tamilnadu)

0400 FOCAL THEME

Indian University Education System: A Critical Appraisal is the focal theme of the XLI Indian Social Science Congress. A note giving its objectives, context, major themes, etc are given on pages 13-19.

0500 OBJECTIVES

The major objectives of the XLI Indian Social Science Congress relate to (a) the focal theme, (b) current research and theory in each subject/discipline of science of Nature-Humans-Society (28 Research Committees), (c) current level of theorization and seeking scientific solutions of contemporary social problems (21 Thematic Panels, seminars/symposia/workshops), (d) understanding the problems of low quality of education and research through critical analysis of '**Indian University Education System**' and (e) improving the research and teaching competence of our young scientists through interactive dialogues/exercises (VII All India Young Scientists Convention). Specific objectives related to the focal theme, '**Indian University Education System**' are as follows:

HISTORY/ COLONIZATION

- (i) To examine the historical and philosophical genesis and growth of university education in India, both the traditional universities such as Nalanda and Takshshila, and the colonial university education system.
- (ii) To critically examine whether the colonial university education system rooted in the philosophy of social alienation and slavery suits the needs and aspirations of the people of present-day Democratic People of India.

- (iii) To reassess Macaulay's argument that university teaching must be done in English for the sake of science.
- (iv) To examine how the existing curriculum may be decolonised and democratised in all the branches of sciences, including in mathematics, science, and technology, commonly regarded as universal.
- (v) To assess the interconnections between present democratic Political-Economic System and University Education System
- (vi) To assess the relevance and validity of present hierarchical organization of universities (e.g. Central, State, Advanced Study Centre, Autonomous colleges, Deemed to be University, Private Universities, etc.) to University Education System.
- (vii) To assess the relevance and appropriateness of differential/preferential financing of Indian universities

AUTONOMY

- (viii) To examine the status of autonomy of Indian Universities
- (ix) To determine the nature and relevance of political interference in Indian Universities
- (x) To ascertain the ethical and moral standards of Indian Universities
- (xi) To assess the process of selection, placement and promotion in Indian Universities
- (xii) To assess whether university education is primarily meant to train people for jobs or whether university education must be separated from job-oriented training, with which it might coexist
- (xiii) To determine the connections between congeniality of academic environment and creative/innovative research in Indian Universities

PRE-ADMISSION

- (xiv) To assess the curricular pressure exerted by admission tests and how to offset it.
- (xv) To assess the interconnection between School and Collegiate education system and University Education System.
- (xvi) To explore the impact of mushrooming of coaching institutes on University Education

NECESSITY AND RELEVANCE

- (xvii) To evaluate the necessity, relevance and validity of private universities and their impact on Indian University Education System
- (xviii) To determine to what extent university education must be regulated by the government and how. To assess the roles of government regulatory bodies such as UGC and NAAC
- (xix) To devise alternative ways of ranking universities, other than publication, citation, impact parameter etc. For example, if local social objectives are or ought to be a key concern of the university, the system of ranking universities and academics must be changed accordingly?
- (xx) To assess the necessity, relevance and validity of open universities and teacher education in the Indian University system
- (xxi) To assess the possible role of traditional knowledge in the curriculum.

FLAWS

- (xxii) To examine what ails the University Education system(Curriculum, teaching and examination) Why it is trapped in an unproductive spiral of poor teaching, flawed examination, poor learning and ineffective output, why does it produce graduates who may not have skills, or if they do, prefer to leave the country for better prospects
- (xxiii) To suggest alternatives to the aims and curricula of university education.

STUDENTS PROTESTS

- (xxiv) To assess the dynamics of rising students' protests and suicides in Indian Universities
- (xxv) To examine the obvious and hidden processes by which students come in through reservations are discriminated against, resulting in students' suicides in Indian Universities
- (xxvi) To examine the congeniality of faculty, students and administration

0600 MAJOR THEMES OF THE PLENARIES

Following are the major themes of Indian University Education System:

- (I) Historical and Philosophical Foundations of Indian University Education System
- (II) Connections between Democratic Political Economic System after August 15, 1947 and Indian University Education System
- (III) Autonomy and Democratic character of Indian University Education System
- (IV) Impact of privatisation and commercialisation on Indian University Education System
- (V) Structures and processes of Indian University Education System
- (VI) Necessity, Relevance and Scientific validity of all forms of admission tests and devaluation of degrees and diplomas awarded by Indian universities.
- (VII) Connections between School and Collegiate Education and Indian University Education
- (VIII) Connections between University Education and Research and Research by Government Research Institutes (CSIR, ICAR, ICMR, DST, ICSSR, ICPR, IC&R) etc.
- (IX) Financing of Universities
- (X) Hierarchy in Indian Universities (Central, State, Deemed, Private).
- (XI) Impact of continuation of English in Indian Universities on the quality of Education and Research
- (XII) Social alienation and University Education System
- (XIII) Impact of in-roads of Foreign Universities and FDI on Indian University Education System
- (XIV) Assessment of curriculum of Indian University Education System
- (XV) Equality, Freedom and Fraternal relations in Indian University Education System
- (XVI) Rising conflict And corruption in Indian Universities
- (XVII) Rising students' protests ad suicides in Indian universities
- (XVIII) Rising unemployment of Ph. D holders and University/IIT/NITs educated students.

0700 RESEARCH COMMITTEES

There are 28 subject Research Committees representing 32 disciplines of Science of Nature-Humans-Society in the 41st Indian Social Science Congress as given below. Each Research Committee will appraise and integrate ongoing researches and theories through symposia/seminars/workshops/special lectures. Teachers, students and scientists doing research on any problem in any discipline/subject are welcome to submit their Research papers which will be accepted after evaluation by the given Research Committees for presentation. Each RC will also organize a symposium involving critical appraisal of Education and Research vis-à-vis Indian University Education System as detailed below:

1. Agricultural Science Research Committee

Theme:

- I. Status of Agricultural Science Education and Research.
- II. Deepening Agrarian Crisis in India

2. Anthropology Research Committee

Theme: Status of Education and Research in Anthropology.

3. Archaeology & History Research Committee

Theme: Status of Education and Research in Archaeology & History.

4. Biological or Life Science Research Committee

Theme: Status of Education and Research in Biology.

5. Biotechnology Research Committee

Theme: Status of Education and Research in Biotechnology.

6. Chemical Science Research Committee

Theme: Status of Education and Research in Chemical Science.

7. Commerce Research Committee

Theme: Status of Education and Research in Commerce.

9. Computer Science Research Committee

Theme: Status of Education and Research in Computer Science.

10. Earth Science (Geology, Oceanic Sc, Marine Sc. Atmospheric Science Etc.) And Planetary Science Research Committee

Theme: Status of Education and Research in Earth Science.

11. Ecological and Environmental Science Research Committee

Theme: Status of Education and Research in Ecological & Environmental Science.

12. Economics Research Committee

Themes:

- I. Status of Education and Research in Economics.
- II. Impact of Demonetization and Black Economy On India's Economic Development.
- III. Indian Economy and Its People Today.
- IV. Beneficiaries of Foreign Direct Investment.
- V. Financing of University Education System.

13. Education Research Committee

**Theme: 1. Status of Education and Research in Education.
2. Curriculum and syllabus
3. Pedagogy
4. Competence of Teachers vis-à-vis selection and training.**

14. Engineering Science Research Committee

**Theme: 1. Status of Education and Research in Engineering Science.
2. Creative Utilization and placement of young engineers/technologists**

15. Geography Research Committee

Theme: Status of Education and Research in Geography.

16. Home Science Research Committee

Theme: Status of Education and Research in Home Science.

17. International Relations Studies & Defence Strategic & Studies Research Committee

1. Theme: Status of Education and Research in International Relations Studies & Defence Strategic Studies.
2. India's Relation with Its Neighbour.
3. USA, Europe, Russia And China

4. Role of UN in shaping International order

18. Juridical Science Research Committee

- Theme:** 1. Status of Education and Research in Juridical Science.
2. Democratic Foundation of Indian Jurisprudence

19. Linguistics Research Committee

- Theme:** 1. Status of Education and Research in Linguistics.
2. Impact of Education in English on creative research

20. Management Science Research Committee

- Theme:** 1. Status of Education and Research in Management Science.
2. Employment of Management/MBA Degree/Diploma Holders

21. Mathematical and Statistical Science Research Committee

- Theme:** 1. Status of Education and Research in Mathematical and Statistical Science.
2. Application of Quantitative Methods in Science

22. Medical and Health Science Research Committee

- Theme:** 1. Status of Education and Research in Medical and Health Science.
2. Admission Tests And Medical Science Education
3. Malaria, Dengu and Chickengunia And Infections in Hospitals.

23. Philosophy Research Committee

- Theme:** 1. Status of Education and Research in Philosophy.
2. Philosophy of Indian University Education System

24. Physical Science Research Committee

- Theme:** Status of Education and Research in Physical Science.

25. Political Science Research Committee

- Theme:** 1. Status of Education and Research in Political Science.
2. Political Foundation of Indian University Education System.

26. Psychology Research Committee

- Theme:** 1. Status of Education and Research in Psychology.
2. Impact of virtual learning on real Learning And Behaviour

27. Social Work Research Committee

- Theme:** Status of Education and Research in Social Work Science.

28. Sociology Research Committee

- Theme:**
I. Status of Education and Research in Sociology Science.
II. Sociology of Indian University Education System.

0800 THEMATIC PANELS

There are 21 interdisciplinary Thematic Panels as stated below. Research scientists, policy planners, development administrators and social activists concerned with the given Panels are welcome to submit their research papers:

- 1. Conflicts, 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. People (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 Organisations and Rural Development**
- 18. Science Communication and Science Popularization**
- 19. Science, Technology and Social Development**
- 20. Social Processes, Social Structures and Social Alienation**
- 21. Unity of Science /Science of Nature-Humans-Society**

0900 SEMINARS/SYMPOSIA/WORKSHOPS/COLLOQUIA

It is proposed to hold following international, national and special seminars/symposia/workshops/ colloquia on following themes during the 41st Indian Social Science Congress:

(I) INTERNATIONAL

- (i) European University Education System
- (ii) American University Education System
- (iii) African University Education System
- (iv) Chinese and Japanese University Education System
- (v) Asian University Education System
- (vi) Internationalization of Higher Education

(II) NATIONAL

- (i) Connection between Indian School Education System and Indian University Education System
- (ii) Impact of Privatization/commercialization on Indian University Education System
- (iii) Linkages between Higher Education and Community

(III) SPECIAL

- (i) Tamil Nadu And Its Culture
- (ii) Freedom, Equality and Fraternity
- (iii) Science, Religion And Politics
- (iv) Indian Economy And Its Peoples Today
- (v) Deepening Agrarian Crisis in India
- (vi) Unemployment And Jobless Growth

10 AD HOC GROUP DISCUSSION

Scientists or a group of scientists doing research on a new theme having newer theoretical and methodological implications are welcome to organize discussion on the same. Those interested in it are advised to send their proposal to the General Secretary before Oct 15, 2017. The proposer shall be its convener and should mobilise 5-10 participants having papers on the same theme.

11 SPECIAL/PUBLIC LECTURES

Eminent scientists, philosophers, and thinkers would be delivering special/public lectures during the XLI Indian Social Science Congress

12 SEVENTH ALL INDIA YOUNG SCIENTISTS CONVENTION

Indian Academy of Social Sciences and Periyar University shall hold 7th All India Young Scientists Convention between December 18-22, 2017 at Periyar University Salem. Its main object is to enable young scientists below 35 years to learn science of Nature-Humans-Society creatively through interactive dialogue with senior and eminent scientists. It is integral to the capacity building programmes. Following issues will form the central themes of the 7th All India Young Scientists Convention:

- (i) Concept and Theory of Science and Nature/Society
- (ii) Interfaces of Biological Science
- (iii) Biotechnology, How it can help us?
- (iv) Frontiers in Physics and Chemistry
- (v) Role of Nano Science in Developing New Technologies
- (vi) Possibilities of High Performance Computing and Big data analytics
- (vii) Designing and Conducting Experiments in Physics, Biology and Bio-technology
- (viii) Training for Crystal Structure Determination and Molecular Modeling
- (ix) Problems of Young Scientists in Doing Science
- (x) Problems of Scientific Writings

All the young scientists including P.G. students and Assistant Professors below 35 years of age are welcome to participate in the VIIth All India Young Scientists Convention.

Further details of the proposed Convention are given on pp 33-34

13 TASK FORCE

Task Force shall hold its deliberations on the deliberations of XL Indian Social Science Congress in post-dinner session between 2130-2300 hours every day. It will present its '**Trend Report**' to the assembly of delegates on December 22, 2017 at 1400 hrs for discussion and adoption. It is to explore and develop newer ideas, theories, methods and policy applications emerging from the deliberations of the XLI Indian Social Science Congress.

14 SUBMISSION OF PAPERS

All university and college teachers, students and scientists working in CSIR, ICAR, ICMR, ICSSR, ICPR, ICHR, DST Institutes, IISERS, NISERS, IITs, NITs, Engineering Colleges, Medical and Health Science Universities, Medical Colleges, AIIMS, PGIs, National/Regional Laboratories, DRDO's Institutes/Laboratories, are cordially invited to present their research papers at the 41st Indian Social Science Congress.

Papers can be either based on research or on review of researches or study of policies and Peoples movements. Those who are working in the field and wish to present papers based on their field works too are welcome to present their papers. However, **none is permitted to present papers by copying others' papers from**

research Journals or internet. Each paper, therefore, has to be accompanied by a duly signed ‘**Declaration Form**’ given in the annexure. Scientists found guilty of plagiarization shall be responsible for their acts.

Three copies of a paper, with CD and its abstract in triplicate should be submitted to the General Secretary, Indian Academy of Social Sciences. Abstract should be within 500 words and the paper within 7000 words and can use the format given in the annexure.

It is advisable to e-mail abstracts and papers to the respective Chairman of Research Committees/Thematic Panels and the General Secretary, ISSA in order to facilitate quick response (See pp_____). All papers are edited by the respective research committees. Provisional acceptance is issued on receipt of abstract of the paper and final acceptance after submission of the full paper and completion of registration.

15 DATES FOR SUBMISSION OF PAPERS

The last date for submission of abstract and full paper are as follows:

(i) Last Date For Submission of Abstract : October 15, 2017

(ii) Last Date For Submission of Full Paper: November 15, 2017

It may be noted that one can submit paper even after the last date and till December 10, 2016. No paper, however, will be received during the session of the 40th Indian Social Science Congress. **The papers received after November 15, 2017 will be printed after the XLI ISSC is over.**

Since issue of visa is a time consuming process, the foreign scholars are advised to submit the abstract of their papers before October 05, 2017 and the full paper before November 15, 2017 along with their bio-data.

16 MEDIUM

Papers can be submitted either in **Hindi** or in **English** as the Hindi and English are the official languages of Indian Social Science Congress. As a policy Indian Academy of Social Sciences would like to have all Indian languages as the medium of exchange at ISSC. However, it doesn't have resources for it. Those who cannot write in Hindi or English are welcome to write in their language. However, they are expected to **mail the original text of their papers along with the translated copy either in Hindi or English.**

17 GOLD MEDALS

Two Gold Medals, namely, **A.K. Tharion Gold Medal** and **B.V. Rangarao Gold Medal** are available for the best papers presented at the XL Indian Social Science Congress. Two best papers of XL ISSC adjudged by appropriate committee shall be given Gold Medals at the next session of Indian Social Science Congress in 2017.

18 ACCOMMODATION AND FOOD

All registered delegates of XLI Indian Social Science Congress shall be provided free Guest House/Hostel Accommodation and free food with effect from December 17, 2017 (dinner) to December 23, 2017 (breakfast). Accommodation, however, will be available from December 17, 2017 morning. Foreign delegates will be provided accommodation on receipt of intimation well in advance. Those wishing to stay in hotels are advised to make their own arrangements. The Organizing Committee would charge rent for the accommodation prior to December 17 and after December 23, 2017.

All correspondence regarding accommodation should be addressed to the Local Organizing Secretary. **Filled-in Accommodation And Food Form and Travel Form** given in the annexure should be mailed to the Local Organizing Secretary before December 10, 2017.

20 TRANSPORT AND RECEPTION

All registered delegates of XLI Indian Social Science Congress will be received at railway station/ airport/bus station at Salem.

There is no airport at Salem. Nearest airport is at Coimbatore (160 Km) and Bangalore (202 Km). Local Organising Secretary shall put some volunteers at Coimbatore airport who shall help the delegates travelling by air in getting taxi. Mini Bus will be arranged for a group of 10.

All those who wish to be received are requested to mail the filled in Travel Form given in the Annexure to the Local Organizing Secretary latest by December 15, 2017. One can contact the Local Organizing Secretary over phone.

21 SIGHT SEEING

Salem is a beautiful and romantic place. Information about it is given on page No.54. Arrangement for visit to beautiful places will be made on December 17 and 23, 2017. Delegates desirous of seeing the beautiful and historical places are requested to contact the Local Organizing Secretary well in advance.

22 REGISTRATION

All those who wish to present their research papers at XLI Indian Social Science Congress are required to get themselves registered by paying the stipulated registration fee. Details of registration fee as follows:

Category	Up to November 30, 2017	From December 01, 2017
1. Member Delegate	Rs. 3,000.00	Rs. 3,500.00
2. Non-Member Delegate	Rs. 4,000.00	Rs. 4,500.00
3. Institutional Member Delegates (upto three persons)	Rs. 10,000.00	Rs. 12,000.00
4. Non Member Institutional Delegates (up to three persons)	Rs. 15,000.00	Rs. 18,000.00
5. Member Student Delegates	Rs. 2,000.00	Rs. 2,500.00
6. Non-Member Student Delegate	Rs. 2,500.00	Rs. 3,000.00
7. Local Delegate (Periyar University)	Rs. 2,000.00	Rs. 2,500.00
8. Foreign Delegates		
(a) From Afro-Asian-Latin American Countries	Rs. 5,000.00	Rs. 6,000.00
(b) From other countries (North America, Europe and Australia)	US \$ 200.00	US \$ 250.00
9. Accompanying Persons*		
(i) Indian	Rs. 2,000.00	Rs. 2,500.00
(ii) Afro-Asian-Latin American countries	Rs. 2,500.00	Rs. 3,000.00
(iii) Other Foreign countries (North America, Europe and Australia)	US \$ 150.00	US \$ 200.00

***The word ‘accompanying person’ means wife or husband or child. A child below the age of 6 years shall not be charged for food**

One who is not a member but wishes to become member of the Indian Academy of Social Sciences can send the membership fee and the registration fee meant for member-delegate along with filled-in membership and registration forms.

