

Social sciences and Nations' Development

Yerrapragada Sita Maha Lakhmi, Lecturer in History, ASD Government Degree College for Women (autonomous), Kakinada

Abstract: *The main objective of this paper is to highlight the importance of human sciences in economic development with help of eminent studies of philosophers, economists and other scientists. It observed from the analysis that social education is the right weapon to cut the social slavery and to enlighten the down trodden masses to come up and gain social status, economic betterment and political freedom. Further, this paper mentioned the priority of social sciences in global conditions and presents some policy implications.*

Key words: *human sciences, rural development, anti-poverty, employment*

Introduction

The great Chinese scholar, namely Confucius, being an oldest educationalist wrote a treatise - real development of the society we can attained when the people in order, peace with out violence , no crime , cities with more harmonious, better living conditions , love and affections, moral , valuable human relations but not materialistic. Human science like education has been vitally maintained for the economic development. 'The Great Learning' around 2500 years ago, in this book, he sets out the human science process in these words'.

"The great learning of social sciences consists in manifesting the clear character, loving the people and abiding in the highest good. Those who wished to make their wills sincere would first extend their knowledge. The extension knowledge consists in the investigation of things. When things are investigated, knowledge is extended; when knowledge is extended, the will becomes sincere. When the will is sincere, the mind is rectified, when the mind is rectified, the personal life is cultivated; when personal life is cultivated, the family will be

regulated; when the family is regulated the state will be in order and when the state is in order; there will be peace, and peace is one of the important ingredients which lead to Economic Development".

Social science as all-round study of human beings

Marshal, the famous economist given shape to the political economy that what the Adam Smith created in 1776. He pointed out that political economy is the study of the behavior and activities of a common man. Activities includes, creation (production) whatever it may be, distribution, (to ever), exchange (to whom ever) etc. no other sciences except the social sciences study about the common man at gross root level. If the studies are relation to out of human being, they can useful when the better society is there.

According to Todaro and smith, general education like economics also contributes to economic growth in all types countries in the following ways. It helps in creating a more productive labour force and endowing it with increased knowledge and skill, it helps in providing widespread employment and income- earning opportunities for

teachers, school and construction workers, text book and paper printers, school uniform manufactures, etc. It helps in creating class of educated leaders to fill vacancies left by departing expatriates or otherwise vacant positions in governmental services, public corporations, private business and professions, and it helps in providing basic skills and encourages modern attitudes in the diverse segments of the population of the country . It can be said that education as a multidimensional phenomenon for the development of the economies

Economics and physical and intellectual productivity

Many statistical investigations carried out in the western countries have shown that out put increased at a much higher rate than (can be explained by) an increase in physical inputs like labour and physical capital because of the quality of human beings as a productive sources has been consistently improving due to improvement in education and skills, availability of health services etc. General education can be oriented as to impart skills and attitudes useful in improving the quality of family life. Education can contribute significantly to rural development in a variety of ways- by widening the horizons of knowledge of the rural people; can enable to overcome ignorance and superstitions. Adoptions of new agricultural techniques and new methods of production are rendered easier if the farmers are educated. Literate farmers with at least primary education are thought to be more productive and more responsive to new agricultural technologies than illiterate farmers.

According to Amartya Kumar Sen and Jean Dreze, economic study is valuable to the freedom of a person in certain distinct ways in that it has a certain personal roles, social roles, schooling process roles and it has been providing greater literacy to disadvantaged groups.

Dr. B. R. Ambedkar observed that social education is the right weapon to cut the social slavery and to enlighten the down trodden masses to come up and gain social status, economic betterment and political freedom.

Investment in social sciences for better yield

Some more detailed studies have concentrated on comparing the general/social education structure of the labour force or on analyzing the relationship between education and productivity at both the Sectoral and aggregate level. The famous study in those is the aggregate production function i.e. Cobb-Douglas, which is a homogenous function of degree one, taking the following general forms, has been notable by E F Denison.

$$X = A K^m L^{1-m}$$

Where x = out put; A = technical changes that a constant rate over a time.

K = input of capital in physical terms, L = is the input of educational skilled labour (usually in man hours) and m, 1-m are constant and the sum of production elasticity equals unity to give constant returns to scale.

