CHAPTER - 2
THEORETICAL AND EMPIRICAL FRAMEWORK

2.1. Introduction

This chapter explains the theoretical and empirical framework pertaining to human development, which would form the background for the subsequent chapters. In the path of analysis, an attempt is made to present a brief account of the Amartya Sen’s Capability Approach theory and there are several paradigms or models of development in trend at present and also many perspectives or viewpoints. A theory is expected to perform two major functions, namely, explanation and prediction of a phenomenon. There no universally acceptable model or theory of human development, which can explain the existing phenomenon of human development and predict its future course. This chapter is devoted to critical review of some of the contemporary paradigms of development and examines their relevance human development in the Indian context.

This chapter has three sections. In the first section the theoretical and empirical framework of human development. The second section focused on relevant literature related to human development, Economic Growth and Human Development, Human Development at global, National, State level disparities and Human development disparities among Social groups, Research Gap and the third section presents a brief introduction to the history and conceptual development of human development

Section – I

2.2. Theories of Human Development

A study of the growth process of different countries show that development does not appear everywhere at the same time, when the course starts, some countries are favoured while others are neglected. It ultimately causes human development disparities. Following are some of the important theories of economic growth and human development promulgate by the economic thinkers from time to time. They explain the occurrence and persistence of human development disparities in the process of economic development. A few relevant theories are reviewed in the following paragraphs.

Erik Erikson (1963, 1980) focused on the influence of society, rather than sex, on development. His psychosocial theory describes eight stages of the human life cycle
and puts them on a continuum, emphasizing factors in the environment, not heredity, as facilitators of change. Erikson’s view of human development acknowledges factors within the individual’s experiential background as having a primary role in development. His view of the importance of motor development is more implicit than explicit, but he clearly points out the importance of success oriented movement experiences as a means of reconciling the developmental crises that each individual passes through.

**Arnold Gesell’s** (1928, 1954) maturational theory of growth and development emphasizes maturation of the nervous system as the principal driver of the physical and motor aspects of human behavior. Gesell documented and described general age periods for the acquisition of a wide variety of rudimentary movement abilities during infancy and viewed these maturation-based tasks as important indicators of social and emotional growth. Gesell also described various ages when children are in “nodal” periods or when they are “out of focus” with their environment. A nodal stage is a maturational period during which the child exhibits a high degree of mastery over situations in the immediate environment, is balanced in behavior, and is generally pleasant. Being out of focus is the opposite; the child exhibits a low degree of mastery over situations in the immediate environment, is unbalanced or troubled in behavior, and is generally unpleasant. Maturational theory is not widely accepted today, but it played a significant role in the evolution of child development as an area of study.

**Mahabub Ul haq**

“The basic purpose of development is to enlarging people’s choices in principle; these choices can be infinite and can changes over time. The objective of development is to create an enabling environment for people to enjoy long, healthy and creative lives”. Mahabub Ul haq founder of the human development.

**Amarthya Sen’s Capability approach Theory**

The Capability Approach is defined by its choice of focus upon the moral significance of individuals’ capability of achieving the kind of lives they have reason to value. This distinguishes it from more established approaches to ethical evaluation, such as utilitarianism or resourcism, which focuses exclusively on subjective well-being or the availability of means to the good life, respectively. A person’s capability to live a good life is defined in terms of the set of valuable ‘beings and doings’ like being in good
health or having loving relationships with others to which they have real access. (Amarthya Sen’s Co-founder of Human Development Report, professor of Economics, Harvard University, Nobel laureate in Economics, 1998).

2.3. Theories of Education

The role of education in development has been recognized since the days of Plato. He argued that the education has high economic value; therefore a huge part of community’s wealth must be invested on education. Education helps the society by enabling citizens to participate actively in the development process. But, a major contribution to the discussion on relationship between education and economic growth was first made by Adam Smith (1776), followed by the subsequent contributions by the classical and neo-classical economics until Alfred Marshall, Marshall (1890) emphasized that, “The most valuable of all capita; is that invested in human beings’. Further he also stated that,” Knowledge is our most powerful engine of production. It enables us to moderate nature and force her to satisfy our wants”. Education is one of the most important components in capacity building. It provides a base for making a person capable of acquiring skills and becoming self-sustainable.

The significant of an adequately educated and technically trained manpower has been specification recognised in economic literature since the middle of fifties when research studies in the economics of education and growth, pioneered by endogenous growth models propounded by Solow (1957), Schultz (1961), Denison (1962) and others. They highlighted the role of the ‘residual factor’, which mainly implies technology, learning, education and health.

2.4. Theories of Health

Health being one of the important components of development theories, health is the main indicator of this study. More specifically, the gender dimension of health component is the focus of Janani Suraksha Yojana under National Rural Health Mission. Hence the present study will rely mainly on the following theories:

1. Physical Quality of Life Index (PQLI)
2. Human Development Index (HDI)
3. Multidimensional Poverty Index (MPI)
4. Millennium Development Goals (MDG)
5. Gender Development Index (GDI)
6. Gender Empowerment Measure (GEM)
7. Game Theory
8. Grossman’s Theory of the Demand for Health Care
9. Public Good Theory

The following section provides a brief description of the above mentioned theoretical bases.

