CHAPTER II

REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK
This chapter has two sections. The first section presents the relevant research works related to present research work. Literature has been reviewed related to human development, gender disparities, health, education and income, along with entitlements and empowerment of women. The second section of the chapter presents a brief introduction to the history of human development with gender dimensions.

Section I
Review of Literature:

In the following section researcher has given a brief literature review. Literature has organized based on the period.

Introduction:

A review of the related literature is a significant part of the research work. Because, it avoids duplication of work and it helps the researcher to go deep into the problem. An attempt has been made here to present some of the studies carried in Karnataka, in India and aboard which are related to the present research problem. Reviews have been presented chronologically based on the issues.

Thomas, D has examined on gender differences in the allocation of household resources to child health in the United States, Brazil, and Ghana. In all the three countries, mothers were found to allocate more resources to daughters while fathers channelized resources towards sons. Maternal education was found to have a larger effect on the height of daughters than sons, while sons benefit more than daughters as paternal education increases. In Brazil, women’s non-labour income was used to improve the health of daughters but not sons. Authors have concluded by saying there are significant gender differences in health and nutritional status between boys and girls (Thomas, 1994).

Gage A. J., Njogu W, have critically examined the relationship between gender inequality and demographic behaviour in Ghana and Kenya. This study examines gender inequalities in families and households, in access to education, employment, property rights and to health services. It concludes that increased educational opportunities for women and economic security would sufficiently reduce gender inequalities in Ghana (Gage, 1995).
Pascharopoulas, in the article entitled “Returns to Investment in Education: A Global Update” explains the impact of education investment on income. The author identified that investment in women’s education is in general more profitable than that for men and returns in private competitive sector of the economy are higher than among those working in the public sector. He concludes that investment in education continues to be a very attractive investment opportunity in the world today—both from the private and from the social point of view (Pascharopoulas J., 1996).

Martin Large, Mark Saunders N.K, has revealed gender inequality by using ‘glass ceiling’ effect. Inequalities exist in the form of job segregation. For reducing this inequality give equal opportunities and decision making power should be given to her. These authors’ explore a model of decision making which explains how a combination of both individual choices and organizational blockages maintains the glass ceiling (Martin Large, 1995).

Ramegowda, A, discussed that women who work outside the home have relatively greater physical mobility, flexibility and that working women are enforced with social controls that are much more rigid than those prescribed for men. Alternatively it also has been accepted that labour force participation in itself does not significantly influence women’s status at home or in the fields as long as women’s claims over earned resources continued to be managed by their men. In such a situation their hopes for equality and opportunity would an unfulfilled dream remain a long shot. It is argued that women’s economic subordination is multifaceted and therefore requires simultaneous analysis on many fronts in relation to home making and employment (Ramegowda, 1997).

Tansel A. has examined the determinants of human capital investment in male and female children’s schooling in Cote d’Ivoire and Ghana. Income growth increased schooling, especially for girls in Cote d’Ivoire and for boys in Ghana. Findings indicate that parents’ education had a significant influence on the educational achievement of male and female children. Father’s education was more important than mother’s education in both the countries for the education of their children. The impact of parents’ education was larger for girls in Ghana and larger for boys in Cote d’Ivoire. Mother’s education had a larger effect on daughter’s schooling
attainment in Ghana. One standard deviation increase in father’s education increased his son’s achievement by almost a year and his daughter’s by a smaller amount. Distance was a greater restriction for girls education than boys in Ghana (Tansel, 1997).

Giovanni Ferro Luzzi and Jacques sibler have developed a new methodology to analyze the wage disparities in relation to gender. These authors first examine some traditional wage decomposition based on the means of wages, and then show how this approach can be extended to the whole distribution be using a simple measure of inequality, that is the variance of the logarithm of wages. According to the authors it appears that the greatest contribution to gender wage inequality differences in Switzerland is due to differences in the distributions of unobservable characteristics, while human capital tends to compensate slightly for this effect (Giovanni, 1998).

