Disparities in the Enabling Variables of Human Development in India

Bindiya
Email id – bindiyashimar@gmail.com

Abstract: This study looked at disparities in the enabling variables of human development in India. Human development becomes meaningful only when poverty and deprivation are reduced to their lowest possible level in society. Whereas, in an egalitarian multi-cultural society like India, simultaneous assessment of human development and human deprivation would become relevant. The primary goal of the analysis of human deprivation within the human development framework is to identify non-income variables that play a dual role in society, namely the acceleration of human development and the deceleration of human deprivation. Lack of income among individuals as a measure of poverty only provides partial picture of the welfare of individuals as it does not reveal the basic dimensions of human life namely longevity, health, nutrition, education and level of interaction in the society.

Keywords: Human development, poverty and deprivations, multi- cultured society, health, nutrition, education.

Introduction:

Human development becomes meaningful only when poverty and deprivation are reduced to their lowest possible level in society. Whereas, in an egalitarian multi-cultural society like India, simultaneous assessment of human development and human deprivation would become relevant. The primary goal of the analysis of human deprivation within the human development framework is to identify non-income variables that play a dual role in society, namely the acceleration of human development and the deceleration of human deprivation. Individuals' lack of income as a measure of poverty only provides a partial picture of their well-being because it does not reveal the basic dimensions of human life, such as longevity, health, nutrition, education, and level of interaction in society. As a result, a new poverty measure that takes into account the fundamental dimensions of human life is required (UNDP, 1997). As a result of the analysis of human development and deprivation, the multidimensional framework of poverty has evolved. The conceptual meaning of development has been redefined and shifts its focus from mere 'material well-being' to the broader aspects of 'human development' especially since the publication of the first Human Development Report by UNDP in 1990. It is correctly stated that development should be analyzed and understood in terms of improving "people's lives" and broadening "people's choices" (Sen, 1981).The vital focus of these arguments is to enable more precise and targeted measures that are needed to reduce human deprivation thereby improving human development. It could create an enabling environment for the people to enjoy long, healthy and creative lives which include better nutrition and health services, greater access to knowledge, more secure livelihood, security against crime and physical violence, political and cultural freedoms and sense of participation in community activities (UNDP, 2010).

Human Development and Deprivation in India: Development is the process of socioeconomic transformation that broadens people's options by improving their education, skills, health, and standard of living. People's employability and employment opportunities will be expanded concurrently in this process. Deprivation, on the other hand, has a negative impact on people's real choices and freedom, preventing them from achieving a better education, health, and standard of living. It is assumed that human development and deprivation are mutually exclusive phenomena, with deprivation effectively managed through people's capability building. HDI, a composite index of education, health, and

standard of living, can be used to assess human development (UNDP, 2019). It aids in understanding the relative position of states in human development and average attainment of basic value 'functioning' of people, namely education, health, and standard of living, as revealed by its corresponding indices. Higher 'income index' of the country indicates people's ability to live a better standard of living with the money they earn. The 'education index,' on the other hand, is an indicator of individuals' higher literacy rate and schooling, whereas the country's higher health index reflects the country's longer life expectancy and low mortality rate.

Human Development in India: In terms of human development achievements, India is ranked among the world's medium-level HDI countries (UNDP, 2011), and this trend is expected to continue in the HDR 2020. In India, the incidence of HDI is 0.51, which is derived from its sub indices, namely income, health, and education. 1. Refer to the table.

Figure .1
Human Development in India

	Income Index	Health Index	Education Index	HDI
Indices	0.46	0.69	0.39	0.51
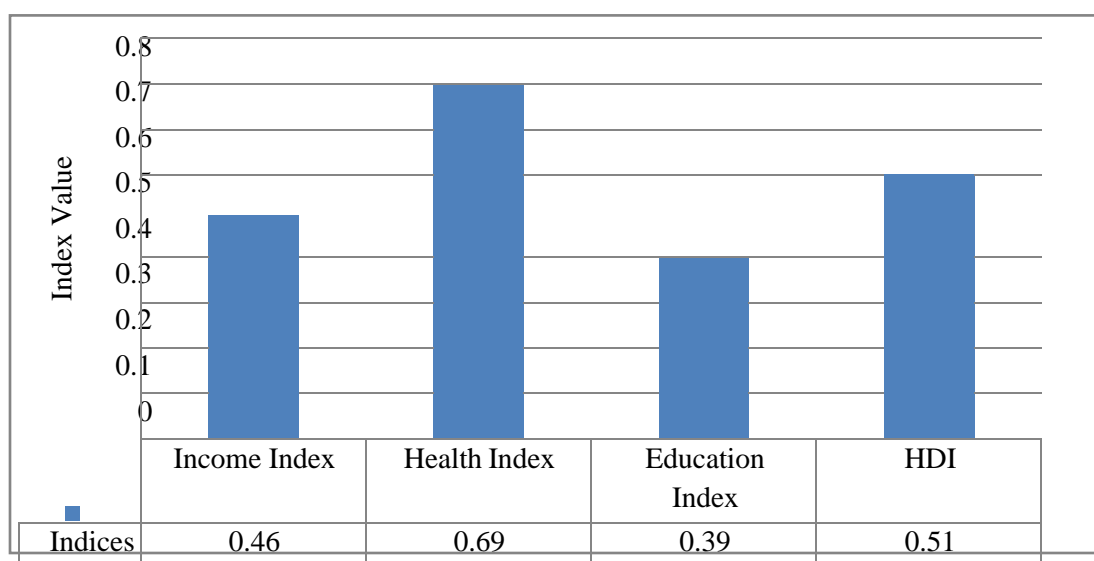
Source: UNDP, 2011