2.4.1. Physical Quality of Life Index (1970s)

Physical Quality of Life Index (PQLI) was developed for the Overseas Development Council in the mid-1970s by Morris David Morris which is one of the measures that were created due to dissatisfaction with the use of Gross National Product (GNP) as an indicator of development. PQLI might be regarded as an improvement but shares the general problems of measuring quality of life in a quantitative way.

Life expectancy, infant mortality, and literacy are used as indicators of development, describing progress in health, sanitation, education, and women's status. PQLI is a summation of complex social interrelationships on which no theoretical explanation imposes any given weights/biases. Equal weight is assigned to each component. The value is the average of three statistics: basic literacy rate, infant mortality, and life expectancy at age one, all equally weighted on a 0 to 100 scale.

2.4.2. Human Development Index

The UNDP incorporated Sen’s view in its first Human Development Report in 1990. According to it, human development goes far beyond income and growth to cover all human capabilities, the needs, aspiration and choice of the people. It defined human development as “a process of enlarging people’s choice” that is created by expanding human capabilities.

Human Development Index is a composite index measuring average achievement in three basic dimensions of human development namely, Longevity (a long and healthy life), Educational attainment and Real GDP per capita (standard of living).
2.4.3. Multidimensional Poverty Index (2010)

Multidimensional Poverty Index (MPI) is a new approach in the measurement of poverty which is a multidimensional phenomenon. It was launched by the Oxford Poverty and Human Development Initiative (OPHI) of Oxford University and the HDR office of the UNDP in July 2010. As MPI is developed by using the methodology of Sabina Alkire and James Foster (2007) it is popularly called as Alkire-Foster (AF) methodology. MPI gives a multidimensional picture of people living in poverty and enables country to target development resources more effectively. It identifies overlapping deprivations at the household level across the three dimensions such as

(1) Education- Years of schooling and Child enrolment weighted at 1/6.
(2) Health- Nutrition and Child Mortality weighted at 1/6 and
(3) Standard of Living- Electricity, Sanitation, Water, Floor, Cooking Fuel and Assets with 1/18 weightage.

Thus, MPI is measured using ten indicators which are equally weighted within a dimension.

2.4.4. Millennium Development Goals

The most recent initiatives towards population and development are the Millennium Development Goals (MDGs) drafted in the United Nations Millennium Summit in September 2000. The major aim of MDGs are eradicating extreme poverty, reducing child mortality, fighting diseases epidemics such as AIDS, and developing a global partnership for development. In MDGs there are eight goals with 21 targets and a series of measurable indicators for each target by 2015. As a member of UNDP, India has adopted MDG where in goals 3, 4 and 5 deals with public health issues of child health, maternal health and diseases in which the country has made huge commitment to achieve the universal targets.

2.4.5. Gender Development Index (GDI)

This index, developed by United Nations and it is used as one of the five indicators by the United Nation Development Program (UNDP) in their annual Human Development Report. GDI measures three basic dimensions.
(1) Health: measured by female and male life expectancy at birth.
(2) Education: measured by female and male expected years of schooling for children and female and male mean years of schooling for adults aged 25 and above and
(3) Economic Resources: measured by female and male estimate of earned income.

2.4.6. Gender Empowerment Measure (GEM)

GEM developed by United Nations Development Program quantitatively measures the empowerment of women on a country by country basis. This index measures gender inequality in three dimensions.

(1) Power over economic resources based on earned income.
(2) Access to professional opportunities and participation in economic decision making and
(3) Access to political opportunities and participation in political decision.

2.4.7. Game Theory

Game theory has been used to model a number of subjects important to public health, including organ donation, ethics, and the patient-provider relationship. Game theory provides a strong modelling device for public health professionals and illustrates the need for public intervention when the incentives of individuals impede progress for the group. The implication for public health is that the best strategies for individuals or groups are sometimes not the best strategies for everyone taken as a whole. Public health professionals need to be vigilant to these special circumstances and use interventions to create better incentive system.

2.4.8. Grossman’s Theory of the Demand for Health Care

Grossman (1881-1950) was concerned with how individuals allocate their resources to produce health. The model goes beyond traditional demand analysis and has been extremely influential in health economics.

The theory utilizes the idea of the individual as a producer of health by removing the artificial separation of consumption and production. It stresses on investing in human capital such as health and education to improve outcomes both in the market (work) and
non-market sectors (household). The theory has been developed based on several assumptions that:

- Health care is a constant lifetime investment
- Individuals value health but do not value it above all else.
- People have limited incomes with which they have to finance health and other activities, and neither is costless.
- A relatively high degree of control over health by virtue of the fact that it can influence health-affecting consumption patterns, health care utilisation and environment. The theory emphasizes that the demand for healthcare is derived from demand for health, which is itself derived from the demand for utility. It calls health a capital good as it depreciates over time period. Further, it elaborates the relationship between demand for health care with age, income and education.

