CHAPTER – 1

INTRODUCTION

1.1. Introduction

The Human Development Report (HDR) published by the United Nation Development Programme (UNDP) in 1990, clearly stressed the primary message of every HDR at global, national and sub national level that the human centred approach to development that places human well being is the ultimate end of development “People are the real wealth of a nation.” Therefore, the basic objective of development is to create an enabling environment for people to enjoy long, healthy and creative lives. This may appear to be a simple truth, but it is often forgotten in the immediate concern with the accumulation of commodities and financial wealth”. Further, Human development is the process of widening people’s choices and their level of enhancing improvement. In the light of the new approach for measuring economic development the present study is an attempt to the disparities in SC and STs.

Economic development of a country is traditionally judged in terms of Gross Domestic Product (GDP). The greater the volume of GDP per capita, higher the state of development and prosperity. But the GDP measure of development ignores the welfare of the people. It is not necessarily true that high GDP generates well-being of the people. It is not the volume of GDP, but its distribution that matters much for the well-being of the people. It is for these reasons that economists like Nobel laureate Amartya Sen, Mahbub UL Haq, Frances Stewart, Paul streeten and others have considered GDP as an inadequate measure of development and instead advocated the concept of human development.

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. If these choices are not available, many other opportunities remain inaccessible. Economics has, often, been criticized for its neglect of the human dimension. It is attacked on the score that aggregate or per capita domestic or national product measures have been dominantly and often exclusively used as representing achievements in terms
of measure of realized welfare state. The Capability Development Theory has been put up sometimes as a complementary and currently as a comprehensive goal pursued by human beings in their economic activities in a country not only by classical but also by post-classical economists. Improvements in human capabilities are deemed to widen the frontier of choices open to them. In the absence of such improvements, capabilities remain undeveloped.

Human development is a process which widens people’s choice as well as raises the level of well-being. Human development approach concentrates on indicators of levels of capabilities and their development. It is distinguished from the human resource development approach where human beings are treated as inputs in production and not as ends of development.

1.2. Components of Human Development

Human development is described as the build-up of capability to enjoy the components of well-being assumed to be normally sought by human beings. The components of the human development are as follows:

1. Longevity,
2. Ability to read and write,
3. Conscious participation in transactions with other human beings in the society,
4. Access to higher education,
5. Learning of crafts and skills, and
6. Capacity to earn and command goods and services.

The index of human development is made up of three dimensions i.e., (a) longevity, (b) knowledge, and (c) a decent standard of living. A composite index, the human development, thus contains variables, like life expectancy at birth, adult literacy rate, combined primary, secondary and tertiary enrollment ratio and real GDP per capita (in PPP).

The process of widening people’s choices and the level of well-being they achieve are at the core of the notion of the human development. These choices are to lead a long and healthy life, to acquire knowledge and to have access to resources needed for a decent standard of living. Besides these, there are other choices ranging from political,
economic and social freedom to opportunities for being creative and productive and enjoying self-respect and guaranteed human rights. Income is one important option and a means to achieve the goal, i.e. the human development.

Longevity, Educability and Consumption-satisfiability, the three indicators of human development are the goals to be achieved to eradicate human poverty.

1.3. Definitions of Human Development

The term human development is not really a new concept from the early days of civilization. Scholars and philosophers have doubted the validity of the notion of acquisition of national wealth as the goal of human society.

Aristotle has argued that wealth is evidently not the good we are seeking for, it is merely useful and for the sake of something else. He distinguished a good political arrangement from a bad one by its successes and failure in enabling people to lead “flourishing lives” (Aristotle, 1946)

Immanuel Kant precedes the tradition of creating human beings as the real end of all activities. As argued first in the UNDP global report of 1990, the concept of Human Development has been conceived first and foremost as an alternative vision to the prevailing development paradigms of the time.

Arthur Lewis defined the purpose of development as widening the range of human choice, as did the first HDR in 1990. The difference was that Lewis tended to equate wider choice merely with greater income and had faith that economic growth would inevitably lead to human development (UNDP, 1991)

Abraham Lincoln opines that human development means the development of the people and by the people. Of the people implies adequate income generation through jobs and the generation of primary incomes, for the people implies social services for those who need help and the generation of secondary income and by the people means participation. It could also be interpreted as the economic, social and political dimensions of development.

