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HDI

- It sets a minimum and a maximum for each dimension and then shows where each country stands in relation to these goals, expressed as a value between 0 and 1.
- It has three dimensions, measured by one or two indicators each:
 - Leading a long and healthy life
 - Life expectancy at birth
 - Education
 - Adult literacy rate
 - Gross primary, secondary and tertiary enrolment
 - A decent standard of living
 - GDP per capita

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HUMAN DEVELOPMENT INDEX (HDI) RANKS 2014

Top 5 Countries

- Norway
- Australia
- Switzerland
- Netherlands
- United States

135 India

Bottom 5 Countries

- Sierra Leone
- Chad
- Central African Republic
- DR Congo
- Niger

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Human Development Report 2015

Work for Human Development

WEB VERSION



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The web version of the **Human Development Report 2015: Work for Human Development** contains interactive features that provide enhanced functionality and enable information sharing in our interconnected world.

International Human Development Indicators

Explore human development data from around the world using the interactive tools below. Data presented here were used in the preparation of the 2015 Human Development Report, released on 14 December 2015. The Human Development Report Office releases five indices each year: the Human Development Index (HDI), the Inequality-Adjusted Human Development Index (IHDI), the Gender Development Index (GDI), the Gender Inequality Index (GII), and the Multidimensional Poverty Index (MPI). Data used in these indices and other human development indicators included here are provided by a variety of public international sources and represent the best statistics available for those indicators at the time of the preparation of the annual report.

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What is HDI?



Life Expectancy at Birth

Average Education Levels
+
Adult Literacy Rates

Standard of Living
(GNI/capita PPP)

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Calculating the HDI

	Dimensions:	Indicators:	Dimension index
	A long and healthy life	Life Expectancy	Life Expectancy Index
	Being Knowledgeable	MYS & EYS	Education Index
	A decent standard of living	GNI per capita	GNI Index

The HDI

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Calculating the HDI

Indicator	Minimum value	Maximum value
Life expectancy	20 years	83.2 years
Mean years of schooling	0	13.2
Expected years of schooling	0	20.6
GNI per capita	163 (PPP US\$)	108211 (PPP US\$)

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Life expectancy at birth: Number of years a newborn infant could expect to live if prevailing patterns of age-specific mortality rates at the time of birth stay the same throughout the infant's life.

Mean years of schooling: Average number of years of education received by people ages 25 and older.

Expected years of schooling: Number of years of schooling that a child of school entrance age can expect to receive if prevailing patterns of age-specific enrolment rates persist throughout the child's life.

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Calculating the HDI

Goalposts for the Human Development Index in this Report

Dimension	Observed maximum	Minimum
Life expectancy	83.4 (Japan, 2011)	20.0
Mean years of schooling	13.1 (Czech Republic, 2005)	0
Expected years of schooling	18.0 (capped at)	0
Combined education index	0.978 (New Zealand, 2010)	0
Per capita income (PPP \$)	107,721 (Qatar, 2011)	100

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Measure of HDI

- Life Expectancy Index (LEI) = $\frac{LE - 20}{85 - 20}$
- Education Index (EI) = $\frac{MYSI + EYSI}{2}$, where
MYSI = $\frac{MYS}{15}$ & EYSI = $\frac{EYS}{18}$
- Income Index (II) = $\frac{\ln(GNIpc) - \ln(100)}{\ln(75,000) - \ln(100)}$
- HDI is a geometric mean of these three normalized indices.

$$HDI = \sqrt[3]{LEI \cdot EI \cdot II}$$

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Interpretation

- The HDI simplifies the comparison among countries by combining the achievement on the number of different variables into a single number.
- The value of the HDI index can vary between 0 and 1, with the HDI score close to zero indicating greater distance from the maximum to be achieved on the aggregate of the factors entering the HDI.
- With the HDI score close to one indicating greater achievement relative to the maximum attainable on the aggregate of the factors entering the HDI.

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Is the HDI Enough to Measure a Country's Level of Development?

- According to the UNDP, the answer is:
- "Not at all."
- "The concept of human development is much broader than what can be captured in the HDI, or any other composite indices..."
- "The HDI and the other composite indices can only offer a broad proxy on some of the key the issues of human development..."
- "A fuller picture of a country's level of human development requires analysis of other human development indicators and information."

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Gender Inequality Index

- The Gender Inequality Index (GII) reflects women's disadvantage in three dimensions—reproductive health, empowerment and the labor market.
- The index shows the loss in human development due to inequality between female and male achievements in these dimensions.
- It ranges from 0, which indicates that women and men fare equally, to 1, which indicates that women fare as poorly as possible in all measured dimensions.

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Gender.... dimensions

The health dimension is measured by two indicators: maternal mortality ratio and the adolescent fertility rate.

The empowerment dimension is also measured by two indicators: the share of parliamentary seats held by each sex and by secondary and higher education attainment levels.

The labor dimension is measured by women's participation in the work force.

The Gender Inequality Index is designed to reveal the extent to which national achievements in these aspects of human development are eroded by gender inequality, and to provide empirical foundations for policy analysis and advocacy efforts.

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Gender Inequality Index (GII)

DIMENSIONS	Health	Empowerment	Labour market
INDICATORS	Maternal mortality ratio Adolescent fertility rate	Female and male population with at least secondary education Female and male shares of parliamentary seats	Female and male labour force participation rates
DIMENSION INDEX	Female reproductive health index	Female empowerment index Female labour market index	Male empowerment index Male labour market index
	Female gender index		Male gender index
	Gender Inequality Index (GII)		

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Environment
People
Institutions
Resources
Technology

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Multidimensional Poverty Index

- The Multidimensional Poverty Index (MPI) identifies multiple deprivations at the individual level in health, education and standard of living.
- It uses micro data from household surveys, and—unlike the Inequality-adjusted Human Development Index—all the indicators needed to construct the measure must come from the same survey.
- Each person in a given household is classified as poor or non-poor depending on the number of deprivations his or her household experiences. This data are then aggregated into the national measure of poverty.

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measure_1

- Health (1/6 each)>>>
 - (1) Child mortality: deprived if any child has died in the family.
 - (2) Nutrition: if any child is malnourished.
- Education (1/6 each)>>>
 - (3) Year of schooling: deprived if no household member has completed 5 years of schooling.
 - (4) Child school attendance: deprived if any school aged child is not attending school.

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measure_2

- Standard of living (1/18 each)>>
 - (5) electricity: deprived if the household has none.
 - (6) sanitation: 1 per 4 persons (Millennium Development Goal) in a household.
 - (7) drinking water: should be available within 30 minutes walk roundtrip.
 - (8) Floor: deprived if the household has dirt, sand, or dung.
 - (9) Cooking fuel: deprived if the household cooks with dung, wood, or charcoal.
 - (10) Assets: deprived if the household does not own more than one radio, TV, telephone, motorbike, or refrigerator and does not own a car or truck.

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measure_2

- Standard of living (1/18 each)>>
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 - (8) Floor: deprived if the household has dirt, sand, or dung.
 - (9) Cooking fuel: deprived if the household cooks with dung, wood, or charcoal.
 - (10) Assets: deprived if the household does not own more than one radio, TV, telephone, motorbike, or refrigerator and does not own a car or truck.

A household is considered deprived if it's measure is less than 33.33%

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AW Abdul Wahid

AK Abhishek Kumar

AS Abhishek Singh

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graph TD
    subgraph DIMENSIONS
        Health
        Education
        Standard_of_living[Standard of living]
    end
    subgraph INDICATORS
        Nutrition
        Child_mortality[Child mortality]
        Years_of_schooling[Years of schooling]
        Children_enrolled[Children enrolled]
        Cooking_fuel[Cooking fuel]
        Toilet
        Water
        Electricity
        Floor
        Assets
    end
    subgraph POVERTY_MEASURES
        Intensity_of_poverty[Intensity of poverty]
        Headcount_ratio[Headcount ratio]
    end
    subgraph MPI[Multidimensional Poverty Index MPI]
        MPI
    end
    Health --> Intensity_of_poverty
    Education --> Headcount_ratio
    Standard_of_living --> Headcount_ratio
    Intensity_of_poverty --> MPI
    Headcount_ratio --> MPI
  
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Multidimensional Poverty Index

- The MPI reflects both the prevalence of multidimensional deprivation, and its intensity—how many deprivations people experience at the same time.
- It can be used to create a comprehensive picture of people living in poverty, and permits comparisons both across countries, regions and the world and within countries by ethnic group, urban or rural location, as well as other key household and community characteristics.
- The MPI builds on recent advances in theory and data to present the first global measure of its kind, and offers a valuable complement to income-based poverty measures.
- The 2013 Human Development Report (HDR) presents estimates for 104 countries with a combined population of 5.4 billion (76% of the world total). About 1.6 billion people in the countries covered—30% of their entire population—lived in multidimensional poverty between 2002 and 2011.

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Millennium Development Goals

- Eradicate extreme poverty and hunger.
- Achieve universal primary education.
- Promote gender equity.
- Reduce child mortality and improve maternal health.
- Environmental sustainability.
- Global Partnership for development.

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The 8 Millennium Development Goals

- 1 ERADICATE EXTREME POVERTY AND HUNGER
- 2 ACHIEVE UNIVERSAL PRIMARY EDUCATION
- 3 PROMOTE GENDER EQUALITY AND EMPOWER WOMEN
- 4 REDUCE CHILD MORTALITY
- 5 IMPROVE MATERNAL HEALTH
- 6 COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES
- 7 ENSURE ENVIRONMENTAL SUSTAINABILITY
- 8 GLOBAL PARTNERSHIP FOR DEVELOPMENT

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Gandhi, health and education - PowerPoint (Product Activation Failed)

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1 Mahatma Gandhi's views on Health and Education

2 What is Health?

3 Gandhi's view of Health Living

4 Why Health?

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1 1801ee33_prashant

What is Health?

