Introductory: Knowing each other

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Contemporary Issues in HDP
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Introduction

• The course will appreciate questioning mind, critical thinking and creative endeavours.
• Lecturing: An interactive mode rather than one-sided monologue would be preferred and attendance will be an important component.
• Broadly speaking, there will be three components:
  – Philosophical aspect: There will be discussion of Rawls and Sen extensively and may touch on other thinkers like Nussbaum.
  – Measurement aspect: Critically examine HDI, P-alpha class of multi-dimensional poverty measures, Group adjusted disparity measures, Secluded (isolated) and proximate illiteracy, and group-differential measures among others.
  – Application aspect: Agrarian crisis, farmers suicides and rural distress, public health issues, some other contemporary topics of concern, and field survey.
• Evaluation would be based on classroom interactions (attendance is important), assignments, book review, field survey and a term paper. The last three need to be presented and then revised before final submission.

Fieldwork

• Please start thinking on it right now.
• Identify a problem of social relevance and work out details of how to go about it.
• Class together, sub-groups or independently.
• Fieldwork should largely be Mumbai centric.
• Previous year’s field work.

Background to Human Development

• Growing evidence that did not support the then prevailing belief in the “trickle down” power of market forces to spread economic benefits and end poverty;
• The human costs of Structural Adjustment Programmes became more apparent;
• Social ills (crime, weakening of social fabric, HIV/AIDS, pollution) were still spreading even in cases of strong and consistent economic growth;
• A wave of democratization in the early 90’s raised hopes for people-centred models.


Some Important Issues in HD

• Social progress - greater access to knowledge, better nutrition and health services.
• Economics – the importance of economic growth as a means to reduce inequality and improve levels of human development.
• Efficiency - in terms of resource use and availability, human development is pro-growth and productivity as long as such growth directly benefits the poor, women and other marginalized groups.
• Equity - in terms of economic growth and other human development parameters.
• Participation and freedom - particularly empowerment, democratic governance, gender equality, civil and political rights, and cultural liberty, particularly for marginalized groups.
• Sustainability - for future generations in ecological, economic and social terms.
• Human security - security in daily life against such chronic threats as hunger and abrupt disruptions including joblessness, famine, conflict,


Human Development is different

• Economic growth (means to ends)
• Capital formation and HRD (human beings as means)
• Human welfare approach (human beings as beneficiaries not participants)
• Basic needs approach (concentrates on goods and services that deprived people need and not on their implication on human choices)

Also see: http://misplacedemphasis.blogspot.com/2010/11/people-first-reiterates-20th.html
Who should get the flute?

Three children are quarrelling for a flute:
Child C: has worked hard to make the flute all on his own (the others confirm this).
Child A: the only one who knows how to play the flute (others do not deny this)
Child B: the only one who does not have any toys (the others concede that they are much richer and well supplied with engaging amenities)


Your Views

– Why have you opted for this course?
– What are your expectations?

References


For the next lecture please read

Sen, Amartya (2000) "A Decade of Human Development," *Journal of Human Development and Capability*, 1 (1), 17-23, [http://www.informaworld.com/smpp/content~db=all~content=a713678033~frm=titlelink](http://www.informaworld.com/smpp/content~db=all~content=a713678033~frm=titlelink)