Chapter - II

THEORETICAL FRAMEWORK AND REVIEW OF LITERATURE

The second chapter deals with the theoretical framework and empirical review of literature. The review of literature has been providing a useful background for the study. And also helps in understanding the various issues relating to the research problems. Review of the different studies have been shown light on the specific problems that are helps to identifying the research gap and even it will guide to formulate the research objectives. The review of the various studies related to human development especially education programmes are presented here below;

2.1 Theoretical Framework

Education is an economic good since it is not easily accessible and therefore desires to be apportioned. Economists regard education as both a consumer and capital good, because it offers utility (satisfaction) to a consumer and also serves as an input to develop the human resources essential for economic and social revolution. The focal point on education as a capital good related to the concept of human capital, which emphasizes that the development of skills is an essential factor in production activities. It is broadly accepted that education creates better citizens and helps to promote the general standard of living in a society. The augmented faith in education as an agent of change in many developing countries, has led to heavy investments in it. The force for higher education in several developing countries has unquestionably been helped by public awareness of financial reward from pursuing such education. There is belief that increasing educational opportunities and access promotes economic growth.

The economic prosperity and execution of a country depend on its physical and human capital stock. Physical capital has traditionally been the focus of economic research, factors affecting the enhancement of human skills and talent are increasingly figured in the research of social and behavioural sciences. In general terms, human capital represents the investment people make in themselves that enhance their economic productivity. The theoretical framework most responsible for the wholesome
adoption of education and development policies has come to be known as human capital theory.

Human Capital Theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. In short, human capital theorists argue that an educated population is a productive population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital (Woodhall, 1997).

Human Capital Theory (HCT) concludes that investment in human capital will lead to greater economic outputs however the validity of the theory is sometimes hard to prove and contradictory. In the past, economic strength was largely dependent on tangible physical assets such as land, factories and equipment. Labor was a necessary component, but increases in the value of the business came from investment in capital equipment. Modern economists seem to concur that education and health care are the key to improving human capital and ultimately increasing the economic outputs of the nation (Becker 1993).

In the new global economy, hard tangible assets may not be as important as investing in human capital. Thomas Friedman, in his widely successful book, The World is Flat 2007, wrote extensively about the importance of education in the new global knowledge economy. Friedman, not to be confused with the famous economist Milton Friedman, is a journalist. His popular book has exposed millions of people to human capital theory. The term itself is not introduced, but evidence as to why people and education (human capital) are vital to a nation's economic success, is a common reoccurring theme in the book.

Throughout western countries, education has recently been re-theorized under human capital theory as primarily an economic device. Human capital theory is the most influential economic theory of western education, setting the framework of
government policies since the early 1960s. It is increasingly seen as a key determinant of economic performance. A key strategy in determining economic performance has been to employ a conception of individuals as human capital and various economic metaphors such as - technological change, research, innovation, productivity, education and competitiveness. Economic consideration per se in the past, however, has not determined education.

Noted economist, Adam Smith, in the *The Wealth of Nations* (1776) formulated the basis of what was later to become the science of human capital. Over the next two centuries, two schools of thought were distinguished. The first school of thought distinguished between acquired capacities that were classified as capital and human beings themselves, who were not. The second school of thought claimed that human beings themselves were capital. In modern human capital theory all human behaviour is based on the economic self-interest of individuals operating within freely competitive markets.

Human capital theory stresses the significance of education and training as the key to participation in the new global economy. In one of its recent reports, the Organization of Economic Cooperation and Development (OECD), for example, claims that the radical changes to the public and private sectors of the economy introduced over recent years in response to globalization will be severe and disturbing to many established values and procedures. In another report it explains internationalism in higher education as a component of globalization. The OECD believes that internationalism should be seen as an imperative in 21st Century capitalism. This form of capitalism is based on investment in financial markets rather than in manufacturing of commodities, thus requiring dependence on electronic technology.

It has been proven that the human capital theory and educational systems work magnificently for the development of individuals and nations, especially developing nations. However, there are implications involved, especially in relation to the differences in policies and expenditures in education. The human capital theory emphasizes the need for policy makers to allocate significant resources to the expansion of educational systems. While some governments may be reluctant to invest in education, the positive returns from this investment will significantly outweigh the
costs. Quite a few of the developing nations have thus realized that the principal mechanism for developing human knowledge is the education system. As a result, they invest huge sums of money on education, not only as an attempt to impact knowledge and skills to individuals, but also to impart values, ideas, attitudes and aspirations which may be in the nation’s best developmental interest.

2.2 Review of Empirical Studies

A brief review of the empirical studies is presented here below:

Akbar Khodabakhshi.,(2006), in his focus on ‘Relationship between GDP and Human Development Indices in India’, The Human Development Index is a composite index to measure the development of human resources in each country and four indicators of life expectancy; income per capita, the average number of years studying and hope to the number of years of education will be formed. Countries, according to the Department of Human Development Index, with high human development, countries with high human development, and human development countries with medium and low human development are divided. The development goal is to create conditions where people can live a long and healthy life and benefit from knowledge.