James D Wolfenson argues that, the realizations of the economy are built not merely through the accumulation of physical capital and human skills, but on a
foundation of information, learning and adoption. Because knowledge matters in understanding how people and society acquire and use knowledge and why they sometimes fail to do so as it is essential for improving people’s lives, especially the lives of the poor.

UNICEF has observed that the progress of nations will be judged not by their military or economic strength, nor by the splendor of their capital cities and public buildings, but by the well-being of their people, by their levels of the health, nutrition and education, by their opportunities to earn a fair reward for their labors (UNICEF, 1994).

Amartya Kumar Sen has defined “Human Development” in terms of an expansion in Capabilities and ‘Entitlement’. Capabilities refer to what a person can (not) do or can (not) be. Similarly entitlement refers to freedom from hunger, being free to participate in the political process, being adequately sheltered, access to health and education etc.

World Development Report 1980 indicated that the qualities of people have an important influence on the prosperity and growth of the nation. It implies that human beings are the sources of ideas, decisions and actions on investment, innovations and other opportunities. The report also recognized four aspects of Human development, namely education, nutrition, health and fertility control (WDR, 1980).

In brief the concept of human development is not new and its roots can be traced back to Aristotle, who pleaded the government for promoting the “flouring lives” of the people. Over the years, however, new dimensions have been added which have made the concept a much broader in terms of scope, coverage, measurement and approach.

1.4. Human Development in Karnataka

The human development situation in Karnataka State was mostly guided by the Millennium Development Goals (UNDP, HDR 2001). The progress of human development in Karnataka state is reasonably good. Since the last two decades human development experiences in terms of literacy rate, life expectancy at birth, infant mortality rate and other human development indicators has been better than all India average. Karnataka State has medium human development rank and it has improve from
between 1991 to 2001 with the 7th rank of the 15 Indian states were well above the national average 0.423 and 0.621 respectively, during the same period, but lower than neighbouring states such as Kerala, Maharashtra and Tamil Nadu. GDI values have also improved from 0.525 to 0.637 during the same period. But Karnataka’s has relative position very low when compared to the neighbouring states. Therefore, government has to increase investment in social sectors targeted to the districts is a necessary condition for achieving higher levels of human development and improving the wellbeing of the population. Enhanced allocations alone, however, are not sufficient to reach the desired objective. In-depth analysis of the social sector indicates that the state has also to overcome structural inadequacies to get the maximum benefit from government intervention.


Karnataka is one of the States covered under the Centre and United Nations Development Program (UNDP) assisted project of strengthening State plan for Human Development which commenced in 2005 and ended in December 2009. Karnataka is the fourth State in the series to prepare District Human Development Reports. The three others were West Bengal, Tamil Nadu, and Rajasthan. The first State-level report was released in 1999. According to the HDI report (2006), the State ranks seventh in the country in Human Development and sixth in the gender Development indexes.

The publication of the UNDP's Human Development Report in 1991 brought in a new depth into discussions of economic development. First, it addressed the well known issue of the inadequacy of income measures of welfare in a positive way by suggesting concrete alternatives. Secondly it brought into the mainstream political plan the importance of a people-centred process of development as contrasted with a goods or commodities centred process of development. Thirdly, it focused attention, in the international community, on the immediate problems of the developing countries in a critical but helpful way. Fourthly, by pointing out the widely different ranking of some countries on the gross national product (GNP) scale and the human development index (HDI) scale, it pushed forward the debate on alternate types of policies to promote or foster true development. It led to a finer understanding of what development is all about.
Finally, by the gradually increasing scope of its subsequent reports, it has shown that the
debate it has started is a substantive one, not a flash in the pan that will disappear. It has
spurred contributions by many others, and our collective understandings have increased
greatly as a result.