### 2.5. Implication of the Theories

The present study has been made an attempt to evaluate the various human development theories like; Morrish D Morrish PQLI theory, Grossman’s Theory of the Demand for Health Care and Amarthya Sen’s Capability Approach theory and there are several paradigms or models of development in trend at present and also many perspectives or viewpoints. A theory is expected to perform two major functions, namely, explanation and prediction of a phenomenon. There is no universally acceptable model or theory of human development, which can explain the existing phenomenon of human development and predict its future course. But somehow the above said theories thrown a light on different aspects of human development such as measurement of Human Development, economic growth and human development, gender disparities in human development, human development in global national and state level disparities and social group disparities and some of the contemporary paradigms of development and examines their relevance human development in the Indian context.

### 2.6. Empirical Evidences

A good number of empirical studies clearly reveal the existence of positive relationship between human development and economic development. Following are the some of the important studies, which explain the positive relationship between human development and economic development.
UNDP (1990) in the first Global Human Development report concluded that people are the real wealth of a nation. Human Development is all about “process of enlarging people’s choices”. It mainly focused on building human capabilities, enhancement of freedom and the process of achieving outcomes. The Report treats human beings primarily as inputs in the production process. Education, skill formation and health are means for enhancing quality of human capital. Further, the report also addressed how the economic growth translates into human development. The report strongly recommends the restructuring of budgetary expenditures, including military expenditures, and creating an international economic and financial environment conducive to human development.

Shiva Kumar (1991) in this paper ranked 17 Indian major States by constructing the HDI using the UNDP’s methodology. He compared the rankings of these states with the rankings of the countries appeared in the report of UNDP. The absence of disaggregated data on health and life expectancy for the union territories and the North Eastern States of India prevented him in the computation of the HDI for these regions.

Corrie (1995) examined to measure the quality of life of society in general (such as the Human Development Index of UNDP), or of children in particular (Jordan 1993; Corrie 1994). This article constructs a Human Development Index (HDI) for the Dalit Child in India following the methodology used by UNDP (1990) to construct a human development index for the countries of the world. Dalits (also known as Untouchables, Harijans, (Scheduled Castes) have and continue to be a marginalised group in India.

Shivakumar’s (1996) in his paper “the gender-related development index (GDI) proposed in UNDP’s 1995 Human Development Report concentrates” and he analysed that the human development index (HDI) but focuses on the inequality between men and women as well as on the average achievement of all people taken together. This paper computes the GDI For 16 Indian states for which data are available, and ranks them along with 130 countries of the world.

Vyasulu’s (1997) in his paper applying of human development index to the districts of Karnataka, certain features of development in the state stand out. In spite of the variety of HDIs, the ranking among districts is more or less stable. But there is a high range of variation within the state reflecting large intra-state disparity in development. This
suggests that sustained political support to an across-the-board improvement in each district is essential if the HDI is to show improvement.

**Vyasalu and Vani (1997)** conducted a study of human development in Karnataka using HDI. While making concluding remarks they suggested that sustained political support to an across-the-board improvement in each district was essential if the HDI has to show improvement.

**Mahbub ul Haq (1997)**, in his work “Reflection on Human Development” and he examined that human development is more than GDP growth, more than income and wealth and more than producing commodities and accumulating capital. A person’s access to income may be one of the choices, but it is not the sum total of human endeavour. People are the real wealth of nation. The basic capabilities for human development consist of health, education, access to resources and community participation. Without these, many choices are simply not available, and many opportunities in life remain inaccessible.

**Bhattacharya (1998)** in his paper has analysed the design of West Bengal economy in terms of human development. The human development levels across West Bengal districts vary sharply and are more in favour of the urbanized regions. This pattern persists over time. The overall Indian situation also reveals this pattern but the extent of variation is less.

**Ramirez, et.al. (1998)** have worked on “Economic Growth and Human Development”. The paper investigates the links between economic growth and human development, recognizing two chains, one from economic growth to human development, and the other, conversely, from human development to economic growth. The various links in every chain are investigates, together with a review of some existing empirical material on their importance.

**Zaidi and Salam (1998)** in their study correlated various indices denoting life expectancy, educational attainment and real GDP per capita to other parameters of the economies of fifteen major States of India for finding out the causes of changing values of these indicators in different States. The study revealed that public expenditure had a more close association with educational attainment than it had with life expectancy as the
latter is influenced by multiplicity of factors like heredity, race, climatic and environmental factors apart from public expenditures on health, nutrition and sanitation etc.

Tilak’s (1999) paper examined the finance minister in his budget speech stated that "high priority is being accorded to problem of the human resource development in the Ninth Plan ". One of the important components of the 'National Human Development Initiative' announced in the Union Budget is education. Education is also recognized as all important items of 'basic human development needs' and is one of the items of the prime minister's special action plan. Do the programmes and financial resource allocations proposed in the Union Budget, and the Ninth Plan impact these high sentiments expressed in favour of education? Answers to this question is attempted here examining the Draft Ninth Five-Year Plan 1997-2002, the Economic Survey 1998-99, and the Budget 1999-2000

Indryan et, al. (1999) have analysed in the paper that the Human development looks like a simple term but has a complex connotation. It may have different meaning for different people in different contexts. For a poor person, development may mean his increased earnings for buying better food, clothing and housing, and for a rich person it could abstract into satisfaction in life. Generically, development is gradual unfolding - an expansion, an evolution. The Human Development Report 1995 (HDR 1995) of the United Nations Development Programme (UNDP) describes human development as a process of enlarging people's choices (HDR 1995, p. 11). It "must enable all individuals to enlarge their human capabilities to the fullest and to put those capabilities to the best use in all fields - economic, social, cultural and political" (HDR 1994).

