HUMAN RIGHTS AND DEVELOPMENT: POTENTIAL INTEGRATION

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ABSTRACT

In its present formulation the Human Development Index (HDI) is a measure of the well-of nations considering two fixed reference values for each indicator, the so-called fixed goals development, as normalization parameters. As is well known, the HDI is insensitive to the relative performance of a country with respect to those of a reference group of nations. Nevertheless, several cent works on individuals' perception of their well-being reveal that subjective well-being positively correlated with upward mobility opportunities and negatively correlated with the persistency of well-being inequalities within a reference group. Therefore, in this paper, we suggest to handle extension of the HDI aimed at integrating the absolute perspective implicit in the national index with a relative one.

Keywords: *- Globalization, integration, normalization, sustainability, empowerment*.

I.INTRODUCTION

A particular understanding of the relationship between States, Human Rights advocacy, and the International community has shaped the International Politics of Human Rights in recent decades. Globalization and interdependence of societies made Human Rights and Human Development an important concern for countries as well as one of the reasons for international cooperation between them. In this article the question of potential integration of Human Rights and Development as well as ways of how these processes can contribute to each other will be analyzed. My argument is that Human Rights and Human Development are interdependent processes and there are potentials for integration of these two important processes from which both of them can benefit. During the last years several reasons based on which we can consider potentials for integration of Development and Human Rights appeared in International practice. First, human development is considered in from modern perspective as one of the rights of individual and it is placed at the same row as civil and political rights. Second, each group of rights, civil and political rights from one hand and economic and social from the other, have components of development level in each group of those rights. For example, right for education has a component of an intellectual development; political rights indicate level of political development of society. Third, the social and institutional development as well as good governance is considered now from perspective of democracy, implementation of human rights policy, and from the perspective of participation of community in decision-making process. In this case, one group of rights is a condition to achieving the fulfillment of others: only with implementation of political rights - rights for people to participate in society -
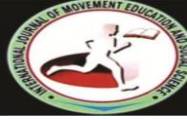
people can take an advantage of economic rights. Before considering the ways where these two categories, human rights and development, can be dependent from each other I would like to consider what these categories mean, what aims and target groups they have, what mechanisms these processes use, and what institutions are responsible for both of these processes. Human development is the science that seeks to understand how and why the people of all ages and circumstances change or remain the same over time. It involves studies of the human condition with its core being the capability approach. The inequality adjusted Human Development Index is used as a way of measuring actual progress in human development by the United Nations. It is an alternative approach to a single focus on economic growth, and focused more on social justice, as a way of understanding progress. The term human development may be defined as an expansion of human capabilities, a widening of choices, 'an enhancement of freedom, and a fulfillment of human rights. This also simply means developing mentally, socially through growing and experiencing things in your life and learning new things. The United Nations Development Programmers defines human development as "the process of enlarging people's choices," said choices allowing them to "lead a long and healthy life, to be educated, to enjoy a decent standard of living," as well as "political freedom, other guaranteed human rights and various ingredients of self-respect."

Development concerns expanding the choices people have, to lead lives that they value, and improving the human condition so that people have the chance to lead full lives. Thus, human development is about much more than economic growth, which is only a means of enlarging people's choices. Fundamental to enlarging these choices is building human capabilities—the range of things that people can do or be in life. Capabilities are "the substantive freedoms [a person] enjoys to lead the kind of life [they have] reason to value".Human development disperses the concentration of the distribution of goods and services underprivileged people need and center its ideas on human decisions. By investing in people, we enable growth and empower people to pursue many different life paths, thus developing human capabilities. The most basic capabilities for human development are to lead long and healthy lives, be knowledgeable (i.e., educated), have access to resources and social services needed for a decent standard of living, and be able to participate in the life of the community. Without these, many choices are not available, and many opportunities in life remain inaccessible. An abstract illustration of human capability is a bicycle. A bicycle itself is a resource—a mode of transportation. If the person who owns a bicycle is unable to ride it (due to a lack of balance or knowledge), the bicycle is useless to her or him as transportation and loses its functioning. If a person owns a bicycle and has the ability to ride a bicycle, they have the capability of riding to a friend's house, a local store, or a great number of other places. This capability would (presumably) increase their value of life and expand their choices. A person, therefore, needs both resources and the ability to use them to pursue their capabilities. This is one example of how different resources or skills can contribute to human capability. This way of looking at development, often forgotten in the immediate concern with accumulating commodities and financial wealth, is not new. Philosophers, economists, and political leaders emphasized human well being as the purpose, or the end, of development. As Aristotle said in ancient Greece, "Wealth is evidently not the good we are seeking, for it is merely useful for the sake of something else."