Patricia Voydanoff, has emphasised mainly on writings on women, work, and family. Bernard’s conceptualization of “two worlds”’-one of women and one of men-provides the organizing theme. On the basis of which, the author identifies three major issues,(a) the dilemmas of caring (b) the feminization of work and (c) work and family roles over the life course. Examining historical perspective on these issues, and by her view of the present, and her vision of the future, she in her article raises unanswered questions on Bernard’s work and suggests implications for future research on women’s work and family roles (Voydanoff, 1988).

Denise, L. Spitzer has revealed that health disparity can be defined as a marked difference or inequality between two or more population groups defined on the basis of race or ethnicity, gender, education and other criteria’s. Socio-economic status, power and inequitable access to health determinations such as income, social support, clean environment influence issues related health disparities. Engendered by these factors health disparities do a gradients in socioeconomic events. He observes that the relationship between health outcomes and social hierarchy appears to be more linear in predicting men’s health, while the association to women’s health appears to be more complex. The relationship between gender inequities and health is seldom static and intersects with factors such as ethnicity, sexuality, age and disability in a dynamic and complex ways (Spitzer, 2000).
Hilary Graham’s has emphasised the consequences of fast economic and social change on inequalities in health among men and women. Using the data of UK, she describes socio economic inequalities in health, the factors which contribute to these health differences, and the ways in which they cluster together and accumulate through the life course. She goes on to describe changing patterns of inequalities in wealth. She argues that little is known about the ways in which gender mediate the underlying inequalities in health. Yet, she argues, social class ‘expresses itself in a gendered form’ and is ‘written on the body’ (Grahams, 2000).

Amartya Sen in the article entitled ‘Many Faces of Gender Inequality’ discusses many dimensions of gender disparities. The gender differences vary from one period to another and from one context to another. A detailed empirical research on gender disparity can be done, the results of which can be used improve the life of males and females. At the same time gender differences curtail the interests not only of girls and women but also boys and men (Sen A., 2001).

Peggy McDonough., Vivienne Walters, have focused on gender and health challenges taking in to consideration the general health disadvantage of women over that of men. The since health differences of men and women have been comprehended today has more complex than previously thought, there is a need to reassess the pathways linking gender and health. Using data from a Canadian national probability sample he examines gender differences and concludes that women report more distress and chronic conditions than men. (McDonough & Walters, 2001).

Jeorge Pascharopoulas., Hary patrinos A, has reveals that “returns to investments in education: A further update” explains the correlation between the income and education. Author presents the latest estimates and patterns as found in the century. The authors include a new section on the need for selectively inn comparing returns to investments in education and establishing related patterns (Pascharopoulas J., 2002).

Pant, S.K has discussed that ‘Gender Bias in Girl Child Education’. The author argued that the gender bias and the related lower development exists because of inequality in providing educations for girls and boys. The further explained that the enrolment level of girls was marginally lower than the boys. However, according to
author on the issue of why the girl child discontinued schooling after or before primary level, the prominent factors emerging were prevalence of traditional values. Deteriorations in the general enrolment, is due to lack of schooling facility near the locality, poverty and other economic handicaps as argued by author (Pant, 2002).

Bruce Rankin links how low-income urban women find work and the effect on their subsequent earnings. It’s show that although most find jobs through strongly tied informal contacts- a method usually associated with lower quality jobs- tie strength has no effect on earnings. Subgroup analyses show only minor racial and ethnic differences, but women who have recently left welfare are more likely to find jobs through potentially beneficial formal sources. The results are discussed in light of the social isolation and labour market conditions faced by less-skilled female workers (Rankin, 2003).

Serge suizzero and Clem Tisdell, widely argued that income inequality has increased between skilled and unskilled workers. However, income inequality increased between male and female group. For the same reason, women workers those primarily belonging to the groups of unskilled workers were reversely affected by this skill income dependency relation. Then authors introduced new technologies to analyze income inequality based on ability. The role of innate ability, the shift towards a decentralized wage Determination, and the changes of the demand for skills could reduce the wage differences as author argued (Serge, 2003).

Gustav Ranis, in his article entitled “Human Development and Economic Growth”, has related Human Development process with Economic Growth. His debate has broadened the definition and goals of developments but the need still is true to define the relationship between Human Development (HD) and Economic Growth (EG). To the extent that greater freedom un capabilities improve economic performance human development will have an important effect on growth. Similarly, to the extent that increased incomes will increase range of choices and capabilities by households and governments. According to economic growth enhance human development (Ranis, 2004).