Viswanathan (1999) in his study, for the State of Madhya Pradesh, highlighted the fact that higher incomes do not always yield higher human development, and that higher human development does not always mean equal benefit to men and women.

Amartya Sen (2000) suggested that society’s standard of living should be judged not by the average level of income, but by people’s capabilities to lead the lives they value. Nor should communities be valued in their own right instead, they should be seen as ways of enhancing such capabilities as health, knowledge, self-respect and the ability to
participate actively in community life. Therefore, expansion of human capabilities implies greater freedom of choice.

Rao (2000) made an attempt to bring out the insights provided by the human development report for the State of Karnataka. His study revealed that the State was lagging behind even in achieving what is regarded as minimum essential norms of human development.

Mayer (2001) tried to show that the central methodology of Robert Putnam's Making Democracy Work can be fruitfully applied to the study of the Indian states. It reports some of the results of the author's replication of Putnam's Italian study for the states. While a clear relationship can be demonstrated between state government performance in development and levels of civic engagement, it is harder to replicate Putnam's findings concerning the crucial role of social capital. In the Indian context, levels of education are more important and the implications of this unexpected result are addressed.

Lai (2002) in his paper examined that he used the weighted principal component analysis to measure and analyze the progress of human development in Chinese provinces since 1990. The trends of the human development in the period of market transition in several provinces of China were discussed in terms of the impact on public health as well as economic development. The association of the main principal component obtained from our study and the human development index reported by the United Nations Development Programme was estimated by the Spearman's rank correlation coefficient.

Mahanty (2000) conducted a study with an alternative set of indicators for Andhra Pradesh for the years 1982-83, 1987-88 and 1992-93 using five different methods of index. He found that while the pattern of human development was relatively stagnant, some districts were lagging behind.

Godbole (2002) stated in his paper that unless some definite and perceptible reorientation of policies and reordering of priorities emerge from a crucial study such as Human Development Report, it will be nothing more than a futile statistical exercise. The main merit of the Maharashtra report is that it focuses on the district as the main unit of development. But it would have been more useful if it had offered a range of
development options that would make a perceptible impact on the human development index.

Noorbakhsh (2002) examined the “human development and regional disparities in Iran: a policy model”, This paper argues that the future of composite indices of development such as the Human Development Index depends on how successfully they become operational and this is more likely to be possible at the country level for a variety of reasons. With this in mind the paper proposes a method and a model for the systematic reduction of regional disparities in the Islamic Republic of Iran, a problem which is of serious concern to policy makers in Iran at present. A number of indicators of education, health and economic welfare, from the recent Human Development Report of Iran, are employed to compare 26 provinces (regions) of Iran.

Lieten (2002) observed in his paper that the makes an attempt to assess the long-term effects of this innovative approach followed, especially in the two crucial sectors of education and land reform. In seeking to map progress in such key human development aspects, it also seeks to establish the role of social mobilisation and in assigning to the key figure of the 'Kutiamma' her due place in history. But while the impact of social changes on people remains little documented and rests on extrapolation, this period is also assessed in terms of backward and forward linkages - those societal changes that existed before the CPI's election victory as well as changes brought on by the government's own reform measures that in turn led to further political and social development.

Pradhan and Abraham (2002) investigated the role of human development policy in the economic growth of Indian states. The empirical study suggests that human development position of the states is strongly determined by the human development policy pursued and economic growth significantly depends on human development policy. This study confirmed that the government in allocation of resource for education is critical for human development.

Chakraborty (2003) examined the impact of public expenditure on human development across selected developed and developing countries, using the fixed effect model of pooled least squares for the early 1990’s, for analyzing the linkages between per capita
public expenditure on health and education and human development index (HDI) revealed that there is a positive functional relationship between the variables. The author suggested that public spending on education and health has a stronger impact on human development than the growth of per capita income.

**Majumder, Rajarshi (2004)** in his paper “Human Development in India: Regional Pattern and Policy Issues” they observed Development literature in the past decade has become more people centric with human development being projected as one of the ‘ends’ of development planning. The present paper tries to explore the trends, patterns and regional dimension of human development (HD) in India through construction of alternate HD indices. The association between HD indices and conventional measures like per capita income has been explored. Substantial inter-regional disparity in HD is observed. Probable reasons for such disparity have been inquired. Suggested policies to enhance HD include greater role of the State in provisioning of social infrastructure, especially to the hitherto marginalized groups.

**Government of Karnataka (2004)** in his report “Higher Power Committee on Regional Imbalance Redressel” made an attempt to assess and explain the status of human development in the sate and articulate policy implication. The report examined the relationship between pattern of public expenditures and human development outcomes. The public spending on services and infrastructure affords the best opportunity for the poor and the marginalized to improve their life condition. They provide increased access to services that go beyond the provision of basic necessities and significantly improve the quality of life of the poor.

