

## Editorial Note

Dear Friends,

The research and development of the disciplines of humanities and social sciences is as much important in any society as of the disciplines of physical sciences. The advances of technology and material development cannot be understood to be the sole target of any community. Technology, in fact, assists the decision makers, producers, employers, and common man in their specific fields and creates timeliness, excellence and perfection. But it cannot and should not substitute the human efforts of thinking rationally in the direction of achieving social, cultural, psychological upliftment, political correctness and economic growth, alongwith literary heights. Indian society has been giving equal importance to all the aspects of human life throughout its history more than five thousand years. This had enabled Indian intellect and caliber to reach the coveted position of 'jagadguru' of the world. But somehow, with the advent of modern educational system our emphasis has largely shifted in favour of physical sciences and the humanities and social sciences have been given less attention than required. The onslaught of globalization with its accessories of liberalization and privatization has also given rise to increasing interest of the policy framers, educationists, and political class in different professional and employment-oriented subjects. Very recently a new class of people has emerged throughout the country which has amassed great amount of wealth from varying business sectors such as construction, soap, oil, sugar, cloth, detergent, etc. and have started making investments in education sector. This privatization of higher education has tremendously changed the scenario of studies and research. The interest of these capitalist-education-providers also is restricted to micro-biology, bio-technology, nano-technology, fashion-designing, catering and hotel management, business management, teacher education, etc. Unfortunately, none of them seems to have any interest in humanities and social sciences. Again, the assistance being provided to these disciplines by different agencies is also decreasing regularly.

The situation is grim. This is being reflected in the decreasing number of students in various colleges and universities in the departments of social sciences in general and political science and public administration in particular. By virtue of being the Editor of the Indian Journal of Political Science, I have had the opportunity of visiting a large number of colleges and universities in different parts of the country, courtesy some friends and well wishers. These occasions have generally been utilized by me in way of knowing and understanding the nature of functioning, the areas of research and the output of the faculty members in these institutions of higher learning. This has immensely updated my knowledge about the conditions and directions of these departments alongwith procuring a better comprehension of the situations which our fellow learners are working in. I have been made to understand that in some departments of political science, there is an imminent threat of closure because

of poor intake of students. Most of the departments are not having new recruitments for quite sometime. In many cases, the departments are striving hard to train their students for competitive examinations of any level. The boards of studies are preparing the syllabi of our discipline according to the requisites of these competitive examinations. The students are not at all being motivated for sincere research and the approach towards the studies has predominantly become employment-oriented. Our decision-makers at university, state and national level are openly and vehemently advocating the adoption of professional courses in place of these traditional and conventional courses.

The problem has some unnoticed dimensions also. The lessening interest of our students in our discipline cannot solely be attributed to the conditions created by globalization, while it is largely true. In some cases the rigidity of the attitude of some of our colleagues in changing the course-content according to newly emerging socio-economic conditions may also be responsible for this decay in the intake. Sometimes the language of instruction in our departments may also increase the non-interest. Sometimes, we fail in inculcating the interest of the students in our discipline because of boring teaching techniques, obsolete concepts, outdated theories, alien dogmatics, and shoddy preparedness in our classes. Some of our friends are very poor communicators. Most of our research is directed towards repetitive interpretations of western ideas. Much of our research attempts are superficial and sketchy historical description of political events directly or indirectly related to one or the other issue of political or administrative significance. But we do not precede further with our research findings. The production of knowledge as a process has never gained momentum in our teaching departments. We are at the most reproducing the already circulated information coupled with little knowledge at our command. We have been deliberately ignoring the indigenous concepts, ideas and writings so as to please our academic masters.

This scenario cannot promote original thinking and research. Our responsibility as students of political science and public administration in helping the building of a nation with brilliance, dignity, respect and international aura is no less important. These questions must hound our minds and we should start thinking in the direction of having solutions to them before it is too late as the shastra declares:

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22nd March, 2008

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**(Sanjeev Kumar Sharma)**