John Bishop, et. al., by adjusting Gini coefficients with quintile regression analysed the inequalities in earnings. It is found that the marginal impact effects of
female on earnings inequality are larger than the effects of years of schooling and experience. Hence the author argues that gender gap has the most significant impact on earnings inequality in Taiwan. Adoptions of an affirmative action policy for women may successfully reduce the overall level of earnings inequality in Taiwan, argues the author (Bishop, 2004).

Margareta Kreimer, has developed a new model. This model states that the roots of this phenomenon lie in the assignment of men and women to the market area and the reproduction area. Which argues that labour market segregation is an important factor contributing to women’s inequality in the labour market. Therefore any equal opportunities policy has to be combined with a policy to reduce segregation. But up to now segregation has been extremely persistent, as is shown in Austrian labour market. Most of the mechanisms and processes that occur every day in the labour market work together to preserve sex segregation (Margareta, 2004).

Preet Rustagi, has illustrates the complexities of gender-related development through an analysis of individual indicators covering issues of women’s work, education, health, survival, safety and participation in public/private decision-making. State level comparisons based on selected individual gender-related indicators reveal different patterns of development, highlighting the problems that complexity and non-linearity pose for measuring gender development. In the absence of unilinear patterns of gender development across Karnataka states, the significance of non-composite indicators and their importance for problem identification and effective intervention is highlighted (Rastagi, 2004).

Ravinder Rena, who reveals gender disparities in education raise many questions for governments and civil societies. There are many factors that contribute to the gender gap in education. In Eritrea, gender disparities persist in the enrolment rates between boys and girls at all levels. Gender inequality has become a major issue in Eritrea in the recent years. This paper discusses educational development in the country. It identifies and analyses various factors that cause gender inequality in education. Further, it also provides some policy implications to solve the gender related problems in the country (Ravinder, 2005).
Thankom Arun and Vani K. Borooah, has estimates an earnings function for Sri Lanka, followed by a decomposition analysis of male-female earnings suggesting that the gender disparity in earnings largely represents ‘discrimination’ against women. The findings showed that irrespective of their “inferior” labour market attributes, men had average earnings that were considerably higher than the female average and that this could be attributed entirely to discrimination in favour of male earners (Thankom Arun, 2004).

Usha Nayar, has revealed Inequalities and disparities rooted in Karnataka. According to the author, the tribal and rural women are most deprived in the society. Gender disparities in educational and all other social and demographic indicators reflects the unequal position of girl and women in a highly gender biased society (Usha N., 2004).

Clem Tisdell, Gopal regmi, has determined the prejudice against female children because of parental discrimination between daughter and sons. Different cultural dimensions may affect parental attitudes to female children. Authors argue parental self interest and its implications for the entitlements of children according to their gender. The findings support the view that the behaviour of parents towards children is a combined result of personal parental goals, social structures and cultural value (Clem, 2005).

Premakumara G.S has revealed the status of women employment in Karnataka, especially in public and private sector, organized and unorganized sector. The study focus on why there is a wide disparity between male and female in their jobs in market place. This study has concluded that share of men in total employment is greater than that of women if we compare percentage share of women in total employment. If we take some states like Kerala and west Bengal women have highest share and very less share respectively in total organized sector employment. In the states of Manipur and Delhi, women have highest and comparatively less share respectively in total unorganized sector of employment in Karnataka. Women participation share in employment market in absolute term is being increased in recent years. The share of total employment disparities is very much larger in public sector compare to private sector however after emerging of new economic policy in 1991,
women status is growing up providing special opportunities to women by the government of Karnataka. It is surely a healthy indication of the Karnataka economy as becoming more and more flexible and gender neutral (Prema Kumar, 2005).

Mgaya, K.V, Shavi, A.P, Kitindi, E, explained the percentage of female employees participation in information system. Authors found that women participation in information system is smaller compared to the national averages of women employees. Female employees also think that they are not fairly treated in promotions and that their employers do not value their contributions. Female Employees are also unhappy with many other issues about their career in the information system (IS) (Mgya & Kitindi, 2005).

