Course Curriculum on Human Development

An Outline

**Human Development Resource Centre
United Nations Development Programme
&
Institute for Human Development**

January 2005

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Overview

A tour de force of development research and discourse today would indicate that the dominant notion on development as an aggregation of worldly goods, exchange relations and other elements of an 'economic sphere' is facing an increasingly skeptical audience. National policies focussing on the physical aspects of development alone seem inadequate to attain national objectives such as justice: social, economic, and political. Such development is incomplete, it is increasingly felt, if it does not achieve an appropriate environment for people to lead a long and healthy life, to be educated and to enjoy a decent standard of living. Hence, today, both the practice and pedagogy of development are increasingly moving beyond the classical realm of economics. Indeed, one may argue that the very frontiers of these disciplines are themselves being pushed forward to focus on people, institutions and public action.

The late 1980s witnessed the emergence of a new development concept proposed by noted economists Mahbub ul Haq and Amartya Sen, that went beyond Gross National Product (GNP) and income. Human development, as this concept was called, put people at the centre stage and was defined as a process of enlarging people's choices, as well as raising the level of well-being.

Since 1990, the United Nations Development Programme (UNDP) has been instrumental in advocating the human development approach through Human Development Reports (HDRs), published annually. These Reports identify and analyse a theme and also compare the status of countries on the human development index. The Human Development Reports have captured the attention of policy makers and several governments have prepared National Human Development Reports to analyse the status of human development in their respective countries.

In India, the human development 'movement' began with the preparation of the Madhya Pradesh HDR in 1995 - the first sub-national HDR in the world. Soon, other State Governments initiated preparation of their State HDRs. Currently, around 25 States have either prepared, or are in the process of preparing, State HDRs. These Reports assess intra-State disparities in human development attainments and provide policy options for enhancing these attainments.

Advocacy of human development requires that the Reports be widely disseminated at various levels. There is a need to sensitise officials, civil society organisations and grass-root level functionaries on the basic concepts to enable them to translate policy recommendations into actions. Responding to this need, the Human Development Resource Centre, UNDP India Country Office, prepared training modules for the Administrative Training Institutes and a pilot Training of Trainers was conducted.

Rationale: Working with Universities towards Pedagogy of Human Development

Advocacy through workshops and trainings has led to an understanding that it is imperative to invest in the pedagogy of human development. There are two reasons for this:

- First, it is important to reach out to the large audience of students and youth that are likely to be both decision makers and beneficiaries with regard to human development in the next generation. Just as the importance of planning in the welfare State permeated people's consciousness through the educational curriculum, it may be useful to tap this mass channel for advocacy and skill formation.

- Second, it would also be important to integrate human development into the mainstream debate on development as formulated through university textbooks and research. Only when the concept and practice of human development mingle with academic debate and research and consequently give rise to schools of interpretation, can it truly be said to have become a field, as distinct from a fad or preoccupation of a few.

Accordingly, the Planning Commission and UNDP found it necessary to introduce the concept to university students, and initiated this exercise in partnership with the Universities Grants Commission (UGC), steered by an advisory committee consisting of eminent academics and development practitioners, under the leadership of the Chairperson, UGC. An expert group was constituted to peer review the substantive work and five regional consultations were held in Hyderabad, Lucknow, Kolkata, Mumbai and Shillong. At these consultations, members of the academic community offered their suggestions for the formation of a syllabus or course curriculum at the university level, which have enriched the modules. The Institute for Human Development, New Delhi, anchored this exercise.

The course curriculum that has been formulated is indicative in nature and covers some of the important facets of the human development approach. The format has been kept modular in nature to enable its incorporation into a variety of courses at the undergraduate and postgraduate levels. The contents of modules that could be discussed at the postgraduate level have been marked by an asterisk in the course curriculum presented here. Modules could be incorporated as part of the existing curricula or as separate certificate/diploma courses. The curriculum is also compatible with several disciplines, viz., economics, sociology and political science to name a few. The respective Boards of Studies and Academic Councils of universities and autonomous institutions would ultimately be responsible for the integration of human development concerns into the course curricula.

Course Curriculum - An Outline

The proposed course curriculum on human development consists of six modules:

1. **Concept of Human Development and its Evolution**

2. **Dimensions of Human Development**

3. **Measuring and Reporting on Human Development**

4. **Governance and Institutions for Human Development**

5. **Select Issues in Human Development**

6. **Indian Perspectives and Experience**

A synopsis of the suggested outline of the course curriculum is provided, followed by a detailed listing of topics for each of the modules. The readings listed at end of each module are identified to expose students to international, national and gender perspectives of human development.

Concept of Human Development and its Evolution

This section traces the evolution of the concept of human development. Though the concept dates back to philosophers like Aristotle, Kant and others, the objective here is to present the emergence and connotation of the term human development per se.

The focus of this module is to inform students about the shift in development thinking, ranging from economic growth, employment creation, redistribution with growth, basic needs, bottom-up development, participatory development to human development. This brief survey of progress in development thinking will enable students to appreciate the strength of earlier approaches and help them understand the context and setting which led to the emergence of the human development approach.

This module introduces the challenge of underdevelopment followed by theories of growth and development that emphasise the importance of growth as the principal performance yardstick, followed by an outline of the debate on inequality.

Against the above background, approaches like Basic Needs and Quality of Life, which are "people-centric" will be taught. These approaches, taken together, would provide a fuller understanding of more recent trends in development thinking. Given the understanding of these concepts, the human development approach would be introduced where conceptual dimensions of human development - choices, functionings and capabilities - will be taught. This will be followed by a discussion on the role and instrumental relevance of capabilities, criteria for selecting capabilities along with an introduction to other similar attempts. Subsequently, a comparison with other related approaches like commodity-based system and utility approach, will be provided, followed by a critique of the approach. This will enable a contextual understanding of the concept of human development.

The discussion would then proceed towards concepts of human capital, human rights and human security as well as the Millennium Development Goals (MDGs) and challenges in achieving the MDGs.

After completing this module, the student would be able to:

- Understand the reasons that led to the emergence of different approaches to development

- Gain a deeper understanding of the conceptual foundations of human development

- Appreciate the role and relevance of the capability approach

- Compare the capability approach with other approaches

- Discuss concepts of human capital, human rights and human security as well as MDGs

It would be a challenging task for the instructor to present the development thinking of the last fifty years in a simple, time bound manner. For the foundation course, it would therefore be necessary to teach

students the important features, strengths and limitations of each of the approaches, without going into the methodological details. The same theories can be explained in depth for the advanced course.

1.1. Underdevelopment

1.1.1. Structural features of developing countries: demographic characteristics, occupational and production structure, rural-urban migration, international trade, social stratification

1.1.2. Theories of underdevelopment - modernisation, dependency and marxism

1.1.3. Welfare Theory - a critique

1.1.4. Emerging perspectives on underdevelopment

1.2. Growth and Development

1.2.1. Growth and development compared

1.2.2. Different social sector perspectives

1.2.3. Different paths to development

1.2.4. Responses to development models

1.2.5. Governance, growth and development

1.3. Inequality

1.3.1. Inequality of income across countries

1.3.2. Measurement and stratification

1.3.3. Inequality - class, caste, and gender

1.3.4. Inequality and development

1.4. Basic Needs Approach

1.4.1. Definition - income, public services and participation

1.4.2. Advantage of Basic Needs Approach over earlier approaches to growth, employment, income redistribution and poverty eradication

1.4.3. Limitations of the approach

1.5. Quality of Life

1.5.1. Definition

1.5.2. Dimensions and measurement

1.5.3. Relationship between deprivation and poverty

1.5.4. Critique

1.6. Human Capital

1.6.1. Human capital - innate and acquired

1.6.2. Human capital formation - social, economic and political determinants

1.6.3. Rates of return

1.6.4. Distinction between Human Resource Development (HRD) and Human Development (HD)

1.7. Human Development

1.7.1. Conceptual foundations

1.7.1.1. Choices

1.7.1.2. Functionings

1.7.1.3. Capabilities

1.7.2. The Capability Approach

1.7.2.1. Role and relevance (social and economic)

1.7.2.2. Capabilities and freedoms

1.7.2.3. Criteria for selecting capabilities

1.7.2.4. Introduction to other attempts

1.7.2.5. Critique of the Capability Approach

1.7.3. Comparing the approaches*

1.7.3.1. Commodity-based system and utility approach

1.7.3.2. Quality of Life, Basic Needs Approach

1.7.3.3. Rawlsian Approach

1.7.4. Other approaches to human development

1.7.5. Experiences of human development - perspectives from cross-country comparison and inter-state comparisons within India

1.7.6. Measuring human development

1.7.6.1 Human Development Index (HDI)

1.7.7. Critiques of human development approach

1.8. Human Rights

1.8.1. Link between human rights and human development - right to development

1.8.2. Facets of human freedoms - equality, decent standard of living, justice, participation, expression, association, personal security

1.8.3. Role of human rights in empowering people

1.8.4. Promoting rights in human development

1.9. Human Security

1.9.1. Components of human security

1.9.1.1. Economic security

1.9.1.2. Food security

1.9.1.3. Health security

1.9.1.4. Environmental security

1.9.1.5. Personal security

1.9.1.6. Community security

1.9.1.7. Political security

1.10. Millennium Development Goals

1.10.1. Understanding the MDGs

1.10.2. Linkages between human development and the MDGs

Indicative Reading List

Basic Readings

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Dimensions of Human Development

The focus of this module is to explain the various dimensions of human development. This would provide students with the necessary perspective to understand the importance and linkages of different capabilities for achieving human development.

Against the above understanding, a range of important capabilities - education, health, income, people's participation, gender equality, human security, environment, freedom, democracy and cultural liberty - are introduced.

The focus of the next section is on understanding poverty from the perspective of capability deprivation. To enable students to appreciate this concept, a background to basics of poverty will be provided, viz., notion of absolute and relative poverty, functional implications of poverty and linkages with inequality and social conflict.

Within the concept of human poverty, the multidimensional nature of poverty will be highlighted. This will be followed by the definition of human poverty with emphasis on context dependence and deprivation. To clarify the concept of human poverty, a comparison will be drawn with the income and basic needs perspectives on poverty. This will be followed by an explanation of deprivation in basic dimensions of human development.

After completing this module, the student would be able to:

- Discuss the relevance and linkages of different capabilities to human development

- Understand relevant concepts of poverty

- Appreciate the various perspectives on poverty

- Comprehend deprivation in basic dimensions of human development

To teach the above concepts, the instructor could rely on examples and empirical evidence to clarify the concepts, both as a classroom activity and as assignments. However, the challenge for the instructor is to explain the broader concepts of freedom, democracy, human security and cultural liberty in a simple manner, especially for the foundation course.

2.1. Dimensions of Human Development

2.1.1. Empowerment - evolution, meaning and usage

2.1.2. Cooperation - definition and brief introduction to theories

2.1.3. Equity - concept and usage

2.1.4. Sustainability - evolution and importance to development

2.1.5. Security

2.1.6. Productivity - definition and factors determining productivity

2.1.7. Participation - concept, different forms of participation, institutions and socio-political values enabling participation

2.2. Applications

2.2.1. Understanding consumption

2.2.1.1. Concepts and significance of consumption

2.2.1.2. Linkages with human development

2.2.2. Education

2.2.2.1. Importance of education (intrinsic and instrumental) for human development

2.2.2.2. Status and determinants of attainments and deprivation across nations, gender, social groups

2.2.3. Health

2.2.3.1. Importance of health for human development

2.2.3.2. Status and determinants of attainments and deprivation across nations, gender, social groups

2.2.4. Economic opportunities

2.2.4.1. Importance of income for human development

2.2.4.2. Growth and human development linkages

2.2.4.3. Social determinants of economic opportunities

2.2.5. People's participation

2.2.5.1. Forms of participation

2.2.5.1.1. Economic

2.2.5.1.2. Social and cultural

2.2.5.1.3. Political

2.2.5.2. Exclusion - forms and types

2.2.5.2.1. Poor

2.2.5.2.2. Women

2.2.5.2.3. Minorities and indigenous people

2.2.5.2.4. People living in rural areas

2.2.5.2.5. Disabled, people living with HIV/AIDS

2.2.5.3. Obstacles to participation

2.2.5.3.1. Legal systems

2.2.5.3.2. Bureaucratic constraints

2.2.5.3.3. Social norms

2.2.5.3.4. Inegalitarian distribution of assets

2.2.5.4. People and markets

2.2.5.5. People and governance

2.2.5.6. People and community organisations

2.2.5.7. Social movements

2.2.6. Gender equality

2.2.6.1. Importance of gender equality for achieving human development

2.2.6.2. Understanding women's economic contribution to the economy and their invisibility in the production process

2.2.6.3. Understanding gender disparities in

2.2.6.3.1. Education

2.2.6.3.2. Health

2.2.6.3.3. Economic opportunities

2.2.6.3.4. Political participation

2.2.7. Environment

2.2.7.1. Poverty and environment linkages

2.2.7.2. Impact of environmental degradation on sustainable human development

2.2.7.3. Environmental deterioration and women

2.2.7.4. Environmental resources of indigenous people

2.2.8. Freedom and democracy

2.2.8.1. Amartya Sen's notion of freedom

2.2.8.2. Role of freedoms in promoting human development

2.2.8.3. Democratic decentralisation - role and linkages with human development

2.2.9. Cultural liberty

2.2.9.1. Linkages with human development

2.2.9.2. Understanding multi-culturalism

2.2.9.3. State policy and issues of multi-culturalism

2.3. Understanding Capability Deprivation

2.3.1. Income poverty - concept and measurement

2.3.2. Poverty and inequality

2.3.3. Poverty and social conflict

2.3.4. Multidimensional approach to poverty*

2.3.5. Human poverty

Indicative Reading List

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Measuring and Reporting on Human Development

The objective of this module is to inform students about the measurement of human development and reporting on the status of human development at various levels (global, regional, national and sub-national). This section begins with a discussion on the need for an alternative yardstick to assess development wherein the limitations of per capita GDP as an indicator will be highlighted.

The next section would briefly introduce the earlier attempts to capture the non-monetary dimensions of development e.g. Physical Quality of Life Index (PQLI), Disability Adjusted Life Years (DALYs) and Social Capability Index, which is essential for contextualising the emergence of the Human Development Index (HDI) and its comparison with per capita GDP as an indicator. The explanation of the HDI will be combined with the methodology of constructing the HDI and its critique. Subsequently, other indices like the Human Poverty Index (HPI), Gender-related Development Index (GDI) and Gender Empowerment Measure (GEM) are elucidated.

Students will also be made aware about the applications and impact of these indices. Subsequently, innovations in measuring development related to freedom, environment etc. will be explained. Against the above background, the students are exposed to the challenges pertaining to social statistics.

The next section of this module focusses on Human Development Reports (HDRs) that are an important source of information on current debates on issues pertaining to human development. This section would inform students about the nature and content of these reports along with an idea of different themes that are dealt with in various HDRs prepared at the global, regional, national and at the sub-national level. The focus here will be on the impact of different HDRs and their limitations.

In the next sub-section, the focus would be on informing students about the Indian experience both in terms of preparing HDRs and the innovations with respect to the indices. This section would enable students to compare the State-wise rankings across different indices and appreciate the need for the availability of social statistics at a disaggregated level.

After completing this module, the student would be able to:

- Appreciate the advantages of HDI as compared to per capita GDP
- Comprehend the dimensions of other indices
- Understand innovations in the human development indices
- Discuss the relevance and application of these indices for policy purposes
- Appreciate the challenges pertaining to social statistics
- Discuss the Indian experience both with regard to indices and HDRs
- Understand the limitations of HDRs

Both instructors and students will find this section interesting as it involves practical exercises and

measurement aspects. The instructors can highlight examples where high income countries rank low on HDI and vice-versa. This section would help the instructors to reiterate the underlying philosophy of human development through various indices. Instructors are advised to refer to various HDRs while teaching this section. Indian experience with HDRs and human development in general could be emphasised.

3.1. Measurement

3.1.1. Need for indices - limitations of per capita GDP as an indicator

3.1.2. Earlier indices - Physical Quality of Life Index (PQLI), Disability Adjusted Life Years (DALYs), Social Capability Index

3.1.3. Emergence of Human Development Index

3.1.3.1. HDI as compared to per capita GDP

3.1.3.2. Method of computing HDI

3.1.3.3. Critique of HDI*

3.1.4. Other indices

3.1.4.1. Human Poverty Index (HPI I / HPI II)

3.1.4.2. Gender-related Development Index (GDI)

3.1.4.3. Gender Empowerment Measure (GEM)

3.1.5. Using indices for policy purposes

3.1.6. Innovations in measurement - political freedom, environment, technological achievement

3.1.7. Statistical challenges

3.2. Reporting

3.2.1. The emergence of HDRs (with emphasis on themes, process of preparation and value added)

3.2.1.1. Global

3.2.1.2. Regional

3.2.1.3. National

3.2.1.4. Sub-national

3.2.2. Impact of HDRs

3.2.3. Limitations of HDRs

3.2.4. The Indian experience

3.2.4.1. National Human Development Report - India

    3.2.4.1.1. Comparing and contrasting indicators

    3.2.4.1.2. Assessing performance of States

3.2.5. State Human Development Reports

3.2.5.1. Highlights of select reports

3.2.5.2. Disaggregated indices

Indicative Reading List

Bardhan, Kalpana and S. Klasen, 1999, 'UNDP's Gender-Related Indices: A Critical Review', *World Development*, 27(6)

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Hirway, Indira and Darshini Mahadevia, 1996 'Critique of Gender Development Index: Towards an Alternative', *Economic and Political Weekly,* 31(43)

Jahan, Selim, 2002, 'Evolution of the HDI', in Sakiko Fukuda-Parr and A.K. Shiva Kumar (eds.) *Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm*, Oxford University Press, New Delhi

Mehta, Aasha Kapur, 1996, 'Recasting Indices for Developing Countries: Gender Empowerment Measure', *Economic and Political Weekly*, 31(43)

Mukherjee, Mukul, 1996, 'Towards Gender Data System: Indian Experience', *Economic and Political Weekly,* 31(43)

Prabhu, K. Seeta, P.C. Sarkar and A. Radha, 1996, 'Gender-related Development Index for Indian States: Methodological Issues', *Economic and Political Weekly,* 31(43)

Rajivan, Anuradha , 1996, 'Measurement of Gender Differences Using Anthropometry', *Economic and Political Weekly,* 31(43)

Raworth, Kate and David Stewart, 2002, 'Critiques of the HDI: A Review', Sakiko Fukuda-Parr and A.K. Shiva Kumar (eds.) *Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm*, Oxford University Press, New Delhi

UNDP, Various Years, 'A Technical Note: Calculating Human Development Indices', *Human Development Reports,* Oxford University Press, New York

Websites

Global HDRs

http://hdr.undp.org/reports/view_reports.cfm?year=0&country=0&region=0&type=1&theme=0

Regional HDRs

http://hdr.undp.org/reports/view_reports.cfm?year=0&country=0&region=0&type=2&theme=0

National HDRs

http://hdr.undp.org/reports/view_reports.cfm?year=0&country=0&region=0&type=3&theme=0

State HDRs

http://hdrc.undp.org.in/shdr/

Governance and Institutions for Human Development

The objective of this module is to introduce students to basic concepts of governance. Governance issues are critical for ensuring progress on human development. The module begins with a focus on conceptualising governance where a distinction is made between economic, political and civil governance.

The next section informs about the various actors in governance - State, Markets and Civil Society. The topic on State will deal in some detail about governance structures at the central, sub-national and local levels, in addition to the constitutional entities like executive, legislature and judiciary. Subsequently, the role of markets and civil society (NGOs, media, people's organisations) as actors of governance is explored.

Given the above background, the students are familiarised with the elements of governance that include institutions, delivery mechanisms and legislations. The above information would be vital for students to understand links between governance and human development that are realised through the enabling conditions of political freedom, participation, decentralisation, empowerment, equity and accountability.

Subsequent to the above conceptual background, governance issues related to the Indian context will be taught. This section is sub-divided into issues of economic governance, where challenges of growth disparities, fiscal deficits and social sector challenges will be dealt with; followed by political governance where challenges of competitive populism, criminalisation of public life, role of the State and human development as an electoral issue will be explored. This module will conclude with crucial issues of civil governance viz. unequal rights in practice for women and minorities, persistent challenges of law and order and corruption.

After completing this module, the student would be able to:

- Understand the different aspects of governance

- Gain clarity regarding various actors in governance

- Appreciate various elements of governance

- Explain the linkages between governance and human development

- Discuss issues related to economic, political and civil governance in the context of India

This module of the curriculum would be appealing for both teachers as well as students as it tends to focus on current issues. The instructors are advised to refer to newspapers and periodicals to discuss important issues of current relevance relating to economic, political and civil governance. This module has scope for initiating interesting classroom activities like debates and essay competitions. High relevance of the module will motivate students from various academic backgrounds. Moreover, the sub-section on civil society where the role of NGOs, media and people's organisations is discussed can be an important area for conducting project work for the students enrolled in the advanced course.

4.1. Conceptualising Governance

4.1.1. Defining governance

4.1.2. Understanding governance - economic, political and civil

4.1.3. Emerging issues in governance

4.2. Actors in Governance

4.2.1. State

4.2.1.1. Legislature

4.2.1.2. Judiciary

4.2.1.3. Executive

4.2.2. Tiers of government

4.2.2.1. National

4.2.2.2. Sub-national

4.2.2.3. Local

4.2.3. Markets

4.2.4. Civil society

4.2.4.1. NGOs

4.2.4.2. Media

4.2.4.3. People's organisations

4.3. Elements of Governance

4.3.1. Institutions

4.3.2. Delivery mechanisms

4.3.3. Laws, rules and procedures

4.4. Linkages between Governance and Human Development

4.4.1. Political freedom

4.4.2. Participation

4.4.3. Decentralisation

4.4.4. Empowerment

4.4.5. Equity and efficiency

4.4.6. Accountability - right to information

4.5. Issues of Governance in India

4.5.1. Economy

4.5.1.1. Growth disparities

4.5.1.2. Fiscal deficits

4.5.1.3. Social sector challenges - illiteracy, infant mortality rate, adverse sex ratio

4.5.2. Politics

4.5.2.1. Competitive populism

4.5.2.2. Ethical issues in public life

4.5.2.3. Role of the State

4.5.2.4. Human development as an electoral issue

4.5.3. Citizenship

4.5.3.1. Unequal rights in practice for women and socially disadvantaged groups

4.5.3.2. Persistent challenges of law and order

4.5.3.3. Corruption

Indicative Reading List

Bandyopadhyay, D., 1996, 'Administration Decentralisation and Good Governance', *Economic and Political Weekly*, 31(44)

Banuri, Tariq, 1998, 'Operationalising the Sustainable Livelihoods Approach: The Civil Society Alternative', http://www.undp.org/sl/Documents/General info/civil society

Baxi, U., 1980, *The Indian Supreme Court and Politics,* Eastern Book Company, Delhi

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Blomkvist, Hans, 2001, 'Social Capital, Civil Society and Degrees of Democracy in India', in Elliott (ed.) *Civil Society and Democracy,* Oxford University Press, New Delhi

Brass, P., 1990, *Politics of India Since Independence*, Orient Longman, Hyderabad

Brown, J., 1980, *Modern India: The Origins of an Asian Democracy*, Oxford University Press, New Delhi

Bystdzienski, J.M. (ed.), 1992, *Women Transforming Politics: Worldwide Strategies for Empowerment*, Indiana University Press, Bloomington

Chandhoke, Neera, 1995, *State and Civil Society, Explorations in Political Theory,* Sage Publications, New Delhi

Chaturvedi, T.N. (ed.), 1997, *Contemporary Administrative Culture of India*, Mittal, New Delhi.

Dahrendorf, Ralf , 1999, 'The Third Way and Liberty', *Foreign Affairs,* 78(5)

Dreze, Jean and Amartya Sen, 1996, *India: Economic Development and Social Opportunity,* Oxford University Press, New Delhi

Drucker, Peter F., 1995, 'Really Reinventing Government', *Span*, 36(12)

Dubey, M. (ed.), 1995, *Indian Society Today: Challenges of Equality, Integration and Empowerment*, Har-Anand Publications, New Delhi

Jayal, N.G., 2001, 'Democracy and Social Capital in Central Himalayas: A Tale of Two Villages', Bhattacharya, Dwaipayan, N.G. Jayal, Bishnu N. Mohapatra, and Sudha Pai (eds.), 2004, *Interrogating Social Capital: The Indian Experience*, Sage Publications, New Delhi

Jayal, N.G. (ed.), 1999, *Democracy and the State: Welfare, Secularism and Development in Contemporary India*, Oxford University Press, New Delhi

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Mathur, Kuldeep, 2001, 'Strengthening Bureaucracy: State and Development in India', Niraja Gopal Jayal and Sudha Pai (eds.) *Democratic Governance in India: Challenges of Poverty, Development and Identity*, Sage Publications, New Delhi

Mathur, Kuldeep, 1995, 'Politics and Implementation of Integrated Rural Development Programs', *Economic and Political Weekly*, 30(41 & 42)

Narayan, Deepa, 2000, 'Bonds and Bridges: Social Capital and Poverty', http:// www wds.worldbank.org/

Ostrom, E., 1990, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press, Cambridge

Roy, Aruna, Nikhil Dey and Shanker Singh, 2001, 'Demanding Accountability', *Seminar,* 500

United Nations Development Programme, 1997, 'Reconceptualising Governance', *Discussion Paper 2* http://www.undp.org/

United Nations Development Programme, 2001, 'Decentralisation in India: Challenges & Opportunities', *Discussion Paper 1*, Human Development Resource Centre, UNDP, New Delhi

United Nations Development Programme, 2002, *Human Development Report 2002: Deepening Democracy in A Fragmented World*, Oxford University Press, New York

United Nations Development Programme, 2003, *Gender and Governance*, Human Development Resource Centre, UNDP, Imprint Communications, New Delhi

World Bank, *World Development Report 1990 & 1997*, Oxford University Press, New York

Select Issues in Human Development

This module highlights the emerging issues in human development that are related to processes like globalisation, trade, technology, migration and to the larger and fundamental issues of human rights.[1] The module has five sub-sections, beginning with the process of globalisation. In this sub-section, the students will explore the impact of globalisation in the light of increasing inequalities in growth and poverty across countries. In addition, the impact on livelihoods and rights, with special reference to socially disadvantaged groups and gender and the manner in which human development attainments can be enhanced under the conditions of globalisation, are discussed.

Against the above background, the impact of globalisation in the Indian context is explored where its implications for growth, poverty, employment, livelihoods, workers' rights, health, education, food and nutritional security are discussed in the light of rising inequalities and social exclusion.

The fourth section in this module relates to the issue of trade. In this section, the students gain an insight into the two-way relationship between trade and human development. The focus would be on assessing the impact of trade on growth, poverty, employment and gender equality. Subsequently, emerging issues in trade, viz., subsidies, trade related intellectual property rights, agriculture and environmental policies are discussed with their impact on human development concerns. The section focusses on the Indian experience with trade in select sectors of agriculture, textile and clothing, commodities and services and the consequent impact on human development. The concluding section briefly discusses multilateral trade agreements in the context of developing countries and related national policies.

The next section relating to technology emphasises the importance of technology for human development through increase in human knowledge, greater economic opportunities and wider participation. This section discusses the challenge of the digital divide across countries, within countries and the much deeper divide that exists across gender. The importance of Information and Communication Technologies (ICT) is highlighted and its role in achieving the Millennium Development Goals (MDGs) is spelt out. Subsequently, governance and technology related issues are discussed. The section concludes with an appreciation of India's technological progress and its impact on growth, employment and poverty.

The sixth section deals with the relatively volatile issue of migration, especially in the context of globalisation. Issues like remittances, implications for livelihoods and rights are explained, followed by a description of international conventions on international migration.