II.PILLARS

There are six basic pillars of human development: equity, sustainability, productivity, empowerment, cooperation and security.

- ➤ Equity is the idea of fairness for every person, between men and women; we each have the right to education and health care.
- ➤ Sustainability is the view that we all have the right to earn a living that can sustain our lives and have access to a more even distribution of goods.
- ➤ Productivity states the full participation of people in the process of income generation. This also means that the government needs more efficient social programs for its people.
- ➤ Empowerment is the freedom of the people to influence development and decisions that affect their lives.
- ➤ Cooperation stipulates participation and belonging to communities and groups as a means of mutual enrichment and a source of social meaning.
- ➤ Security offers people development opportunities freely and safely with confidence that they will not disappear suddenly in the future.

III.CREDIBILITY OF DATA

Another issue which requires close attention pertains to the reliability and credibility of the data underlying the HDR. Unfortunately, this subject has not received adequate attention at the state level. There has been a major controversy in Maharashtra in the last few years about the figures of deaths of children in tribal areas due to malnutrition. Studies made by some reputed NGOs show that the government figures are grossly underestimated. Now, even the tribal development and research institute of the state government has joined issues with the state government on this score and has disputed the figures put out by the state government in the matter. Figures of area under irrigation compiled by different departments of the state government show a large variation. The same is true of the figures of area under sugarcane. Area under cotton in Maharashtra, its productivity and quality can become yet another subject of research looking to the working of the monopoly procurement of cotton scheme in the state which has incurred large losses of over. Rs 3,000 crore during the last six years. The data on families below poverty line is similarly highly suspect. While for the state as a whole this figure is 34.55 per cent, district wise figures raise doubts about the veracity of the data. These figures are particularly striking against the background of the expenditure of Rs 6,289 Cr incurred by the state government on employ- ment guarantee scheme (EGS) from 1972- 73 to 1999-2000. This was over and above the expenditure incurred on a number of other rural development schemes. Either a large portion of this expenditure has been in fructuous in terms of creation of permanent capital assets or the data on families below poverty line are inaccurate. The figures of enrolment in primary schools also need to be probed fully. Without a thorough scrutiny of the reliability and coverage of the data, the proverbial truth about statistics being 'garbage in and
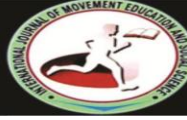
garbage out' would bring to naught all efforts in such a critical study to give a human face to development. It is time a comprehensive study is undertaken in the state on this subject. In several cases, Maharashtra HDR is based only on the data pertaining to government institutions. Examples of this are medical institutions and number of beds in these institutions. However, in some other cases such as primary schools, the data is comprehensive and cover the schools run by central and state governments, zilla parishads, municipalities, and aided and un-aided private institutions. Conclusions drawn only on the basis of facilities in government-run institutions may present a misleading picture of HDR. If HDR is to make a difference, it must concentrate on the weaker sections of society much more than what has been the case so far. This would mean making the sections of society such as the scheduled castes, the scheduled tribes, economically weaker sections, the minorities, bonded lab our, child labor, handicapped persons and population living in the slum areas its main focus. In a sense, HDR, or at least a section thereof, should become human development and human rights report of these neglected sections of society since their welfare has to be the primary respon- sibility of the government. Once this is accepted, the coverage and format of the HDR will have to be inevitably redesigned. It is necessary that a new format for the report is agreed upon at the all-India level to enable interstate comparisons. Looked at in this larger perspective, the HDRs brought out by the central government as also state governments leave a great deal to be desired. Particular reference may be made to the need for a much closer study of human development indicators pertaining to Muslims, the largest minority group in the country. It cannot be denied that the human development indicators of Muslims, if computed separately, will be much lower than for other sections of society, except for the other weaker sections as above. Factors such as illiteracy, poverty and lack of employment opportunities have given rise to globalization of large sections of Muslims. The lasting solution to this highly disturbing phenomenon, which has large bearing on the communal peace and tran quillity in the country, will have to be found in bringing the Muslims in the mainstream of society and giving larger emphasis on their economic and social development - something which all political parties have neglected to do by looking at the Muslims only as a vote bank to be exploited during elections. The spread and influence of madrasas can be reduced only by opening more educational institutions to cater to Muslims. Finally, the main question which needs to be addressed on the basis of any HDR is 'where do we go from here?'. The national HDR makes a tall claim that, "the report suggests an alternative framework that, perhaps, succeeds in putting the issue in a perspective and takes it beyond the stage of analysis. It outlines the agenda ahead and identifies some instruments that need to be pursued for improving governance in the system". On closer scrutiny, this is far from true. The Maharashtra report makes no such claim. States such as Madhya Pradesh, Rajasthan and Sikkim. In fact, the government of Maharashtra does not seem to have any strategy to deal with the crucial issues highlighted by the HDR. Looking to the critical state of its finances, the state government will have to do some serious thinking about its primary responsibilities. The down- grading of its credit rating, repeated de- faults in honoring government guarantees and the bleak outlook of its finances has led to a sharp decline in the funds it could borrow from the market. The cost of such funds has also gone up. Clearly, it does not have financial resources to do everything under the sun. It must get out of areas such as power, transport, collection and distribution of milk and, selectively, even irrigation and drinking water supply where, by designing a proper