An institution/organization can depute its three or more representatives to the Indian Social Science Congress. In the event of more than three representatives, the cost of registration for individual delegate (member or non-member) shall be payable by the concerned institution/organization.

Unregistered scholars attending XLI Indian Social Science Congress shall be required to buy the food coupon from the counter. **No certificate shall be issued to unregistered scholars or scholars who have registered without submitting any papers. No one will be entitled to receive literature of XLI ISSC without registration.**

The Registered delegate is entitled to receive kitbags, all publications of the XLI Indian Social Science Congress including its proceedings free of cost, free hostel accommodation, free meals, and free

transport from the Guest House/Hostel to the venue of XLI ISSC. The Organizing Committee may provide free or on payment transport from the railway station/airport to the Guest House/Hostel depending upon its resources. However, delegates staying in hotels or on their own shall not be entitled for free transport. Local registered delegates will be entitled for kitbags, free lunch, day tea/coffee and banquets only. Free Breakfast, lunch, day tea and dinner will be available to registered delegates with effect from evening of December 17, 2017 to the morning breakfast of December 23, 2017 only.

The registration fee should be sent to the General Secretary, Indian Academy of Social Sciences by an account payee DD in favour of Indian Academy of Social Sciences payable at Allahabad under registered cover. Outstation cheque or money order will not be entertained. Multicity cheques will be accepted.

Although on the spot registration will be made, yet the Organizing Committee is not bound to provide hostel accommodation to such outstation delegates if the accommodation is not available.

It is, therefore, advisable to get registered within the stipulated time in order to avoid last minutes inconvenience.

The invited scholars and members of the Executive Council, NAAC, Organizing Committee, Research Committees, Thematic Panels, Task Force and other bodies and special invitees are advised to pay the registration fee within the stipulated period and act in accordance with advice by the General Secretary, Indian Academy of Social Sciences. None is exempted from registration fee. Registration is necessary for enabling the Organizing Committee to arrange accommodation, transport and food for all.

Timely registration and intimation of need for accommodation will facilitate planning for food, accommodation, Transport, Kits, etc.

Refund of the registration fee will be made after deducting 40% as the service charges if the request for it is received before December 15, 2017. Literature of the XLI ISSC, however, shall not be supplied in such cases. Those who have registered but are not able to attend the XLI ISSC because of unavoidable reasons would be supplied all the publications if their request for refund is not received within the stipulated date or if they do not wish refund.

In the event of more than one author of a paper, all will be required to pay the registration fee individually. Co-author of a paper shall not be treated as accompanying person.

23 MEMBERSHIP

Indian Social Science Congress is open to ISSA members as well non-members. Those who wish to become members of ISSA are advised to post their membership fee along with filled-in membership form to the General Secretary. Such new members shall be eligible for concession in registration fee of XLI ISSC.

24 TRAVEL SUPPORT

All the scholars working in universities, colleges, research institutes, laboratories and R&D organizations shall be expected to seek travel and registration support from their respective organizations. Those who are retired or do not enjoy any institutional support are advised to write to the General Secretary, Indian Academy of Social Sciences before October 15, 2017. All research students in receipt of UGC/CSIR/ICSSR/ICHR/ICPR Fellowships shall meet their travel and registration fee from their contingency grants. Such research students who are not receiving any fellowship are advised to write to the General Secretary along with 'bonafide' and 'non-receipt of Fellowship' from their Registrar. Partial or full support will be provided on availability of fund. All Plenary speakers, Chairpersons/Conveners not having institutional support are advised to inform the General Secretary at the earliest.

All requests for travel support will be considered by the appropriate committee and decision will be communicated by November 15, 2017.

No one without paper and without prior commitment by the General Secretary in writing shall be entitled for travel support and on the spot payment of the TA bill is subject to receipt of UGC Grant before December 15, 2017 by Periyar University.

25 PROGRAMMES

Programmes of XLI Indian Social Science Congress shall begin at 0900 a.m. and will continue till 23.00 hours every day. Registration of local delegates will commence on December 16, 2017 and outstation registered delegates on Dec 17, 2017. An outline of programmes of XLI ISSC is given inside the cover page. The structure of programmes will be as follows:

0800 -	Registration
0900-1300	Plenaries
1300-1400	Lunch Break
1400-1700	Parallel Sessions
1700-1830	Special/Public Lectures
1830-1900	Free Time
1930-2030	Cultural Programmes/Official Meeting
2130-2300	Task Force/Young Scientists Meet/State Social Science Academies

(Those RCs, Thematic Panels/Symposia, Seminars etc which need extra time can hold their sessions during 1900-2030 and 2130-2300 hours)

Inauguration of XLI ISSC will be held between 1000-1200 hrs on December 18, 2017 and the valedictory between 1600-1800 hrs on December 22, 2017.

Printed copies of Programmes will be available to registered delegates with Kits from the registration counter with effect from December 17, 2017. Discount of 40-50% will be available on ISSA publications.

All Research Committees, Thematic Panels and Symposia groups shall meet on December 17, 2017 at 14.30 hrs. at Periyar University.

Annual Meeting of the General House of the Indian Academy of Social Sciences will be held on December 19, 2017 at 1800 hrs at Periyar University.

Organizing Committee and Executive Council shall meet on December 17, 2017 at 10.00 a.m. at Periyar University.

No Committee/Panel other than Plenaries can hold meetings between 0900-1300 hrs.

26 CERTIFICATE

Certificates will be available to the registered delegates with papers from the registration counter with effect from December 23, 2017 noon. All the registered delegates wishing to obtain certificates are requested to submit **'Self-Appraisal Participation Report'** to the registration counter latest by December 21, 2017 at 10.00 a.m.

No certificate will be issued to the registered delegates without papers. Participation without paper by the local scholars is welcome, but no participation certificate will be issued to them.

Although all are expected to stay and participate in the deliberations of XLI Indian Social Science Congress with effect from December 18 to 22, 2017, yet those who wish to leave before because of some urgency are advised to inform the Local Organizing Secretary and the registration counter the date and time of their departure along with their postal addresses in writing. Their certificates will be posted later on.

27 WHOM TO CONTACT?

PLEASE MAIL YOUR PAPER, MEMBERSHIP AND REGISTRATION TO THE FOLLOWING:

Dr. N.P. Chaubey
General Secretary
Indian Academy of Social Sciences,
Iswar Saran Ashram Campus,
Allahabad 211004 (U.P.)

Email: issaald@gmail.com; Tel: 0532-2544245 (O), 0532-2544570 (R)
Website: www.issaindia.in

PLEASE MAIL YOUR FILLED-IN FOOD & ACCOMMODATION FORM AND TRAVEL FORM TO THE FOLLOWING:

Dr. A. Elangovan
Local Organizing Secretary
41st Indian Social Science Congress
Professor and Head
Department of Commerce
Periyar University
Salem-636 011 (Tamil Nadu)
Email: puissc2017@gmail.com
M: 09894444146
Website: www.periyaruniversity.ac.in

PLEASE VISIT WEBSITES: ISSA:
www.issaindia.in and Periyar University www.periyaruniversity.ac.in

PLEASE CONTACT RESPECTIVE RESEARCH COMMITTEE/THEMATIC PANEL/ SEMINARS/ SYMPOSIA/WORKSHOP/COLLOQUIA CHAIRPERSONS (See page No 36)

41st INDIAN SOCIAL SCIENCE CONGRESS
NOTE ON
FOCAL THEME
INDIAN UNIVERSITY EDUCATION SYSTEM: A CRITICAL APPRAISAL
0100 PREAMBLE

Indian Social Science Academy (formerly Indian Academy of Social Sciences, ISSA) in *association* with Periyar University proposes to focus the deliberations of the 41st session of the Indian Social Science Congress (ISSC) on '**Indian University Education System: A Critical Appraisal**' with a view to comprehending its necessity, relevance and validity in advancing newer science of Nature-Humans-Society capable of liberating the peoples of India from perennial poverty, hunger, disease, unemployment, ignorance, etc. and enabling them to live well in peace and harmony with Nature.

0200 CONTEXT

Present-day events such as the privatisation of universities, or the commercialisation of education, cannot be correctly and critically understood without a deeper understanding of the history and philosophy of the Indian University Education System.

The fact is that the existing university education system was established in India in 1857 during the colonial times. There was no critical appraisal then. The privileged may have benefited more.] Higher education by its very nature is elitist or meritocratic. Now the access to higher education has improved with reservations and affirmative policies but the ongoing privatisation has led to an accentuation of inequalities in access.

Prior to 1871, there was no secular education in Britain. Rather this education system was designed and maintained as a monopoly of a religious organisation—the church—to suit the political agenda of the British rulers. The fact is that our present system still mimics and holds in high regard the Western University Education System (and universities such as Oxford and Cambridge) which were set up by the church during a religious war—the Crusades.

The various education commissions instituted after political independence in India, totally failed to correct (or even notice) this critical design flaw in the education system. As products of that education system, the members

just assumed that a system of education designed and perfected by the church, to create missionary minds, was most suitable to a free and democratic India, and what was required was only some minor tinkering with it.

Accordingly, a critical appraisal of the university education system is long overdue.

Some of these issues surfaced during the 38th session of the Indian Social Science Congress which deliberated on **‘Knowledge System, Scientific Temper and The Indian People’**. For example, Macaulay, in his Minute of 1835, advocated Western education for the sake of science. However, he used false history of science which was gullibly accepted for 150 years, by a mass of educated Indians without once attempting to cross-check it. A scientific temper demands that we cross-check everything, especially the premises on which we rejected the traditional education system and initiated the current university system. But despite much talk of scientific temper, this scientific temper was not exhibited in action.

Likewise, some of these issues also surfaced during the deliberations of the 39th session of Indian Social Science Congress, which had the focal theme **‘Emerging Interfaces of Social Science and Public Policy in India’**. In particular, the issue of colonialism in the social sciences was addressed in the presidential speech. The 40th session of Indian Social Science Congress was centred on **‘Peoples’ Health and Quality of Life in India’**, and gave rise to the question of values inculcated by the education system, given the total commercialisation of the medicine and health system.

What we need today is a fundamental reconceptualization of the aims and curriculum of university education. We need education which aims to free the mind instead of enslaving it, an education system which suits a free India, not a colonial India. We realize the large dimensions of the problem: that the colonialism globalised its university system, and that a university does not exist in isolation. However, we also realize that Indians are not the only ones seeking a solution to the lingering problems of colonialism and its education system. Africa, for example, is witnessing huge student agitations to decolonise education. Global norms and standards cannot be accepted as a given and need to be rethought. For example, we need to rethink the current ways of ranking of universities, and current ways of ranking the academics employed in the universities, keeping in mind the revised overall objectives of university education.

Accordingly, the Indian Social Science Academy and Periyar University, have resolved to deliberate upon **‘Indian University Education System: A Critical Appraisal’** during 41st Indian Social Sciences Congress.

0300 MEANING OF UNIVERSITY EDUCATION SYSTEM

A question may arise here: What does University Education System mean? In order to define it one needs to understand meaning of the word ‘System’. ‘System’ means ‘an assemblage or combination of things or persons forming a complex or unitary whole or any assemblage or set of connected members’. What it means is that system comprises interconnected objects/things/persons having some kind of common attributes/functions/ motions/actions. There may be natural system (e.g. mountain system, earth system, universe, etc), biological system (e.g. nervous system, digestive system, etc) and social system (e.g. political system, Economic system, education system, agrarian system, industrial system, etc). Each system has a process, a structure and a function. All its constituents form a single unitary whole appearing as a unit. Unity of collectivity is the founding block of a system. The system is dynamic and not static as it is in constant motion. Each system can have sub-systems. Viewed this way the University Education System, therefore, has several interrelated components having interconnected common functions, motions/ actions, all forming a single unitary whole. Motion/action/function of all the components shall refer to ‘process’ or ‘processes’, whereas the interconnections between and among various components shall refer to structure. Organization of the University Education System, therefore, shall mean both, structure and process. For examples, students, teachers, Vice-Chancellor, registrar, clerical staff, etc comprise the components of the University Education System, and the manner in which they are put together will refer to organizational structure. Subject departments, faculties, library, curricula, syllabi, pedagogy, medium, etc form another set of components of University Education System. Source and nature of funding too form its components. Philosophy and objectives put all the components together in a dynamic unitary whole. The manner in which they act together refers to social process, (In biology, ‘Anatomy refers to structure and physiology’ refers to process). It may be noted here that University Education System is a sub-system of a larger system called social system. The social system can be primitive, tribal, feudal, colonial, neocolonial, democratic, socialist etc. It will have political, economic, education and culture its main constituents. Objectives and functions of the University Education System, therefore, shall be determined by a larger social system’s objectives and functions. In other words, there will be and ought to be high order of correlation between the objective and function of the larger social system and the University Education

System. Prior to August 15, 1947, India was a colony of Britain because of which it had colonial social system and colonial university and school education system. Since the colonial social system was rooted in the philosophy of exploitation, plunder, loot of India's Wealth, it has exploitative social system having all kinds of commands and controls, all organized in a hierarchy. Indian University Education System had to serve this larger goal of the colonial system.

India became free on August 15, 1947 and a Democratic Republic on January 26, 1950. New democratic social system rooted in the principles of freedom, equality and fraternity is said to have come into existence. Peoples of India became sovereign of Democratic Republic. This called for corresponding change in colonial School and university Education system. Question to ponder is: Did Democratic Republic of India create a new democratic and scientific Education system in consonance with its Democratic social system and democratic needs and aspirations of its sovereigns, i.e. peoples of India?

0400 OBJECTIVES

The deliberations on '**Indian University Education System: A Critical Appraisal**' seeks to focus on following objectives:

HISTORY/ COLONIZATION

- (i) To examine the historical and philosophical genesis and growth of university education in India, both the traditional universities such as Nalanda and Takshshila, and the colonial university education system.
- (ii) To critically examine whether the colonial university education system rooted in the philosophy of social alienation and slavery suits the needs and aspirations of the people of present-day Democratic People of India.
- (iii) To reassess Macaulay's argument that university teaching must be done in English for the sake of science.
- (iv) To examine how the existing curriculum may be decolonised and democratised in all the branches of sciences, including in mathematics, science, and technology, commonly regarded as universal.
- (v) To assess the interconnections between present democratic Political-Economic System and University Education System
- (vi) To assess the relevance and validity of present hierarchical organization of universities (e.g. Central, State, Advanced Study Centre, Autonomous colleges, Deemed to be University, Private Universities, etc.) to University Education System.
- (vii) To assess the relevance and appropriateness of differential/preferential financing of Indian universities

AUTONOMY

- (viii) To examine the status of autonomy of Indian Universities
- (ix) To determine the nature and relevance of political interference in Indian Universities
- (x) To ascertain the ethical and moral standards of Indian Universities
- (xi) To assess the process of selection, placement and promotion in Indian Universities
- (xii) To assess whether university education is primarily meant to train people for jobs or whether university education must be separated from job-oriented training, with which it might coexist
- (xiii) To determine the connections between congeniality of academic environment and creative/ innovative research in Indian Universities

PRE-ADMISSION

- (xiv) To assess the curricular pressure exerted by admission tests and how to offset it.
- (xv) To assess the interconnection between School and Collegiate education system and University Education System.
- (xvi) To explore the impact of mushrooming of coaching institutes on University Education

NECESSITY AND RELEVANCE

- (xvii) To evaluate the necessity, relevance and validity of private universities and their impact on Indian University Education System
- (xviii) To determine to what extent university education must be regulated by the government and how. To assess the roles of government regulatory bodies such as UGC and NAAC
- (xix) To devise alternative ways of ranking universities, other than publication, citation, impact parameter etc. For example, if local social objectives are or ought to be a key concern of the university, the system of ranking universities and academics must be changed accordingly?
- (xx) To assess the necessity, relevance and validity of open universities and teacher education in the Indian University system
- (xxi) To assess the possible role of traditional knowledge in the curriculum.

FLAWS

- (xxii) To examine what ails the University Education system (Curriculum, teaching and examination) Why it is trapped in an unproductive spiral of poor teaching, flawed examination, poor learning and ineffective output, why does it produce graduates who may not have skills, or if they do, prefer to leave the country for better prospects
- (xxiii) To suggest alternatives to the aims and curricula of university education.

STUDENTS PROTESTS

- (xxiv) To assess the dynamics of rising students' protests and suicides in Indian Universities
- (xxv) To examine the obvious and hidden processes by which students come in through reservations are discriminated against, resulting in students' suicides in Indian Universities
- (xxvi) To examine the congeniality of faculty, students and administration

0500 ACTUAL UNIVERSITY EDUCATION IN INDIA

Historically, a system of school and college education was set up by the Christian missionaries at the time of setting up of the first missionary school in 1508, and Jesuit college in Cochin has been since 1550. These mission schools kept proliferating for centuries, and captured various sections of the elite to exert pressure through the students they taught. For example, Ram Mohun Roy, who helped set up the Presidency College, Kolkata in 1818, converted to Christianity, and wrote to the Viceroy asking that the British government should re-prioritise spending on introduction of Western education in India rather than on the Indian education with focus on Sanskrit. Macaulay, who is usually blamed for bringing in the Western education built on this political support from the indigenous elite, who remained blissfully unaware of his real motives that Western education was the cheapest means of preventing revolt. They did not notice the connection even though Western university education started in India in 1857, the year in which colonial power was overthrown, even if temporarily

The Sapru Committee Report of 1934 already opined that this system of education prepared students only for passing examinations, and not for any vocation in life. But it failed to notice what that system was designed to prepare students for. A few years later, the Zakir Husain committee, under the Congress administration tried to put into practice some of the ideas of Mahatma Gandhi, by advocating the teaching of some form of manual labour or productive work, or handicraft, and advocating the use of the mother tongue for education.