Allen Roy, B. Kamaiah .M. Govinda Rao (2000), in the Joint Study of Educational Expenditure of large states a normative view’, examined utilizing the pooled data for 15 large Indian states over the period 1992-93 to 1997-98, this study employs panel data models to estimate the normative levels of expenditure or Primary Secondary and Higher Education the findings of the study reveal that the actual spending on educational services in low income states is lower than their needs' this finding implies that the existing fiscal equalization mechanism has not been effective offsetting the revenue and cost disabilities of the poorer in India.

Amartyasen (2000), suggested that society’ standard of living should be judged not by the average level of income but by peoples capabilities to lead the lives they value nor should commodities be valued in their own right instead, they should be seen as health, Knowledge, self-respect and the ability to participate actively in community life .Therefore expansion of human capabilities greater freedom of choice.
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Anindita Chakrabarti and Niharika Banerjea., (2000), in their study on ‘Primary Education in Himachal Pradesh- A Case Study of Kinnaur District’, this study observed that the findings of an informal survey of the condition of primary education in Kinnaur district, Himachal Pradesh (HP), bring to light a number of interesting facts and issues, given the fact that Kinnaur is a remote, mountainous, tribal district with inadequate infrastructural facilities, it’s doing relatively well in the sphere of primary education.

Aparajitha Chattopadhyay, Papiya Guha, and Vijaya Duralhawale (2005), has analyzed the “scenario of primary school attendance: A study of less developed states in India”. The primary education is one of the corner stone’s of development. As education is considered to be a booster agent for solving population problems a catalyst for women empowerment and a powerful tool for channeling a host of other socio economically relevant issues in a positive direction, it is the prime aim of the governing bodies to provide basic education to the teeming millions. However, since independence in spite of a series of government initiatives, still millions are lacking basic education; situation in this respect has definitely improved over time with the development of primary schools and provision of incentives. But the condition of the backward states in India with respect to primary education is still a matter of concern not only because of the fact that they share major burden of child population in the country but also experience a wide differentials in primary education by caste, gender, living standard and many other factors.

Arisheya Banu (2014), in the study of “An Economic Analysis of Mid-Day-Meal programme in Karnataka” has analysed that the mid day meal programme was introduced to mitigate social inequalities inherited through hierarchical division of society, or what is called “resilience of social structures”. The cooked mid day meal
programme has been successful in addressing classroom hunger in schools. It has created a platform for children of all social and economic backgrounds to take meals together. There by facilitating achieving the objective of social equality. The contribution of mid-day meal programme is social and gender equality and providing an important source of female employment in rural areas and liberating working women from burden of having to feed children at home during the day.

**Arora, G.L. (2004)**, has analyzed “who sets the agenda for school Education in India” This article is based on the author states that though there is a perception in the country that the agenda for school education is set by the state the fact of the matter is that in several ways the agenda is being set by the market forces unleashed by liberalization and privatization. The stated position is concerned but in practice several social, economic and political forces in the country have snatched the initiatives from the union ministry, national institutions and state education departments, which in due course of time, are obliged to toe the line first propounded by the forces outside the decision making system of the state. As state above, the union and state education departments have the mandate to evolve educational policies and develop plans and schemes for their implementation.

**Bagchi and Sarkar (2005)**, has analyzed the socioeconomic development of west Bengal with reference to disparities in per capita incomes, HDI and social development. The State Government programmes are 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.

**Bashir, Khan and Vaida (2014)**, while finishing the major factors which lead to dropping out were poor attendance, poor academic performance in class, low interest in studies and other factors like personal, social, home and school lead to dropping out of school going girls. A shift towards shorter examination system should be made. Timing of school should not be rigid, it should be flexible. Castigation should be disqualified in the schools. Numerous parents are not aware about the magnitude of education they should be given wakefulness so that they can send their children to school.
Biswaqit Nath, Indrajit Nath (2015), in their study on “A study of the impact of Mid-Day-Meals programme on enrolment and preservation of primary school children’ have observed that, The education which he receives there provides the groundwork of his physical, mental, emotional, intellectual and social development. Man is the supreme creation of God. God has endowed man with certain rare qualities, which are not found in any other animate world. Man is a rational animal; he acts according to his rational thinking and judgment. He is the combination of characteristics of ape and angle, animalists and divinity, and lower-self and higher-self. An animal has a lower-elf and ability. He has no power of divinity and higher-self. Due to the possession of rationality and divinity and higher self. Due to the tenure of sagacity and divinity of human being that makes lower-self and animalists of man are to be transferred into higher-self and rationality.

Boat R.L. and Effat Yasmeen (1994), have examined the nature and magnitude of wastages in primary education with reference to Kupwara district in Jammu and Kashmir. This study focuses on the progress and dropouts in primary education from Class I to V for the years 1987 and 1988. This study concludes as follows: “The present study conclusively pin points that the main causes of stagnation are the illiteracy of parents (which gives rise to undesirable home at most here not conducive to studies) and the heavy courses of study (which retard the interest in studies of a below - average student). For the dropouts, the major causes have turned out to be family’s poverty, economic usefulness of young boys and girls in family activities, ill-health and the illiteracy of parents, and their reluctance to keep their children in schools - all being the various facets of low income level.

Chakrabarty and Bhat., (1994), have analysed the ‘Status of Human Development in Karnataka State’;, mainly focusing on primary education, literary, health infrastructural facilities, fertility and mortality, economy of the states and work participation rates of the state. The report also focused on district level variations in HD with reference to 3 indicators of development such as education, health and poverty alleviation.

Dejian Lai (2002), in his study on ‘principal component analysis on human development indicators of china’ observed that 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 rank correlation co-efficient.

Despotis D.K (2005), in his study on ‘a reassessment of the human development index via data envelopment analysis’ this study point out the consider different aspects of life when measuring human development, the United Nations Development Program introduced the Human Development Index (HDI). The HDI is a composite index of socioeconomic indicators that reflect three major dimensions of human development: longevity, knowledge and standard of living. In this paper, the assessment of the HDI is reconsidered in the light of data envelopment analysis (DEA). Instead of a simple rank of the countries, human development is benchmarked on the basis of empirical observations of best practice countries. First, on the same line as HDI, we develop a DEA-like model to assess the relative performance of the countries in human development. Then we extend our calculations with a post-DEA model to derive global estimates of a new development index by using common weights for the socioeconomic indicators. Finally, we introduce the transformation paradigm in the assessment of human development. We develop a DEA model to estimate the relative efficiency of the countries in converting income to knowledge and life opportunities.

Dhar (1994), has analyzed the level of achievements of HD in India in relation to the other countries. This will help to identify the gaps, to suggest appropriate strategies including financial restructures at the governmental level to be able to bring about perceptible improvements in the areas of HD in India &consequently create conditions for achieving sustained level of rapid growth with equity. The study strongly recommends adequate investment in human capital.

Dipa Mukherje (2005), has analyzed “Educational Attainment in India” Trends, patterns and policy issues. Education is the basic requirement and the ‘Fundamental Right’ of the citizens of a nation. While higher education is important,
the elementary education system serves as the base over which the super structure of the whole education system is built. This paper tries to analyze the trends, pattern and interacting factors affecting the quantitative and qualitative aspects of school education system in India in recent years.

**Divyathejomurthy.V(2016),** in his study on “NGOs and Education Development – A Case Study of NGO” has observed that the voluntary organizations are committed to the course of improving the status of different section of the rural poor as well as urban population through the implementation of policies and programmes for the attainment of empowerment to regard of social, economic, political, cultural and environmental conditions in the society. Education development therefore has to be built in to the growth model itself. Apart from this maximum possible decentralization of powers in the making of plans, implementation of various programmes, involvement and organization of people at grass root level can help to improve the quality performance of the voluntary organizations.

**Gouda and Sekher (2014),** is exposed those children in the age group 6-16 years dropped out the school for a variety of reasons. The dropout was high between girls than boys, more girls dropped out in rural areas than in urban areas. The dropouts among the children belonging to illiterate parents, if parents were not working the possibility of dropout among their children were comparatively high. It is imperative to emphasis here that humanizing the school infrastructure, quality of education and enormous investment in school education can only decrease the degree of dropout to a limited amount.

**Gundegowda (2011),** has examined “Impact of globalization on Indian Higher Education System”. Globalization indicates “Inter Connectivity” of technologies. These technologies have rapidly made the world a “global village”. They have shrunk geographical frontier Nations Organizations, individuals, business and commercial corporations are integrated by globalization. Even the scientific community is becoming a world community. The scientific community shares concepts exchanges ideas collaborates on projects and uses international standards and benchmarks. The global era her immerse implications for education with at least five important thrusts.
Hadi Mohammed Pour (2009), has analyzed “TQM in Higher Education Programmes” The paper aims to provide a TQM frame work that stresses continuous improvements in teaching as a plausible means of TQM implementation in education programs and stresses its relationship with gender of faculty members and Heads of departments at the university of Mashad.

Haseen Taj and B.G. Bhaskar (2011), in their study “The effect of Social Economics Status and Background Variables on Academic Performance of Elementary School Students”. The present study aimed at investigating the relationship between socio economic status and academic performance along with the effect of background variables such as sex, type of school, locality, type of family, and size of family and birth ordinal position. A sample of 300 students was drawn using stratified random sampling procedure t-test and product moment correlations were employed to analyze the data. The findings revealed a significant relationship between socio-economic status and academic performance. There exist a significant differences between boys and girls, unaided and government schools, aided and government, nuclear and joint and Medium and large sized families students academic performance. No significant difference was found between aided and unaided, rural and urban, small and medium sized family, small and large sized family and in the birth ordinal position of elementary school student’s academic performance.

Hemalatha (1986), studies the inter taluk disparities in Karnataka with the help of educational development indicator based on the educational development indicator based on the educational development. Taluks were grouped into different categories ranging from extreme backward to exceptionally highly developed taluks. She concluded that educational opportunities to the children are lesser in educationally backward regions. Hence there is need to promote educational development of backward areas.

Hullue. M.H. (2011), in their study “Higher Education and Gender Disparities: A Case of Karnataka” has analyzed planners must plant the programme of action to improve the women educational conditions of North Karnataka in general and Gulbarga division in particular participatory development approach should be adopted to develop the HK region. Thus it can be finally said that educationally women in North
Karnataka have remained back ward. In North Karnataka women of Gulbarga division remained extremely backward. But, in Gulbarga division women of Raichur district remained absolutely backward.

Islam (1995), in his work on ‘The human development index and per capita GDP’ observed that Using cross-section data in regression analysis, this paper examines the relationship between per capita real GDP and the human development index in high, medium and low human development countries. The sensitivity of the human development index to changes in per capita GDP is found to be highest in low human development countries. An ‘inverted U’ type relationship between per capita GDP and the human development index appears to be valid for medium human development countries.

J.S.S. Institute of Economic Research (1994), identified HD indicators of Karnataka at district level and made an inter district comparison in terms of various human development indicators such as school enrollment, literacy, health, and demographic indicators WPR etc..

Jayanthi .C(2001), has analyzed, Catching up with Education, years of unequal and discrimination against the girl child cannot be turned around in a day. However, careful planning on the part of the govt. to raise educational levels across the country with the cooperation of the civil society will result in the empowerment of women.

Jere. R. Behrman and James C. Knowles (1999), have shown that: “The stronger are the associations between household income and child schooling, the lower is intergenerational social mobility and the less equal is opportunity. This study establishes positive relationship between household income and children’s school success in Vietnam. J.R. Behrman and J.C. Knowles have shown that; “If all markets function perfectly, there are no government interventions, and schooling is only an investment, then everyone invests in schooling until the expected rate of return from schooling equals the expected rate of return on alternative investments, regardless of household income. In this case there are no or very few channels through which income may be associated with schooling. But given the range of real world market
imperfections and government interventions, there are many reasons why household income may be associated with schooling, even if schooling is purely an investment”.

Jha .S and Bawa K.S (2006), have emphasized that Population Growth, Human Development, and Deforestation in Biodiversity Hotspots The relationship between population growth and HDI had a regional pattern that reflected the historical process of development. Based on the changes in HDI and deforestation rate over time, we identified two drivers of deforestation: policy choice and human-development constraints. Policy choices that disregard conservation may cause the loss of forests even in countries that are relatively developed. Lack of development in other countries, on the other hand, may increase the pressure on forests to meet the basic needs of the human population. Deforestation resulting from policy choices may be easier to fix than deforestation arising from human development constraints. To prevent deforestation in the countries that have such constraints, transfer of material and intellectual resources from developed countries may be needed. Popular interest in sustainable development in developed countries can facilitate the transfer of these resources.

Kameshwara Choudhary (2001), has analyzed; the state policy Towards Educational Development of STs in India. The agenda of human rights was formulated by the UNO as a result of large scale barbarities perpetrated during the Second World War. The concerns of this agenda were also incorporated in the Indian constitution after the country become independent from the colonial rule, critically examining the human rights agenda of bath the UNO and the Indian constitution with a focus on the state policy towards educational development of STs in India, it is observed that the agenda is largely and essentially in egalitarian, status-quaint and quasi-human in character and as such the relative educational backwardness of STs will continue in near future, given the nature of the current socio economic and political set up in the country. There is an urgent need of going in for a fully human agenda of human rights to education.

Kiran Bhatt (1998), has analyzed the educational deprivation in India. A survey of field investigations, addresses the issues of economic constrains, schooling quality and parental motivation as a set of possible influences determining the educational decisions within a household and contributing to the overall picture of educational
deprivation at the national level. He finds as exaggerated emphasis being placed as child labour and inadequate motivation among poor parents as the major obstacles to universalization of primary education. Rather, it is the direct costs of schooling, which impose substantial burden on families and the low quality of schooling facilities, which reduce the child’s interest in education that primarily account for educational deprivation. In both these aspects / reducing private costs of schooling and improving schooling quality the state have a crucial role to play, but there are few signs that the government is addressing these problems.

Kudus. K. Prime (1990), has analyzed the problem of primary and secondary education of working children in India. This study is based on census data relating to work participation rates (WPR) of children in the age groups 5 to 14 years by sex and rural urban residence for India as whole period 1961 to 1981. It provides a good account of interstate distribution of working children in India. Kusum.K.Premi reaches the following conclusion: “State-wise distribution of child workers indicates inverse relationship in literacy rates and WPR of children. There is a definite correlation between dropout rates and WPR of children, sectoral distribution of child workers shows sharp rural-urban and male-female disparities, indicating the need for micro-approach for catering to the needs of different clientele groups. The 1981 census, which is more comprehensive, clearly indicates that economic activity is only marginal (less than 3 percent) in case of children in the age group 6-10 years. Even among children aged 11-13 the proportion, of working children is only 15 percent. A number of children, especially girls, were neither economically active nor attending school. This analysis dispels the general notion that economic activity keeps the children away from school or leads to their premature dropout. It also indicates the need of conducting more in-depth studies of non-enrolled and school dropout’s studies based on survey approach and undifferentiated samples may not help us in identifying the real causes of non-enrolment or dropouts of children at the primary level.”

Kuldeep Mathur (2001), has analyzed “Does performance matter? Policy struggles in Education: while focusing attention on the processes determining educational policy in India and exploring the role of various actions in shaping the outcomes, it is assumed that policy makers do have room to man oeuvre and shape policy outcomes. It is worth it therefore, to investigate, the role of various committees
consisting of experts and professionals that have provided policy inputs and their impact on actual policy outcomes.

**Kumar Rana with Subhrangu Santra, Arundel Mukherjee, Tapati Banerjee, Moumita Kundu, (2005),** have explained the public private Interface in primary education with reference to West Bengal. In this study private schooling as the alternative to public schools, since majority of parents cannot bear the cost of private school education. Even of a ‘voucher system’ is introduced (where the government may issue education vouchers to the parents who would enable them to enroll children in schools of their choice).

**Latha.M (2014),** in her study on “Education for sustainable development through re-orienting teacher education programme” has opined that education is an essential tool for achieving sustainability. People around the world recognize that current economic development trends are not sustainable and that public awareness, education and training key to moving society toward sustainability. The success of education for sustainable development depends both in-service and pre-service training. While the effort can begin with the current teaching professionals around the globe, it is clear that teacher education institutions need to re-orient pre-service teacher education to include ESD. Teacher education programmes need to produce professionals who not only teach sustainability themes but also can “pull together” the various disciplinary stands that will give their students a holistic understanding of a sustainable future and the role of individuals, communities and nations in a sustainable world.

**Madhusudan Ghosh (2011),** examined that ‘regional disparities in education, health and human development in India’ this study evaluates the relative performance of fifteen major Indian states on the issues of education, health and human development. It examines the regional disparities in human development and their association with per capita income and per capita social sector expenditure. The results show regional convergence in human development despite a divergence in real per capita income, indicating that the poor states, which have failed to catch up with the rich ones in terms of per capita income, have, however, managed to catch up in terms of human development. Female literacy is found to have a significant impact on human development. The effects of the per capita social sector expenditure on human
development are found to be stronger than those of per capita income, suggesting that the strategy for improving various dimensions of human development by increasing the per capita government expenditure on social services would be more effective than the automatic improvement in human development resulting from the growth in per capita income.

Mallikarjun G. Naik Dr. V. Sharada (2013), in their study on “Educational Development in Karnataka: Inter-District Disparities” have observed that the issues pertaining to educational development are receiving attention from academicians as well as policy makers. Hence, an attempt was made in this study to examine the level of educational development for each district of the Karnataka state by computed the composite index of education. The findings of the study prove that the districts in Karnataka are marked with wide disparity in education development. Some districts of the state have recorded remarkable progress in educational development. Education is indispensable to economic development and played a critical facilitative role in the demographic, social and political transition of these societies. So steps should be taken to reduce the disparities among the districts of state in respect of educational development by opening more schools, improving the infrastructure facilities, appointing more teachers, simplifying the curriculum, organizing enrolment drives, providing free text books, mid day meals of reasonable quality and appropriate policy measures by the planners.

Melissa Binder and Christopher wood ruff (2002), have observed that “A growing body of theoretical and empirical research suggests that unequal income distribution creates obstacles to economic development of the channels through which inequality is posited to operate is in hindering investments in human and physical capital, imperfections in capital market prevent those with low incomes from making profitable investments. The failure to invest in human capital has long term consequences, both for the individual and the economy. If the poor are unable to garner, the resources needed to send their children to school, then income inequality is transmitted from one generation to the next. The interaction between schooling levels and inequality has led many to suggest that bordering educational attainment is the best way to reduce inequality.”
Naomi Hossain, Nila Kabeer (2004), have analyzed the achieving Universal Primary Education Eliminating gender disparity. This study argues that underlining this success is a confluence of both demand and supply side factors involved in bringing about a profound social change. It explores the changing structure of economic opportunities and gender relations affecting parents, perception of the value of female education. The challenge now is to improve the quality of education that may prove more difficult than expansion of access.

Narayana M.R. (2006), in his study of “Measurement of education achievement in human development: Evidence from India” has opined that education variables lack comparability (in terms of nature and number of variables) (a) between global and India’s national and sub-national HDRs, (b) between India’s national and sub-national HDRs, and (c) between India’s sub-national HDRs. This implies that measurement of additional education variables is unique to each HDR. In future, however, collection of additional variable should be focused to measurement of education indicators and variables. This shall broaden the nature and scope of measurement of education achievement in the process of India’s national and sub-national human development.

Narendra Kumar, C.P. Kasaiah and V. Divya Tejo Murthy (2008), in their study “Dropouts in Primary Education: A case study of A.P. analyzed Dropouts rate is another indicator for school education. At the all India levels, the dropout’s rates for girls have been sharply declining compared to that of boys during 1981-2002 at the level of primary education. In 2003-04 the dropout rate for girls is lower than that of boys. But the dropout of students still persist more than 50 percent at the secondary level of education. Irrespective of sex, the dropouts of students have remarkably increased in all levels of education in almost all the states during this period.

Panikar K.N. (2011), has analyzed “India’s Education Policy from National to commercial” post independence, India’s Leaders, particularly Abul Kalam Azad, advocated an education policy that would be liberal and humanitarian, and get the nation on the path of progress and prosperity. This path was neither a full continuation of the colonial modern nor a recitation of the feudal traditional drawing on progressive ideas from India’s “renaissance” and freedom struggle within the Indian ‘renaissance’ and nationalism, this education policy was meant to unleash. The potential of India’s
civilization by a process of intellectual’s decolonization unfortunately in the past few decades this unfinished agenda has been domical by successive govt. It has been replaced by an educational policy which prioritizes private project over public good and will encourage cultural and intellectual imperialism.

Pankaj S. Jain, Ravindra H. Dholokia (2009), in their study “Feasibility of Implementation of Right to Education Act (2009)”. This article argues that even an allocation of 6% of the gross domestic product to the education budget would not be sufficient to fund universal school education until the very distant future if the government school system is used as the only instrument. The only way to meet the Right to Education obligation is to rely on low cost private schools as a significant instrument of the government education policy on the country the proposed RTE bill introduced provisions that would oppose low cost private schools. Therefore, the legislation for RTE needs to be modified and framed with specific provisions for private public partnerships.

Patil D.N (2011), has analyzed “Regional Imbalance in Development of Primary Education in Karnataka”, An Inter Divisional Analysis, the analysis show that Bangalore Division had maximum number of primary schools. The registered was highest growth rate of primary schools in Belgaum Division during the period of 1995-2005, Bangalore Division had more than 30 percent of total state enrollment in primary education and this is lowest in Gulbarga Division Despite of an impressive growth of primary schools in Karnataka. It is still not in a position to meet demands for primary schools and enrolment is not impressive.

Planning Commission (2002), in his study on ‘The NHDR 2001 made an attempt to map the state of human HD in India’. While considering the state of HD and in particular the economic educational and health attainments, the report analysis the issue of governance of human developments. The database at the national and state level which includes indicators on economic attainment and health attainment, educational attainment and health attainment and demography amenities, governance and crime is presented and analyzed for 2 points of time since 1980. Using HDI, gender disparity index and human poverty index.
Pravat Kumar Kuri and Arindam Laha (2011), in their study on ‘Financial Inclusion and Human Development in India: An Inter-State Analysis’ the process of financial inclusion can be seen as an effective instrumental mechanism for enlarging people’s choice in respect of some basic indicators of human development. The most important choices are considered to be a long and healthy life, to be educated, and to enjoy a decent standard of living. The study sheds some light on the association between the process of financial inclusion and the level of human development in the context of different states of India. Empirical evidences suggest that an all-inclusive financial system would facilitate the process of human development by addressing the basic distortions in the level of human development in the Indian economy.

Purusottam Nayak (2000), has studied that Human Development: Conceptual and Measurement Issues The human development approach to development and growth as proposed by UNDP in 1990 is a widely accepted approach all over world. This paper in this connection is an attempt to describe in details about evolution of the concept of human development, its emergence as an approach to development and the methodological issues on its measurement. It provides an account of various changes in the methods of measurement brought out by UNDP, the Planning Commission, Government of India and the individual researchers at different points of time since1990.

Qizilbash (2001), has examined the links between human development and environmental protection. Building on earlier research by Desai (1995) and utilizing the Human Development Index (HDI) and the Ordinal Green Index (OGI), Qizilbash uses a variety of indices of social progress and environmental exploitation to determine the sustainability of 59 different developing and 15 industrialized countries. Desai's earlier work suggested that where HDI was poor environmental degradation was lower and vice versa. Qizilbash demonstrates that this does not always hold true for all 59 developing countries, with some, such as Nigeria, scoring poorly against both scores, and others, such as Costa Rica, performing well in both instances. This study finds that the picture for the 15 industrialized nations is less robust, due to data shortfalls for the poverty indices, and no overall conclusion is drawn in this respect.
Rahul and Subhadra (2001), in their study “Schooling of Tribals in Mandya Pradesh: Problems and Prospects. Most tribal children dropout of the modern education system as failure at some stage, or the other and consequently, tribals as a whole, have remained on the fringe of modern Indian Society, despite the avowed government policy of integrating them into the mainstream. A typical tribal of Western Madhya Pradesh Faces serious problems of mismatch between expectations of tribal parents and the provision of educational resources since the colonial policies, further aggravated by the so called post Independence development which has devastated their livelihood as a result of off and on experimentation with alternative education systems. The latest attempt at the Aadharshila School set up the Adivasi Mukti Sangatham has however, a lot to recommend itself to tackle the serious problems confronting primary education in tribal areas.

Rajendra Prasad T. and H. Sudhakara (2009), in their study “Economics of Education in Karnataka” analyzed The Governments of Karnataka has taken several steps to improve the facilities and the quality of the education. Both government and private institutions played a very important role in promoting educational development in the state. The state has first class institutions not only on general education but also on general education but also the establishment of premier institution like Indian Institute of Science, Indian Institute of Management, various Medical and Technical and Scientific institutions have contribute the state by skill and human development world class standard.

Rajendra Prasad .T and Sudhakara .H (2010), in their study “Primary Education in Karnataka” have examined the achievements in education in Karnataka have been quite remarkable and the state is moving towards pace. The literacy rate increased from 56.04 per cent in 1991 to 66.64 per cent 2001 with the female literacy rate increasing more swiftly than the made literacy rate.

Rakesh (2005), highlighted that the state government is instrumental in implementing government t policies. He concluded that rural connectivity plays a vital role for improving HDI. Evidently it suggested that the 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.
Reddy G.S. (2010), in their study “Education Sector 2010”, what lies Ahead? Has analyzed Education sector. In this article the author takes a look at the educational event of last year 2009 and lists the possible steps that the Ministry of Human Resources Development may initiate in 2010 to make education the focal point of development this year. The year 2009 will go down as one of the member able and historic years as far as Indian education is concerned. Here are some of the major educational events of the year improving quality of Education, in the sector in the country.

Sagy John (2007), in his article on Constructivism and learner centered approach in Education” analyzed it is constructivism that initiated learner centered approach in education. The National Curriculum Frame work (NCF) 2000 and learner centered approach in school education. Averring that constructivism that focuses on learner centred approach can transform thinking and practice beyond the conventional boundaries of our educational system; the author states that constructivism actually enables the children to invent ideas.

Satish Y. Deodhar (2002), has analyzed “Educational Services Issues for India in WTO Negotiations” The managing trade in educational services is an important issue for India; and much home work needs to be done before any commitments are made at the negotiating table under WTO’s general Agreement on trade in services while making specific proposals, India must also make adequate use of the safeguards provided in GATs to protect its own national interests.

Siddiqui and Mujiaba (2014), The study exposed that the fraction of dropout for males was moderately higher than females in total sample schools. Highest dropout was noticed in class-II and lowest was pragmatic in class IV. It was also found higher in rural schools as compared to urban primary schools. A turn around tendency was shown in their paper. They establish that the number of drop outs is more in boys than in girls.

Singh R.P. (1991), has analyzed the problem of dropouts in non-formal education systems. This is an interesting study focusing on wastages in non- formal education system on account of disinterest and other personal problems of learners and
disinterest and incompetence of the teachers. R.P. Singh has made the following observation regarding the dropouts in non-formal education systems. “Premature withdrawal of a child from a school constitutes dropout. In India it is not a new phenomenon for educationists. In 1928 also Hastog Committee drew attention to it. Since then numerous regional and national studies have been undertaken. In 1966-69, NCERT made an in-depth study of this problem. Since then other studies have merely tended to reinforce the findings of the NCERT. Based on the data on dropout and stagnation from different states of India during 1950-57 the NCERT study observed that of 100 pupils enrolled in grade I about 39 dropout or stagnate in grade I and II, 8 each in III and IV, 7 in grade V, 3 in grade VI and 2 each in grade VII and VIII. In India for every 100 children who enter grade I, only 50-reach grade V and 24-pass grade VIII. The percentages vary from region to region. For example in Madhya Pradesh during the year 1973-74 to 1977-78 there was a dropout rate of 65.8 percent at primary stage alone. These figures should be valid for the nine educationally backward states as well identified by a group set-up in 1979. Since then one wonders whether the picture has changed. Most of these backward states are Hindi speaking.”

**Sushanta Kumar Pandu and Laxmi Prasad Sahu (2007),** in his article “quality in Elementary Education A prospective Issues” has analyzed in this article explores the quality of elementary education, which is a prospective issue in the twenty-first century and avers that substantial achievements the task of universalization of elementary education and providing quality education to students is far from being realized.

**Udaya S. Mishra (2011),** in his study on ‘On Adjusting the Survivorship Dimension in the Human Development Index’ Over the years, a refinement and improvement has been made in the Human Development Index (HDI) in the wake of questions and reservations raised in connection with the adequacy of representation of the three said dimensions in terms of the chosen indicators. Surprisingly, such revisions are accounted for only in the literacy and GDP component leaving aside the life expectancy component, which is assumed to represent the survivorship dimension well. This is an attempt at pointing inadequacies in this dimension as well in terms of its lack of uniqueness and sensitivity. As a result, a similar refinement is proposed in terms of considering another additional dimension of survivorship to make it more robust and sensitive to short-term changes in the dynamics of survival.
UNDP (1999), in the First Global human development report concluded that people are the real wealth of a nation, HD is all about process of a enlarging peoples choices. It mainly focused on building of human capabilities, enhancement of freedom & process of achieving out comes. The report treats human beings primarily as inputs in production process. Education skill formation and health are means for enhancing quality of human capital.