policy framework and ushering an open and transparent regime, it should be possible to attract large private investment. By levy of adequate user charges and establishing appropriate legal and regulatory framework, the state should be able to promote private and cooperative sector endeavors' in diverse develop- mental fields. But, for this purpose, the state government will also have to redesign its policies and legal framework pertaining to the cooperative sector so as to make it self-reliant, transparent and accountable in its functioning. These steps would help the state government to concentrate on sectors and activities in which it alone will have to take the initiative and undertake large investments. HDR must place before the society the range of options and trade-offs if a time- bound programme for making a percep- tible impact on HDI is to be adopted consciously and pursued vigorously. Otherwise bringing out HDR may become a hardy annual ritual.

IV.REVIEW OF LITERATURE

Human Development Theory has roots in ancient philosophy and early economic theory. Aristotle noted that "Wealth is evidently not the good we are seeking, for it is merely useful for something else", and Adam Smith and Karl Marx were concerned with human capabilities. The theory grew in importance in the 1980s with the work of Amartya Sen and his Human Capabilities perspective, which played a role in his receiving the 1998 Nobel Prize in Economics. Notable early economists active who formulated the modern concept of human development theory were Mahbub ul Haq, and Amartya Sen. The Human Development Index developed for the United Nations Development Programme (UNDP) stems from this early research. In 2000, Sen and Sudhir Anand published a notable development of the theory to address issues in sustainability

Martha Nussbaum's publications in the late 1990s and 2000s pushed theorists to pay more attention to the *human* in the theory, and particularly to human emotion. A separate approach stems in part from needs theories of psychology which in part started with Abraham Maslow (1968). Representative of these are the Human-Scale Development approach developed by Manfred Max-Neef in the mid-to-late 1980s which addresses human needs and satisfiers which are more or less static across time and context.

Anthropologists and sociologists have also challenged perspectives on Human Development Theory that stem from neoclassical economics. Examples of scholars include, Diane Elson, Raymond Apthorpe, Irene van Staveren, and Ananta Giri. Elson (1997) proposes that human development should move towards a more diverse approach to individual incentives. This will involve a shift from seeing people as agents in control of their choices selecting from a set of possibilities utilizing human capital as one of many assets. Instead, theorists should see people as having more mutable choices influenced by social structures and changeable capacities and using a humanistic approach to theory including factors relating to an individual's culture, age, gender, and family roles.