Post independence, the University Education Commission of 1948, under the chairmanship of S. Radhakrishnan, made some cursory remarks about the need to introduce critical thinking, without themselves putting in any critical thinking into the design and origin of the prevalent university education system. The students and teachers saw through this hypocrisy??, and continued to focus on examinations to the point that, today, coaching classes have not only become more respectable than schools, but they openly declare that their objective is to pass examinations, and not to acquire knowledge.

The Kothari Commission of 1964-66 suggested a drastic reconstruction of the education system, "almost a revolution", and laid out lofty principles of democratic values and scientific thinking, but did not make even the slightest dent in the prevailing system. Several other committees were set up for improving University Education after Kothari Commission.

It is true that university and higher education institutions have proliferated over the last 70 years. But this has not been enough to meet the growing demands. The major change has been in terms of privatisation following

the Ambani Birla committee report of 2000 suggesting the setting up of a credit line to finance job-oriented education.

While doing so, it needs to be kept in view that our University Education System has undergone series of changes since our independence. Now we have over 600 universities, 5000 degree and post-graduate colleges, dozens of IITs, NITS, hundreds of Regional Engineering Colleges, over 200 Medical Colleges, dozens of Medical and Health Science Universities, and hundreds of national and regional institutes under the auspices of CSIR, ICAR, ICMR, DST, DRDO, ICSSR, etc. We have Central universities, State universities and private universities. The Indian State of Democratic Republic of India started withdrawing from education and health in 1990 in order to facilitate rise of private universities on the philosophy of **‘Commodification of education and health’** which is tantamount to **‘Commercialization of education and health’**. Also, phenomenal growth of private coaching institutes as big business in education coupled with growth of corporate world led to the emergence of the online examination system. Extension of duration of degree courses from two years to three years, postgraduate courses from two years to three years along with introduction of admission tests and all levels too need to be **rocked** with??.

Also, a **‘policy of contract teaching’** as integral to the changed national labour policy called **‘Policy of contractual labour’** introduced by the then Prime Minister late Sri P.V. Narasimha Rao and then Finance Minister Dr. Manmohan Singh in 1990s ought to be studied for its impact on our University Education System. All subsequent Governments led by Sri Atal Behari Vajpai, Dr. Manmohan Singh and Sri Narendra Modi have continued to faithfully reinforce this policy without bothering much for its adverse impact on the society. The philosophy of New Education Policy of Education **‘emphasising skill development’** being put forward by the present Government too need to be studied objectively and seriously.

There is also a parallel education system called **‘Open Education/Distance Education’**.

While doing so, one must reckon with the following:

- (i) Several crores of educated young Indians holding Ph.D/MA/MSc/M.Tech./B.Tech/B.E./M.Ed/B.Ed/MBA, etc. are without any job. The Ph.D holders are even seeking job which are meant for unskilled. This is so while lakhs of teaching jobs in universities/colleges/schools/research institutes are lying vacant since 1990s despite achieving the so-called high rate of economic growth.
- (ii) Students passing UGC Junior Fellowship Tests and National Eligibility Test find hard to get Ph.D Admission and teaching jobs.
- (iii) Universities awarding BA/BSc/MA/MSc degrees do not value the degrees awarded by them. Instead they ask their students to appear in the new admission tests.
- (iv) Conduct of examination is now a big business
- (v) Though till date science has not discovered and developed such valid scientific test by which one’s potential can be correctly measured, yet all universities, colleges, institutes and examining centres are holding admission tests in the name of science freely without there being any challenges from the university professors and eminent or not-so-eminent scientists. Now Olympiads are held for selection of science students without any justification.
- (vi) Certificates of participation in departmental seminars/regional/national conferences are being used for getting UGC sponsored API scores for promotion and for being declared eligible for applying for the teaching posts.

0600 ALTERNATIVE CONCEPTS OF UNIVERSITY EDUCATION

Today’s world is called a democratic world. Being a Democratic Republic, India too is part of this democratic world. Democracy means sovereignty of people rooted in principles of equality, freedom and fraternity. Sovereignty of people ends all forms of preceding notions of sovereignty (tribal, feudal, imperial, colonial, capitalists, etc.) and all forms of slavery and all forms of politics. Its notion of equality is rooted in recognition of the natural truth that all humans, irrespective of their birth, gender, class, caste, creed etc, are Homo-sapiens and Homo-erectus and that no single individual or group of individuals have right of sovereignty over land, forest, mountains, rivers, mines, air, fire, etc. and that there are reciprocal relations between and among all living species including humans and between non-living and living. Sovereignty of the people also recognises the vital role of collectivity as against individuality and cooperation as against competition in survival, growth and well being of humans vis-à-vis other living beings. In democracy, therefore, bureaucracy, state, competition, market have no place. This is what M.K. Gandhi wrote in his seminal book **‘Hind Swaraj’** and opposed British type Parliamentary system.

The concept of University Education System has to be rooted in principles of democracy and peoples' sovereignty. University Education System has to be fully democratic, autonomous, free from politics and collectively managed. Its bond with the people and their needs for scientific knowledge of Nature-Humans-Society has to be very strong. There is no place for bureaucracy and hierarchy in the University Education System. University Education System has to be accessible and open for all those who wish to discover new knowledge. To be precise, doors of universities have to be open for all without any discrimination.

Question to ponder is:

Is the Indian University Education system capable of upholding democracy and promotion of science?

This being so, parameters for appraisal of our education system have to be democratic and scientific. Some of these can be as follows:

- (i) Democratic vs. authoritarian/colonial
- (ii) Autonomy
- (iii) Freedom
- (iv) Equality-Fraternity
- (v) Non-hierarchical
- (vi) Public
- (vii) Congeniality
- (viii) Absence of bureaucracy
- (ix) Absence of Political Intervention
- (x) Cooperative and Collective Management
- (xi) Openness and free admission
- (xii) Peoples' language
- (xiii) Connectivity/bond between the people and the university
- (xiv) Innovations/Creativity
- (xv) Quality of Education and research
- (xvi) Connection between University Education System and Public policies
- (xvii) Competence and devotion of faculty
- (xviii) Teacher-Student Relations
- (xix) Non-discrimination
- (xx) Utility of knowledge being produced and utilization of the same for public wellbeing
- (xxi) Secular
- (xxii) Ethical/Moral Standard
- (xxiii) Non-alienating or absence of social alienation
- (xxiv) Any other

A study of history of freedom struggles shows that several Indians tried to create an alternate concept of education and university education. Mahatma Gandhi in his **Hind Swaraj** (1909), Nanabhai Bhatt's Lok Shiksha in Amla and Gurudev Rabindra Nath Tagore's Visva Bharti were major contributions to alternate school education and university education. Mahamana Madan Mohan Malviya and Sir Syed Ahmad Khan established Banaras Hindu University and Aligarh Muslim University respectively. Question arises: What happened to these initiatives? Did these result in creating a new democratic and scientific school education system and university education system? Answer may be very frustrating. Visva-Bharati, BHU, AMU and Gujarat Vidyapith are now integral part of the same old university education system. Nana Bhai had established Lok Bharati Gram Vidyapith as an alternate Peoples' university after India attaining freedom from the British. His Lok Shiksha experiment spread in a few districts of Gujarat and over 100 Lok Shalas (Peoples School) were established. But neither the Government of India nor the State Government of Gujarat promoted these in order to replace the British-born School Education System and University Education System. Of late the Gujarat Government has stopped Grants to Lok Shalas and Lok Bharati Gram Vidyapith. Their extinction is imminent.

0700 THEMATIC ISSUES AND PROBLEMS

In accordance with the focal theme, all aspects of current university education should be subjected to critical inquiry. The ISSA categorizes topics into (a) major themes for the plenaries and (b) sub-themes for Research Committees and Thematic Panels. Since all the 28 Research Committees are structured around a subject/discipline,

each one of them should examine concerns specially relevant to their special fields of enquiry, with regard to university education. Appropriate suggestions in this regard are invited from members, scholars and all those concerned with university education.

0701 MAJOR THEMES

Following may be considered as the major themes of Indian University Education System:

- (I) Historical and Philosophical Foundations of Indian University Education System
- (II) Connections between Democratic Political Economic System after August 15, 1947 and Indian University Education System
- (III) Autonomy and Democratic character of Indian University Education System
- (IV) Impact of privatisation and commercialisation on Indian University Education System
- (V) Structures and processes of Indian University Education System
- (VI) Necessity, Relevance and Scientific validity of all forms of admission tests and devaluation of degrees and diplomas awarded by Indian universities.
- (VII) Connections between School and Collegiate Education and Indian University Education
- (VIII) Connections between University Education and Research and Research by Government Research Institutes (CSIR, ICAR, ICMR, DST, ICSSR, ICPR, IC&R) etc.
- (IX) Financing of Universities
- (X) Hierarchy in Indian Universities (Central, State, Deemed, Private).
- (XI) Impact of continuation of English in Indian Universities on the quality of Education and Research
- (XII) Social alienation and University Education System
- (XIII) Impact of in-roads of Foreign Universities and FDI on Indian University Education System
- (XIV) Assessment of curriculum of Indian University Education System
- (XV) Equality, Freedom and Fraternal relations in Indian University Education System
- (XVI) Rising conflict And corruption in Indian Universities
- (XVII) Rising students' protests ad suicides in Indian universities
- (XVIII) Rising unemployment of Ph. D holders and University/IIT/NITTs educated students.

0702 SUB-THEMES

INTERNATIONAL/NATIONAL/SEMINARS/SYMPOSIA/WORKSHOPS/COLLOQUIA

Following are the themes suggested for organisation of international/national seminars/ symposia /colloquia/workshops:

(XIX) INTERNATIONAL

- (i) European University Education System
- (ii) American University Education System
- (iii) African University Education System
- (iv) Chinese and Japanese University Education System
- (v) Asian University Education System
- (vi) Internationalization of Higher Education

(vii) NATIONAL

- (i) Connection between Indian School Education System and Indian University Education System
- (ii) Impact of Privatization/commercialization on Indian University Education System
- (iii) Linkages between Higher Education and Community

(iv) SPECIAL

- (i) Tamil And Culture
- (ii) Freedom, Equality and Fraternity
- (iii) Science, Religion And Politics

- (iv) Indian Economy And The People of India Today
- (v) Deepening Agrarian Crisis
- (vi) Unemployment And Jobless Growth

There are 28 Research Committees representing almost all subject of science. Each one of these can deliberate upon status of Education and research vis-a-vis Indian University Education System. For example, Agricultural Science Research can deliberate upon Agricultural Science University Education System, Medical and Health Science Research Committee on Medical and Health University System. Similarly the 21 Thematic Panels can examine the status of interdisciplinary research and theory.

0800 APPROACH

In order to arrive at an appropriate understanding of the Indian University Education System and the problems confronting it, it is necessary to adopt multipronged, multidisciplinary scientific approach. All teachers, students, vice-chancellors, policy planners and administrators have to be involved in the process. The whole deliberations have to be free from politics. Indian Social Science Congress is an ideal national forum for it. An attempt will be made to involve all the universities, IITs, IIMs, IISCIERS, NISERs, IISC, TIFRIR through pre-post and during XLI ISSC deliberations. All the Vice-Chancellors/Directors have been involved to the National Academic Advisory Committee of 41st Indian Social Science Congress. Having deliberations with every degree and Post Graduate College is quite difficult. Nevertheless efforts should be made in this direction. Since political parties and their leaders have been playing the major role in shaping the whole Education System in Democratic Republic of India, it would be ideal to invite all political parties to present their views.

XLI INDIAN SOCIAL SCIENCE CONGRESS

RESEARCH COMMITTEES

Code No.	Research Committee	Chairman (Outstation)	Chairman (Local)	Convener (Outstation)	Convener (Local)
1.	Agricultural Science	Prof. M.K. Naik Director of Research Professor Department of Plant Pathology University of Agricultural & Horticulture Science, Shivamogga-577204 (Karnataka) Email: manjunaik2000@yahoo.co.in druahs@gmail.com M: 098480838956, 09448183346	Dr. R.M. Kathiresan Professor Department of Agronomy Annamalai University Email: rmkathiresan.agron@gmail.com M: 09655188233		
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21.	Mathematical and Statistical Science	<p>Prof. Dr G.P. Youvaraj Director and Head Ramanujan Institute of Advance Study in Mathematics University of Madras Chennai 600005 Email: youvarajgp@yahoo.com M: 09444960037</p>	<p>1.Dr. P. Prakash Professor & Head Department of Statistics Periyar University, Salem 636 011 (Tamil Nadu) Email: pprakashmaths@mail.com M: 09443098070</p> <p>2. Prof. C. Selvaraj Professor & Head Department of Mathematics Periyar University, Salem 636 011 (Tamil Nadu) Email: selvavlr@yahoo.com Tel: 0427-2346202 (O), 0427- 2444719 (R) M: 09443549769</p>		
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XLI INDIAN SOCIAL SCIENCE CONGRESS

INTERDISCIPLINARY THEMATIC PANEL

Chairpersons, Co-Chairpersons, Convener

Code No	Theme	Chairman	Co-chairman	Convener	Co-conven-er
1.	Conflicts, War, Peace and Social Security	Dr. Kaberi Chakrabarti Associate Professor Department of Political Science University of Calcutta Kolkata E-mail : kabchak@gmail.com M: 09831263206	Dr. Sima Baidya Assistant Professor Centre for West Asian Studies Jawaharlal Nehru University New Delhi 110067 Email: sima.baidya@gmail.com M:09971388652		
2.	Democracy And Human Rights	Dr. Kalpana Kannabiran "Nivedita", Plot 314, Street 7, East Marredpally, Secunderabad 500026, Telangana State Email: kalpana.kannabiran@gmail.com M: 09849038920			
3.	Ecological and Environmental Protection Movements	Dr. K. Kathiresan Professor, CAS in Marine Biology Annamalai University, Parangipettai Email: kathiresan57@gmail.com M: 09442068003			
4.	Ethics of Science and Society	Prof. Baishnab C. Tripathy School of Life Sciences Jawaharlal Nehru University New Delhi 110067 E-mail : baishnabtripathy@yahoo.com ; baishnabtripathy@hotmail.com M: 9818104924		Dr. M.P. Terence Samuel Assistant Professor Department of Philosophy and Religion Visva-Bharati , Santiniketan Birbhum District - 731235 Email: mptencesamuel@visva-bharati.ac.in M: 09434007839	

5.	Global Warming and Climate Change	Dr.K.PALANIVELU. Director Centre for Climate Change Anna University Chennai E-mail : kpvelu@gmail.com M: 09444907746			
6.	History and Philosophy of Science	Prof. Murzban Jal Director Indian Institute of Education 128/2 J.P. Naik Path Kothrud, Pune 411 038 (M.S.) E-mail : murzbanjal@hotmail.com , murzbanjal@gmail.com M: 09224124224 Tel: 020-25436980,			
7	Information Technology, Mass Media and Culture	Prof. Chandrabhanu Pattanayak Director Institute of Knowledge Society Centurion University Bhubaneswar (Odisha) E-mail : pattanayakcb@gmail.com M: 07008155465			
8	Labour In Organised and Unorganised Sectors	Dr. Minaketan Behera Associate Professor Centre for Formal and Informal Labour Studies School of Social Sciences Jawaharlal Nehru University New Delhi 110067 Email: behera.minaketan@gmail.com M: 09899213682		Dr. Kali Chittibabu Assistant Secretary Centre for Informal Sector and Labour Studies School of Social Sciences 1 Jawaharlal Nehru University New Delhi 110067 Email: chitti4479@gmail.com M: 09441455937	
9	Nation-States and Emerging Challenges	Prof. Muzaffar Assadi Department of Political Science University of Mysore Mysuru 570 0076 E-mail: muzaffar.assadi@gmail.com M: 09448186295			-

10	Natural Resources, Bio-diversity and Geographic Information System	Dr. A. Shanmugam Professor and Dean Department of Marine Science Annamalai University Email: shanpappu48@gmail.com M: 09448186295	Prof. P.S. Tiwari Department of Geology University of Madras Chennai 500 006 Email:tiwarips@hotmail.com M: 09444253228		
11	Patent Laws and Intellectual Property Rights	Dr. M. Gandhi Professor and Executive Centre for International Legal Study SRM University Email: gandhi@gmail.com			
12	Peoples (Dalits, Tribes, Women, Peasants, etc) Struggles And Movements For Equitable Democratic Society	Dr. N. Nirmala B.R. Ambedkar College of Law Andhra University Visakhapatnam 530 003 E-mail : n.nadella@yahoo.com M : 09908473080			
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14	Peasants, Livelihood and Land-use	Prof. Alex Paikada Institute of Societal Advancement Trivandrum Email: apaikada@gmail.com M: 08075166784			
15	Political Economy of India	Dr. V. Upadhyay Department of Humanities And Social Sciences Indian Institute of Technology Hauz Khas New Delhin – 110016 E-mail : upadhyay@hss.iitd.ac.in M : 09871433606			

16	Population, Poverty and Migration	Dr. S. Rajendran Professor Department of Economics Gandhigram Rural Institute Deemed University Email: myranjendran@gmail.com M: 09894602551	Dr. Sujit Kumar Mishra Associate Professor of Economics Council for Social Development, 5-6-151, Rajendranagar Hyderabad – 500 030 Email: sujitkumar72@gmail.com M: 0990812374	Dr. Soumya Vinayan Assistant Professor of Economics Council for Social Development 5-6-151, Rajendranagar Hyderabad – 500 030 Email: soumyavinayan@gmail.com M: 09440728895	
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18	Science Communication and Science Popularization	Er. Anuj Sinha Plot GH 19, Sector 56 Gurgaon 122011 (Haryana) Email: cpranuj@yahoo.com ; sanuj@nic.in M: 09717048666			
19	Social Processes, Social Structures and Social Alienation				
20	Science, Technology and Social Development	Prof. P. Goswami Director National Institute of Science Technology Development Studies (NISTADS) CSIR Pusa Gate, K.S. Krishnann Marg New Delhi 110012 Email: pgoswami@nistads.res.in M: 09980724251			

21	Unity of Science (Science of nature- Human-Society)	Prof. M.S. Raghunathan Guest Professor Department of Mathematics IIT Bombay, Powai Mumbnai 400076 E-mail : msr@math.iitb.ac.in M: 09869013889		Prof. Sugra Chunawala Associate Professor Homi Bhabha Centre For Science Education Tata Institute of Fundamental Research V.N. Purav Marg, Mankhurd Mumbai 400088 (M.S.) E-mail : sugrac@hbcse.tifr.res .in M: 09833547752	
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VII ALL INDIA YOUNG SCIENTISTS CONVENTION

PREAMBLE

Indian Academy of Social Sciences in association with Periyar University shall hold the '7th All India Young Scientists Convention' between December 18-22, 2017 at Periyar University, Salem with a view to enabling young scientists to comprehend better and make creative/innovative contributions to science.