**Vijaybhaskar et al. (2004)** in their study while highlighting the key findings of the Human Development Report of the state of Tamil Nadu mentioned that though the state had registered considerable progress in literacy and reduction of poverty it had failed miserably in arresting inter-district and intra-regional differences across gender and caste in human development achievements.

**Chelliah and Shanmugam (2005)** analysed the inter district variation in the levels of income and human development in Tamil Nadu for the year 1997-98. They also analysed the causes of the relatively low levels of income of some districts. For this purpose, used
the district level data on per capita income and other indicators and constructed the HDI. They concluded that there are considerable inequalities in income and disparities in the levels of human development among the districts in Tamil Nadu and also income disparity was higher than disparity in human development.

**Chakraborty (2005)** stated that per capita income has significant impact on human development, but it is not a sole factor which leads to human development. It is clearly evident that public policy plays a critical role in enhancing of human development in terms of public expenditure incurred on health, education and human development. He concluded that the link between per capita expenditure on health and education and human development index revealed that there is a positive functional relationship between these two.

**Dutta (2005)** in his paper examines inter-state variations and the relative ranks of 16 Indian states with regard to social sector development, such as health, education, inequality, poverty and per capita state domestic product for the two periods of 1992-93 and 1998-99. The Indian states are heterogeneous in character, and he suggests that the level of state incomes cannot determine whether states are low or high achievers in social sector development. Indeed, it turns out that the correlation between per capita state domestic product and level of achievements in the social sector are not particularly high. Therefore, state expenditure in health and education shows that expenditures and sectoral outcomes are correlated.

**Rakesh (2005)** highlighted that the state government ID instrumental in implementing government policies. He concluded that rural connectivity plays a crucial role in improving human development index. Evidently it suggested that states like Kerala, Tamil Nadu, Goa, Punjab and Himachal Pradesh have invested heavily in the provision of better rural connectivity which is necessary to accomplish development programmes related to human development.

**Bagchi and Sarkar (2005)** analysed the socioeconomic development of West Bengal with reference to disparities in per capita income, human development index and social development. The state government programme is very essential to improve the levels of development. These efforts can be combined with the provision of adequate resources for
the development councils to perform developmental activities properly and to attract outside investment.

Ghosh (2006) examined the two-way nexus between economic growth and human development. The developed regions always have a positive relationship between Economic Growth and Human Development while, the poor states that have failed to catch up with the rich ones in terms of per capita income have to manage to catch up in terms of the human development. Social sector expenditure appears to have been an important factor in achieving regional convergence in human development through its positive effects on literacy rate, life expectancy at birth and human development.

Singh and Nauriyal (2006) examined human development in 15 major states in India for the two decades 1981-1991. A combined regression analysis and the use of dummy variables identified whether the relationship between economic growth and human development is stable or changing over time. Over a period of time inter-district disparities were convergent rather than divergent. Such disparities are generally attributed to the large interstate variations in the quality of governance, degree of effort towards the mobilization of resources and effectiveness of decentralized and community based organisations in implementing the human development agenda.

Erdal (2006) examined the “Convergence of Human Development Levels”. It re-tests the convergence hypothesis by employing indicators of development, i.e., health index and education index, in addition to per capita income levels. By using the beta convergence test, convergence of development levels is tested among a panel of 177 countries. The empirical evidences from the cross-sectional analyses suggest the existence of a significant converging trend among the countries with respect to education levels and per capita income levels.

Tridico (2007) Worked paper on “regional human development in transition economics: the role of institutions” he concluded that the contribution of the paper was twofold. First of all, I built Human Development Regional Indexes for the sixteen Polish Regions. The advantage of having HDRI lies in the fact that they give specific information regarding human life at regional levels. In a country where regional differences are very substantial, it is important to describe the income and non-income dimensions of human
life. In Poland, regional differences in terms of GDP per capita are very important between the eastern and the western parts. An aggregate Human Development Index such as the one offered by the UNDP for the whole country, although it offers a broader prospect of development than the national GDP per capita, does not give specific information about how people live in each of the very heterogeneous Polish Regions. An HDRI, on the other hand, overcomes this deficiency.

Nayak and Thomas (2007) conducted an in depth study on human development by constructing HDI for all the seven districts of the state of Meghalaya. They analyzed the status and trend of human development and deprivation in Meghalaya visa-vis other leading States in the country using both primary and secondary data. The study revealed a low level of human development in the state accompanied with considerable degree of unevenness between rural and urban areas, across different districts and also between genders in the State.

Purusottam and Santanu (2007) in their paper made an attempt to examine the magnitude and the problems of unbalanced human development in the state of Meghalaya. The study reveals widespread variation in human development across all the seven districts and disparities between rural and urban areas and between male and female groups of population within the state. There is a significant disparity between income, consumption and non income attainments over the districts. The economic inequality is much higher than the overall HDI inequality. Therefore, they recommend public policy intervention reducing the inter-district disparities in human development of the state.