1.5. Status of Scheduled Castes in Karnataka

The history of categorising some castes as SCs (Scheduled Castes) commenced
with the Government of India Act, 1935. This step, on the part of the then British
Government, was meant to treat the most oppressed and exploited castes with a degree of
special political dispensation. Most of these castes were known as ‘untouchable’ in the
context of the Hindu social structure. Thus, the ‘Scheduled Caste’ category initially
comprised castes that were isolated and disadvantaged by their ‘untouchability’, i.e. their
low status in the traditional Hindu caste hierarchy, which exposed them to an oppressive
life, characterised by a blatant deprivation of opportunities. In Karnataka the Scheduled
Caste (SC) form a sizeable part of the state’s population. Not all SC are former
untouchables. Some of the castes and sub-castes, classified as ‘Scheduled Caste’ during
the 1970s and 1980s, were non untouchables who did, however, have a history of
deprivation. Scheduled Caste is known by different names in different parts of the state
and comprises many sub-castes and communities. At present, there are about 101 sub-
castes that have been recognised as Scheduled Caste in Karnataka. The majority of these
castes are small in number. While the Scheduled Caste is the largest single group in
Karnataka, they are also the weakest in terms of political, economic, social and cultural
resources.

Human development, as a concept, will have little value or significance until the
human development levels of disadvantaged people, particularly of the Scheduled Caste
and Scheduled Tribes are raised to the levels of those of the dominant classes. Both the
Central and the state governments have implemented policies directed at the socio-
economic empowerment of the Scheduled Caste and Scheduled Tribes (ST). This
Section will assess the status of the Scheduled Castes in Karnataka with a special focus
on livelihoods, education and health; examine whether government policies have been
effective in improving the human development indicators of the Scheduled Caste; and
suggest future interventions to ensure that they enjoy equal rights and equal access to
goods and services in society.
1.6. Status of Scheduled Tribes in Karnataka

The STs (Scheduled Tribes) are tribes notified under Article 342 of the Constitution, which makes special provision for ‘tribes, tribal communities, parts of, or groups within which the President may so notify’. There is no definition of a tribe in the Constitution, but one may distinguish some characteristics that are generally accepted: self-identification, language, distinctive social and cultural organization, economic underdevelopment, geographic location and initially, isolation, which has been steadily, and in some cases, traumatically, eroded. Many tribes still live in hilly and/or forested areas, somewhat remote from settlements.

Several stereotypes flourish about the tribal persona and tribal society. Many of the tribal people are undeniably economically underdeveloped, and the process of their marginalisation can be traced to the intrusion of British colonialism, which quickly detected in the forest that was home to tribes, great potential for appropriation of resources. Exploitation of forest-lands by both the British and the zamindars resulted in the clearing of huge tracts for commercial crops such as tea, coffee and rubber and allowing contractors to fell trees in the very heart of the forest. These actions deprived the tribal people of their livelihoods because many of them were hunters and gatherers of forest produce. The interaction with the outside world brought the tribal people face to face with problems they were not equipped to cope with, such as alcoholism and sexually transmitted diseases. In the post-Independence period, while the Constitution protected the rights of the Scheduled Tribes and accorded them reservation in the legislature, educational institutions and government jobs, other ‘development’ activities, such as the construction of large dams or the sale of timber, led to the further marginalisation of some tribes. The scenario is therefore a mixed one. It may be necessary to use natural resources to improve the living conditions of the people of the state, but it must be done in a manner that is sensitive to ensuring the protection of the environment, which provides a livelihood to tribal people.

Apart from the Scheduled Tribes, there are 75 indigenous groups in India known as ‘Primitive Tribal Groups’. The Tenth Plan of the Central Government observes that these vulnerable communities have experienced a ‘decline in their sustenance base and the resulting food insecurity, malnutrition and ill-health has forced them to live in the
most fragile living conditions and some of them are even under the threat of getting extinct’. In Karnataka, the Koragas of Dakshina Kannada district and the Jenu Kurubas who are concentrated in the districts of Mysore, Chamarajanagar and Kodagu are classified as ‘primitive tribes’.

1.7. Review of Literature

A good number of review 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 (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 (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.

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.

Guo Xu and Veronika Hümer (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.