THEMES

The 7th All India Young Scientists Convention shall deliberate upon the following issues:

- (xi) Concept and Theory of Science and Nature/Society
- (xii) Interfaces of Biological Science
- (xiii) Biotechnology, How it can help us?
- (xiv) Frontiers in Physics and Chemistry
- (xv) Role of Nanoscience in Developing New Technologies
- (xvi) Possibilities of High Performance Computing and Big data analytics
- (xvii) Designing and Conducting Experiments in Physics, Biology and Bio-technology
- (xviii) Training for Crystal structure determination and Molecular Modelling
- (xix) Problems of Young Scientists in doing science
- (xx) Problems of Scientific writings

APPROACH

Multidisciplinary interactive dialogue with hands on experience will enable the young scientists selected from diverse disciplines to learn science better and be creative. There will be eminent scientists from Physics, Biological/Life Science, Biotechnology and Chemical Science, for interaction with the young scientists. There will also be scientists from abroad. Senior scientists shall help the young scientists to design and conduct experiments in the laboratories of Periyar University.

SELECTION OF YOUNG SCIENTISTS

Young scientists doing post-graduate studies and research in Universities and Research Institutes who would be interested to participate in the 7th All India Young Scientist Convention will be asked to submit a brief write up describing their innovative ideas to Prof.P.Kumaradhas of Periyar University by 1st of November, 2017. About 50 of them will be selected on the basis of their write up to participate in the Convention. The selected participants will

be asked to submit a paper by 15th November, 2017 on their innovative ideas and some of them will be allowed to present their paper during the convention.

REGISTRATION

All those who will be selected shall have to register before November 30, 2017. All outstation registered young scientists shall be provided free hostel accommodation, transport, food, kits and necessary facilities for conducting experiments under the guidance of senior scientists at Periyar University.

The filled-in Registration form shall be mailed to the *General Secretary, Indian Academy of Social Sciences* and requested for accommodation, food, transport, etc shall be sent to the *Local Organizing Secretary*. Registration fee for outstation young scientists is Rs. 2,500/- and Rs. 1,500/- for the local. An

WHOM TO CONTACT ?

Please contact any of the following for further details:

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2. Prof. P.Viswanathamooty
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3. Dr. K.A.Ramesh Kumar
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6. Dr. M.S.Sathish
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8. Dr. T.Pazhanivel
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**41st INDIAN SOCIAL SCIENCE CONGRESS
SPECIAL SEMINARS/SYMPOSIA/WORKSHOPS/COLLOQUIA**

Details of International/National/Special/ Symposia/Seminars/Colloquia to be held during the Congress are given below. Scholars interested in them are advised to contact the respective Chairpersons, Co-chairpersons and Conveners while mailing their papers to ISSA and them.

(IV) INTERNATIONAL

(i) CHINESE AND JAPANESE UNIVERSITY EDUCATION SYSTEM:

Chairman: Prof. Avijit Banerjee
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(V) ASIAN UNIVERSITY EDUCATION SYSTEM

Chairman: Prof. Varaprasad S Dolla
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(VI) INTERNATIONALIZATION OF HIGHER EDUCATION :

Chairman: G. Palanithurai
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(II) NATIONAL

(IV) IMPACT OF PRIVATIZATION/COMMERCIALIZATION ON INDIAN UNIVERSITY EDUCATION SYSTEM

Convener: Prof. Anu Satyal
Assistant Professor
College of Vocational Studies
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(V) LINKAGES BETWEEN HIGHER EDUCATION AND COMMUNITY

Chairman : Dr. V. Raghupathy
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(III) SPECIAL

(VII) PEOPLES OF TAMIL NADU AND THEIR CULTURE

Chairman: Prof. C. Swaminathan
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(VIII) FREEDOM, EQUALITY AND FRATERNITY

Chairman : Dr. Sudhir Vombatkere
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Convener : Gopal Krishna
Editor Toxics Watch
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(IX) SCIENCE, RELIGION AND POLITICS

Chairperson: Dr. Chitra Kannabiran
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(X) INDIAN ECONOMY AND ITS PEOPLES TODAY

Chairperson: Professor Padmini Swaminathan, Visiting Professor,

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**NATIONAL SYMPOSIUM
ON
CONNECTION BETWEEN SCHOOL EDUCATION SYSTEM AND UNIVERSITY EDUCATION SYSTEM
A CONCEPT NOTE**

0100 PREAMBLE

Indian Academy of Social Sciences and Periyar University propose to hold a national symposium on **‘Connection Between School Education System and University Education System’** in India during the forthcoming 41st session of the Indian Social Science Congress in December 18-22, 2017 at Periyar University, Salem, Tamilnadu.

0200 CONTEXT

There is a close connection between School Education System and University Education System. School Education System prepares students for University Education as well other technical education including medical and engineering. Good school education is the vital foundation for good university education. However, School Education System itself is in deeper crisis which affects the quality of University education and research negatively. It is observed that majority of the students admitted in university have poorly developed linguistics and logical. They find difficult to comprehend abstract ideas and theories. This, of course, is not being highlighted by our researchers. All knowledge of perennial tests of admissions have compounded the problem. High School and Intermediate certificates are no longer valued for admission, although the ritual is still kept intact. Question is why?

In order to seek answer to the question **‘why’**, it is necessary to investigate the present school education system and its connection with the University Education System. While doing so, one must confront and examine the necessity, relevance and multiplicity of all kinds of schools (e.g. Government, Private, Commercial Convent, Open School, Distance School, Coaching Schools, etc and the lack of uniformity and commonness in School Education System. Impact of contract teaching and casualisation of teaching through Shiksha Mitra too need to be studied. Manner in which mushrooming of coaching institutions affect School Education System too need to be examined.

Commonality of philosophy and changing objectives of School and University Education System in historical perspective ought to be studied.

NCERT is a premier national institute devoted to School Education whereas UGC and NUEPA are entrusted with the University. The nature of contributions of NCERT, UGC, NUEPA ought to be examined.=

0300 OBJECTIVES

The proposed national symposium on **‘Connection Between School Education System and University Education System’** aims at the following:

- 0301 To appraise the historical and philosophical commonality between School Education System and University Education System during British rule in India.
- 0302 To investigate the changes (democratic and scientific) in the objectives and philosophy of School Education System and University Education System after India’s independence on August 15, 1947.
- 0303 To assess the commonality in structure and process of School Education System And University Education System.
- 0304 To assess the connection between School Education System and University Education System
- 0305 To explore the impact of multiple School Education System on quality of School Education and its impact on University Education.
- 0306 To verify the hypothesis that School Education System and University Education System, both, are alienation-causing education system.
- 0307 To determine the connection between unemployment, social violence and unrest, etc in School Education System and University Education System.
- 0308 To suggest remedial means
- 0309 Any other

0400 APPROACH

The National Symposium on ‘**Connection Between School Education System and University Education System**’ is wide open to school, college and university teachers, policy planners, social activists and educational administrators, NCERT, NUEPA, UGC, DST, etc are welcome to it.

WHOM TO CONTACT ?

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- Convener:** Dr. Varada M. Nikalje
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**NATIONAL SYMPOSIUM
ON
DEEPENING AGRARIAN CRISES IN INDIA
A CONCEPT NOTE**

There is hardly any disagreement that development of agriculture is essential not only for agriculture but for sustainable development of Indian economy as a whole. This sector contributes 17.4 per cent of the gross domestic product (GDP) to the Indian economy (GOI, 2016). Needless to mention that rural India constitutes about 69 per cent of population, majority of them depends on agriculture for their subsistence. About 48.9 per cent of the workforce are engaged in agriculture and allied sectors. In order to meet the requirement of food grains high yielding varieties of seeds, chemical fertilisers, pesticides, weedicides, irrigation combine were introduced popularly known as Green Revolution, and resulted into significant increase in production and productivity. India attained self sufficiency in food grains production from 50 million tonnes in 1950-51 to 265 million tonnes in 2013-14, now it has declined to 252 million tonnes. However, fact remains that agriculture has been in quagmire of deceleration. Question arises as to why farmers have been in distress when they have produced to the level of self sufficiency. Moreover, narrowing the base of employment for landless labourers because of low investment, diversification, and cropping intensity and later on account of mechanisation drove them to migrate and left women for local agriculture. Various Official Reports underlined broadly two root causes of agrarian crises: low growth with declining productivity and high dependence of population on lower farm income. Agrarian crises may be identified through various dimensions, such as, deceleration in growth of agriculture, institutional crises, technological crises, crises of governance, environmental crises, policy crises, and so on.

Institutional Crises

Deepening agrarian crises in India has been in the national discourse since the British Colonial Rule and its exploitative institutional revenue systems. It has serious implications on production and productivity and deepening of agrarian crises. After independence institutional crises were addressed through agrarian reforms, i.e., abolition of zamindari system, ceiling on land and land redistributions, which remained an unfinished agenda till date. Institutional reforms was basically aimed at unleashing productive forces, technological transformation and self reliance towards addressing basic needs through income redistribution, rural employment and increased investment in agriculture (Rudolph and Rudolph, 1987). Various enactments of tenancy reforms including abolition of the Zamindari System were significant landmarks. However, execution was slow and land reforms agenda remained unfinished, which was gradually pushed to back seat. Implementation remained questioned, contrary to the expectations attached with own government of the people of India. Needless to mention here that Indian agriculture is mainly dominated by majority of the marginal and small holdings, with unequal distribution of land.

Gradually institutional crises deepened and land reforms was pushed to backseat and SEZ took over the front seats and land acquisition took a different turn. Institutional crises may be seen in failures of various institutions of backward and forward linkages, which were supposed to facilitate agricultural production, productivity and income. These institutions are broadly related to (a) land ownership and operation, (b) credit (c) market, extension services, etc.

Rural indebtedness is an indication of deficiency of rural income to carry out necessary activities for livelihood support. Even today languishing agriculture remains the main source of rural income and livelihood support for majority of farmers and agricultural labourers who have generally been sustaining their livelihood and cultivation through mobilization of resources by borrowings, which is a matter of serious social concern. Inadequacy of institutional credit delivery network, poor performance of credit cooperatives, regional rural banks, and commercial banks, to meet their farm lending targets, and high cost of rural banking, etc., have aggravated further and manifested in tragic deaths. In India, one farmer committed suicide every 32 minutes between 1997 and 2005 (UN, 2005). About 2,72,495 farmers committed suicides during 1995 to 2011. National Bureau of Crime Report 2015 brought alarming fact to the tune of 36734 tragic deaths of farmers during 2013-15.

(c) Markets play significant roles in development of agriculture. Input markets (seeds, fertilisers, water, machine services, etc.) are broadly managed by private players. Public provisions have been too little to serve the purposes. Private players ranges from local market to multinationals (Monsanto, Syngenta, Cargil, etc., seed companies). Moreover, Hariyali, ITC, E-Seva, etc., centres have emerged for single window solutions. It is not only a costly affairs, it requires funds liquidity available for the purchase, be it seeds, fertilizers, water, machine services,

etc. Majority of marginal and small farmers have been constrained and trapped by the moneylenders at exorbitant rate of interest. It is not only costly, it is free from accountability, particularly in case of spurious seeds, even if it is not germinated or if germinated but not grained. Output markets have been equally sensitive, as MSP have little coverage. Output price elasticity has been supply sensitive and farmers have been forced to sell their output to middle man at distressed prices to fetch their unmet need.

Technological Breakthrough and Crises

Agriculture was given priority in the First Five Year Plan in terms of resource allocation to address the question of food shortage. Advent of Green Revolution was another significant initiative towards securing increased volume of agricultural production at higher productivity. Green Revolution technology comprised irrigation, High Yielding Varieties (HYV) seeds, chemical fertilizer and pesticides combined created a new environment for production and increasing productivity. Irrigation cover has increased significantly but suffered variation of lopsided distribution. Surface and ground water irrigation captured through public and private investment although contributed significantly in increasing production and productivity in agriculture, its uncritical exploitation has compounded environmental challenges, such as waterlogging, salinization of soil, depletion of water table, etc. Chemical fertilizer and pesticides combined is another technological input for higher production and productivity, which brought a significant returns in agriculture. In absence of nutritional mapping of soil, generally, a thumb rule was applied to use nitrogen, phosphorus and potash (NPK) broadly in proportion of 4:2:1. This ratio was also not a sacrosanct norm, it was 7.4:1.7:1 in 65-66 and still 6.7:2.4:1 in 2014-15. It further deteriorated with alarming regional variations causing nutritional imbalances and irreparable damages to soil nutrients. HYV of Seeds encouraged farmers for intensive cultivation, which at the end had many positive results. Development of Genetically Modified Seeds, Terminator seeds, and Composite seeds also contributed towards increasing production and productivity, but fact remains that, in absence of effective extension services, these technologies had mixed responses in terms of production and productivity, which left Green Revolution much to be desired. However, development in agriculture made this country almost self reliant on food front along with many complications questioning greenness as such.

Expansion of irrigation network, use of modern technology - HYV seeds, chemical fertilizer, pesticides combined - cropping pattern changed remarkably. Cropping intensity also improved to the level of 139 per cent (Ag. Stat. at a Glance, 2015). Changed cropping patterns, from traditional, which were having self feeding mechanism to maintain nutrition level of land has gradually been destroyed. Extension services could not reach to farmers for upgrading them technologically, rather it damaged the nutritional level of soil in absence of proper administration and monitoring. But percentage coverage of food grains did not change significantly. However, unirrigated cover of concealment remained pervasive, which affected the cropping intensity, employment and productivity in agriculture to make the agriculture non-viable. Extension services for technological exposure, soil nutritional mapping and capacity building of farmers were expected, which still remained a distant dream.

Policy Crises

Policies in agriculture being an unorganised sector having asymmetric information, agroclimatically and politically sensitive, and strong link with consumer has been very important. India has a rich stock of agricultural policies initiatives (such as Foodgrains and Agriculture Policy initiatives 1943, 1947, 1950, 1957, 1966, 1990, 1999 and 2000), reflected in planning documents, High Power Committee, National Farmer Commission 2004 with a perspective of Central Government and stakeholders perspectives have completely been missing. Thus, regional specification, variations and requirements remained almost unrepresented and hence summarily non implementable (Deshpande, 2016). Fact remains that the agriculture and peasants are yet to get their due place and share in the mainstream development of the economy. Many policies for land and water management, technology, credit and inputs, processing, marketing, prices, storage, distribution and protection against vulnerabilities, etc., have not been sufficient to repose the confidence and safeguard farmers interest. This sector was accorded priority since the First Five Year Plan in terms of resource allocation to address the question of food shortage. Green Revolution with Grow More slogan, Credit Cooperative Banks and Societies, Small Farmers Development Agency, Programmes for self and wage employment, million wells scheme, etc., were a few to list them. However, if we look at the budgetary allocation in terms of Revenue Expenditure, it was not commensurate to the promises and declined gradually particularly after liberalisation policies.

Administered Price Policy for select crops were put in place. Basic objectives of this price have been to maintain floor price so that farmers are protected from distress selling of crops. Government of India announces minimum support price (MSP) for 25 crops before respective kharif and rabi seasons. This administered price

includes costs of production and permissible margin as well. However, if we look at the MSP of select major crops, it appears highly ineffective and undependable because of weak structure and coverage of crops for procurement. Price and insurance policies remained ineffective and hardly could address the interest of the farmers pushing them into debt trap and distress resulting into tragic death. Thus, remunerative prices to farmers remained always a challenge. Farmers have been compelled to sell their output to middle men at Farm Harvest Prices, which have been quite below the costs. Subsidies as a per cent to GDP has been quite low and most of the time declining (Deshpande, 2016:32). Terms of Trade has mostly been against agriculture (Diwakar, 1993). Recent trend between 2004-05 and 2014-15 is also in continuity with a few exceptions (GoI, 2015). This trend has created wide gap between peasants and professors (Patnaik, 2015). Crop Insurance is yet to become meaningful for non viable farmers. Privatisation of insurance has made it further vulnerable.

Aggressive commercialisation and capitalist farming for hunting profit has made farmers more vulnerable after advent of Corporate Farming and Agribusiness. Globalisation and WTO with its implications on agriculture has distanced this sector away from the level playing field. Agriculture and Trade Policies, suffered from 'big but poor' syndrome (GoI, 2016). Jandhan Aadhar Mobile (JAM) and Direct Bank Transfer (DBT) for transparency in MNREGA, which has reduced fund floating, delay payment and leakages to a certain extent but still remained a major challenge to address to rural unemployment (GoI, 2016).