Nayak (2007) in his article Human Development-Conceptual and Measurement Issues made an attempt to describe the evolution and the concept of human development which emerged as a new approach to development and the methodological issues relating to its measurement. It provides for various changes in the methods of measurement brought out by UNDP, the planning commission GOI and the individual researchers at different points of time since 1990.

Gita Sen et al. (2007) have examined in their relationship between gender and inequities in Koppal district of north-eastern Karnataka. The paper, based on the work of the
Gender and Health Equity project in two taluks of the district, among the more backward in the state, finds a gender bias both in health-seeking behaviour in families, especially among the poorer households, and in the healthcare delivery system. Girls’ and women's health suffers disproportionately as a result of this bias.

**Brijesh C. Purohit (2008)** he analysed the “Health and human development at sub-state level in India”. His study found that Indian development strategy has been a disparity. It is seen in per capita incomes, access to basic facilities and human development indicators across Indian States. A comparison of state level averages and human development parameters for top and bottom districts show negligence of development of poor districts in rich states.

**Saswati Das (2008)** in his study “Human Well Being: A Deciles Group Analysis on Indian Household Data” and he attempt to measure human well being across different sections of the society in India over time where sections have been made in terms of ten deciles groups of income. In this context, the extent to which rural sector is lagging behind the urban sector is another dimension of the study. The study uses grouped household data, collected and made available by National Sample Survey Organisation between 1987–1988 and 1999–2000.

**Nayak, Purusottam (2009)** their paper “Human Development Reports on North-East India: A Bird's Eye View”, and found that various human development reports published either by UNDP or Govt. of India or by individual state governments on the states of northeast India. The findings reveal that achievement of northeastern region is quite reasonable in comparison to all India average situations in respect of human development indicators for both the sexes but it has miserably failed in bringing commensurate economic growth. There exits wide spread disparity of socioeconomic achievements across different states and from urban to rural areas. In spite of being a tribal belt and in some cases having matrilineal society women are to be at par with that of men. If the problems of poor economic growth, overall development and gender disparities are not properly addressed the region may fall into the trap of vicious quadrant instead of moving to a virtuous one.
Guo Xu and Veronika Hümmer (2010) Their paper concluded that “the consequences of inequality: A new measure of human development”. Marking the 20th anniversary of the Human Development Index (HDI), the United Nations Development Programme (UNDP) has published a revised measure that also accounts for inequality (IHDI). Countries subject to severe social disparities, particularly Central and South American countries, perform worse than under the classic HDI. Even if the revised measure does not yield fundamental changes in ranking, it provides new insights for policy makers and researchers alike.

Mukherjee, et.al (2010) in their paper, “Is there any relationship between Economic Growth and Human Development? Evidence from Indian States” analyse the relationship between economic growth and human development for 28 major Indian States during four time periods ranging over last two decades: 1983, 1993, 1999-00 and 2004-05. The study found that per capita income is not translating into human well being. This perhaps in another way that might signify the rising influence of other variables in determination of the HD achievements of a state. The result shows the need for further investigation to determine the underlying factors (other than per capita income) which influence HD achievements of a State.

Milorad Kovacevic (2010) in his study “Measurement of Inequality in Human Development – A Review” presents several approaches to assess the disparities in HD and to quantifying inequality in the distribution of HD achievements. He considers HD as a multidimensional concept, focusing on three key dimensions of income, health and education. He recognizes that the complexity of the concept of HD inequality which is beyond inequality in income or wealth.

Desai, et.al. (2010) analysed the”Human Development in India: Challenges for a Society in Transition”. He looks beyond conventional and basic welfare indicators of human development (HD) to a more complex evaluation of HD, by taking a holistic perspective on people's live experiences which is based on a comprehensive detailed survey. The authors consider that inequality in well-being, capabilities, and opportunities by gender, caste, tribe, religion, and place of residence are markers that are important for addressing the challenges that India is facing in an era of transition. It is the global forces that have
widened the disparities between metropolitan cities and villages and are also responsible for the failure of public institutions in spite of some noteworthy achievements.

Sacchidananda Mukherjee et.al. (2014) has made an attempt to identify the HD achievements for 28 Indian States over the last three decades and analyze their influence on their growth patterns. The same methodology of UNDP’s HDI has been applied here. The indices for both rural and urban areas within each State are calculated separately. The results indicate importance of State-specific HD path and also the presence of rural - urban disparity.

Thirupathaiah Dulla (2014) has tried to analyze the determinants of Human Development in mandals and revenue divisions of Guntur District of Andhra Pradesh. He found that, Andhra Pradesh is lagging behind several major states. The study district has also assumed the same. It is further seen that gross disparities are found in human development within each revenue division and also within the District. Tracks of high and low levels of human development are found within and each revenue divisions in the Guntur District.

2.7. Research Gap

From the reviews, it has been identified that, as seen above a good number of studies have been conducted by scholars. Whereas, there are several pertinent issues such as social progress in achievement of Human Development, Government role improvement of the society, NGO’s and civil society organisation to improve the social status of the people in terms of human development. In view of this, human development is continuing to be important in all aspects of providing all round development of the people. But it is clearly evident that the majority of the studies quoted are general in nature. Few studies have tried to examine the Gender Development along with the Human Development. But no study has attempted to assess the disparities in human development among the SC and STs as well as disparities between SC and STs in Karnataka.