Kulkarni(2002) examined this paper disparities by social group in educational and economic indicators in India and looks for inter-state variations in these. Data from the 1994 NCAER-HDI survey in rural India reveals that differentials in enrolment persist in most cases even when controlled for parental factors such as education and income indicating current direct effect of social group membership. The degree of disparity in social group differentials in economic indicators also varies across states, however the pattern is different. The regional pattern found in Hindu/Muslim educational disparities
is not seen in economic conditions. Overall, the results show that though there are disparities among social groups in India, these are not uniform across states; either in magnitude or in direction, and in a few cases go against common perceptions. The study calls for assessments of social development programmes and movements in various states to see why the disparity has narrowed in some states but not in others.

Sacchidananda Mukherjee et.al. (2014) their paper attempts to observe the HD achievements for 28 Indian States over the last three decades and analyze their influence on growth patterns. The methodology adopted in the National Human Development Report 2001 has been applied for constructing the Human Development Index (HDI) in the current analysis, and the indices for rural and urban areas within each State are calculated separately. The results indicate importance of State-specific HD path and also the presence of high rural urban disparity.

Thirupathaiah Dulla (2014) in his paper is aimed to analyze the determinants of Human Development in sample mandals and revenue divisions of Guntur District. As per the performance evident from the values of HDI, Andhra Pradesh is lagging behind several major states. The study district has also assumed the same. It is observed that gross disparities are found in human development within each revenue division and also within the District. Tracks of high level and low level of human development are found within and each of the revenue divisions in the Guntur District. In this regard the study suggests measures to improve HDI of various categories in the district.

1.8. Statement of the Problem

According to Amartya Sen “Capability to function is what really matters for status as a poor or non-poor person. As Sen puts it, “Economic growth cannot be sensibly treated as an end in itself. Development has to be more concerned with enhancing the lives we lead and the freedom we enjoy”.

Moreover, human development disparity seems to be serious in different states of India in accordance with their level of economic, social and political development of the states. Karnataka state is one among the 29 states of India, where the human development varies across the districts as well as regions.
However, this study is mainly confined to the disparities between scheduled caste and scheduled tribes of Karnataka. Further, the low level of the human development can be observed in the SC and STs of Karnataka, but as to how much the problems are serious, why they are occurring and what should be done about them are the problems that the present study is aimed to investigate.

1.9. Objectives of the Study
The objectives of the study are as follows:

1. To review the Progress of Human Development in India in general and Karnataka in particular.

2. To examine the status of the Human Development among SC and STs in Karnataka.

3. To analyse the disparities between SC and STs in Human Development in the study area.

4. To discuss the various programmes given to SC and STs in Karnataka and Mysuru District.

1.10. Hypotheses
1. There are significant regional disparities in Human Development across the Divisions of Karnataka.

2. There are disparities in Human Development between SC and STs in Mysuru district.

1.11. Methodology

The present study has used both primary and secondary data. The secondary data are collected from various books, articles, journals and government reports like report of the United Nation Development Programme (UNDP), Planning Commission report, India and Karnataka Human Development Reports and Economic survey of India and Karnataka etc.

The data analysis is carried out by using simple statistical techniques like percentages, averages, standard deviation, Coefficient of variation and compound growth
rates, Chi-square, ANOVA and Independent Sample‘t’ Test. These have helped us to understand the disparities situation at the grass root level, focusing on SC and ST’s.

**Primary Data**

The primary data are collected through the structured interview schedules, administered to the sample respondents exclusively selected for the present study. The researcher personally visited all respondents to collect the required data. 360 sample household respondents in the study area are interviewed for the study purpose.

**Sample Size**

According to statistics, anything more than thirty is treated as large sample. Given the time and resource constraints researcher has taken three hundred and sixty as it has explained in the sample design.

It was decided, for logistical reasons, to restrict the sample size to 360. Based on the SC and STs Population, two taluks, Mysuru and T. Narasipura with the SC and STs Population were chosen villages. In each taluk 5 villages and 4 Wards were selected such that they are located in rural and urban areas. Someshwarapura, Kiralu, Gungralchathra, Puttegowdanahundi, Doddemaragowdanahalli in Mysuru taluk and Tottavadi, Ankanahalli, Senapathihalli, Sujjaluru and Chamanahalli in T. Narasipura Taluk are selected for field work. From each taluk 4 urban wards were selected for field study.