Ossikorkeamerki and Tomi Kyyra, evaluate the extent of the gender wage gap in the manufacturing sector. According to the authors the gender wage gap in the manufacturing sectors attributable to within job wage differentials, sex differences in individual qualifications, and disproportionate concentration of women in lower-paying firms and lower-paying jobs within firms. Authors use matched employer-employee date to compare wage differentials between similarly qualified female and male workers who are doing similar work for the same employer and found wage differences (Ossikor, 2005).

Santhosh Mehrotra analysed the formation of human capital and basic issues related to computation of human development index. This paper compares human capital theory with capability approach and lays out the problem with the theory. As paradigm for education and development it find the theory wanting. However it has remind the found at for structural work in education and health by international financial institution. The paper spells out the problems, historically with world bank lending in the education sector some which follow with farm human capital theory while other follow from a broader neoliberal agenda. It concludes delineating the foundational elements of an alternative knowledge paradigm for education all based on the capability approach and its extension (Santhosh, 2005).

Vaeria Costantini and Salvatore Monni, Have reveal that the link between measuring human development and environmental sustainability in European
countries. Analysed the integrated human development index drawn up by the United Nations, and various other environmental and sustainability factors. In particular, the author has completed a comprehensive index ranging from the depletion and degradation of natural resources to implementing a sustainable human development index for European countries. The results will enable them to underline the key factors of effective sustainable human development and, at the same time, test the effective explaining power of this modified composite index compared with existing income and development indicators (Vaeria, 2005).

Sinha, S N P, has focused on educational concepts in his paper “Education Must Be Life Building.” According to him, education aims at making us civilised human beings conscious of our normal social responsibilities. This paper mainly concentrates on education as life building for both male and female. Life building opportunities are more to male, compared to female. So the author concludes that if women are given more opportunities for education, then she will be capable to build her life herself (Sinha, 2005).

Bridget K. Gorman, Jen'nan Ghazal reveals the health disparities in his paper ‘Gender Disparities in Adult Health: An Examination of Three Measures of Morbidity’. In this paper, he argues that public policy must continue to address the causes and consequences of women's disadvantaged social position in relation to men. The significance of socioeconomic status is that it highlights the health gains for women that would accompany improvement in their socioeconomic standing. Or in other words, these findings suggest that, at the minimum, improvements in the socioeconomic status of women would likely result in a dramatic upswing in how they feel about their general health status (Bridget & Jennan, 2006).

Jennifer Roth Child, has revealed gender inequality in schools and societies as a whole. According to Jennifer, what is needed is an exploration of how gender is socially constructed and maintained in both the school and the home. She explains educational experiences of girls and boys as they were affected and influenced by attitudes are mainly related with social constrains (Jennifer, 2006).

Viktor Pirmana, has analyzed the earnings inequality in Indonesia, to know whether the earnings inequality can be explained by individual characteristic factors
such as education and experience. The profile of earnings inequality by gender seems to be an “inverted U” fashion, with the male-female earnings gap narrowing as educational attainment went up, and reached a plateau at the “postsecondary level” and then tapered off. The analysis also suggests that the industrial affiliation of female workers matter. The result of estimating Mincerian earnings equation shows that such factor as human capital (years of schooling and experience); socio-demography-economic characteristic (being household’s head, gender, marriage status, work sector); and location factors (urban-rural and province which individual reside and work), significantly affects individual learning in Indonesia. Meanwhile, the result of decomposing this earnings inequality indicate that factor causing earnings inequality between “male” and “female” is about 41.6 percent caused by endowment differences. On the other hand, most of the gap about 58.4 percent is attributed to unobserved and unexplained factors, rather than attributed to differences in observable endowments (Viktor, 2006).

Cynthia K. Sanders., Terri L. Weaver., Meg Schnabel., have reflected upon economic education programs that are intended to improve financial and literacy status have gained significant attention as one strategy for promoting social and economic development, especially among poor and disadvantaged group. The aims of such programs are to increase awareness of financial choice, opportunities, and consequences. It concluded financial literacy outcomes of an economic education program that was created specifically for battered women using a quasi-experimental design (Cynthia & Schnabel, 2007).