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (WHO, 2012).

It's health that is real wealth and not pieces of gold and silver – M.K. Gandhi

2

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Gandhi's Idea of Healthy Living

- Incorporated **Morality** and **Spirituality** into the definition of Health.
- Focused on **curative, preventive** and **promotive** health care.
- Incited people to adopt **selfcare** by promoting
 - ✓ **balanced diet**
 - ✓ **vegetarianism** (ahimsa) and
 - ✓ **self control**
- Wrote several books on health such as: Navjwan (1919), A Guide to Health (1921), Nature Cure (1944), and Key to Health (1948).
- Established Nature Cure Ashram in Gujarat and Emergency Hospital in Johannesburg.



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Why Health?

- Gandhi was the first Indian immigrant to witness racial segregation during the Plague outbreak in Johannesburg in 1904.
- Health services as a **commodity** was being controlled and managed by the whites.
- Health became a tool of **oppression and segregation** of non-white population.



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Gandhi's Experiments with Health

- **After returning back to India:**
 - Visualized health as a tool to bring '**swaraj**' i.e. self rule.
 - **Swaraj** could only be achieved by self motivated individuals who were **physically, psychologically, emotionally, socially, and spiritually fit**.
 - Emphasized on promoting **sanitation** by abolishing **untouchability** and putting an end to **manual scavenging**.
 - **Cleanliness** formed an integral part of Gandhi's way of living.
 - In his Ashram self service was mandatory and practice of **learning by doing** was promoted.



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Contd..

- Experimented throughout his life to find his 'perfect diet', and it lasted over 35 years.
- Against western medicine and western lifestyle and promoted **home based (swadesi) remedies**.
- Organized mass contact movements to make people (especially women) aware about the importance of **sanitation and good health practices**.
- Big critique of increasing population but was also against artificial birth control methods.
- Became a pioneer of **health promotion**.

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AM Ashutosh Maurya
AG Atul Gupta_1801EE15
AA aviral agrawal
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Gandhi on Education

- Gandhi conceived **education** as that it “must correspond to the surrounding” and to him “**surrounding**” was not only the social but the results of **interaction of the self** with it
- **For Gandhi Youth was never a separate category**
- Visualized youth **through education** which he considered indispensable for their development
- “**an agent for social transformation**”

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Gandhi's Experiments with Health

- **After returning back to India:**
 - Visualized health as a tool to bring ‘**swaraj**’ i.e. self rule.
 - **Swaraj** could only be achieved by self motivated individuals who were **physically, psychologically, emotionally, socially, and spiritually fit**.
 - Emphasized on promoting **sanitation** by abolishing **untouchability** and putting an end to **manual scavenging**.
 - **Cleanliness** formed an integral part of Gandhi's way of living.
 - In his Ashram self service was mandatory and practice of **learning by doing** was promoted.



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The concept of *Nai Talim* (1937):

Nai Talim is a model for **basic education**, it is more for the development of **rational life skills**

- **meaning and utility of education**
- Gandhi envisioned **education not as an end** hence he conceived it as to rip it from being mechanical



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- *Nai Talim* aims at producing **self-reliant** and **socially useful citizens** trained through real life situations
- **a tool** that could help understand the processes of the changing world and adjust
- **cultural significance of education** needs it to be in integration and an extension of each other

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The approach requires the whole system of education to be an **organically integrated** and correlated with **socio-cultural aspects**

- It not only safeguards the culture but living in an era of globalization it gives us a global perspective of integrating education with, the **social conditions**
- It gives us a prospect of, to **“think globally, act locally”**
- India has a huge youth population and it is important to harness the energy of these youth to prosper and foster **holistic growth** of country
- Education today requires a **balance between education and life-works** of the youth

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Layout

Viewing webex_9's screen

The details....

- Introspection and going into the finest details was his strength.
- If you study his thoughts and actions, his writings- you will find that he introspected and analyzed his life in minutest details.
- He had a logical mind.
- “When, however, with much effort I reached thirteenth proposition of Euclid, the utter simplicity of the subject was suddenly revealed to me. A subject which only requires a pure and simple use of one’s reasoning power could not be difficult. Ever since...geometry has been both easy and interesting to me.”

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Everyday Science....

- A scientific knowledge of one's language makes a knowledge of other languages comparatively easy.
- He was in contact with the best of scientific authorities of his day.
- Gandhi *Seva Sangh* (1935) was meant for post graduate study.
- "...if we carefully observe and examine the universe, we shall see that..."
- "...like atoms in this Universe...our existence as embodied beings is purely momentary..."

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Gandhi-Einstein Correspondence

The two greats never met, but have had an exchange of letters where they deeply appreciated each-other's work

Einstein writes to Gandhi in 1931, when he was in UK, "...your work shows to the world that goal can be achieved without violence... I hope to meet you in future.."

Gandhi replies to him in Berlin, "...its a matter of great satisfaction that you found my work useful...look forward to meet you, that too in India, in my Ashram.."

THE GREAT RESPECT TO EACH OTHER IS OBVIOUS

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