In the next phase, based on rural-urban distribution of SC and STs Population in the respective taluks the sample was allotted. In each of the phases, the sample has been proportionately allotted. Thus, the sample design and the final sample allocation are depicted in chart - 1.1.

The next stage of selection was the same as the selection of the taluks that is, based on the SC and STs Population. For this study purpose one village was selected from each taluks. The villages selected based on the lowest dalits population in the taluks, in this study very essential of socially and economically measurable among SC and STs in the Study area.
Sample Design

The study entails a detailed study of 360 households with respect to their examine among Scheduled Caste and Scheduled Tribes in Mysuru and T.Narasipura taluks of Mysuru District, In two taluks total SC and STs population is 3,77,308 and in Mysuru 2,60,204 and T.Narasipura 1,17,104 respectively , and all of them are considered for interview purpose, under this study area, factors of human development indicators like Income, assets, education, sex, health, housing water and Social discrimination etc, are studied. Because it is not possible to raise the level of people development without making changes in their economic and social in the study area. In this context an attempt has been made by the researcher to understand the disparities in Human Development among the SC and STs Respondent (Chart gives 1.1 information in this regard).

Chart - 1.1
Techniques and Tools for the Analysis

The present study has used simple statistical and Econometric techniques for data analysis, like Average, Standard Deviation, Co-efficient Variation, Compound Growth rate, Annual Growth rate, Chi-square test, ANOVA and Independent Sample‘t’ Test.

Annual Growth Rate (AGR)

It is calculated by taking the arithmetic mean of the growth rate over two annual periods.

Mean

For a data set, the mean is the sum of the observations divided by the number of observations. It identifies the central location of the data, sometimes referred to in English as the average. The mean is calculated using the following formula.

\[
M = \frac{\sum(X)}{N}
\]

Where \(\Sigma\) = Sum of

\(X\) = Individual data points

\(N\) = Sample size (number of data points)

Standard Deviation

The standard deviation is the most common measure of variability, measuring the spread of the data set and the relationship of the mean to the rest of the data. If the data points are close to the mean, indicating that the responses are fairly uniform, then the standard deviation will be small. Conversely, if many data points are far from the mean, indicating that there is a wide variance in the responses, then the standard deviation will be large. If all the data values are equal, then the standard deviation will be zero. The standard deviation is calculated using the following formula.

\[
S^2 = \frac{\sum(X-M)^2}{n-1}
\]

Where \(\Sigma\) = Sum of

\(X\) = Individual score

\(M\) = Mean of all scores

\(N\) = Sample size (number of scores)
**Coefficient of Variation (CV)**

The coefficient of variation denoted CV (or occasionally V) eliminates the unit of measurement from the standard deviation of a series of number by dividing it by the mean of this series of numbers. Formally, if, for a series of N numbers, the standard deviation and the mean are denoted respectively by S and M, the coefficient of variation is computed as:

\[
CV = \frac{S}{M}
\]

**Compound Annual Growth Rate (CAGR)**

The CAGR is a mathematical formula that provides a "smoothed" rate of return. It is used to find out the annual growth rate of arrivals and prices of selected commodity during study period. The result shows the trend of arrivals and prices growth rate during the study period. In this view, the following equation is derived.

\[
CAGR(t_0, t_n) = \left(\frac{V(t_n)}{V(t_0)}\right)^{\frac{1}{t_n - t_0}} - 1
\]

Where,
- \(V(t_0)\) - Starting value
- \(V(t_n)\) - Finishing value
- \(t_0 - t_n\) - Number of years.