Nayak Purosottam, has focused on “Human Development Approach to The Status of Development in North East Karnataka” The study revealed that in spite of having a fast growing economy and pursing the policy of liberalisation and globalisation sincerely, eighties has been able to achieve much in account human development and welfare. Human development index is below six in the country and much below in eastern region. Rural urban disparity, gender disparities and UN human development across the states in the region are quite significant. The trend of increasing gender disparities in Nagaland, escalating rural urban gap occurs to the author (Nayak, 2007).
Sandhu, H.S. Ritu Mehta investigates the challenges preventing women from reaching the top management positions especially in the service sector. The result of the study reveals that lack of network access gender discrimination and gender stereotypes are the three major factors which inhibits women from advancing to top corporate positions. In the overall they found defects negative picture of the women executives. As to advancement in the service sector, women’s still face subtle discriminations even evaluation of their performance tends to be prejudiced against them. The result of study would help, alleviate the challenges that women executives face by enhancing the awareness of the factors that inhibit their advancement in the corporate world (Sandhu, 2007).

Ruth Uwaifo Oyelere, has examined the gender gap in income is only a reflection of the level of education of women in society by using simple econometric tools to test null hypotheses. First, there is no disparity in the income and returns to education benefits across gender in Nigeria. Also, there are no within gender disparities in income and returns to education in Nigeria. From the results, both null hypotheses are rejected. The difference in difference is not only economically significant but also statistically significant. Which mean that the gender gap in income grew in post democracy even though attempts were made to shrink it. Assuming change in income can be attributed to reforms of post democracy. Men experienced higher income benefits than women from post democratic reforms in Nigeria. An argument one could make is that the gender gap in income is only a reflection of the level of education of women in society and does not indicate any form of disadvantage or discrimination. In the second part of the results, this argument is debunked by providing evidence of an income gap at each level of education (Ruth, 2007).

Sen Tapsek and Kumar Krishnu, in their article entitled “reprioritisation of public expenditure for human development analysed” analysed formulation and management of resources for consistent and balanced human development. They argued reprioritisation of expenditure in accordance with short falls in particular areas is the need of the hour. Such reprioritisation should lead the states to a better macroeconomic future, through improvement in key areas like reallocating public
allocation. The authors tried to develop an objective method for reprioritisation of public expenditure in this paper (Sen T. K., 2007).

Graciela Chichilnisky, has explained the gender gap by using Nash equilibrium game theory. The author argued that the gender gap in terms of low productivity and wage differentials exists because of improper utilization of women at home and market places. She opined that inequality at home leads to inequality at working places and it creates inequality in the economy at a large extant which is the prime cost for gender gap. Hence there is a need for change at house place and structural change in the economy to solve the problem (Graciela, 2008).

Ross Gittell, the American behavioural scientist has widely argued in a special issue for the economic status of women in the United States. New Hampshire is a state which has socioeconomic characteristics—including strong long-term economic performance, high levels of educational achievement among women and low poverty—that would seem to foster gender earnings equity. Yet, New Hampshire has the fourth lowest gender earnings equity in the nation. The detailed exploration of this state's experience highlights that to reach a higher level of gender earnings equity will require significant changes in gender relations in marriages and families. It highlights how difficult it will be to improve gender earnings equity in the nation with encouraged policy implications in the state (Ross, 2009).

Siw Tone Innstrand, Ellen Melbye Langballe has revealed gender specific view of four dimension by a twofold study; one the factorial validity of a work/family interaction in terms of the direction of influence (work-to-family vs. family-to work) and type of effect (conflict vs. facilitation). Second, gender differences along these four dimensions of work/family interaction were explored. Hidden mean comparisons revealed significant gender differences along all the dimensions. Women reported more conflict and facilitation in both directions compared to men. Although there were some occupational differences, this was indicative of a more fluid boundary between work and family among women. The findings are discussed from an identity perspective (Siw, 2009).

Marit Tjomsland, has analysed women’s higher education achievements in developing contexts. This author argued that cultural context may play a major role in
how women’s higher education is perceived, valued, and employed. Seen from an economic growth-related perspective, investment in women’s higher education may therefore appear less cost-effective than investment in men’s. However, seen from either a rights-based or a human development perspective, which considers women’s education and gender parity to be central indicators of development in themselves, women’s higher education stands out as a highly efficient way of shaping more gender-equitable societies and thus as a major vehicle for general development (Marit, 2009).