In this context the study intends to examine the status and disparities of SC and STs in terms of Human Development in Karnataka.
Section – III

The section III presents a brief history of human development, along with some by renowned economists and Human development Reports.

2.8. History of Human Development

The concept of human development is not new, in fact, the concept of human development was reintroduced in modern era. The origin of human development can not only be found from in the early periods of human history but also in many cultures and religions. Aristotle was of this view that wealth is not clearly the thing that we are in search of but it is more than that. A same concern was discovered in the literature of the early founders of quantitative economics (William Petty, Gregory King, Francois Quesnay, Antoine Lavoisier and Joseph Lagrange cited in HDR, 1994) 58 and in the works of the pioneers of political economy (Adam Smith, Robert Malthus, Karl Marx and John Stuart Mill). 59 Adam smith, follower of free enterprise and privatization showed his economic development should facilitate a person to mix freely without being “ashamed to appear in public”. In the early period, the concept of development treated income and its growth as a way, intended in the direction of actual concern for people-in their personality and collectively, in their harmony and mixture. The fundamental concerns of development become the quality of people’s lives what they were capable of doing and what they actually did, the partiality they faced, the struggles they waged and the expanding choices they enjoyed. And this covered not just economic choices but choices in every field in which they could extend control over their lives. The search of welfare was one of these choices-but it had not yet become the limited thing.

It was only in 20th century that social sciences become more concerned about economic development rather than people. The main aim of the society was maximization of income earning opportunities rather than extension of opportunities for citizens. Even if passion of gathering wealth may be new but the preoccupation of economists and policy makers advocated public wealth in terms of surplus trade balances, dates back at least to the mercantilists. Those who advocated materialism, rather than human development have focused on accumulation of per capita gross national product or national wealth is a continuation-certainly an strengthening of the old opulence-oriented approach. And it is this low road of regarding humanity as an
instrument of production—rather than the high road of acknowledging the universality of life claims—that fits well with the reputation of economics as a miserable discipline.

Human potential as argued by Paul Streeten. Human development is necessary on account of the following reasons:

1. Human development is the end while economic growth is only a means to this end. The ultimate of the entire exercise of the development is to treat men, women and Children—present and future generations—as ends, to improve the human condition, to enlarge people’s choices.

2. Human development is a means to higher productivity. A well-nourished, healthy, educated, skilled, alert labour force is the most important productive asset. Thus, investment in nutrition, health services and education are justified on grounds of productivity.

3. It helps in lowering the family size by slowing the human reproduction. It is the experience of all developing countries that improvement in education levels (particularly of girls), better health facilities and reduction in infant mortality rates leads to a lowering of the birth rates. While improved education facilities make people aware of the benefits of the small-family (a higher income level, better standard of living etc), reduction in infant mortality rates reduces the incentives of having families as fewer children deaths are now feared.

4. Human development can help in reducing civil disturbances in a society and in increasing political stability.

According to Mahbub ul Haq (Mahbub ul Haq cited in Mishra, S.K and Puri, V.K), “the defining difference between the economic growth and human development schools is that the first focuses exclusively on the expansion of only one choice—income while the second embraces the enlargement of all human choices whether economic, social, cultural or political. As the time progressed, the concept of human development has broadened as the definition of the same has been changing ever since the publication of the first human development report (1990). Various human development reports have defined human development differently, keeping the human beings at the center stage.
And also enlarging and covering more of the issues related to human beings in general and human development in particular.

According to the human development report 1990, human development is a process of enlarging people’s choices. In the same report human development is defined as human development is a process of enlarging people's choices. In principle, these choices can be infinite and change over time. But at all levels of development, the three essential ones are for people to lead a long and healthy life, to acquire knowledge and to have access to resources needed for a decent standard of living. If these essential choices are not available, many other opportunities remain inaccessible. But human development does not end there. Additional choices, highly valued by many people, range from political, economic and social freedom to opportunities for being creative and productive, and enjoying personal self-respect and guaranteed human right.

Human development has two sides: the formation of human capabilities such as improved health, knowledge and skills and the use people make of their acquired capabilities for leisure, productive purposes or being active in cultural, social and political affairs. If the scales of human development do not finely balance the two sides, considerable human frustration may result. According to this concept of human development, income is clearly only one option that people would like to have, albeit an important one. But it is not the sum total of their lives. Development must, therefore, be more than just the expansion of income and wealth. Its focus must be people.

Human development report 1991, lays stress on the fact that the real objective of development is to increase people’s choices. It has to be development of the people by the people, for the people.

- Development of the people-every society must invest in the education, health, nutrition and social well-being of its people, so that they can play their full role in the country's economic, political and social life. With more emphasis now being placed on the market and on technological progress, the development of people will make an increasingly critical contribution to economic success.

- Development by the people-through appropriate structures of decision-making, people must participate fully in the planning and implementation of development
strategic. These strategies should provide sufficient opportunities for income and employment growth, so that human capabilities are properly used and human creativity is given its fullest expression.