The health index (0.69) of India is higher than the other two dimension indices of human development, indicating that people's 'achieved functioning' in health are comparatively good to lead a 'long' and 'healthy life,' as a result of the country's availability, accessibility, and affordability of health care services. Despite having a higher health index, India has the lowest education index (0.39) among other two-dimensional indices of human development. The education index reveals people's 'functioning' in education, knowledge acquisition, and schooling. This implies that the 'mean years of schooling,' the primary determinant of education, would be increased in order to make society more knowledgeable and informed.

Human Deprivation in India: Unlike the HDI, the Multidimensional Poverty Index (MPI) measures people's deprived functioning and assists in identifying multiple deprivations of households in education, health, and standard of living. All ten indicators, which correspond to three dimensions of the MPI, namely education, health, and standard of living, represent basic human needs for people to live a meaningful life in a society where their deprivation is referred

to as multidimensional poverty. The analysis of multiple deprivations of households on human development dimensions would allow revealing and identifying indicators leading to the incidence of deprivation, highlighting dimension, indicator, group, and state-specific intervention gaps for addressing poverty. For instance, deprived functioning of people is the highest in the domain of standard of living (0.41) in India whereas the corresponding deprivation in education (0.22) is registered at its lowest.

The highest incidence of deprivation in terms of standard of living points to multiple deprivations of basic facilities such as housing, electricity, safe drinking water, adequate sanitation, cooking fuel, and minimal asset ownership. If a household is unable to maintain a decent standard of living, their functioning in terms of standard of living becomes unattainable, and the households are further deprived in the other two dimensions, education and health (Alkire, 2005). The multidimensional framework of poverty has the distinct advantage of facilitating indicator and dimension-wise decomposition of the MPI. The highest incidence of deprivation in 'standard of living' in India demonstrates the magnitude of deprivation in basic facilities, necessitating additional micro-specific analysis by states and social groups.

Deprivation of education in India (0.22) seems to be the lowest among other dimensions of multidimensional poverty. It reveals that, people of India are gettingproper provisions for the attainment of education which is considered to be an important 'valued functioning' of people. Deprivation of education reveals deprived functioning's of people pertaining to the basic indicators of education namely 'years of schooling' and 'school enrollment'. If no one of the household has completed five years of schooling andschool - aged child (6 years of old) is not enrolled in the school, they are considered as deprived in education. The lowest deprivation of education among the households ofIndia reveals better schooling and school enrollment in the country. The lowest deprivation index of education in India gives a good sign of educational development andreflects the positive impact of the interventions through various educational programmers and policies initiated by the governments.

Lower deprivation index of health (0.33) in India reveals that, provision of health services within the accessible assortment of households enabling better health care that determines improved life expectancy of people with reduced mortality rate. A household is considered as deprived of health if it includes a malnourished member and there is occurrence of child mortality in the family. Age specific health parameters such as 'height for age' (stunted), 'weight for age' (underweight), 'height for weight' (wasted)are used to represent the malnourishment in the study. Provision of preventive medicines,curative medicines and community medicine along with other health care services by the federal governments might have played an important role to ensure long and healthy life in turn lowering the incidence of health deprivation in the country. Prior to getting into a detailed discussion on the causality of 'enabling variables of human development', a preliminary deliberation on the 'achieved' and 'deprived functionings' in the respective domains of human development and multidimensional poverty in the India context is attempted.