Susan Durbin and Steve Fleetwood, in the article entitled Gender Disparities In Employment, reflect upon the relationship between the causes of gender inequality in employment and policies designed to eliminate it. With this argument he proves that the equal opportunities for women in employment automatically lead to employment equality in their jobs. (Susan, 2010).

Xiogang W.U and Zhuoni Zhang, have given particular attention to educational inequality based on gender and the household registration system in the context of educational expansion. They identify a substantial increase in educational opportunities over times at all levels. In particular, women have gained relatively more; gender inequality has decreased over time, and the gap in college enrolments was even reversed to favour women in 2005. The educational expansion has mainly benefited females and urban residents according to these authors (Xiaogang, 2010).

Fayaz Ahmad Bhat., Fouzia Khurshid., Nazmul Hussain., have revealed that gender disparity has been a major issue in Karnataka ’s pursuit for achieving the goal of universal elementary education. Education for women is the best way to improve the health, nutrition and economic status of a household that constitute a micro unit of a nation’s economy. In this context, it can be argued that lack of women’s education can be an impediment to the country’s economic development. However, despite this significance of the education the participation of women in the field of education is not very satisfactory. The present paper is based on secondary data obtained from Census of Karnataka 2001 and supplemented with State Digest of Statistics and government reports wherever necessary. Women in Jammu and Kashmir suffer disproportionately in education when compared to men. Women of the state have low
literacy rate, show low enrolment ratio and exhibit high dropout ratio. There is no doubt that both government and NGO’s are making serious attempts at resolving gender inequality in education in Jammu and Kashmir, but there is still the need to make frantic efforts like implementation of Right to Education Act (Fayaz & Hussain, 2011).

Mitiades Georgiou, has revealed that an empirical analysis with panel data will estimate government education spending (all levels of education) on unemployment rate reduction (all levels of training) vs. the impact of real GDP growth. It will be pointed out that government education spending sample reduce unemployment, while economic growth does so only under certain conditions (Mitiades, 2011).

Thanh-dam Truong, has demonstrates that there are different modes of understanding the terms ‘human’ and ‘development,’ and unless these differences are clearly laid out, an integration of these two terms can lead to confusion. The nature of patriarchal power in the human development discourse rests in its ability to maintain the social meanings attached to biological sex differences derived from male-cantered conventions and an androcentric approach to polity, which restricts the discussions to freedom and justice at the expense of care. Traces of such conventions may be found in the conception of social power and in the conception of the economy. In this regard, a feminist engagement with the human development debate and its rhetoric on gender equality must move beyond the level of norms and institutions and tackle the figurative structure underlying them (Thanh-dam, 2011).

Catherine, Ngina Musau,. Tecla C. Kirwa, have revealed that school education level between male and female in Kenya has improved due to the introduced free primary education and affordable secondary tuition in 2003 and 2008 respectively. With these developments, there was increased enrolment both at the primary and secondary school level. There has never been a notable gender disparity at the primary school level, however at the secondary school level the number of boys enrolled was more than that of girls (54.17 percent and 45.83 percent respectively). At the higher educational levels, the disparity in enrolment is even higher in favour of men. In the choice of subjects, it was realized that fewer women are admitted in science and technology based courses as compared to that of men. In some courses such as
medical engineering, the gender disparity is so glaring such that for every woman enrolled, there are 32 men. This paper therefore discusses the reasons for disparity in enrolment of women in higher education in the Kenyan situation, in spite of interventions by the government and the higher educational institutions to reduce the disparity (Catherine, 2012).

Junxia Zeng, et.al has discussed gender inequality in education by using a meta-analysis approach which provides a new quantitative review of a relatively large volume of empirical literature on gender educational differentials. This article analyzes differences across both time and space and also across different grade levels and ethnicities. These results indicate that gender inequality in educational attainment still exists, but it has been narrowing over time. Moreover, it varies by area (rural versus urban) and grade level. There is nearly no significant gender inequality in the case of girls in urban areas or in the case of the nine years of compulsory education (primary school and junior high school). Girls, however, still face inequality in rural areas (although inequality is falling over time) when they reach high school or beyond (Junxia, 2013).