Crises of Governance

Governance remained basic issues in the context of development in parliamentary democracy but unfortunately Polantz's hypothesis was validated and governance remained confined to law and order towards serving the interest of ruling class. Loknayan Jaiprakash underlined this very categorically. He said: "The failure to implement those laws for such a protracted period of time has inevitably led to the growth of the rural violence that we are now witnessing. It is not the so-called naxalites, who have fathered this violence, but those who have persistently defied and defeated the reform laws for the past so many years - be they politicians, administrators, landowners, or money lenders Also responsible are the course of law where the procedures and costs of justice have conspired to deny a fair deal to the weaker sections of our society." (JP, 1971). Even his own followers proved Kalecki's hypothesis ("Whenever social upheavals did enable representatives of lower middle class and rich peasantry to rise to power they invariably served the interest of the big business (often allied with the remnants of the feudal system)" right (Kalecki, 1976). Thus, if the Congress did not pursue land reforms, non-Congress governments with exception did not prove substantially different either. As a result, land concealment beyond ceiling continued on many counts. Irrigation coverage languishing at 47 per cent after seven decades of independence is a testimony of passive political will for agricultural development. Implementation of minimum wages and gender differential of wages are another dimensions of indifference. Non-implementation of schemes and programmes, lower allocation of resources, input markets instability, decelerating growth, low minimum support prices, weak support system and delivery mechanism, lacking participatory policy perspectives, etc., are to name a few lapses of governance responsible for aggravating agrarian crises. Farmers movements to draw the attention of government in democracy remained almost unheard. Therefore, agrarian crises have been deepening bad to worse.

Consecutive failures of governance in terms of effective policies and their implementation right from the redistribution of land to the tillers to accelerating growth with employment and justice were witnessed. Instead of correcting those lapses the economy has been moving in a different direction in the interest of the rich and corporate sectors with a faster pace of reforms. Interestingly despite symptoms of all the negative indications against the poor, contradictory policies for reforms have been put in place with a lip service to the poor. Unless poor producers are brought in the mainstream of production, control over the means of production and distribution on sustainable basis this process of marginalization, distress and despair, which has emerged out sharply in the era of reforms and globalisation of markets, may not be checked. Lowering the rate of interest on institutional loans and Right to Work may have positive effects subject to effective implementation, which is always doubtful. However, Right to Work on ad hoc basis cannot be continued for long. Sustainable employment generation led growth process for poor producers need to be put in place. This needs stronger and active role of State, which has been narrowing down during reform process. State has compromised with anti-poor development players. Therefore, pro poor activism of civil society and effective mobilisation and resistance of peasants and social activists have become necessary to create pressure on State to perform pro-poor role to achieve growth with employment and justice.

Following themes are merely suggestive and may not be exhaustive:

- Political Economy of Agrarian Crises,
- Unfinished agenda of Institutional Reforms,
- Decelerating growth performance of agriculture,
- Subsistence farming
- Diversification of Agriculture: Horticulture, Livestock Economy, Acquaculture, and Value Added agriculture
- Shinking livelihood options
- Irrigation and water markets
- Technological breakthrough, seeds control, and crises,
- Environmental challenges
- Policy crises
- Rural credit structure and Farmers' indebtedness
- Commercialisation of agriculture, prices and marketing
- Crop insurance, Ware housing,
- Globalisation, WTO and its implications on agriculture
- Peasant movement
- Farmers despair, distress and tragic death
- Crises of Governance
- Linkages between Agriculture and Industry

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ABOUT SALEM

SALEM

Salem is known as Geologist's paradise, in the geological view point, surrounded by hills and the landscape dotted with hillocks. It is located on the high grade Precambrian terrain of South India with a network of shear zones of Neo to Early Proterozoic age. The Precambrian shield areal Southern India, which is governed by cratons and mobile belts include Southern Granulite Terrain (SGT) or Pandiyar Mobile Belt (PMB) in which Salem Group contains rock types older than 3000 million years old. The Crustal architecture of Indian shield area in this region is comparable with other shield areas of the world viz. Africa, Australia, Canada and South America.

Salem was known as Sailam as found on inscriptions referring to the country surrounded by the hills - Nagarmalai in the north, Jeragamalai in the south, Kanjamalai in the west and Godumalai in the east. The Kariyaperumal Hill is situated within the city in the southwest. The popular tourist destination Yercaud hill station is located in the Shevaroys range of hills in the Eastern Ghats at an altitude of 1515 metres above sea level. The Thirumanimuthar River flows through the city, dividing it into 2 parts.

Salem is also considered as a museum of Geology for having many varieties of rocks namely Charnockite, Pyroxene Granulite, Magnetite Quartzite, Khondalite, Calc Granulite, Granitoids or Granitic rock, Soapstone etc. and minerals like Magnesite, Dunite, Bauxite, Limestone, Magnetite, Quartz, Feldspar etc. here. There are 83 Major Mineral mines, 108 Granite quarries and 35 Roughstone quarries in Salem District. Hence the Geological Survey of India Training Institute (GSITI) had established a Field Training Centre (GSITI-FTC) at Salem in 2010, the first of its kind in the State, was inaugurated on the premises of Salem Periyar University which imparts state-of-the-art training in various disciplines of Earth Science to the Geologists across the country. Many industries like Salem Steel Plant, a unit of the Steel Authority of India, the Southern Iron and Steel Company (part of JSW Steel), Vedanta (MALCO), SAIL Refractory Company Limited (formerly Burn Standard), TANMAG, Dalmia Magnesite, TATA Refractories, Ramakrishna Magnesite TAMIL besides many granite industries are here and it may be apt to say SALEM is for S – Steel, A - Aluminium, L- Limestone, E- Electricity, M – Magnesite/ Mango.

Rocks and minerals contribute greatly to the economy of a country or region where they are found. Salem region has geologically interesting sites such as Magnesite deposits in Chalk hills, banded iron formation (BIF) in Kanjamalai, Godumalai and Nainarmalai in Namakkal District; Bauxite at Yercaud hill in Salem District and Kolli hills in Namakkal District, crystalline limestone at Sankagiri in Salem District besides Molybdenum near Harur in Dharmapuri District and Platinum Group of Elements from Ultramafics of Sittampundi Complex in Namakkal District. Salem has one of the largest Magnesite deposits in India found in Chalk hills covering an area of 17 Sq. Kms and estimated to be 44 million tonnes. India ranks 7th position in the world with an estimate of Magnesite reserves accounting for 20, 000 Mt and produce about 100 Mt of Magnesite.

Salem had produced some of the finest iron and steel in the world dated back 3 BC and India had traded it over Europe, China and the Middle East. This indicates that the production of wootz steel was almost on an industrial scale in what was still an activity predating the Industrial Revolution in Europe. The method was to heat black magnetite ore found in Salem region as Banded Iron in the presence of carbon in a sealed clay crucible inside a charcoal furnace. An alternative was to smelt the ore first to give wrought iron, then heated and hammered to be rid of slag. The carbon source was bamboo and leaves from plants such as Avarai (*Senna auriculata*). The Chinese and locals in Sri Lanka adopted the production methods of creating Wootz steel from the Chera Tamils by the 5th century BC. Investigations by the researchers of IISc, Bangalore opined that the properties of the ultra-high carbon wootz steel such as superplasticity justify it being called an advanced material of the ancient world with not merely a past but also perhaps a future.

ABOUT PERIYAR UNIVERSITY

The Government of Tamil Nadu established the Periyar University at Salem on 17th September 1997 as per the provisions of the Periyar University Act, 1997. The University covers the area comprising the districts of Salem, Namakkal, Dharmapuri and Krishnagiri. The University got the 12(B) and 2f status from the University Grants Commission and has been reaccredited by NAAC with 'A' grade in 2015. The University is named after the Great Social Reformer E.V. Ramasamy affectionally called 'Thanthai Periyar'. The University aims at developing knowledge in various fields to realize the maxim inscribed in the logo "Arival Vilayum Ulagu" (Wisdom Maketh the World). "Holistic development of the students" is the primary objective of the esteemed Periyar University. The University is located on the National Highway (NH7) towards Bangalore at about 8 Kms from New Bus Stand,

Salem. It is well connected by frequent city bus services linking Salem and other places like, Omalur, Dharmapuri, Krishnagiri and Mettur.

Periyar University imparts higher education at three levels, i.e., through its Departments of Study and Research, Periyar Institute of Distance Education (PRIDE) and the affiliated colleges. The University has eight clusters and twenty eight departments are there which offering Post Graduate & Research Programmes and eighty one affiliated colleges, six Constituent Colleges and one PG Extension Centres. The Choice Based Credit System (CBCS) has been introduced for the various courses offered by the University from 2008-09 onwards. Periyar University is offering four Certificate Courses from 2009-2010 onwards. The Certificate Courses are designed in order to cater to the current needs of the public. The Student Support Services of Periyar University are available through Library system, National Service Scheme, Youth Red Cross Society, Women's Welfare Centre and avenues for Sports and Games. The University has established 6 Constituent Colleges namely Periyar University Arts and Science College (PRUCAS) at Mettur Dam, Senthamangalam Iddapati, Pennagaram, Harur and Pappiredipatty. Thanthai Periyar had been advocating throughout his life the importance of being rational and created a stir by his self respect movement. He incessantly toiled for social justice among people, fought to liberate the down trodden women and insisted on the priority of one's mother tongue. The Periyar Chair was created in 1998 to inculcate these ideas in the minds of students.

Periyar Institute of Administrative Studies (PERIAS) started functioning from March 2009. Apart from training students for preliminary and main examinations for the Civil Services, the institute plans to conduct various coaching classes for examinations conducted by different organisations like Tamil Nadu Public Service Commission (TNPSC) and Staff Selection Commission (SSC) in the near future. To make a significant mark during the centenary celebrations of Perarignar Anna, a chair has been established after his name as "Anna Chair" in May 2009. It crystallizes the greatest thought provoking ideas of Anna for the development of children, youth and women in the country. It proposes to focus on the social issues and upliftment of the poor. Centre for Nano Science and Technology has been established recently in the Department of Physics. The Government of Tamil Nadu has generously sanctioned One Crore rupees for the academic and research activities of the Centre. Department of Geology proposes to establish a Centre for Geoinformatics and Planetary Studies in the current academic year. Periyar Institute of Distance Education (PRIDE) is imbibing knowledge into the veins of the students who could not take up the regular academic studies due to their economic condition. PRIDE has three hundred and eighty three study centres throughout India and six abroad.

The established Departments, Centres, Institutes and Chair are contributing their best through academic, research and extension activities. The University is playing a paramount role in bringing multi-faceted development for the country. The University is consistently organising various academic activities to bring researchers, scholars, activists under one umbrella to discuss, deliberate and carve out time-demanding solutions to social problems. The University stands apart with its unique "Village Adoption" activity. The University tie-ups with various academic, research institutes and universities across the world bring laurels to the academia. The University proudly celebrates days that have International significance like National Human Rights Day, Science Day, Women's Day, Environmental Day, World Mother Tongue Day to mention a few.

KAILASANATHAR TEMPLE, THARAMANGALAM

Tharamangalam is famous for its beautiful and historic Kailasanathar temple. The temple features exquisite stone carvings of the Yali (mythological dragon), depicted with an actual stone ball inside its mouth (one can even put one's finger inside the Yaali's mouth and rotate the ball). The Kailasanthar Temple also has a carving of Rathi looking at [Manmadhan] , where if you look from Rathi's side manmadhan is visible but if you look from Manmadhan's side, Rathi is not visible since she is supposed to be hiding from Manmadhan's. Also depicted at the temple is a scene from the Hindu epic Ramayanam (Vali & Sukrivan fighting, depicted on one pillar, and Lord Ram with bow and arrow aiming to kill Vali depicted on another pillar). It also has a special parrot and flower statue on ceiling of the temple which can be rotated. And it has a special vinayagar statue on which if you pour water it will go to a well below it and you can't see through which the water travels through and you can hear the falling sound of the water. The temple has a secret underground way which the king who build the temple uses to travel to another temple called Sokkanather temple located at Amarakundhi located 6 km from Tharamangalam.

This Temple is dedicated to Lord Shiva, which is an architectural marvel with sculptures equivalent to Madurai Meenakshi Amman Temple. It attracts visitors from various parts of our country. Iraivan is Sri Kailasanathar & Iraivi is Sri Sivakami Amman. Kailasanathar Temple, which is opposite the bus station, has a massive stone wall around it measuring 306' by 164' that was built in the thirteenth century.

The main 5-storey, 90 ft. high entrance tower is designed as a chariot on wheels, drawn by elephants and horses. The huge entrance doors of this west-facing temple are made of Vengai wood (*pterocarpus marsupium*). They are studded with non-rusting iron knobs, each in a different pattern. It is believed that when the enemies' elephants come for charge they get hit by the iron knob and repel the attackers.

The door panels are decorated with wooden carvings of the incarnations of Vishnu, unusual for a Shiva temple. Intermittently, the wall is embossed with stone carvings of fish, tortoise etc., and an impressive 5-tiered gopuram (tower) welcomes devotees. The inner courtyard is spacious and is surrounded by a pillared corridor.

METTUR DAM

The Mettur Dam is one of the largest dams in India built in 1934. It was constructed in a gorge, where the Cauvery River enters the plains. It provides irrigation facilities to parts of Salem, the length of Erode, Namakkal, Karur, Tiruchirappalli and Thanjavur district for 271,000 acres (110,000 ha) of farm land.

The total length of the dam is 1,700 m (5,600 ft.). The dam creates Stanley Reservoir. The Mettur Hydro Electrical power project is also quite large. The dam, the park, the major Hydro Electric power stations and hills on all sides make Mettur a tourist attraction. Upstream from the dam is Hogenakal Falls. The maximum level of the dam is 120 ft. (37 m) and the maximum capacity is 93.47 tmc ft.

Stanley Reservoir (also known as Mettur dam) is one of largest fishing reservoirs in South India. Its main source of water is the River Cauvery . Three minor tributaries – Palar, Chennar and Thoppar – enter the Kaveri on her course above Stanley Reservoir. The water is retained by the Mettur Dam, Tamilnadu. The creation of the reservoir caused the submersion of two villages, all of whose inhabitants were relocated to Mettur. The dam had a long history from the year 1834 to the year 1934. The construction work of the Mettur dam was commenced in the year 1925 and the entire work was completed and opened for irrigation by the Governor of Madras, Sir George Stanley on August 21, 1934. The Mettur Dam is also one of the largest dams in India and having a total length of 1700 meters long. It irrigates 1,310 km² (510 sq. mi) of land each year. Its installed capacity for hydro-power generation is 32 MW. The maximum level of the dam is 120 ft. (37 m) and the maximum capacity is 93.4 tmc ft.

YERCAUD

Yercaud is a hill station in Salem District, in Tamil Nadu, India. It is located in the Shevaroy's range of hills in the Eastern Ghats. It is situated at an altitude of 1515 metres (4970 ft) above sea level, and the highest point in Yercaud is the Servarayan temple, at 5,326 feet (1,623 m). The hill station is named owing to the abundance of forest near the lake, the name signifying Lake Forest. As a popular tourist destination, Yercaud is also called as Jewel of the South. Yercaud is connected to the city of Salem, Tamil Nadu through a Highway of 28 km. Coffee and citrus fruits, most notably oranges, are grown in abundance, as well as bananas, pears and jackfruit. Scenically, Yercaud is as enchanting and picturesque as the hill stations on the Eastern Ghats and trekking will be an experience.

The total extent of Yercaud Taluk is 382.67 km, including reserve forest. The entire county is administered as a township. Yercaud also has a village council. Stone-age implements have been found from the ancient shrine located near Shevaroy Hills (also known as Shevarayan Hills), which is about 5 km from the Yercaud lake.

Sir Thomas Munroe, erstwhile governor of Madras Presidency in 1822 found this place. David Cockburn, the Scottish collector of Salem district, between 1820 and 1829, was called the 'Father of Yercaud' because he helped in the development of the resources of the Shevaroy and for introducing the cultivation of coffee, pears and apple. The first survey of the Shevaroy hills was undertaken in 1827. Though the first European house was built in 1840. The attention of planters on the Shevaroy's has been confined solely to coffee plantations. Tea plantation has been introduced in 1840s by Dr. Wallich on the property of G.F. Fischer. Trees of cinnamon has been introduced in Yercaud by Mr. Richardson during the same period. The cool climate attracted Christian missionaries, who established the Sacred Heart Convent for girls, the Nazareth Girls' Hr. Sec. School for Girls, and the Montfort School for boys. Schools such as the Holy Cross Novitiate House, started by the Brothers of Don Bosco, followed these.

MODERN THEATERS

Modern Theaters Ltd was an Indian film studio in Salem, Tamil Nadu started by T. R. Sundaram in 1935. The studio produced over more than 150 films until 1982 in Tamil, Telugu, Kannada, Malayalam, Hindi, Sinhalese and even English of which Tamil were the majority.

In the early 1930s, T. R. Sundaram entered the world of Tamil cinema as a partner of a Salem-based film company, Angel Films. He was involved in productions such as Draupadi Vastrapaharanam (1934), Dhruva (1935) and Nalla Thangal (1935). Then he decided to start his own company, Modern Theatres Limited. He realized that to make film making a business, it had to be organized and managed like a business enterprise. He also planned a schedule of producing films on a tight budget (two or three a year), so that the market and consumers were regularly and continually supplied with his products.

The maiden production of Modern Theatres, directed by Sundaram, was Sathi Ahalya, a mythological plot was released in 1937. Sundaram promoted Modern Theatres as a joint stock company and built a studio on a vast stretch of land on the outskirts of Salem town. The hundred odd films that came from his studio covered a wide spectrum of themes — mythology, comedy and original screenplays to adaptation of classic works of literature and murder mysteries. It is, however, the James Bond style of films starring Jaishankar that are almost synonymous with the banner.

NAMAKKAL

Namakkal or **Namagiri** is a town and a municipality in Namakkal district in the Indian state of Tamil Nadu. Namakkal is a historic town with reference back to at least the 7th century. It is the first ISO 14001-2004 certified municipality in Asia for environmental management, specifically the provision and maintenance of water supply, solid waste and sewage management, town planning, lighting and other social services.

Namakkal was in the hands of Atiakula King called Gunasila who has marriage with Pallava King. Later the taluk was overrun by the Cholas in the Kongu Mandalam. The Rock Fort in Namakkal is a special feature of the Town. The Fort covers an area of one and half acres of flat surface and is accessible from South-West by a flight of narrow steps. Namakkal was held by Killardhar (Caption) on Hyder Ali until it was captured by British in 1768. For a brief period during late 18th and early 19th century Namakkal was under Tiruchirappalli district of British Rule. Later Namakkal was transferred back to Salem District.