The last section in this module deals with human rights where briefly the origins and nature of Universal Declaration on Human Rights are briefly described, followed by a focus on labour standards, women's rights and rights of minorities that are crucial for ensuring human development.

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[1] These priority areas were identified in the course of consultations.

After completing this module, the student would be able to:

- Explain the linkages of human development with globalisation, trade and technology

- Comment on the implications for human development emerging from the context of migration and human rights

- Explain the impact of globalisation, trade and technology in the Indian context

- Discuss emerging issues in trade and human development

- Discuss the role of international conventions and agreements especially in the context of migration and human rights

This module deals with issues that have a profound impact on human development. As the issues delineated above are quite complex but at the same time relevant for students, it would be important that the instructor is able to communicate the issues in a simple manner. It is suggested that instructors make extensive use of case studies to explain the above interrelationships.

5.1. Understanding Impact of Globalisation

5.1.1. Growth and inequality between countries

5.1.2. Employment, income inequality and poverty

5.1.3. Livelihoods and rights

5.1.4. Marginalisation of disadvantaged groups

5.1.5. Gender issues

5.1.6. Globalised media and its impact on local cultures

5.1.7. Consumerism and its impact

5.2. Globalisation and Human Development

5.2.1. Global opportunities and vulnerabilities

5.2.2. Overcoming fiscal compression

5.2.3. Reducing inequalities through pro-poor growth

5.2.4. Enhancing capabilities

5.3. Impact of Globalisation on Human Development in India

5.3.1. Implications for growth

5.3.2. Poverty

5.3.3. Employment

5.3.4. Livelihood

5.3.5. Workers' rights

5.3.6. Health

5.3.7. Education

5.3.8. Food and nutrition security

5.3.9. Inequality and social exclusion

5.4. Trade and Human Development

5.4.1. Linkages between trade and human development

5.4.2. Assessing impact of trade on human development

5.4.2.1. Growth

5.4.2.2. Poverty

5.4.2.3. Employment

5.4.2.4. Gender

5.4.3. Emerging issues in trade and human development*

5.4.3.1. Subsidies

5.4.3.2. Trade Related Intellectual Property Rights (TRIPS)

5.4.3.3. Agriculture

5.4.3.4. Environmental policy

5.4.4. Indian experience

5.4.4.1. Impact of trade

5.4.4.1.1. Agriculture

5.4.4.1.2. Textile and clothing

5.4.4.1.3. Commodities

5.4.4.1.4. Services

5.4.4.2. International agreements and national polices

5.4.4.2.1. Multilateral trade agreements and developing countries

*5.4.4.2.2. Review of Indian trade polices**

5.5. Technology and Human Development

5.5.1. Importance of technology for human development

5.5.1.1. Human knowledge

5.5.1.2. Economic opportunities

5.5.1.3. Participation

5.5.2. The ICTs and digital divide

5.5.2.1. Cross country

5.5.2.2. National

5.5.2.3. Gender

5.5.3. Importance of ICT in achieving MDGs

5.5.4. Management of new technology regime for enhancing human development*

5.5.4.1. National and international strategies

5.5.4.2. Investment in new technology and problems of developing countries

5.5.5. India's technological progress and its impact

5.5.5.1. Growth

5.5.5.2. Employment

5.5.5.3. Poverty

5.6. Migration and Human Development

5.6.1. Migration in the context of globalisation

5.6.1.1. Polarisation of migrants between low-end and high-end jobs

5.6.1.2. Feminisation of migration

5.6.2. Remittances from migration and their importance for the countries of origin

5.6.3. Implications of international migration for livelihoods and rights

5.6.4. Existing international conventions on international migration

5.6.4.1. Evolving a multi-lateral system of international migration*

5.6.4.2. Laws and agencies which protect the interests of migrants

5.7. Globalisation and Human Rights Laws

5.7.1. Origin of international human rights law

5.7.2. Universal declaration of human rights

5.7.3. Political, economic and social rights

5.7.4. Core labour standards

5.7.5. CEDAW and women's rights

5.7.6. Rights of minorities and intermediate groups

5.7.7. Humanitarian crises and international intervention

Indicative Reading List

Basic Readings

Annan, Kofi A., 2000, 'Sustaining the Earth in the New Millennium', *Environment*, 42(8)

Bhagwati, Jagdish, 2004, *In Defence of Globalisation,* Oxford University Press, New York,

Bonchar, A.T., and A. Beck, *Lifetime Livelihood of Going to State or Federal Prison,* Bureau of Justice Statistics, Washington D.C

Deaton, Angus, and Jean Dreze, 2002, 'Poverty and Inequality in India: A Re-examination', *Economic and Political Weekly,* 3(45)

Deshpande, Sudha, Guy Standing and Lalit Deshpande, 1998, *Labour Flexibility in a Third World Metropolis: A Case Study of Bombay*, Commonwealth Publishers, New Delhi

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Goldar, B.N., 2002, 'Trade Liberalisation and Manufacturing Employment: The Case of India'*, Working Paper*, 34, International Labour Organization, Geneva

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http://www.iiitb.ac.in/ICTforD/Drishtee%20final.pdf

International Labour Organization, 2000, *World Labour Report 2000: Income Security and Social Protection in a Changing World,* Geneva

International Labour Organization, 2001, *World Employment Report 2001: Life at Work in the Information Economy,* Geneva

International Labour Organization, 2004, *A Fair Globalisation: Creating Opportunities for All,* World Commission on the Social Dimension of Globalisation, Geneva

International Labour Organization, 2004, *Economic Security for a Better World,* International Labour Organization Socio-Economic Security Programme, Geneva

Institute for Human Development, 2002, *ICTs and Indian Development,* Papers of the Seminar organized by the Institute for Human Development, December 18-20, Bangalore

Nayyar, Deepak (ed.), 2002, *Governing Globalisation and Institutions,* Oxford University Press, New York

Rodrik, Dani, 1997, *Has Globalisation Gone too Far?* Institute for International Economics, Washington D.C.