Research Gap:

The researcher revived the previous literature and these works have tried to capture the disparities between male and female, in terms of educational performance, allocation of resources for male and female child, disparities in income, disparities in health standards, regional based disparities, and others. Mean time the previous studies have failed to capture the sequence and process of empowerment in general and women empowerment in particular. The reasons for disparities have also not identified. The multiple dimensions like level of development, urbanisation, social status, level of education, nature of work and family income have not used by the previous researcher in identifying the disparities. Hitherto, based on entitlements, disparities within the women folk have not at all systematically examined by the previous researchers. Hence, there is wide scope for research in these areas. A study on Entitlements and Gender Disparities in Human Development of Karnataka: an Empirical Analysis could have been one such effort.
Section II

Conceptual Framework:

This section presents the history of human development and gender development along with entitlements and gender mainstreaming. This section also presents definitions for entitlement, gender discrimination and human development different human development perspectives.

Scholars and development agencies have attempted to create a broader measure of human well-being by combining indicators that enlighten on both measures and ends of social progress.

The earliest attempts in defining the meaning of development with human development perspectives were made by the United Nations Research Institute for Social Development (UNRISD) in 1966. It published level of living index for twenty countries. The UNRISD released second report in 1972, and Mc Granahan, introduced the concept “development index”

The International Labour organisation (ILO) has published series of work on “basic needs” during 80s and on adequate level of both consumption and essential services, like health care and primary education. The specific indicators used to measure basic needs have varied over time, although in later studies by Paul Streeten (1981) and Frances Stewart (1985) reduced the number of variables by establishing highest level of correlation with one another. Both studies have come to the same conclusion that life expectancy could stand as a proxy for all basic needs.


UNO (United Nations Organization) under its UNDP published the first human development report in 1990, according to the first HDR human development means enlarging people’s choices. In principle, these choices can be infinite and
change over time. However, at all levels of development, the three essentials are for people to lead a long 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. Nevertheless, human development does not end there, additional choices, highly valued by many people, are also needed, range from political, economic and social freedom to opportunities for being creative and productive and enjoying personal self respect and guaranteed human right. These additional choices also considered for preparing different HDR.

Since then, UNDP has brought human development reports annually on various issues. These reports have been focused on various health, education, consumption, trade, cooperation, water, sanitation, freedom, millennium development goals and many more issues.

HDI is an aggregate indicator of human development. However, it will not take into consideration of gender dimensions while measuring the HDI. However, UNDP has brought an exclusive HDR on gender in the year 1995. There were many attempts made even before the UNDP focused on gender related issues but not systematic.

The process of human development, if not engendered, development endangered. Human development report 1995, not measures the gender disparities, instead it measures the human development by penalising for gender disparities. UNDP has introduced two measures for ranking countries on a global scale by their performance in gender equality namely, GEM and GDI (UNDP, 2013).

Human development approach has contributed to advancing women rights and achieving gender equity. This new perspective implies the development policies to improve women’s capacity of exercising their rights, increasing their freedom, participate actively in collective process of change. Two decades after the phase, in ‘gender mainstreaming’ was first coined at the 1995 Beijing UN World conference on Women, Gender and Development. Gender mainstreaming is the process of integrating the aims of gender equality and women’s rights into the agendas, policies and practices of governments and NGO’s throughout the world. It was first coined as a concept in the wake of the UN 4th world conference on women, held in Beijing in
1995. All those gathered pledged to pursue the strategy of mainstreaming these concerns into their work and link with NGO’s and women’s movement-from community to international level- to deliver the ultimate goals of peace, democracy and sustainable development. Eighteen years later, in London, working on gender issues in development via the concept of the mainstreaming. The room contained very different women and men ranging from those who remember the wave of feminist struggle in the 1970’s with first challenged international development and government to take gender in equality seriously to much younger participants whose commitment was framed by learning about those struggles twenty years on. One participant, Yiping Cai, joined from china and brought or experience of working locally for the famous international feminist network deployment alternatives with for a new (DAWN). Joanne sander until recently, deputy executive director of UN Women and Caroline Moser, professor of urban development anthropology and gender planner extraordinary by virtue of her ground breaking book from 1989 suggesting how development workers might ‘Do’ gender.