The rock is enormous - 65 meters high and more than a kilometre in circumference. Over this massive rock, is a fort, Namakkal Fort. The fort over the rock was built by Ramachandra Nayakar, a small king who ruled Namakkal during the 16th century. It is believed that Tippu Sultan hid himself in this fort for some time to escape the British. The fort was not built by Tippu Sultan but he occupied it for a brief period of time. Later the fort was captured by British. The front side of the hill is called Thiru. Vi. Ka. Paarai and today is used by taxis as their stand.

Two cave temples at Namakkal were called as Adiyendra Visnugraha (Ranganatha swamy Temple) and Adiyanaavaya Visnugraha (Narasimha swamy Temple). These Rock cut shrines were built by King Gunaseela of Adhiyaman clan descendant. Because of his marriage relations with Pallavas the temples were built of Pallava Architectural style during the 7th century.

NARASIMHASWAMY TEMPLE

Narasimhaswamy temple in Namakkal, a town in Namakkal district in the South Indian state of Tamil Nadu, is dedicated to the Hindu god Narasimha, an avatar of Vishnu. Constructed in the Dravidian style of architecture and Rock-cut architecture, the temple is located in the Salam - Namakkal- Trichy Road. The legend of the temple is associated with Narasimha, an avatar of Hindu god Vishnu appearing for Lakshmi, his consort, and Hanuman. Based on the architectural features, historians believe that the temple was built during the 8th century.

The temple has a pillared hall leading to the sanctum, which has rock-cut architecture. The temple is open from 7:00 am – 1:00 pm and 4:30 - 8:00 pm. Four daily rituals and many yearly festivals are held at the temple, of which fifteen-day Panguni Uthiram festival celebrated during the Tamil month of Panguni (March - April) when the image of presiding deities are taken around the streets of the temple, being the most prominent. The temple is maintained and administered by the Hindu Religious and Endowment Board of the Government of Tamil Nadu.

The temple is believed to be built during the 8th century by the Pandya kings in Rock-cut architecture. Historian Soundara Rajan places the date to a pre-Varagunan I (800–830) era on the 8th century. Based on the palaeography and Rock-cut architecture, P.R. Srinivasan has placed it at 8th century.

ARTHANĀREESHWARĀ TEMPLE

Arthanāreeshwarā temple is an ancient Hindu temple, located in Tiruchengode, in the southern Indian state of Tamil Nadu. The temple is dedicated to Arthanāreeshwarā, the unique half-male half-female of Lord Shiva. It is perhaps the only temple in Asia where this rare form of the Divine is enshrined as the principal deity. The deity here is also known as Mādhorubāgan and Ammaiappan (mother-father). The famous Chenkottu Velavar Temple, dedicated to Lord Murugan, is also situated on the same hill.

The temple is one of the 275 shrines praised in the Thevaram hymns of the Saivite saints. Both Thirugnansambandar and Arunagirinathar have composed hymns celebrating the temple. In the ancient work Silapathikaram the place is mentioned by the name 'Neduvolkundru'. The temple is also the subject of a popular composition by Muttuswami Dikshitar, Arthanāreeshwaram, set in the ragam Bhūpālam.

BHAVANI

Bhavani is a major river in Kongu Nadu region of Tamil Nadu, India. It is the second longest river in Tamil Nadu and a major tributary of the Kaveri River.

Bhavani, the second largest river in Tamil Nadu, begins from Kerala's Silent Valley and flows into western Tamil Nadu, covering a distance of 217 km before merging with the Cauvery. The basin drains an area of 0.62 million ha, spread over Kerala (9 per cent), Karnataka (4 per cent) and Tamil Nadu (87 per cent). The main river courses through Coimbatore and Erode districts of Tamil Nadu, before reaching the Cauvery at Bhavani town. About 90 per cent of the river's water is used for agriculture, even as industries dot the sub basin at every point. Bhavani River, which runs for a length of 217 km, covers the states of Tamil Nadu and Kerala. It is the second biggest river in Tamil Nadu and a major distributary of the reputed Cauvery River. This is a permanent river and the drainage basin of the same is spread over a whopping 6200sq.km. Of this, the majority of it (87%) is in Tamil Nadu, a small portion (9%) is in Kerala and a smaller portion (4%) is in Karnataka. In Tamil Nadu, the river covers two important districts – Coimbatore and Erode. Other towns that are located in the path of the banks of the Bhavani River are Bhavanisagar, Sathyamangalam, Gobichettipalayam, Mettupalayam, Athikadavu, Mukkali, Aavudaipparai, Koodapatti, Bhavani and Aapakudal.

It is on top of the Nilgris Hills of Western Ghats that Bhavani River is born. It flows down the Nilgris slopes in the form of 12 rivulets. At the Mukkali point, the Bhavani River changes its course towards north eastern direction and again runs for around 25km of length to meet the plateau of Attapady then flows 7km into the interstate border. At the western point of Adhikadavu, Bhavani River is joined by the Kunda River that flows from the north. At the border of Kerala and Tamil Nadu states, the Bhavani River meets with Surani River from Coimbatore and Kodungarapallam River at Kondapatti. As it goes to meet the base of the Nilgris, the river flows into the eastern direction. Just at Mettupalayam, adjacent to the Bathrakaliamman temple, the Bhavani River meets Coonoor River flowing in from Coonoor.

From here, it runs for a further 160km in length towards the east of the Erode district and touches upon places like Gobichettipalayam and Bhavani before finally meeting with the Cauvery River. At this meeting point is a reputed Hindu place of worship, the Bhavani Sangameshwarar Temple. The dam that is constructed here, the Bhavanisagar Dam, is a huge tourist attraction. Mettupalayam, through which the river passes, is an important wildlife destination.

KOLLI HILLS

The Kolli Hills are featured in several works of classical Tamil literature such as Silappathigaram, Manimekalai, Purananuru and Ainkurunuru. The Kolli hills became taluk and forms a part of Namakkal district. Semmedu is the headquarters for the Kolli hills and Semmedu is connected by road to Namakkal and Salem. Nowadays the Bus service is provided up to Arappulishwarar Temple. BSNL (earlier DOT) established the first Telecommunication networks (LDPCO) in 1977 and afterwards the Telecom facilities are continuously expanded depending upon the requirements at Kolli hills.

A Serene and Pristine Mountain range, located in the Central Tamil Nadu, on the Eastern Ghat, 55 Kms from Namakkal, located at a height of 1370 m. It is 28 Kms long north south and 19 Kms wide east-west, and the entire block covers an area of almost 440 km². It runs almost parallel to the east coast of South India. The tallest peak is Vettakaramalai and it rises up to 4663 feet. A view of Kolli Hills, from the plain of Namakkal will look like a flat-topped table. Kolli Hills has a population of 42,200 [2011 census]. It retains almost all of its nature because it is not encroached by the Commercial Trespassers. That ghat road with 70 hair pin bends takes the tourists to the hills. The government reserve forests are seen in Ariyur, Puliyan Solai, Selur and Vazhavandhi Nadu. An area of 200 hectares is in the process of reforestation. Aiyar, Varattar are the major rivers that travel through the hills.

HOGENAKKAL

Hogenakkal is a waterfall in South India on the Kaveri river in the Dharmapuri district of the Indian state of Tamil Nadu. It is located 180 km (110 mi) from Bangalore and 46 km (29 mi) from Dharmapuri. Sometimes referred to as the "Niagara Falls of India," it is known for medicinal baths and hide boat rides, projecting itself as a major tourist attraction. Carbonatite rocks in this site are considered to be the oldest of its kind in South Asia and one of the oldest in the world. The Government of Tamil Nadu made a proposal to convert the falls into providing drinking water for the state.

The Hogenakkal Waterfall is the main highlight of the place. And a trip to Hogenakkal revolves around the fall and the river. The Hogenakkal Waterfall is often called the Niagara Falls of India. Waterfalls here fall from a height of 60 to 1000 ft. A boat ride here is a thrilling activity and a good way to get a slice of adventure. Rides are taken on the coracles, the round small boats that are locally known as parisals. These are made from watertight hides stretched over lightweight wicker frames. It is a spectacular experience. And don't be surprised when a boatman asks you for Rs. 500 to take you on a coracle ride. Heavy bargaining is recommended. Another exciting attraction at Hogenakkal Waterfalls is the diving skills of local kids, who would dive for a fee. They can dive from a height of around 30 feet and climb straight up back on the rocks in no time. And the fee can range from 5 to 10 rupees.



भारतीय समाज विज्ञान अकादमी

INDIAN ACADEMY OF SOCIAL SCIENCES

The Indian Academy of Social Sciences (ISSA when abbreviated) is the first National Science Academy of independent Democratic Republic of India and fourth in chronicle order. The other three national science Academies—Indian National Science Academy (INSA), Indian Academy of Sciences (IAS) and National Science Academy of India (NSAI) were born in British India. ISSA was born, 42 years ago, on August 15, 1974 at University of Allahabad in an assembly of young scientists. August 15, 1974 symbolized a beginning of an altogether new science reflecting democratic needs, aspirations, creative urges / potentialities, history, culture and traditions of peoples of India. Its name was carefully chosen for reflecting the true meaning and function of science. The setting up of the Indian Academy of Social Sciences also heralded a beginning of a new movement for unity of science of Nature-Humans-Society by forging unity among all branches of science. Many described it as a *barometer* of science and society in India. In more than one sense ISSA is a unique body in the whole world.

Science means objective knowledge of non-living and living things / objects and knowledge means answer to questions ‘what’, ‘how’ and ‘why’, about a thing / object. The word ‘Nature’ connotes all forms of objects / things / matter including humans and societies. Nature-Humans-Society form one single continuum. So division of science into physics, chemistry, biology, environment, ecology, agriculture, medical, social, historical etc. is artificial and all such divisions provide partial objective knowledge of Nature-Humans-Society. Unity of Science of Nature-Humans-Society, therefore, is necessary for having correct and full understanding of Nature. Science, thus viewed is unitary as well as uniting.

The Science as an objective knowledge of non-living and living objects / things / matter is produced through collective mental and physical labour of men and women. What is the result of collective labour is termed as **social** and what is **social is public and not private**. Science, therefore, is **social**. It springs in society comprising men and women. **Because it is social it has social functions**. It has the prime role in enabling men and women to enjoy higher quality of material, social and cultural life in harmony with Nature. However, all such social functions of science filter through different groups in the society because of which one doesn’t find one-to-one relationship between science and conditions of all men and women of all societies. Humans’ inability to create a science-based society is well reflected in modern societies all over the world.

The Indian Academy of Social Sciences seeks to discover, develop and disseminate science of Nature-Humans-Society in Indian conditions in particular, and world conditions in general, with a mission to build a new Democratic Republic of India where there is no hunger, no poverty, no unemployment, no illiteracy, no disease, no bigotry, no superstitions, no communalism, no casteism and no discrimination of any form and where all men, women and children enjoy equally good quality of material, social, cultural and spiritual life in harmony with Nature without any kind of fear of violence, rape and murder.

Founders of the Indian Academy of Social Sciences thought that science can benefit the peoples of a given society **only** when it is taught and researched in their own language. **Communication of scientific research and science education in peoples own language, therefore, is key to the unfolding of creative potentialities of peoples and benefiting them.** Unfortunately, even after 68 years of independence science in India is communicated through English. The end result is peoples of India who fund all scientific research are deprived of its benefits. The creativity in science is continuously declining. The Indian Academy of Social Sciences, therefore, seeks to change it by creating necessary conditions for communication of scientific research and science education in Indian languages involving publication of research journals, monographs, books etc. in Indian languages.

All branches of science as mentioned below constitute the Indian Academy of Social Sciences:

- | | |
|---|-------------------------------------|
| 1. Agricultural Science | 15. History And Archaeology |
| 2. Anthropology | 16. Home Science |
| 3. Biological or Life Science | 17. International Relations Studies |
| 4. Biotechnology | 18. Juridical Science |
| 5. Communication And Journalism | 19. Linguistics |
| 6. Commerce | 20. Management Science |
| 7. Computer Science And Information Technology | 21. Mathematics And Statistics |
| 8. Defence And Strategic Studies | 22. Medical And Health Science |
| 9. Ecological And Environmental Science | 23. Philosophy |
| 10. Economics | 24. Physical Science |
| 11. Education | 25. Chemical Science |
| 12. Engineering Science | 26. Political Science |
| 13. Geography | 27. Population Science |
| 14. Earth Science, Atmospheric Science, Ocean Science And Planetary Science | 28. Psychology |
| | 29. Social Work |
| | 30. Sociology |

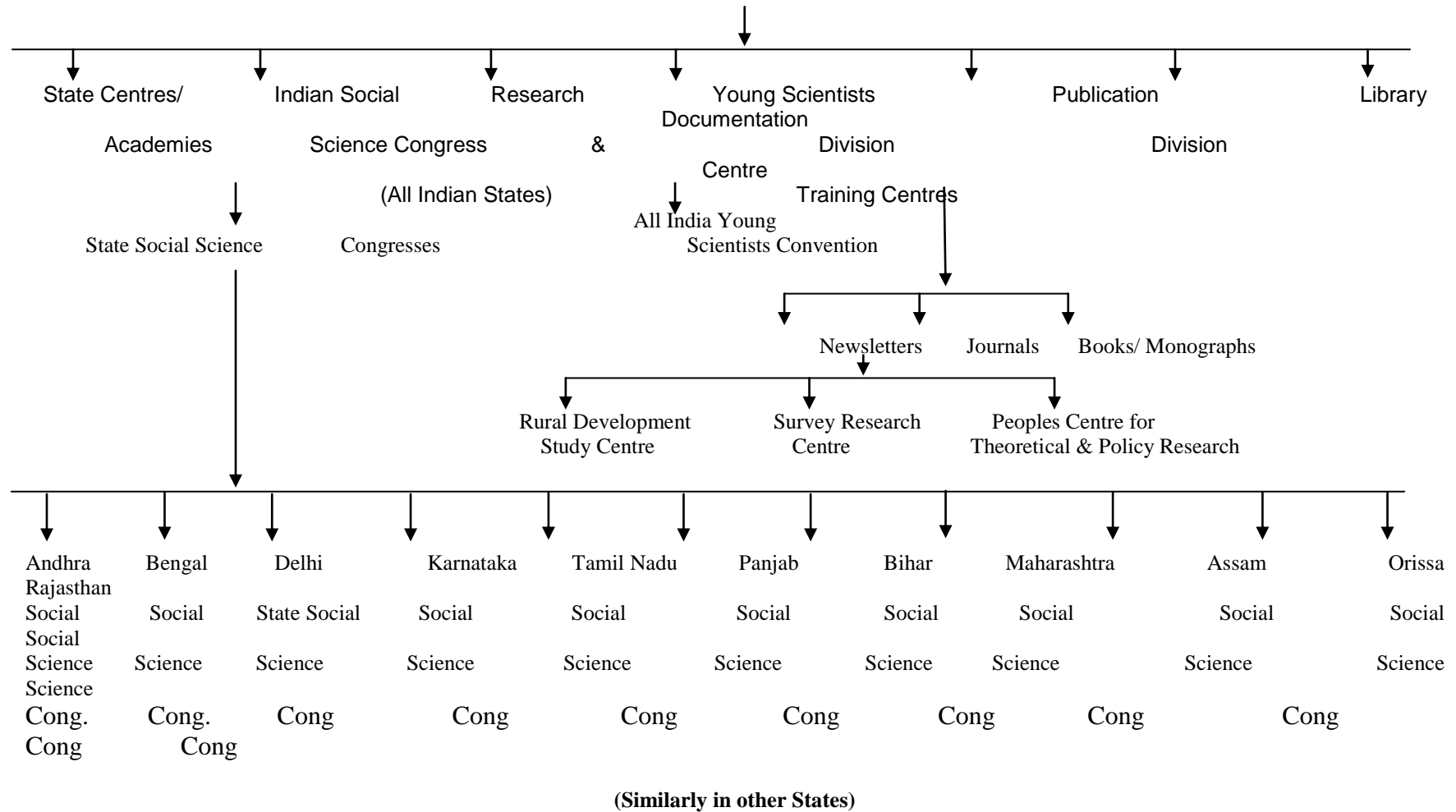
Besides, policy planners, development agents and social activists having concern for science-based pursuits also find welcome place in the Indian Academy of Social Sciences. Thus the Indian Academy of Social Sciences is all embracing and all encompassing within the framework of science.

The Indian Academy of Social Sciences pursues the following activities for realizing its goal:

1. Indian Social Science Congress
2. Network of State Centres / State level Academies
3. State level Social Science Congress in languages of respective States
4. Research And Training Centres
 - (I) Rural Development Centres
 - (II) Survey Research Centres
 - (III) ISSA Silver Jubilee Peoples Science Centre For Theoretical And Policy Research
5. Research Journals And Newsletters
 - (I) Bharatiya Samajik Chintan (English)
 - (II) Samayik Samajik Chintan (Hindi)
 - (III) ISSA Newsletter
6. Young Scientist Division
7. All India Young Scientists Convention
8. Publication of Books / monographs in Indian languages
9. Communication of Science To The People
10. Science Library
11. Local / Regional / national / international seminars / symposia / colloquia / public lectures / Group discussions
12. Networking with universities, colleges, research institutes, agriculture and industries

What stands in the way of realization of full potentiality of ISSA is the paucity of financial resources and appropriate infrastructure.

INDIAN ACADEMY OF SOCIAL SCIENCES



भारतीय समाज विज्ञान अकादमी

भारतीय समाज विज्ञान अकादमी स्वतंत्र भारत की प्रथम राष्ट्रीय विज्ञान अकादमी है। ऐतिहासिक दृष्टि से यह चौथी राष्ट्रीय विज्ञान अकादमी है। अन्य तीन राष्ट्रीय विज्ञान अकादमी, भारतीय राष्ट्रीय विज्ञान अकादमी, भारतीय विज्ञान अकादमी और राष्ट्रीय विज्ञान अकादमी की स्थापना ब्रिटिश शासन काल में हुई थी। ब्यालीस साल पूर्व, 15 अगस्त 1974 में इलाहाबाद विश्वविद्यालय में भारतीय समाज विज्ञान अकादमी का जन्म हुआ। तत्कालीन युवाविज्ञानियों का एक नये राष्ट्रीय विज्ञान अकादमी की रचना करने का दृढ़ संकल्प भारतीय समाज विज्ञान अकादमी को स्थापित करने एवं साकार बनाने के पीछे था। भारतीय समाज विज्ञान अकादमी स्वतंत्र भारत में बिल्कुल एक नए विज्ञान का द्योतक है; उस विज्ञान का जिसमें भारतीय जनमानस की लोकतांत्रिक आवश्यकताएँ, महत्वाकांक्षा, संरचनात्मक क्षमता / प्रवृत्ति, इतिहास, परम्परा एवं संस्कृति परिलक्षित होती हो तथा जिसमें विज्ञान की सभी शाखाओं का संगम एवं समागम हो। इसकी स्थापना प्रकृति-मनुष्य-समाज के विज्ञान की एकता की नयी प्रक्रिया की शुरुआत का प्रतीक है। विज्ञान की सभी शाखाओं के बीच पारस्परिक सम्बन्ध एवं एकता स्थापित करना इस आन्दोलन का परम लक्ष्य है।

विज्ञान का अर्थ है निर्जीव एवं सजीव वस्तुओं/चीजों/पदार्थों के बारे में 'वस्तुनिष्ठ' ज्ञान, और ज्ञान का अर्थ है किसी भी वस्तु/चीज/पदार्थ के बारे में 'क्या', 'कैसे' एवं 'क्यों' का उत्तर। आधुनिक विज्ञान में 'प्रकृति' में सभी निर्जीव एवं सजीव पदार्थ सम्मिलित हैं। मनुष्य एवं समाज प्रकृति के अभिन्न अंग हैं। अतएव प्रकृति-मनुष्य-समाज को एकाकी विज्ञान की आवश्यकता है। इसलिए भौतिक विज्ञान, रसायन विज्ञान, जीव विज्ञान, जन्तु विज्ञान, पर्यावरण विज्ञान, कृषि विज्ञान, समाज विज्ञान आदि एक दूसरे से जुड़े हैं और उनमें पारस्परिक एकता के वगैर 'प्रकृति-मनुष्य-समाज' का एकाकी विज्ञान संभव नहीं है।

वस्तुनिष्ठ ज्ञान के रूप में विज्ञान सामूहिक मानसिक एवं शारीरिक श्रम की उपज है। यह बात तब और स्पष्ट हो जाती है जब हम इस बात पर ध्यान देते हैं कि आधुनिक विज्ञान अत्यधिक संगठित है। जो कुछ सामूहिक श्रम से उपजता है उसे समाज कहा जाता है। अतएव विज्ञान का मूल स्वभाव **समाजिक** है। जो समाजिक है वह **सार्वजनिक** है या सभी के लिए है। इसमें 'निजी' का कोई स्थान नहीं है। अतएव विज्ञान का कार्य भी समाजिक है। विज्ञान से सभी की भलाई सम्भव है।

इस प्रकार से 'समाज विज्ञान' में सभी विज्ञान की शाखायें मिलती हैं और एक नयी इकाई को जन्म देती है। भारतीय समाज विज्ञान अकादमी इस विज्ञान की नयी अवधारणा पर खड़ी है।

भारत की ठोस धरती पर 'प्रकृति-मनुष्य-समाज' के इस नये विज्ञान को खोजना, विकसित करना एवं प्रसारित करना भारतीय समाज विज्ञान अकादमी का लक्ष्य है। इस नये विज्ञान के द्वारा एक ऐसे नये भारत का निर्माण संभव है जिसमें कोई भूखा-नंगा, गरीब,

बेरोजगार, अनपढ़, रोगी, घर-विहीन न हो, जिसमें लूट-पाट, मार-पीट, बलात्कार, हिंसा आदि का नामोनिशान न हो और जहां सभी भारतीय अच्छा भौतिक, आर्थिक, समाजिक एवं सांस्कृतिक जीवन यापन करते हों और जहां प्रकृति, मनुष्य एवं समाज के बीच भ्रातृत्व एवं मित्रता के सम्बन्ध हो।

भारतीय समाज विज्ञान अकादमी के संस्थापकों का यह दृढ़ विश्वास था कि भारत में विज्ञान भारतीय लोगों के काम तभी आ सकता है जब भारत में विज्ञान भारतीय भाषा में हो। जब तक विज्ञान का संचार अंग्रेजी भाषा के द्वारा होगा तब तक न तो भारतीय लोगों की वैज्ञानिक संरचनात्मक क्षमता बढ़ेगी और न ही भारतीय लोगों की भलाई होगी। इसलिए भारतीय समाज विज्ञान अकादमी ने भारतीय भाषा में अनुसंधान एवं प्रशिक्षण के लिए अनुसंधान पत्रिकाओं, किताबों, आदि का प्रकाशित करने का लक्ष्य बनाया।

भारतीय समाज विज्ञान अकादमी अपना लक्ष्य अधोलिखित कार्यों के द्वारा हासिल करने का प्रयास करती है:-

1. भारतीय समाज विज्ञान अधिवेशन
2. राज्य केन्द्र/राज्य अकादमी
3. राज्य स्तरीय समाज विज्ञान अधिवेशन
4. अनुसंधान एवं प्रशिक्षण केन्द्र
 - (अ) ग्रामीण विकास अध्ययन केन्द्र
 - (ब) सर्वेक्षण अनुसंधान केन्द्र
 - (स) सैद्धान्तिक एवं नीति लोक विज्ञान अनुसंधान केन्द्र
5. अनुसंधान पत्रिकाएँ
 - (अ) भारतीय समाज चिन्तन
 - (ब) सामयिक समाज चिन्तन
 - (स) अकादमी समाचार पत्र
6. युवा विज्ञानी केन्द्र
7. अखिल भारतीय युवाविज्ञानी अधिवेशन
8. भारतीय भाषाओं में वैज्ञानिक पत्रिका एवं पुस्तकों का प्रकाशन
9. विज्ञान संचार
10. वैज्ञानिक पुस्तकालय
11. स्थानीय/क्षेत्रीय/राष्ट्रीय/अन्तराष्ट्रीय गोष्ठी, परिचर्चा।
12. विष्वविद्यालयों, महाविद्यालयों, अनुसंधान संस्थाओं, प्रयोगशालाओं तथा आर० एण्ड डी० संगठनों के साथ निरन्तर संघात।

INDIAN ACADEMY SOCIAL SCIENCES*

भारतीय समाज विज्ञान अकादमी

PRESIDENTS – PAST, PRESENT AND FUTURE

Sl. No.	Name of President	Place	Subject	Year
1.	Prof. A.D. Sharma	Allahabad	Economics	1974-75
2.	Prof. R.L. Singh (Late)	Varanasi	Geography	1976-77
3.	Prof. A.D. Pant (Late)	Allahabad	Political Science	1977-78
4.	Prof. B.K. Roy Burman (Late)	New Delhi	Anthropology	1978-79
5.	Prof. R.P. Dhokalia	New Delhi	Juridical Science	1979-80
6.	Prof. S.P. Dasgupta (Late)	Calcutta	Geography	1980-81
7.	Prof. Shib K. Mitra (Late)	New Delhi	Psychology	1981-82
8.	Prof. Gautam Mathur (Late)	New Delhi	Economics	1982-83
9.	Prof. Ravinder Kumar (Late)	New Delhi	History	1983-84
10.	Prof. Ramkrishna Mukherjee	Calcutta	Sociology	1984-85
11.	Prof. Yogendra Singh	New Delhi	Sociology	1985-86
12.	Prof. V.K.R.V. Rao (Late)	Bangalore	Economics	1986-87
13.	Prof. M.S. Gore (Late)	Mumbai	Sociology	1987-88
14.	Prof. B.M. Udgaonkar (Late)	Mumbai	Physics	1988-89
15.	Prof. D.P. Pattanayak	Bhubaneswar	Linguistics	1989-90
16.	Prof. Upendra Baxi	New Delhi	Juridical Science	1990-91
17.	Prof. B.L. Amla	Mysore	Biology	1991-92
18.	Prof. P.M. Bhargava	Hyderabad	Chemistry	1992-93
19.	Dr. K.S. Singh (Late)	Ranchi	Anthropology	1993-94
20.	Prof. A. Rahman (Late)	New Delhi	Physics	1994-95
21.	Dr. Basanta Sarkar (Late)	Hyderabad	Electrical Engineering	1995-96
22.	Prof. K. Raghavendra Rao	Dharwad	Political Science	1996-97
23.	Dr. Upendra Trivedi	New Delhi	Physics	1997-98
24.	Prof. S.C. Bhattacharya	Allahabad	History	1998-99
25.	Prof. G.C. Pande (Late)	Allahabad	History	1999-2000
26.	Prof. G.D. Sharma	New Delhi	Education	2000 -2001
27.	Prof. Rajammal P. Devadas (Late)	Coimbatore	Home Science	2001-2002
28.	Prof. K. Wilson	Hyderabad	Philosophy	2002-2003
29.	Prof. K.H. Cheluva Raju (Late)	Bangalore	Political Science	2003-2004
30.	Dr. A. K. Tharien (Late)	Dindigul	Medical Science	2004-2005
31.	Prof. M. G. S. Narayanan	Calicut	History	2005-2006
32.	Prof. N. Markandan	Coimbatore	Political Science	2006-2007
33.	Dr. Bhalchandra Mungekar	New Delhi	Economics	2007-2008
34.	Sri S.P. Shukla	New Delhi	Administration	2008-2009
35.	Prof. Meher H. Engineer	Kolkata	Physics	2009-2010
36.	Prof. Vinod K. Gaur	Bangalore	Earth Science	2010-2011
37.	Dr. T. Karunakaran	Wardha	Engineering Science	2011-2012
38.	Prof. Santosh K. Kar	New Delhi	Biotechnology	2012-2013
39.	Prof. P.S. Ramakrishnan	New Delhi	Ecological and Environmental Science	2013-2014
40.	Prof. R.P. Singh	Pune	Physics	2014-2015
41.	Prof. R.C. Tripathi	Allahabad	Psychology	2015-2016
42.	Prof. B.M. Hegde	Mangalore	Medical Science	2016-2017
43.	Prof. K.S. Sharma	Hubli	Political Science	2017-2018
44.	Prof. Binod C. Agrawal	Ahmedabad	Anthropology	2018-2019

* New name from April 1, 2017: Indian Social Science Academy (ISSA)

INDIAN SOCIAL SCIENCE CONGRESS

Session	Focal Theme	Venue	Year
I	Issues in Social Research in India	Allahabad	1976
II	Problems of Development of Small Towns	Varanasi	1977
III	Accelerating Rural Development	Kanpur	1978
IV	Social Science of Society of Future	Santiniketan	1979
V	Impact of Science & Technology on Indian Society	Udaipur	1980
VI	Social Perspective of Development of Science & Technology in India	Kanpur	1981
VII	National Integration and Development of India	New Delhi	1982
VIII	Strategies of India's Development	Hyderabad	1983
IX	State & Society in India	Aligarh	1984
X	Social Structure of Society in India	Allahabad	1985
XI	Challenges of Transformation of Society and Culture in India	Mumbai	1986
XII	Indian Society at the Turn of the Century: Objectives & Strategies	Mysore	1987
XIII	Social Implications of Development: The Asian Experience	New Delhi	1988
XIV	Planning for India's Development: The Vision, The Challenges & Implementation	Ahmedabad	1989
XV	Society, Language & Development: Indian Context	Berhampur	1990
XVI	Decay & Destruction Today: Social Reality and Social Theory	Pune	1991
XVII	Creativity, Technology, Productivity & Justice: The Indian Context	Bangalore	1993
XVIII	Knowledge for New World Order	Vadodara	1994
XIX	People of India	Allahabad	1996
XX	Fifty Years of Freedom of India: State, Nation and People	Santiniketan	1996-97
XXI	Peoples' Technology And Social Organisation in Action	Thanjavur	1997
XXII	Democracy, Peoples', Development And Culture: The Emerging Challenges And Initiatives	Gandhigram	1998
XXIII	Social Change: The Initiatives and Intervention	Coimbatore	1999
XXIV	Perspective of Development of India In The Twenty First Century	Chandigarh	2000
XXV	The Emerging Challenges of Globalisation And Food Security In The Twenty First Century	Thiruvananthapuram	2001
XXVI	Power, Violence And Society	Visakhapatnam	2002
XXVII	The Challenges To Democracy In India: From Critique to Construction	Kharagpur	2003
XXVIII	The Crisis of Modern Civilisation	Gandhigram	2005
XXIX	Facing The Challenges of Modern Civilisation	Lucknow	2005
XXX	Towards A New Global Society	Kraikudi	2006
XXXI	Peoples' Struggles And Movements for Equitable Society	Mumbai	2007
XXXII	The Indian Republic At The Crossroads	New Delhi	2008
XXXIII	Our Planet In Crisis	Hyderabad	2010
XXXIV	India-Post 1991	Guwahati	2010
XXXV	Working For Peaceful Co-Existence And A Just World	Wardha	2011
XXXVI	Science, Society And The Planet Earth	Bhubaneswar	2012
XXXVII	Building An Ecologically Sustainable Society	Aligarh	2013
XXXVIII	Knowledge Systems, Scientific Temper and The Indian People	Visakhapatnam	2015
XXXIX	Emerging Interfaces of Social Science and Public Policy in India	Mangalore	2015
XL	Peoples' Health and Quality of Life In India	Mysore	2016
XLI	Indian University Education System: A Critical Appraisal	Salem	2017

INDIAN ACADEMY OF SOCIAL SCIENCES

LIST OF EXECUTIVE MEMBERS FOR 2017-18C

S.No	Name & Address	Designation
1.	Dr K.S. Sharma, Gokul Road, Hubli 580030 (Karnataka) Email: kuvalaya_hubli@rediffmail.com	President
2.	Dr Binod C Agrawal 8 ISRO Complex Sector D-1 Sterling City Bopal, Ahmedabad 380058 Email: agrawal.binod.c@gmail.com	President-elect
3.	Prof. Baishnab Charan Tripathy Dean, School of Life Sciences Jawaharlal Nehru University, New Delhi -110067 Email: baishnabtripathy@yahoo.com	Vice-President
4.	Dr. Kalpana Kannabiran “Nivedita” Plot 314, Street 7 East Meredpally Secunderabad 500026v (Telangana State) Email: kalpana.kannabiran@gmail.com	Vice-President
5.	Dr. N.P. Chaubey General Secretary Indian Academy of Social Sciences Iswar Saran Ashram Campus, Allahabad 211 004 Email: issaald@gmail.com	General Secretary
6.	Dr. Harikesh Narain Misra Department of Geography University of Allahabad Allahabad 211 002 Email: harry_misra@rediffmail.com	Treasurer
7.	Dr. N. Sambasiva Rao Professor, Department of Commerce & Management Studies Andhra University, Visakhapatnam (A.P.)- 530003 Email: auissc2015@gmail.com	Councillor
8.	Dr. T.P. Sankarankutty Nair PRA G58, Ganga Bhavan, GPO Lane, Thiruvananthapuram - 695001 (Kerala) Email: nair.tps@gmail.com	Councillor
9.	Dr. Ashwani Kumar Rai Department of Botany Banaras Hindu University Varanasi - 221005 (U.P.) Email: akrain@bhu.ac.in; akrain.bhu@gmail.com	Councillor

- | | | |
|-----|--|-------------------|
| 10. | Prof M S Raghunathan
Department of Mathematics
Indian Institute of Technology Pouri,
Mumbai 400076 (Maharashtra)
Email: msr@math.iitb.ac.in | Councillor |
| 11. | Prof G Palanithurai
Department of Political Science
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Deemed University,
Gandhigram 624302
Dindigul District (Tamil Nadu)
Email: gpalanithurai@gmail.com | Councillor |
| 12. | Dr Sandeep Narula
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Email: sandeep@iihmr.edu.in ,
sandeeppt2004@yahoo.co.in | Councillor |
| 13. | Prof R K Mishra
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| 14. | Dr. Shashi Kumar
Associate Professor
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Babasaheb Bhimrao Ambedkar University,
Lucknow 226 025
Email: shashibbau@gmail.com | Councillor |
| 15. | Prof Saumen Chattopadhyaya
Zakir Husain Centre For Educational Studies,
School of Social Sciences
Jawaharlal Nehru University
New Delhi 110067
Email: schatto@gmail.com | Councillor |
| 16 | Dr. Raja Ram Yadav
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(UGC Centre of Advanced Studies)
University of Allahabad
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Email : rryadav1@rediffmail.com | Councillor |
| 17 | Prof. Asha Mukherjee
Sonajhvri Palli, Across Canal, Shyambati
Santiniketan 731235 (W.B.)
Email: ashamukh@gmail.com | Councillor |

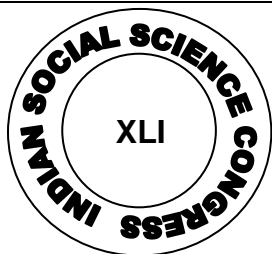
- 18, **Prof. Vasant Nagesh Bhoraskar** **Councillor**
Distinguished Professor
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- 19 **Prof Suresh Kumar** **Councillor**
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20. **Dr. Varada M. Nikalje** **Councillor**
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21. **Vice-Chancellor** **Ex-Officio**
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Email: skafrica2003@yahoo.com
22. **Dr. A. Elangovan** **Ex-officio**
Local Organizing Secretary
XLI Indian Social Science Congress
Professor and Head
Department of Commerce
Periyar University,
Salem 636 011(Tamil Nadu)
Email: puiscc2017@gmail.com
- 23 **Dr. Shivappa Ramakrishna** **Joint Secretary**
Associate Professor & Chairman
Dept of Studies in Social Work and
Chairman – Board of Studies in Social Work
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- 25 **Dr. Sima Baidya** **Joint Secretary**
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- 28.. **Prof. J.P. Dubey** **Institutional**
Dean, Faculty of Social Sciences **Special Invitee**
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5.	Indian Society at the Turn of the Century by N.P. Chaubey (Ed)		200.00
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60.	Proceedings of XXXVI Indian Social Science Congress		
61	Proceedings of XXXVII Indian Social Science Congress		
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63.	Proceedings of XXXIX Indian Social Science Congress		
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65	Knowledge Systems, Scientific Temper And the Indian People (In Press)		
66	Financing of Universities: State Vs Private (In Press)		
67.	Emerging Interfaces of Social Science And Public Policy in India		



TYPICAL OUTLINE OF PROGRAMMES

Indian Social Science Congress

68.	Presidential Address – Science Need To Be Set Free For The Good of Mankind by Prof. B.M. Hegde	Paperback	25.00
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Till now 40 volumes of Social Science Abstracts have been published. Some of the back volumes are available.

