1. What is development paradigm? Discuss human development as an important paradigm of development for developing countries.

**Ans:** A Development Paradigm is an in-principle argument for how to conceptualise and overcome the development challenges confronting us. While the Development Paradigm is grounded in analysis, it is a strongly normative argument for how best to approach development. Here 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 an 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.

The HDI has been very useful and has played an important role in measuring the level of human development in different countries. However, Sen has argued that the idea of human development goes well beyond HDI (Stewart, 2005). New aspects of the human development paradigm are still being developed and modifications to the HDI have been suggested. These modifications include a Gender-related Development Index (GDI) which measures average achievements of a country in basic human capabilities as the HDI does, but takes note of inequality in achievement between men and women; and a new measure of women’s activity, the Gender Empowerment Measure (GEM) which examines whether women and men are able to actively participate in economic and political life and take part in decision-making.

While GDI focuses on the enhancement of basic capabilities of women, GEM is concerned with the utilization of those capabilities to take advantage of the opportunities in life (UNDP, 1995). In 1996, a new multidimensional measure of human deprivation: the Capability Poverty Measure (CPM) was introduced. The measure is composed of three variables having equal weight in the index, expressed in percentage terms. The variables include: births unattended by trained health personnel, underweight children under five, and female illiteracy rate. A lower value of CPM is considered to be better (UNDP, 1996). After much elaboration and improvement, the CPM was, in the 1997 HDR, replaced by a new Human Poverty Index (HPI) (UNDP, 1997). Unlike CPM, HPI was intended to measure deprivation in terms of five, instead of three, variables: people expected to die before age 40, adults who are illiterate, people without access to health services; people without access to safe water; and underweight children under five. Again, a lower value of HPI indicates improvement against poverty (Jiyad, 1998). While the HDI measures national progress, the HPI measures the deprivations of those who are left out of the progress.

The HDI is an ingenious public-relations device, a ranking system that would directly rival the dominant indicator of GNP (Engler, 2005). Unlike the GNP, however, HDI is not blind to the social aspects of human lives. As such, countries like Norway, Canada, and Sweden, which, although not as wealthy as the United States, rank higher because they produce healthier citizens. Whereas the United States is accustomed to thinking of itself as number one in the world, the superpower, it regularly ranks between fourth and eighth on the HDI, trailing behind Norway, Canada, and Sweden. As a matter of fact, the United States was eighth on the list of countries by HDI contained in the UNDP’s 2006 Human Development Report, coming behind Norway, Iceland, Australia, Ireland, Sweden, Canada and Japan (UNDP, 2006a).

Few statistical tables make for as interesting reading as the HDI. It shows that Middle Eastern countries such as United Arab Emirates, Qatar, and Oman, whose investments in public education have been lacking, rank lower than they would if listed by GDP. Cuba ranks 39 places higher (Engler, 2005). The 2006 report shows that Vietnam (109) placed far better than Guinea (160), a country with similar per capita income, owing to much higher literacy rates and life expectancy.

The Human Development Index (HDI) facilitates an analysis of the state of Human Development. However, it has been a subject of many criticisms and has drawn some controversies related to: limited dimension and variables, quality of data, the way in which income variable is treated, and suggestions to add political freedom, cultural values and environmental sustainability (Jiyad, 1998). The debates on HDI and the need for its improvement still continue. The new options of HDI created both at UNDP headquarters and in the countries indicate that there is room for rethinking the main approaches. However, it remains a far better yardstick for measuring the progress of nations than GNP.

2. What do you mean by poverty, inequality and unemployment? Critically discuss the interrelationship between them and measures to promote employment.

**Ans:** Many factors contribute to poverty. Most, if not all, of them—such as low-quality education, lack of adequate food and healthcare, and geographic location—can be traced to the legacy of discrimination that plagues people of color in the United States.