Inter-linkages between Human Development and Deprivation: Human development and deprivation are said to be mutually diverging where, the variables education, health, and indicators of standard of living play dual role in the society - acceleration of human development and deceleration of human deprivation. Index gap (0.24) between HDI and MPI and gap exist between its allied indices namely, health (0.36), and education (0.17) in India reveals

mutual divergence between human development and deprivation in the county. The glaring difference between HDI and MPIin India expressed as the index gap (0.02) shows the incidence of divergence in value of achieved functionings vis - a – vis the deprived functionings. Similar divergence is found in the dimensions of human development viz. education (0.17) and health (0.36) with an exception in the standard of living (0.05).

The insignificant index gap (0.05) between development index of income (0.460 and deprivation index of standard of living (0.41) reveals the mismatch between the income and non-income based estimation of development and deprivation indices (see figure 5.3). In the estimation of HDI, per capita income is considered as proxy for decent standard of living of people where, deprivation of standard of living in MPI is measuredin terms of non-income variables namely, electricity, drinking water, sanitation, housing, cooking fuel, and asset ownership. Income is considered as 'means' to achieve the'functionings' of people namely education, health and standard of living, not an 'end' in itself.

Figure 3
Interconnections of Human Development and Deprivation

	Education	Health	Income/SL	HDI / MPI
Development	0.39	0.69	0.46	0.51
Deprivation	0.22	0.33	0.41	0.27
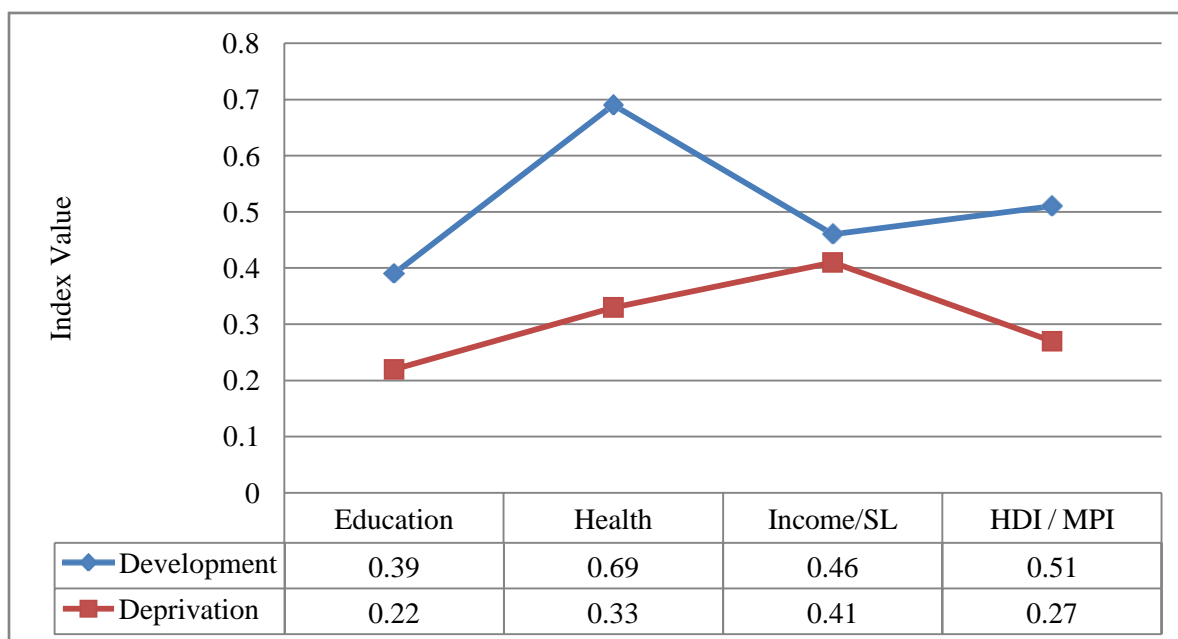
Source: Estimated from NFHS-4 Data & UNDP 2011

Inconsistency between Income and Non-income Approaches to Poverty: The unique feature of multidimensional poverty assessment is that, it enables estimation of 'incidence' and 'intensity' of multidimensional poverty of the countrywhere; the income-based measures facilitate estimation of head count ratio (incidence) only. The estimated 'incidence' of multidimensional poverty suggests that about 52 percent of people in India are multidimensional poor which is higher than that of the official income-based estimation of poverty (22%) of the country (GoI, 2011). It gives an important riddle between income and non-income poverty estimations and pinpoint towards the inconsistency between income and non-income estimation of poverty and expose the narrow outlook of income based measures of poverty.