Rodrik, Dani, 1998, *The New Global Economy and the Developing Countries: Making Openness Work,* Policy Essay No. 24*,* Washington D.C.

Sen, Amartya and Jean Dreze, 1998, *India: Economic Development and Social Opportunity*, Oxford University Press, New Delhi

Standing, Guy, 1999, *World Labour Flexibility,* St. Martin's Press, New York

Advanced Readings

Acharya, T., A.S. Daar, and P. Singer, 2003, 'Biotechnology and the U.N. Millennium Development Goals', *Nature Biotechnology*, 21(12)

Archibugi, D. and C. Pietrobelli, 2003, 'The Globalisation of Technology and Its Implications for Developing Countries', *Technological Forecasting and Social Change*, 70(9)

Balaji, P., and K. Keniston, "Tentative Conclusions", *Information and Communications Technologies for Development: A Comparative Analysis of Impacts and Costs'*, http://www.iiitb.ac.in/ICTforD TentativeConclusions.pdf

Basu, Kaushik, 2001, 'On The Goals Of Development', Gerald M. Meier and Joseph E. Stiglitz (eds.), 2000, *Frontiers of Development Economics,* Oxford University Press, New York

Chandrasekhar, C.P., 2000, 'ICT in a Developing Country Context : An Indian Case Study', *Background Paper for Human Development Report 2001*, UNDP, New York

Costanza, Robert, Bobbi Low, Elinor Ostrom, and James Wilson, (eds.), 2001, *Institutions, Ecosystems, and Sustainability,* Lewis Publishers, Boca Raton

Hall, A., Bockett, G., Taylor, S., Sivamohan, M.V.K. and Clark, N., 2001, 'Why Research Partnerships Really Matter: Innovation Theory, Institutional Arrangements and Implications for Developing New Technology for the Poor', *World Development*, 29(5)

Joseph, K.J., 2002, 'Growth of ICT and ICT for Development: Realities of the Myths of the Indian Experience', *Discussion Paper No. 2002/78*, United Nations University, WIDER, Helsinki

Keniston, Kenneth, 2002, 'Grassroots ICT Projects in India: Some Preliminary Hypotheses', *ACSI Journal of Management,* 31(1&2)

Prahalad, C.K., and Allen Hammond, 2002, 'What Works: Serving the Poor, Profitably: A Private Sector Strategy for Global Digital Opportunity', World Resources Institute, Washington D.C. & the Markle Foundation, New York

United Nations Development Programme, 2001, *Human Development Report 2001: Making New Technologies Work for Human Development,* UNDP, Oxford University Press, New York

Indian Perspectives and Experience

The objective of this module is to examine human development issues for India ranging from poverty alleviation, education, health, security - food and social - and environment. At the outset, the module examines the approach adopted during the planning process for enhancing human development. This includes an examination of trends in select indicators and the financial commitments.

First, the challenge of poverty is described where the concept of poverty and its measurement is explained, followed by a summary of Indian debates on poverty alleviation and an examination of trends in poverty decline. Subsequently, public action in terms of government programmes is scrutinised with specific reference to rural development, urban poverty alleviation, vulnerable groups and women's welfare programmes. This section is wrapped up with a critical appraisal of poverty alleviation programmes and other related interventions.

Against the above background, a comparison is drawn between income and human poverty where deprivation in non-income dimensions (education, health, food sufficiency, empowerment and gender) is focussed upon.

After poverty, the education scenario in India is described with reference to literacy, school enrolment, drop-out and retention and school infrastructure. In addition, evaluation of select national programmes is provided along with a discussion on vital issues of vocationalisation and financing of education.

In the sub-section on health, challenges of population transition, morbidity pattern and disability are discussed, in addition to the issues of utilisation and financing of health services. This section also examines the strong linkages between health and poverty. It concludes with a discussion on health security and insurance.

The next section deals with the challenge of food and social security where issues and challenges relating to coverage, public provision and critical evaluation of government programmes are taught.

The concluding section of this module focusses on environment issues where concerns like common property resources, degradation of land, water resource management, social forestry and energy conservation will be taught. The focus would be on understanding the institutional response to environmental concerns.

After completing this module, the student would be able to:

- Comment on the approach adopted towards human development during the planning process
- Comprehend the concepts of poverty and its measurement
- Provide a comparison between income poverty and human poverty
- Understand human development challenges for India with respect to poverty, education, health, food and social security and environment
- Discuss various national programmes relating to the above areas

The students will find this module interesting as it deals with the Indian situation. The focus should be on providing State specific information and data analysis. State Human Development Reports (SHDRs) would be an important source of such analysis and data. Besides discussing national programmes and policies, it would be pertinent to focus on State specific schemes/programmes as well. The instructors can also relate this module with the earlier module on governance and human development. In-depth discussion of national programmes and policies can be limited to the advanced course.