V.THE RFT AND THE HDI

The RFT is a model of stimulus judgment on a categorical scale developed by experimental psychologists. The basic intuition of such a theory is that category rating is strongly influenced by the background conditions in
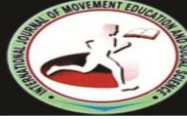
$$R(s_i) = \frac{s_i - \min\limits_{i} s_i}{\max\limits_{i} s_i - \min\limits_{i} s_i}$$

which the assessment of an event/stimulus is undertaken. In particular, the theory considers how the distribution of stimuli affect their evaluation and categorization through two distinct concepts. On the one hand, given a stimulus or an actual realization of a variable, say s_i, over a feasibility set, say S with st G S Ç R+, the range value {R(s_i)) of $s_¿$ depends on the value of the stimulus itself and on the stimulus range given by r(si) = max Si - min 5,- 5 .

As can be noted, the range value of s_i changes when the stimulus range varies and it assumes a value between zero and one. On the other hand, the frequency value of s_i (in symbols F(si)) is given by the relative position of the stimulus within an ordinal ranking of stimuli in which the last place is occupied by the worst one and the first by the best. If we suppose to have N positions in the ranking, then the frequency value of s_i is formally given by the fol- lowing expression

Opportunities

$$F(s_i) = \frac{\rho(s_i) - 1}{N - 1}$$

Human development is about giving people more freedom and opportunities to live lives they value. In effect this means developing people's abilities and giving them a chance to use them. For example, educating a girl would build her skills, but it is of little use if she is denied access to jobs, or does not have the skills for the local labour market. The diagram below looks at aspects of human development that are foundational (that is they are a fundamental part of human development); and aspects that are more contextual (that is they help to create the conditions that allow people to flourish). Three foundations for human development are to live a healthy and creative life, to be knowledgeable, and to have access to resources needed for a decent standard of living. Many other aspects are important too, especially in helping to create the right conditions for human development, such as environmental sustainability or equality between men and women. The whole process is shown as

Conclusion

In this paper we have discussed a feasible, easy-to-handle, extension of the HDI aimed at integrating the absolute perspective implicit in the original index with a relative one linked to the well-being achievements of nations belonging to a reference group. Using the RFT, we have characterized an index, namely a Range-
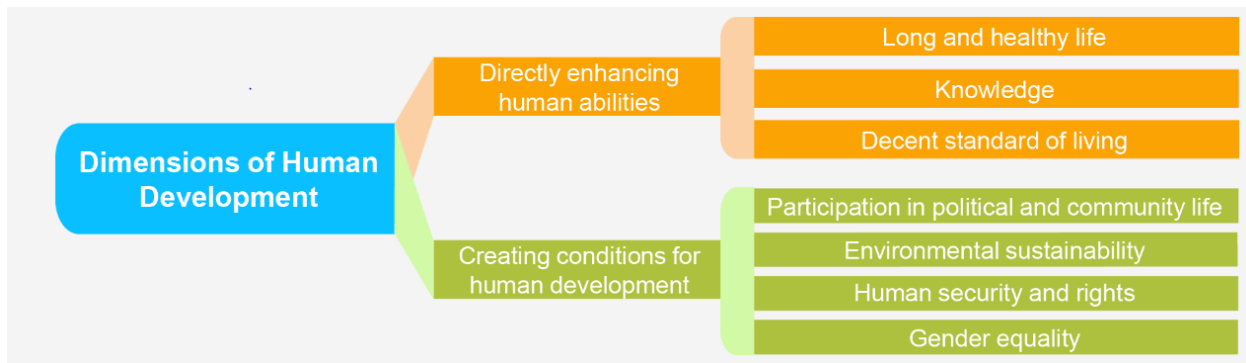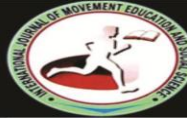
Frequency HDI, able to internalize the issue of the relative disadvantage of nations in terms of human development, then we have applied it in assessing well-being. means ones). Hence, if we need to have a contextualized assessment of national performance in terms of human development, then the RF HDI can be a useful tool for policy-making. This could be the case, for instance, when a nation has to define international cooperation agreements, or design multilateral aid policies within different supra- national organizations.

Acknowledgements

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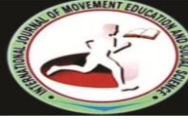
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