Generally it is found that the labour force embodies an increasing amount of education (measured in years) over a time. And the earnings differentials are associated with education. According to Denison, it is

evident that the contribution of educated labour to the growth of the USA by 0.75 percent is an additional component embodied in the labour to the GNP. This study has mostly applicable to the developing countries. The constant returns are the good position to attain optimum level of output. However, why India has not considered the education as an investment?

The above analysis shows that education is one of the most important inputs of development. Both historical and cross sectional studies have revealed the fact that there is a correlation between education and economy. Even the anti-poverty and employment generating programmes of government require a network of right type of educated people to carry them out of their logical conclusion. It is granted that the education is an important factor for private returns and result of that is a constant enlistment of the economic situation and social justice. Actually in private returns only a small proportion of the community is able to proceed with higher education for one reason or another. But a section of people believe that education has become a commodity in a private institution consumers of the category enjoy relatively a wide range of facilities and change in quality and speed services, that a poor student in a government institution generally does not avail. In the field of education however, private sector is still a very tiny sector as compared to that of government. Thus, its education is expanded; average private returns tend to be lower than expected. This remembers the general acceptance of "specific requirement of education for specific development".

Empirical results

D.R. Veena presented the empirical results of correlation between marginal social science/educational effort and the marginal rate of economic growth as the correlations between agricultural development and primary education is significantly related to gross national product at the value of 0.92, industrial development and some specific professional and technical education at the value of 0.87, social change in favor of economic development as reflected in the adoption of family planning and higher education at the value of 0.64 are significant values associated to the national product.

Further, the above study also presented results by sectors of the economy as relationships between educational levels and indicators of economic development are also specific. For example: - the correlations between a). agricultural development and primary education (0.92), b) industrial development and some specific professional and technical education (0.87), c) social change in favor of economic development as reflected in the adoption of family planning and higher education (0.64) are some important values indicated in the parenthesis.

Without more use of technology, literate farmers with at least primary education are thought to be more productive and more responsive to new agricultural technologies than illiterate farmers. Specially trained craftsman and mechanics who can read and write assumed to be better able to keep up to date with changing products and materials. Secondary school leavers with arithmetical and clerical and clerical skills are performing technical and

administrative functions effectively in public and private bureaucracy Harbinson and Myers worked out the issue, that the rich countries spent more on human resources and they got more perception gross domestic product. It is reverse incase of poor countries.

Different social disciplines – a reserve for human development

The concept of history is multi dimensional aspect which covers past experience of various institutions or society. There is a doubt that, without past experience how can the societies make /propose new ones? On the other side, what is the need of material sciences like computer, physics, chemistry and like this without harmonious human beings because every innovation is to them by them and for them.

Except the social science remaining all sciences ignored human values what we have observed in the current curriculums. It lead to mechanical life and destroy the human values/ relations, family and blood relations, lose of ethics, love and affections between parents and children, brother and brother, husband and wife Guru and disciple, boss and servant and so on. In this context, it is common to raise question that what are the use of discoveries/ creation of assets behind the neglect the social sciences.

Global challenges and need of social sciences

The major challenges of the world are terrorism, poverty, heavy population growth, depression, competition, privatization, exploitation weak administration etc. These can destroys the human relations and social responsibilities of business men as well as

people who are participating activities if there is no proper spread of ethics and sentiments. There is no material mechanism to control terrorism or exploitation. Because these are closely relating to psychological and mental issues which can not modify or control with computers, Atom bombs, money etc. On the other side, Proper administration and better political system is essential to formulate policies and to good governance. Further, the businessmen can be maintained social responsibilities like reasonable price, social services – education health facilities, control environmental degradation, industrial pollution etc. To get successful results in these concepts, suitable moral and social education is essential.

Need of changes in curriculum of social sciences and other disciplines

As two sides of one coin, there should a change in social sciences along with change in global conditions. We cannot ignore the science and technology for human development. No one study of science provides employment opportunities to the growing population especially social sciences. Employment opportunities in open market arise basing on its market forces. Therefore, learning of curriculum should useful to employment opportunities along with general knowledge. Hence, modifications in curriculum in social and technical education are essential i.e., job oriented course should be needed in this regard. Introduction of Vocational courses in social sciences and social concepts in vocational courses may be give expected results of better society with better opportunities.

Conclusion: It is concluded that social sciences have multidimensional role in human and economic development along with other sciences. Introduction of Vocational courses in social sciences and social courses/concepts in vocational courses may be give expected results of better society with better opportunities

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