Upender M and Aruna M (2001), in their study on “Expenditure Elasticity for Education in India: An Exercise”, The Exercise tries to examine an important issue that agitates many minds in the context of economic reforms – Is education becoming costlier? The tentative upshots of the result of the exercise show that elasticity of per capita consumption expenditure on education is not less than unity evincing the fact that education, which is crucial investment in human development, is becoming more expensive and going out of the reach of life India indigent people. Therefore, there is a need to manumit education from the list of elitist items so as keep it within the reach of all segments of the people.

Venkatanarayana M(2009), in their study “Schooling Deprivation in India” analyzed The High Dropout rates in Schools are often cited as the cause of educational deprivation among children at the elementary school level. The analysis her points out that it is not the dropout rate, but rather the high rate of non enrolment which is the real reason for education deprivation. If the goal of universalisation of elementary education is to be achieved there is a strong need for an enrolment drive and an action plan to ensure the attendance and retention of those enrolled.

Vimala Ramachandran, Aarathi Sajhjee (2002), in their study “The new segregation reflections of gender and equality in primary education. They attempted to capture the impact of primary education programmes: This article is based on the desk review of DPEP and qualititative micro studies in six DPEP states, Madhya Pradesh, Chhattisgarh, Andhra Pradesh, Haryana, Karnataka and Tamil Nadu. The introductory section briefly focuses on the DPEP, especially with regard to its strategy to achieve gender and social equity in primary education section II reviews the available statistical data on primary education and maps and the success and failures of the last decade in primary education with special emphasis on girls and other marginal groups. Section III
on the basis of the statistical review as well as other documented evidence, introduces the emergent concept of hierarchies of access to describe the new segregation occurring in primary education; where by a child’s caste, class and gender seems to be defining the nature of school they attend government primary schools. EGS or Private Schools and its implications for the process of teaching and learning as well as achieving the larger stated objectives of gender and social equity. He has further concaved the hierarchies of accesses by shifting the focus on to the micro studies and extensively the tangible and intangible dimensions of gender and social equity that frame the implementation of DPEP at the village and Panchayath level.

Vyasulu and Vani (1997), attempted to calculate HDI for the districts of Karnataka based on the secondary data intra district HDI variations in Karnataka remained more or less stable, but development disparities were very high. To overcome this problem they suggested sustained political support.

Yogesh.H.S.(2015), in the study of “An Economic Analysis of the Determinants of School Enrolment And Drop-Outs in Karnataka” observed that elementary school education generally gives students the confidence that they can improve their lives. Apart from that education has long been recognized as one of the most imperative determinant of economic growth. The foremost socio-economic factors influencing school participation of certain groups have been identified as income, poverty, gender, caste, tribe and religion. Hence, in this paper an attempt has been made to analyze the status of enrolment and drop-outs across the states in India briefly and also tries to examine the various determinants of the enrolment and drop-outs in Karnataka. The paper has been used manifold regression model to analyze the determinants of school enrolment and drop-outs by using cross sectional data of Census 2011. It has been concluded that, the social-economic factors are absolutely more influencing on the enrolment and drop-outs of the primary as well as elementary education in Karnataka.

Yonghena Yang Angang Hu (2008), studied that ‘Investigating Regional Disparities of China's Human Development with Cluster Analysis: A Historical Perspective’ This study adopts both one-dimensional and multi-dimensional cluster analysis to analyze China's HDI data for 1982, 1995, 1999, and 2003, and to classify
China's provinces into four tiers based on the three basic developmental aspects embedded in HDI. The classifications by cluster analysis depends on the observations' similarities with respect to clustering variable(s), rather than subjectively predetermined threshold values adopted by major international organizations, like UNDP, to make their classification. By investigating the multi-dimensional clustering results, this paper describes the features of each of the four tiers based on their characteristics within the three developmental aspects, explores the patterns of cross-tier disparities, and tracks the evolutions from a historical perspective. Also found is that, in China, the overall regional disparities have been increasingly attributable to regional economic disparities.

2.2 Research Gap

Studies mentioned above in the review of literature have focused on various aspects of education and human development. However, these studies provide only some glimpses of the trends of economics of education in terms of very few parameters of evaluation. This has prompted the need for a detailed study with proper research methodology to evaluate the economics of education encompassing all the relevant variables for evaluation of a development intervention. Only few studies have conducted an integrated view of the concept of economics of education and human development in regional importance as a whole by the researchers about the above stated topic even in Karnataka in general and in Mandya district in particular. Hence in order to fill this gap the present study is carried out.

References