Time	1 st date 1 st day	2 nd date 2 nd day	3 rd date 3 rd day	4 th date 4 th day	5 th date 5 th day	Remarks
Upto 0845	breakfast	breakfast	breakfast	breakfast		1. Change in Programmes will be announced on Notice-board and respective halls 2. Those wishing change in date and time of their presentation should contact the respective chairpersons 3. Salem Darshan Programmes will be arranged on Dec 17 and 23, 2017 only
0700-0930	Registration Inaugural	Plenary-I	Plenary-III	Plenary-V	Plenary-VII	
0930-1000						
1000-1030						
1030-1100						
1100-1115						
1115-1145						
1145-1215		Plenary-II	Plenary-IV	Plenary VI	Plenary -VIII	
1215-1245						
1245-1315						
1315-1415	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break	
1415-1700	parallel sessions All RCs/Thematic Panels/Seminars	parallel sessions All RCs/Thematic Panels/Seminars	parallel sessions All RCs/Thematic Panels/Seminars	Parallel session All RCs/Thematic Panels/Seminars/Sym	Free Interaction Trend Report By Task Force Assembly of Delegates	
1545-1600	Tea break	Tea break	Tea break	Tea break	Tea Break	
1600-1700	parallel sessions All RCs/Thematic Panels/Seminars/Symposia/Workshop Colloquia	parallel sessions All RCs/Thematic Panels/Seminars/Symposia/Workshop Colloquia	parallel sessions All RCs/Thematic Panels/Seminars/Symposia/Workshop Colloquia	parallel sessions All RCs/Thematic Panels/Seminars/Symposia/Workshop Colloquia	Valedictory	
1700-1800	Public Lecture I	Public Lecture II	Public Lecture IV	Public Lecture VI	Farewell dinner	
1800-1900	General House Meeting	public lecture III	Public Lecture V	Public Lecture VII		
1900-1930		Free Time	Free Time			
1930-2030		Cultural Programmes/Free Interactions/Official Meetings				Young Scientists Meet Sixth All India Conference
2030-2130	dinner break	dinner break	dinner break	dinner break		
2130-2330	Task Force Meeting Ad Hoc Group Discussion Young Scientists Meeting	Task Force Meeting Ad Hoc Group Discussion Young Scientists Meeting	Task Force Meeting Ad Hoc Group Discussion Young Scientists Meeting	Task Force Meeting		



ACADEMY OF SOCIAL SCIENCES

भारतीय समाज विज्ञान अकादमी

INDIAN ACADEMY OF SOCIAL SCIENCES



Let us come together and work together in search of that science which will wipe out poverty, hunger, disease, illiteracy and violence from the mother earth for ever and enable every man, woman and child on earth to enjoy superior quality of material, social and spiritual life in peace and in harmony with Nature. Let us build a new science of newer and better Democratic and ecological civilisation.

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The Indian Academy of Social Sciences seeks to build science of Nature-Humans-Society in Indian conditions through integration of research and theories across subjects. Its membership is open to scientists of all branches of science, social workers and policy planners. It is also open to universities, colleges and research institutes, national and regional laboratories, associations of scientific disciplines and other institutions / organizations including industrial organizations. Following categories of memberships are available:

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Further details can be had from the following:

Dr. N.P. Chaubey
General Secretary
Indian Academy of Social Sciences
Iswar Saran Ashram Campus
Allahabad 211004
Tel: (R) 0532-2544570 (O) 0532-2544245
E-mail: issaald@gmail.com
Website: www.issaindia.in



XLI INDIAN SOCIAL SCIENCE CONGRESS
Hkkjrh; lekt foKku vdkneh
INDIAN ACADEMY OF SOCIAL SCIENCES

For Secretariat use only

Regd. No:

Abstract No.:

Date Received:

ABSTRACT FORM

This form should reach the Secretariat by October 15, 2017

Please mail it to Dr. N.P. Chaubey, General Secretary, Indian Academy of Social Sciences, Iswar Saran Ashram Campus, Allahabad 211004, INDIA. before October 15, 2017 E-mail: issaald@gmail.com; Website: www.issaindia.in

Guidelines for submission

1. Only one abstract to be submitted by each registrant
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 will 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. One original abstract and 3 copies to be mailed with cardboard packing.
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.

NAME AND ADDRESS OF THE AUTHOR:

Name: _____

Mailing

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E-mail: _____

Fax: _____

Tel: (R): _____

(O): _____

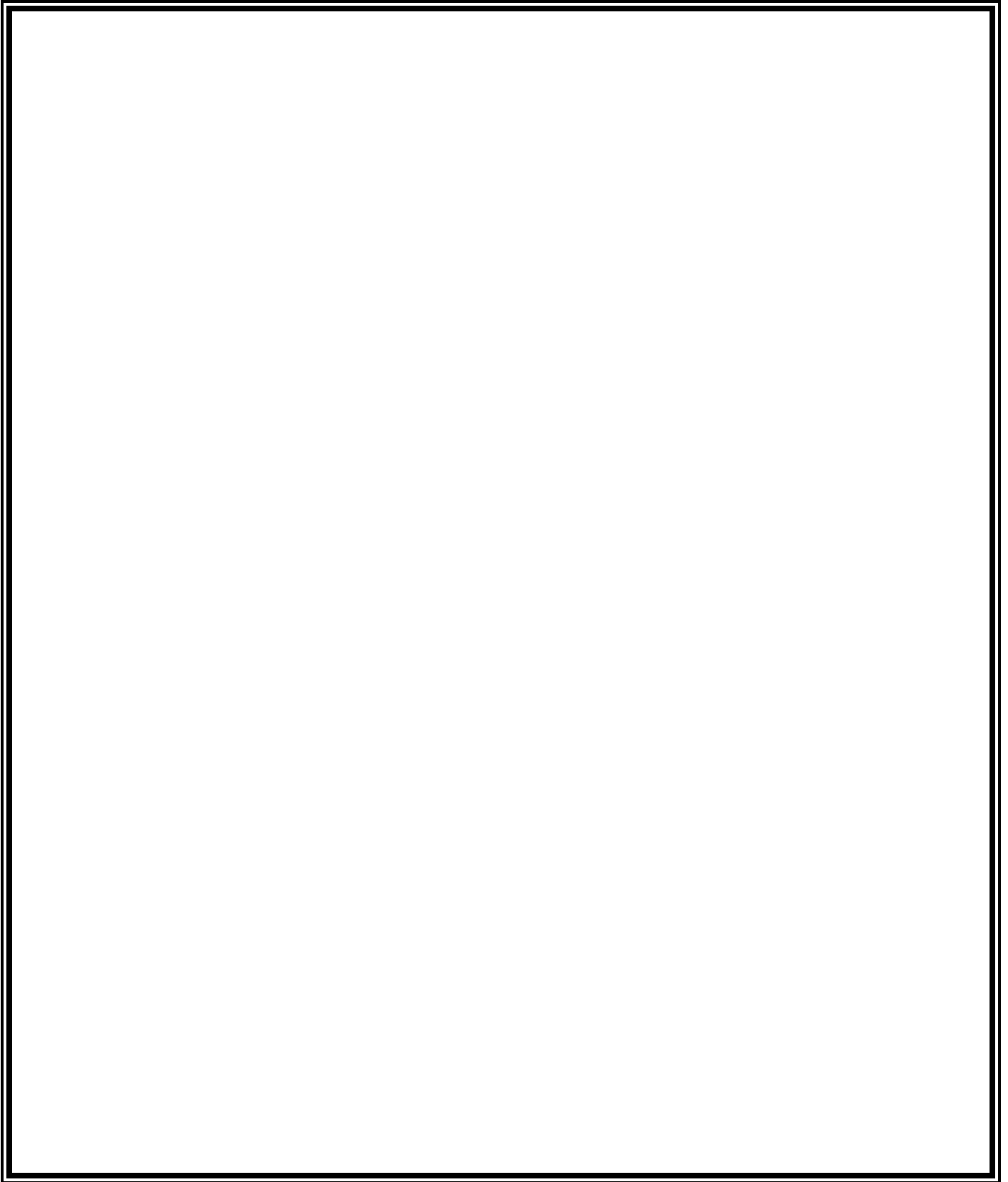
Research Committee ☐

Thematic Panel: ☐

Symposium/Seminar Theme: _____

Note: Indicate the Research Committee's and Thematic Panel's Code (01, 02, 03..) and its name which applies to your abstract. Please write the title of the symposium/seminar/workshop/colloquia if your paper is for it.

FOR ABSTRACT





DECLARATION FORM
XLI INDIAN SOCIAL SCIENCE CONGRESS
(December 18-22, 2017 at Priyar University, Salem – 636 011)

DECLARATION TO BE MAILED WITH PAPER

This is to certify that the paper titled below is based on the original research by the undersigned and that it is being exclusively submitted to the Indian Academy of Social sciences for its XLI Indian Social Science Congress

The undersigned also certify/certifies that this paper has neither been presented before, nor published earlier, nor is it under publication elsewhere. The undersigned is/are solely responsible for facts presented and views expressed in the paper. It is further certified that no portion of the paper has been copied from internet or any other source.

The undersigned promises not to present or publish this paper without obtaining permission from the Indian Academy of Social Sciences, Allahabad.

The undersigned's **full address and contact numbers** are attached as a part of this declaration.

paper title (in CAPITALS):

language: **Hindi** ☐

English ☐

full name in CAPITALS

Author I: _____

Address _____

Author II: _____

Address _____

(In case of more than two authors provide the details on a separate sheet)

Signature & date
(Author I)

Signature & date
(Author II)

Addressed to:

Dr. N.P. Chaubey

General Secretary

Indian Academy of Social Sciences

Iswar Saran Ashram Campus

Allahabad 211004

Tel: (R) 0532-2544570, (O) 0532-2544245

E-mail: issaald@gmail.com

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REGISTRATION FORM
XLI INDIAN SOCIAL SCIENCE CONGRESS
 (December 18-22, 2017 at Periyar University, Salem 636 011)
Registration Category

CATEGORY	Up to November 30, 2017	From December 01, 2017
1. Member Delegate	Rs. 3,000.00	Rs. 3,500.00
2. Non-Member Delegate	Rs. 4,000.00	Rs. 4,500.00
3. Institutional Member Delegates (upto three persons)	Rs. 10,000.00	Rs. 12,000.00
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8. Foreign Delegates		
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(d) From other countries (North America And Europe)	US \$ 200.00	US \$ 250.00
9. Accompanying Persons*		
(iv) Indian	Rs. 2,000.00	Rs. 2,500.00
(v) Afro-Asian-Latin American countries	Rs.	Rs.
(vi) Other Foreign countries	2,500.00	3,000.00
(North America And Europe)		
	US \$ 150.00	US \$ 200.00

*The word 'accompanying person' means wife or husband or child. A child below the age of 6 years shall not be charged for food

The undersigned is interested in registering for the XLI Indian Social Science Congress.

category of registration for which the fee is enclosed is indicated by the tick mark below (✓) :

Check one below:

I am a Member of the Indian Academy of Social Sciences, my Membership Card Number is _____

I wish to be a Member of the Indian Academy of Social Sciences, the Application References: _____

I am a Postgraduate research student and have attached the "bonafide certificate" from the registrar and/or a competent authority from my institution. _____

I/we am/are institutional delegate(s) from _____

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P.T.O

The undersigned's full addresses and contact numbers are as given below:

<Name> _____

<Designation> _____ Male ☐ Female ☐

<Institution> _____

<Address line 1> _____

<Address line 2> _____

<Address line 3> _____

<Place> _____ <Pin Code> _____ <State> _____
Phone (O): _____ Phone (R) _____
Fax: _____ E-mail: _____
Website: _____ Mobile: _____

Full name in CAPITALS

Signature & date

Instt place

REGISTERED AD addressed to:

Dr. N.P. Chaubey
General Secretary
Indian Academy of Social Sciences
Iswar Saran Ashram Campus
Allahabad 211004
Telefax: (R) 0532-2544570, (O) 0532-2544245
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Treasurer

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भारतीय समाज विज्ञान
INDIAN ACADEMY OF SOCIAL SCIENCES
(HQ. Iswar Saran Ashram Campus,
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Passport
size photo

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The undersigned is interested in becoming a member of the Indian Academy of Social Sciences (ISSA) and pledges abide by its constitution and rules and regulations.

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3.	Associate Fellow (for Research Students only)	Rs. 500.00	(per annum)
4.	Sessional Fellow	Rs. 800.00	(per annum)
5.	Donor Member	Rs. 10,000.00	(per annum)
6.	Institutional Member		
	Annual	Rs. 5,000.00	(per annum)
	Permanent	Rs.25,000.00	(one time installment)

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Check if applicable (4):

- ☐ I am a full time research scientist/University/college Teacher.
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An extra passport size photograph may be attached with the application.

<name in capital _____

<designation> _____

<Instt. Address> _____

<Mailing Address> _____

<place>	<pin code>	<state>
---------	------------	---------

Phone (o): _____	Phone (r): _____
Fax: _____	E-mail: _____
telex: _____	telegram: _____

Permanent Address if any: _____

date of birth: _____ (dd/mm/yyyy)

place of work: _____
_____ <institute name> _____
_____ <place> _____ <pin code> _____ <state> _____

Occupation: _____

Academic Qualification: _____

Field of Specialization: _____
Social sc. sc./tech/ activist

DECLARATION

I pledge and promise to work for the betterment of the Indian Academy of Social Sciences unconditionally and devotedly. I may be disqualified if found acting against the interest of the Indian Academy of Social Sciences.

(full name in CAPITALS) signature and date

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<name> _____

Receipt Number: _____ Receipt Date: _____

Total Amount in Figures: _____

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signed _____ Signed _____ signed _____

General Secretary

Treasurer

Accounta



ACCOMMODATION AND FOOD FORM XLI INDIAN SOCIAL SCIENCE CONGRESS

(December 18-22, 2017 at Periyar University, Salem 636 011)

ACCOMMODATION & FOOD FORM TO BE RECEIVED BY THE LOCAL ORGANISING SECRETARY BEFORE DECEMBER 10, 2017

Please tick one below:

- ☐ The undersigned is interested in accommodation arranged by the Host to the above Congress.
☐ The undersigned will make his/her own accommodation arrangements

[Registered delegates will stay in hostels of Periyar University. Arrangements for hotel accommodation and payment will have to be made by the delegates directly. Transport to and from the venue of the Congress will also have to be made by such delegates directly. The Host and the Academy are not responsible for the dealings with any payments to the Hotels.
Free accommodation and food will be available to all registered delegates].

My name and address is as given below:

<Name> _____
<Designation> _____
<Inst. abbreviation> _____
<Address line 1> _____
<Address line 2> _____
<Address line 3> _____
<Place> _____ <pin code> _____ <state> _____
Phone (O): _____ Phone (R): _____
Fax: _____ E-mail: _____

Please tick relevant box: gender: m ☐ f ☐ food: veg. ☐ non-veg. ☐

I/we am unaccompanied ☐ I am accompanied as below ☐

Full name in CAPITALS	age	gender	food
_____	_____	m <input type="checkbox"/> f <input type="checkbox"/>	veg. <input type="checkbox"/> non-veg. <input type="checkbox"/>
_____	_____	m <input type="checkbox"/> f <input type="checkbox"/>	veg. <input type="checkbox"/> non-veg. <input type="checkbox"/>
_____	_____	m <input type="checkbox"/> f <input type="checkbox"/>	veg. <input type="checkbox"/> non-veg. <input type="checkbox"/>

Number of accompanying persons: _____

I have sent the registration fee and the fee for the accompanying person by DD No. _____ Rs. _____ to the General Secretary, ISSA.

Date: __/__/20

Signature: _____

Children below 6 shall not be charged for food.

Each Institutional delegate shall fill this form and send all the forms together

To:

Dr. A. Elangovan
Local Organizing Secretary
41st Indian Social Science Congress
Professor and Head
Department of Commerce, Periyar University,
Salem 636 011 (Tamil Nadu)
Email: puissc2017@gmail.com, M: 09894444146
Website: www.periyaruniversity.ac.in



TRAVEL PLAN FORM
XLI INDIAN SOCIAL SCIENCE CONGRESS

(December 18-22, 2017 at Periyar University, Salem)

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December 10, 2017

My name and address is as given below:

<name> _____

<designation> _____

<instt. abbreviatiion> _____

<address line 1> _____

<address line 2> _____

<address line 3> _____

<place> _____ <pin code> _____ <state> _____

Phone(O): _____ Phone (R): _____

Fax: _____ e-mail: _____

gender: _____

I am unaccompanied

full name in CAPITALS

I am accompanied as below

age	gender
<input type="checkbox"/>	m <input type="checkbox"/> f <input type="checkbox"/>
<input type="checkbox"/>	m <input type="checkbox"/> f <input type="checkbox"/>
<input type="checkbox"/>	m <input type="checkbox"/> f <input type="checkbox"/>

number of accompanying persons: _____

Details of Travel

Arrival		Departure		Place from	Train	Plane	Bus
Date	Time	Date	Time				

full name in CAPITALS

signature & date

instt. & place

Addressed to:

Dr. A. Elangovan
Local Organizing Secretary
41st Indian Social Science Congress
Professor and Head
Department of Commerce
Periyar University,
Salem 636 011 (Tamil Nadu)
Email: puissc2017@gmail.com
M: 09894444146
Website: www.periyaruniversity.ac.in