The multidimensional framework of poverty is capable to estimate 'intensity' and 'vulnerability' of

poverty which helps to understand the profundity of poverty in which the poor people are deprived in education, health and standard of living. The estimated magnitude of 'intensity of poverty' is 0.51. That means, the poor households in India are not able to attain 50 percent of basic facilities with regard to education, health and standard of living in India. In this context, the pertinent question is, whether all states andsocial groups of India are experiencing similar deprivation of education, health and standard of living as national average reveals, particularly the states having 'better', 'moderate', and 'lower' profile of human development. If so, what would be its 'incidence' and 'intensity' of deprivation? To address these questions, an attempt is madeto estimate the deprivation of education, health and standard of living among select states and social groups of the country which is and discussed it in the subsequent chapter. Priorto that, an attempt is initiated to comprehend 'enabling variables of human development' and examined by its 'incidence' and 'disparity' i.e. deviation from national average, across the states of India using state wise data base, where prime emphasis is given to non-income variables namely, demographic, education, employment/occupational, health and variables related to standard of living.

Enabling Variables of Human Development: The Human Development Index (HDI) is a composite measure of the important dimensions human development that measures average achievements in the domains of education, health and standard of living. Multidimensional Poverty Index (MPI), on the other hand, measures multiple deprivations of education, health and standard of living at the household level. As a measure of deprivation, MPI gives 'incidence' and 'intensity'of multidimensional poverty of the country. It provides information regarding the deprivation in education, health and standard of living of the people. Each dimension index of HDI is a proxy for capabilities in the corresponding dimensions, Education, Health and Standard of living.

Table: 1
Non-Income Variables Examined in the Study

Domain		Variables
I	Demographic	1. Relative share of Population 2. Rural Population 3. Urban Population 4. Rural-Urban Population Ratio (R/U)
II	Educational	1. Mean Years of Schooling 2. Literacy Rate 3. Literacy Rate (Male) 4. Literacy Rate (Female) 5. gender Gap in Literacy
III	Employment	1. Proportion of main Workers 2. Proportion of Marginal Workers
IV	Occupational	1. Cultivators 2. Agricultural Labourers 3. Work in Household Industries 4. Other works

V	Health	1. Life Expectancy 2. Mortality Rate 3. Infant Mortality Rate (IMR) 4. Under Five Mortality Rate (U5MR) 5. Malnutrition Indicators
VI	Standard of Living	1. Electricity 2. Drinking Water 3. Sanitation Facilities 4. Cooking Fuel

Source: Classified and categorized from the relevant literature, UNDP2010, GoI 2011.

Here, the variables which show significant positive association with HDI are considered as 'enabling variables' of human development. The association of 'human development enabling variables' with Multidimensional Poverty Index (MPI) is also tested to accomplish the interplay of the reinforcing variables of human development in reducing the incidence of human deprivation. The non-income variables examined for the analysis is identified as 'enabling variables of human development' enumerated in *Table 1*. Inter play of these non-income variables and its impact on the capabilities of people determines the echelon of human development and deprivation across the states of India. With the given array of variables, an attempt has been made to examine the degree of association of these variables with the incidence of human development and multidimensional poverty of the selected states of India by identifying them whether theybelong to the category of enabling variables or otherwise.

Reference:

- Meenakshi, J. V., & Visvanathan, B. (2003). Calorie Deprivation in Rural India1983-99, *Economic and Political Weekly*.38 (4), 369-75
- Minhas, B. S. (1970). Rural Poverty, Land Distribution and Development Strategy, *Indian Economic Review*. No. 5, April, 97-128
- Nussbaum, Martha. C. (1988). Nature, Functioning and Capability: Aristotle on Political Distribution, *Oxford Studies in Ancient Philosophy.* SupplementaryVolume, 145-184
- Ravallion, M. (2000). Measuring Poverty using Qualitative Perceptions of Consumption Adequacy, *The Review of Economics and Statistics*. (83(3), 462
- Rao, K. H. (1998). *Indicators of Poverty.* In S. Balakrishna and K. H. Rao (eds.), Database on Rural Poverty Indicators. National Institute of RuralDevelopment. Hyderabad.110- 15.
- Rath. (2003*).* Poverty by Price Indices, *Economic and Political Weekly*. 38 (40), 4260-76.
- Gustafsson, B. (1995). Assessing Poverty: Some Reflections on the Literature, *Journal of Population Economics*. 8(4), 361 – 381.
- Kannan, K. P. & Ravendra, G. (2009*).* Growth Sans Employment: A Quarter Century of Jobless Growth in India's Organized Manufacturing, *Economic andPolitical Weekly*. March 7-16.