- Development for the people-development must satisfy everyone's needs, and provide opportunities for all. Only then will it be truly human-oriented. This would also include providing essential social safety nets. Thus it is that development increases people's choices-with two caveats. First, enhancing the choices of one individual or one section of society should not restrict the choices of another. This calls for equity in human relationships. Second, improving the lives of the present generation should not mortgage the choices for future generations i.e., the development process must be sustainable.

According to human development report 1993, human development is development of the people, for the people, by the people. Development of the people means investing in human capabilities, whether in education or health or skills, so that they can work productively and creatively. Development for the people means ensuring that economic growth they generate is distributed widely and fairly.

In human development report 1994, stress has been laid on human beings and human development. Human beings are born with certain potential capabilities. The purpose of development is to create an environment in which all people can expand their capabilities, and opportunities can be enlarged for both present and future generations. The real foundation of human development is universalism in acknowledging the life claims of everyone.

Human development 1998, defines human development as a process of enlarging people's choices. Enlarging people's choices is achieved by expanding human capabilities and functioning. At all levels of development the three essential capabilities for human development are for people to lead long and healthy lives, to be knowledgeable and to have access to the resources needed for a decent standard of living. If these basic capabilities are not achieved, many choices are simply not available and many opportunities remain inaccessible. But the realm of human development goes further: essential areas of choice, highly valued by people, range from political, economic and
social opportunities for being creative and productive to enjoying self-respect, empowerment and a sense of belonging to a community.

Human development report 2002, defines human development is about people, about expanding their choices to lead lives they value. Economic growth, increased international trade and investment, technological advance all are very important. But they are means, not ends. Whether they contribute to human development in the 21st century will depend on whether they expand people’s choices, whether they help create an environment for people to develop their full potential and lead productive, creative lives.

Human development report 2007/08 defines human development is about people. It is about expanding people’s real choices and the substantive freedoms the capabilities that enable them to lead lives that they value. Choice and freedom in human development mean something more than the absence of constraints. People whose lives are blighted by poverty, ill-health or illiteracy are not in any meaningful sense free to lead the lives that they value. Neither are people who are denied the civil and political rights they need to influence decisions that affect their lives.

Human development report 2010, also defines human development as the expansion of people’s freedoms to live long, healthy and creative lives; to advance other goals they have reason to value; and to engage actively in shaping development equitably and sustainably on a shared planet. People are both the beneficiaries and the drivers of human development, as individuals and in groups.

Human development report 2011 defines Development progress in the world’s poorest countries could be halted or even reversed by mid-century unless bold steps are taken now to slow climate change, prevent further environmental damage, and reduce deep inequalities within and among nations. Sustainability and Equity: A Better Future for All argues that environmental sustainability can be most fairly and effectively achieved by addressing health, education, income, and gender disparities together with the need for global action on energy production and ecosystem protection.

This reaffirmation underlines the core of human development its themes of sustainability, equity and empowerment and its inherent flexibility. Because gains might be fragile and vulnerable to reversal and because future generations must be treated justly, special efforts are needed to ensure that human development endures that it is sustainable. Human development is also about addressing structural disparities it must be equitable. And it is about enabling people to exercise individual choice and to participate in, shape and benefit from processes at the household, community and national levels to be empowered.

Human development insists on deliberation and debate and on leaving the ends of development open to discussion. People, individually and in groups, shape these processes. The human development framework applies to all countries, rich and poor, and to all people. It is sufficiently open ended, robust and vibrant to provide a paradigm for the new century.

2.9. Implications

Human Development is defined as a process of enlarging people’s choices. In principle, these choices can be infinite and change over time. But at all levels of development the most critical and essential ones are for people to lead a long and healthy life, to be educated and to have access to resources needed for a decent standard of livings.

As measurement of the level and pace of human development is useful for a number of purpose, such as the determination of the extent of economic and social well being of people, serving as a benchmark for future planning.

To be meaningful, measures of human development must be consistent with the objectives of human development. A measure should provide, at the minimum, an indication of such commonly accepted objectives of human development as availability of education facilities, health facilities and life sustaining goods or per capita income.

There is no universally acceptable measure of human development that captures its multi-faced nature of the human development. The choice of measure depends upon the purpose of measurement and the availability of requisite information.
2.10. Conclusion

The review of the theories of economic growth shows that, in the process of economic growth existence of human development disparities are inevitable and development does not appear everywhere at the same time. The growth pole theory, Amarthya Sen’s Capability Approach theory and there are several paradigms or models of development in trend at present and also many perspectives or viewpoints. A theory is expected to perform two major functions, namely, explanation and prediction of a phenomenon.

A review of empirical studies reveals that development without human development is meaningless and of no use. Hence the concept of measurement of development has changed from economic to human development. Hence, the planners, economists and policy makers all over the world have recognized the role of the countries in the world have been tried to achieve higher human development through better health facilities, education, income earning opportunities and to have a decent standard of living. Therefore, it has been widely accepted that better education leads to more income earning opportunities, which in turn result in decent standard of life, which reflects the human development. It also confirmed from the above arguments, economic development and human development have circular linkages, in the initial stages of development, economic development leads human development, however, later human development leads to better economic and human development.