6.1. Approach and planning for human development

6.1.1. Approach to human development in national plans

6.1.2. Trend in select indicators of HD - national and sub-national

6.1.3. Financing of human development

6.2. Poverty Alleviation

6.2.1. Trends in income and human poverty

6.2.2. Indian debates on poverty measurement and methodology*

6.2.3. Poverty alleviation programmes

6.2.4. Critical appraisal

6.3. Comparing Income and Human Poverty

6.3.1. Non-income dimensions of deprivation

6.3.1.1. Education

6.3.1.2. Health

6.3.1.3. Food sufficiency

6.3.1.4. Empowerment

6.3.1.5. Gender and caste dimensions of deprivations

6.3.2. Aspects of well-being and their relation to income poverty

6.4. Education

6.4.1. Literacy

6.4.1.1. Level and trends

6.4.1.2. Existing disparities

6.4.1.3. Reasons for existing disparities*

6.4.2. School performance

6.4.2.1. Levels of and trends in enrolment rates

6.4.2.2. Methods of computing different enrolment rates and important data sources*

6.4.2.3. Causes of low enrolment and attendance

6.4.2.4. School retention and drop-outs

    6.4.2.4.1. Causes for drop-outs

    6.4.2.4.2. Strategies for enhancing retention rates*

6.4.3. School infrastructure

6.4.3.1. Physical infrastructure of schools

    6.4.3.1.1. Availability and quality of building, rooms, toilets, drinking water, playground

6.4.3.2. Human power

    6.4.3.2.1. Teachers, (teacher-pupil ratio), blackboards & teaching learning material (TLM), attendance and regularity of teachers, joyful learning, training & capacity enhancement of teachers*

6.4.4. National programmes

6.4.4.1. National Literacy Mission (NLM)

    6.4.4.1.1. Main features

    6.4.4.1.2. Progress and weaknesses

    6.4.4.1.3. Critical evaluation

6.4.4.2. Sarva Shiksha Abhiyan (SSA)

    6.4.4.2.1. Main features

    6.4.4.2.2. Progress and weaknesses

    6.4.4.2.3. Critical evaluation

    6.4.4.2.4. India's education policy - a critical reading

6.4.5. Vocationalisation and skill development

6.4.5.1. Need and extent of vocationalisation in school education

6.4.5.2. Types of vocationalisation

6.4.5.3. Problems and prospects

6.4.5.4. Other means of skill development at primary and elementary levels of education*

6.4.6. Financing of education

6.4.6.1. Public and private sources of financing

6.4.6.2. Levels and trends of public financing

6.4.6.3. Components of public financing

6.4.6.4. Resource mobilisation for enhancing public funding*

6.5. Health

6.5.1. Demographic transition

6.5.1.1. India's position in population transition stage

6.5.1.2. Birth rates, death rates, infant and child mortality, maternal mortality

6.5.2. Morbidity pattern*

6.5.2.1. Type and extent of prevalence of diseases

6.5.2.2. Life style, chronic and epidemic diseases

6.5.2.3. Reporting of illness - self reporting vs. clinical check

6.5.3. Disability

6.5.3.1. Extent and types of disability

6.5.3.2. Disability and loss of workforce

6.5.4. Utilisation of health care services

6.5.4.1. Types of health services (primary, secondary, tertiary):

6.5.4.2. Availability of health personnel

6.5.5. Inequality in utilisation of health services

6.5.6. Critical evaluation of health services in India*

6.5.7. Financing of health care services

6.5.7.1. Levels and trends of public financing

6.5.7.2. Public vs. private financing

6.5.7.3. Burden of disease*

6.5.7.4. Resource mobilisation for enhancing public financing*

6.5.8. Linkages between health and poverty*

6.5.8.1. Health productivity linkages

6.5.8.2. Vicious cycle of poor health and poverty in India

6.5.9. Health security and insurance*

6.5.9.1. Evolution and extent of health insurance in India

6.5.9.2. Public vs. private health insurance

6.5.9.3. Social insurance - community health insurance

6.6. Social Security

6.6.1. Social security definition

6.6.1.1. Concept and relevance to Indian situation

6.6.1.2. Social security system in India - types, coverage, etc.

6.6.1.3. Details of organized sector social security

6.6.1.4. Employment and earning security in India

6.6.1.5. Organised vs. unorganised sector, migrant labour and other vulnerable groups

6.6.1.6. Trends in schemes for social security for unorganised sector

6.6.1.7. Critical evaluation of social security system*

6.7 Food Security

6.7.1. Food and nutritional security

6.7.1.1. Sufficiency and availability of food items in India

6.7.1.2. Food deficit regions and population groups

6.7.1.3. Types of food, and nutritional intakes

6.7.1.4. Types of nutritional deficiency and related problems*

6.7.1.5. Government programmes of food and nutritional security

6.7.1.6. Critical evaluation of government food and nutritional security programmes such as PDS, mid-day meal, ICDS, food for work etc.

6.8. Environment

6.8.1. Common property resources and other natural resources

6.8.2. Degradation of land and soil, water conservation

6.8.3. Water resource management and people's participation

6.8.4. Social forestry, joint forest management

6.8.5. Energy conservation and renewable energy

6.8.6. Institutional response to environmental concerns

6.8.7. Community participation - emerging trends

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ANNEXURE

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The late 1980s witnessed the emergence of a new development concept proposed by noted economists Mahbub ul Haq and Amartya Sen that went beyond GNP and income. Human development, as this concept was called, put people at the centre stage and was defined as a process of enlarging people's choices, as well as raising the level of well-being.

Since 1990, the United Nations Development Programme has been instrumental in advocating the human development approach through the Human Development Reports, published annually. These Reports identify and analyse a theme and also compare the status of countries on the human development index. Subsequently, several national governments have also prepared National Human Development Reports.

In India, the human development 'movement' began with the preparation of the Madhya Pradesh HDR in 1995 - the first sub-national HDR in the world. Other States followed and currently, around 25 States have either prepared or are in the process of preparing State HDRs.

It is now widely understood that it is imperative to invest in the pedagogy of human development. Accordingly, the Planning Commission and UNDP found it necessary to introduce this concept to university students, and initiated this exercise in partnership with the Universities Grants Commission (UGC), steered by an advisory committee, under the leadership of the Chairperson, UGC.

The course curriculum that has been formulated is indicative in nature and covers some of the important facets of the human development approach. Modules could be incorporated as part of the existing curricula or as separate certificate/diploma courses at undergraduate/postgraduate levels.

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