**T - test**

In an experimental or any other kind of study, a researcher may be concerned with finding out the significance of difference between two independent or correlated samples. The statistics used for such a situation is known as ‘t’ test. The ‘t’ value gives a critical ratio of the difference of means and the standard error of difference of means. Sheligar and Shohamy (1989) point out that “the t-test is used to compare the means of two groups.” On the basis of ‘t’ value, we reject or retain the null hypothesis which postulates that the observed difference is attributable to chance fluctuation of the sample. When the two means to be compared are based on large samples, t-test may be used. The formula is:

\[
t = \frac{|M_1 - M_2|}{\sqrt{\frac{N_1 \sigma_1^2 + N_2 \sigma_2^2}{N_1 + N_2 - 2}} \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}
\]
Where M1 and M2 are two sample means based on the samples of sizes N1 and N2 respectively, and σ1 and σ2 are corresponding standard deviations. This formula was used to know the ‘t’ value whenever comparison between two independent means was made. The table of t-value was also used for the same purpose.

**CHI-SQUARE TEST:**

The Chi-square test \((X^2)\) is one of the widely used non-parametric tests among the several tests of significant developed by statisticians. Chi-square pronounced as Ki-Square. According to Ullman Neil R” Chi square as a non parametric test it can be used to determine if categorical data shows dependency or the two classifications is independent. It can be also be used to make comparisons between theoretical populations and actual data when categories are used” the formula used for calculation of chi-square is as following

\[
\text{CHI-SQUARE (X^2)} = \sum \frac{(O-E)^2}{E}
\]

Where ‘O’ denotes the observed values and ‘E’ refers to the expected values. The expected value will be calculated with the help of Regression analysis and time series analysis. Chi-square distribution and critical values of Chi-square are obtained from the tables of Chi-Square distribution. The expected values will be determined with the help of assumption where the data come from the hypothesized distribution. The Chi-Square distribution is a continuous probably distribution which has the value zero at its lower limit and extraction.

**ANOVA**

ANOVA is a statistical method that stands for analysis of variance. ANOVA was developed by Ronald Fisher in 1918 and is the extension of the t and the z test. Before the use of ANOVA, the t-test and z-test were commonly used. But the problem with the T-test is that it cannot be applied for more than two groups. In 1918, Ronald Fisher developed a test called the analysis of variance. This test is also called the Fisher analysis of variance, which is used to do the analysis of variance between and within the groups whenever the groups are more than two. If you set the Type one error to be .05, and you had several groups, each time you tested a mean against another there would be a .05 probability of having a type one error rate. This would mean that with six T-tests
you would have a 0.30 (0.05×6) probability of having a type one error rate. This is much higher than the desired 0.05.

1.12. **Scope and Importance of the Study**

The study intends to understand the growth of the Human development in India in general and Karnataka state in particular. This study mainly looks into the pattern of disparities in Human Development between scheduled caste and scheduled tribes of Karnataka and Mysuru District. The study is confined to specific time period 2001-2011.

1.13. **Limitations of the Study**

The study has the following limitations.

1. The study is confined to the specific objectives of the study.
2. The study deals with only disparities in human development between SC and ST in Karnataka and Mysuru district.
3. The study covers the time period between 2001-2011.

1.14. **Organization of the Study**

The **First chapter** provides introduction, review of literature, statement of the problem objectives, hypotheses, methodology and lay out of the study.

**Second Chapter** contains this chapter has focused on theories of Human Development, review of literature, Research Gap and history of Human Development. The review of literature based on the Concept and 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 Measurement and Inequality in Human Development.


**Fourth Chapter** present demographic profile of Mysuru district, human development status between SC and STs in Mysuru District and Karnataka, it includes status of human development by social groups, dimensions of human development, demographic profile
of dalits, health, housing, water, access to electricity, land, and occupational pattern of
dalits, and poverty among dalits.

**The Fifth Chapter** gives a profile of legislative framework, welfare Programmes of Scheduled Caste and Scheduled Tribes in Karnataka, and SC and STs development programmes initiated at central and State levels, some Voluntary agencies and corporate bodies like, Social Welfare Department, SC and ST’s Development Corporation, Backward Classes and Minorities Development Corporation, and Dr. B. R. Ambedkar Development Programme, These are all departments has lunched various Developmental or Welfare Programmes for SC and STs and OBCs.

**Sixth Chapter** is based on field study and primary data analysis. And

**Seventh Chapter** presents major findings, suggestions, and conclusion.