This has come together from these extremely polarised identities and locations via group exercise to construct a ‘river of life’, for gender mainstreaming. Some elements were clear : by incredible power of the mainstreaming project has it entered development and government visions, policies and plans from1995, but ways in which mainstreaming has met difficulty is and challenges along the way. It has hit the rocks of economic austerity and crisis; it has been strengthen by powerful tributaries following into it from the feminist movement and has sometimes strength and feminist work and some times, sadly, weakened and derailed it. In the 1990, the discovery men and masculinities as gender issues has resulted in the involvement of men gay and straight, avowed feminist and those who don’t use the word- in mainstreaming.

Conservative men and increasing power of different kinds of political, economic and religious fundamentalism also threatened to be gender equality and women’s right What’s clear is the enduring, incredible, amazing energy of us all to realise the vision after mainstreaming began. At times crisis, gender issues are dropped by planners and implementers who still see them desirable but not intrinsically necessary for success. Gender mainstreaming means reforming
government and NGO’s to ‘get them right for women’ but we need to keep the focus on the outcome of all these on women, men and children themselves. *(Global Report, 2013).*

**Meanings for Entitlement, Gender, Sex and Discrimination:**

According to West's Encyclopaedias of American law, ‘Entitlement’ means “an individual’s right to receive a value or benefit provided by law *(West’s Encyclopaedias of American Law, 2012).*

According to Oxford Dictionaries ‘Entitlement’ means the amount to which a person has a right: annual leave entitlement *(Oxford Dictionary, 2013).*

According to British English Dictionaries, ‘Entitlement’ means, the right to receive something or to do something. *(British English Dictionaries, 2013)*

Generally, ‘Entitlement’ means right granted by law or contract or it means especially a right to benefits such as those provided by social security or workers' compensation.

Gender is not determined by an individual’s biological characteristics, but by how society looks at the roles of men and women. In other words, socially constructed. Sex is determined by differences in biological characteristics.

Moral philosophers have defined discrimination as disadvantageous treatment or consideration. This is a comparative definition. An individual need not be actually harmed in order to be discriminated against. He or she just needs to be treated worse than others for some arbitrary reason *(Moral Philosophers, 1913).*

**Definitions of Human Development:**

Human development has two sides: the formation of human capabilities such as improved health, knowledge and skills- and the people make use 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 finally 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. Therefore, development
must be more than just the expansion of income and wealth. Its focus must be people (UNDP, 1990).

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 needs, and provide opportunities for all. Only then it will be truly human oriented. This would also include providing essential social safety nets. Thus it’s that development increases peoples first place people choice 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 that is the development must be sustainable (UNDP, 1991).

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, weather 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 (UNDP, 1993).
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 an opportunity can be enlarged for both present and future generations. The real foundation of human development is universalism in acknowledging the life claims of every one (UNDP, 1994).

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 essential capabilities for human development are for people to lead long and healthy lives, to be knowledgably 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 human development goes further: essential area 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 community (UNDP, 1998).

Human development report 2002, defines human development 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 the help create an environment for people to develop their full potential and lead productive, creative lives (UNDP, 2002).

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 bighted 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 live (UNDP, 2007).
Human development report 2010, also defines human development as the expansion of peoples freedoms to live long, healthy and creative lives; to advance other goals they have recent to value; and to engage actively in shaping development equitably and sustainably on a shared planet. People are both the beneficiaries and drivers of human development, as individual in groups.

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 review 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 structured disparities-it must be equitable. In addition, 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 ends of development open to discussion. People individual 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 paradigm for the new century (UNDP, 2010).
Conclusion:

It has been observed that human development is main goal for the all developing countries like India. All individuals are the centre of development. Development without human development is meaningless and of no use. In the global era, all the countries in the world have been tried to achieve advanced human development through providing better health facilities, education, income earning opportunities, freedom for choices and to have a decent standard of living. Therefore, it has been widely received that better education leads to more income earning opportunities, which in turn result in women empowerment, which reflects the high human development. It is also confirmed from the above arguments that, gender equality and human development have circular linkages, in the initial stages of development, gender equality leads to women empowerment, however, later gender equality leads to better economic status for women and thereby ultimately result in achieving human development.
References:


