



**BLOCK 2**

**GOVERNANCE AND DEVELOPMENT**

Pignou  
THE PEOPLE'S  
UNIVERSITY



*68 Blank*  
ignou  
THE PEOPLE'S  
UNIVERSITY

---

## **UNIT 5 CHANGING DIMENSIONS OF DEVELOPMENT\***

---

### **Structure**

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Development: Conceptual Framework
- 5.3 Concept of Development: Changing Dimensions
- 5.4 Theories of Development
- 5.5 Approaches to Development
- 5.6 Women and Marginalised as Constituents of Development
- 5.7 Conclusion
- 5.8 Glossary
- 5.9 References
- 5.10 Answers to Check Your Progress Exercises

---

### **5.0 OBJECTIVES**

---

After reading this Unit, you should be able to:

- Explain the meaning of development;
- Discuss the various theories of development;
- Trace the trajectory of the process of development;
- Explore the changing dimensions of development; and
- Analyse the emergence of women and marginalised as constituents of development.

---

### **5.1 INTRODUCTION**

---

The term “development” is ambiguous and vague. It is often gauged by economic parameters. Many consider development to be holistic that brings in overall betterment, in personal, professional and social life. If the term development concerns a country, it may refer to the social, political and economic features of the same. In the era of market economy and technological advancement, it can even refer to developments in information and communication technology. Irrespective of the various aspects related to this term, the present unit discusses and elaborates the meaning of development in a holistic perspective. It also explores how the dimensions of development are viewed differently in different periods to comprehend the changes in the socio-economic and political arena of a country.

---

\* Contributed by Dr. G.Uma, Assistant Professor, School of Gender and Development Studies, IGNOU

---

## 5.2 DEVELOPMENT: CONCEPTUAL FRAMEWORK

---

Development is bringing about change, a process that starts with setting of goals. The next step is identifying means to achieve the goals. Whether the process of change brings in positive results or not is debatable. Development is perceived variedly by the extent of change and progress, rapid industrialisation, adopting latest technologies, reducing poverty and inequality and achieving economic growth and so on. Regardless of this, development is a multidimensional and a multisectoral process. It is about using the available resources to improve the quality of life of the target population.

Usually the development of a country is measured by its economic growth and the employment opportunities it offers. It is beyond doubt that economic development is important. There are various approaches for development. One approach is, giving the choice to people and enabling them to live a life they value. Globally, the concept of development gained momentum after the Second World War. The process of decolonisation and the realisation of the importance of growth and development by the then newly decolonised states led to the implementation of huge projects. In the newly independent countries such as India, construction of large dams and establishment of industries was considered to be part of the modernisation process. Jawaharlal Nehru, India's first Prime Minister (1947-64), in an oft-quoted speech in July 1954, said a dam was a "modern temple". He also told the people, who were displaced due to the construction of the Hirakud Dam in 1948 that, "if you are to suffer, you should suffer in the interest of the country". Gradually the notion of development underwent change.

Two important economic changes led to the debate on development – capitalism and industrialisation. During the 18<sup>th</sup> century, these gradually spread to the United States of America, Western European countries and Japan in the 19<sup>th</sup> century, later to other parts and recently to China and a few South Asian countries. There are attempts to explore the reasons for poverty, inequality, environmental degradation, financial crisis, lack of access to basic amenities for a considerable part of population in the world and climate change. This has led social scientists undertake studies to understand the process of development. Most of these studies concentrate on the huge economic, social and political transformation the world is undergoing and the technological, cultural changes that complement this change. There are two kinds of development. The first one is the State-led development. The former Soviet Union and India followed this model and the latter till 1991. On the other hand, the United States and western European Countries followed market-led development, where the State's interference in the economy is limited. At the international level, development of theories and various policy approaches helped countries in bringing about appropriate policies to intervene in the process of development. At the same time, efforts of people at local level to improve their lives are also noteworthy. But these initiatives many a times are local/ area specific and these may be replicated or not. According to Papaioannou and Butcher (2013) "development here implies actions aimed at achieving something that is desirable or progressive".

When we talk about development, it relates to the improvement in the life of the humans, the betterment or improvement in society that brings good change (Chambers, 1997). Development is in a way multidimensional encompassing various dimensions-economic, social, human, cultural, and political that enhance the quality of life of people. There are debates on the changing dimensions of development, means of achieving them, costs and benefits and its impact on the marginalised population and ways to integrate them in the process of development to ensure social justice.

## 5.3 CONCEPT OF DEVELOPMENT: CHANGING DIMENSIONS

Social Scientists from Ricardo to Marx have addressed economic development in their theories. Interpretation of social and production relations dominated in their development thinking. As mentioned earlier, during the cold war period, two competing development strategies were practiced – central planning in the Soviet Union, East European countries and China and the western development strategies (Pieterse, 2001).

In the nineteenth century, development meant remedies for the shortcomings and progress to the development (Cowen and Shenton, 1996). According to Pieterse (*op.cit.*), progress and development (which is often viewed as a seamless web) are in contrast with each other and development complements progress.

The above discussion clarifies that the twentieth century development thinking in Europe and the colonies are the reactions and experiences of nineteenth century. They tried to understand development and progress through the policy failures of industrialisation that impacted people on several fronts.

**Table 1: Conceptualisation of Concept of Development over Time**

Period	Perspectives	Meaning of Development
1850	Latecomers	Industrialisation, catching up
1870	Colonial Economies	Resource Management, Trusteeship
1940	Development Economies	Economic( growth)-industrialisation
1950	Modernisation Theory	Growth, political and social modernisation
1960	Dependency theory	Accumulation- national, autocratic
1970	Alternative development	Human flourishing
1980	Human Development	Capacitation, enlargement of people's choices
1980	Neoliberalism	Economic growth, structural reform, deregulation, liberalisation, privatisation
1990	Post development	Authoritarian, engineering

**Source:** Pieterse, Jan Nederveen, Development Theory, Deconstructions/Reconstructions, 2001

Before we discuss modern development economics and related theories, let us examine the trajectory of the development theories. Wherever colonial economy dominated like Europe and colonised countries, these went through different stages of development. It started with trade and then plantation and mining. In the later stages of colonial economy, there was trusteeship and development of local economy. Industrialisation was also a part of the colonial economy.

In present day economy, the concept of development is associated mostly with economic growth. Along with economic growth, political modernisation and social development also takes place. In the dependency theory, the core meaning of development is accumulation of wealth which leads to “development of underdevelopment” (Pieterse, *op.cit.*).

Later on there were discussions regarding alternative development, in which Amartya Sen's human development and capability approach are considered important. We have already discussed about this in Unit 11 on *Sustainable development* of this Course. In the twenty-first century, two dominant development strategies prevail. One is neo-liberalism, where the State was to play a minimum role and the market forces take control of the development. In the neo-liberal strategy, economic development can be achieved thorough de-regulation, decontrol, structural reforms, liberalisation and privatisation. Here, economic development and growth are significant, but the means to achieve this are considered to be "anti-development". There is no strong alternate model to neo-liberal economic development. However, there are some approaches such as local development, people's participation, community development and Gandhian development model. Thus development includes various stages, activities and factors. Technology also plays a significant role.

There are different ways to approach the concept of development. The first one is to trace the history of development discourse to deconstruct the process of development. The second is to approach development in a historical context and explore how it transforms according to the circumstances and changes, the world faces over a period of time. The third view is to recombine these development views and dimensions and reconstruct them (Pieterse, *op.cit.*).

---

## **5.4 THEORIES OF DEVELOPMENT**

---

In this section, we shall discuss key development theories.

### **Modernisation Theory**

The modernisation theory emerged during the period 1945 to 1960 in America and Europe. The main proponents of this theory have been W.W. Rostow, Emile Durkheim, and Max Weber. The newly independent states experienced poverty and low economic growth. A few countries too faced political unrest too. After the end of the world war II, ideologically the world split into two. The modernisation theory equated development with modernity. The developed countries were advanced in science and technology and industrialisation and this gave more importance to individualism. According to this theory, all societies go through similar stages of development for progress. Rostow (1960) gave five stages of development to become modern. Society can be seen as 'traditional' in the first step. During this period, society would be dominated by poverty and they may use primitive methods for production and cherish traditional values. The second stage is called 'pre-conditions for takeoff'. In this stage, countries take outside help for development. The third stage is the 'take off'. Here the country gives emphasis on investment and high economic growth. The fourth step is called 'drive to maturity'. In this stage, prosperity can be witnessed among all the people. The fifth and final stage is 'high mass consumption'. This school of thought considers that to a great extent, traditionalism and resistance towards modernisation are responsible for under development of the third world countries and it makes a case for emulating the USA/ European model of development.

This theory was criticised by proponents of dependency theory of development who were of the view that exploitation of developing countries by the developed is to a great extent responsible for their underdevelopment.

### **Dependency Theory**

It was proposed by Andre Gunder Frank in 1960s and 70s by rejecting modernisation theory. According to him, underdeveloped countries were not primitive, but they were

exploited by the developed countries. Developed countries generally would provide obsolete technology to these countries. It is difficult for developing countries to survive with outdated technology. The developed countries would make poorer nations depend on them for technology and resources. Dependency theory evolved as a sharp reaction to the conventional approach to development in the aftermath of the second world war. The protagonists considered underdevelopment as not a location but a process of link of impoverishment to development. The developed nations have a tendency of usurping natural resources, cheap labour and take advantage of market conditions prevalent in under developed countries. This is done for their advantage and creates dependency of under developed countries.

### World-Systems Theory

It criticised modernisation theory. It insisted on exploitation-free world. It emphasises on areas, such as economics, culture, history, sociology, politics and development studies, unlike modernisation and dependency theories. According to this theory, two types of systems prevail in the world. One is world empire, like the British empire, with a single political centre. Another one is world economy, that is, capitalism with multiple centres and multiple cultures. This theory was proposed by Immanuel Wallerstein. According to him, the entire economic world is divided into core and periphery. The core would control the peripheral and semi-peripheral areas through production, that is, labour, raw materials, capital investment, brain drain and so on.

### Stand-Point Theory

According to this theory, each one in this world would take a position to view the world. Each social group in a society has a perception. The perception of one group affects other individuals or groups. As per stand-point theory, the privileged class's position in the society provides limited understanding about the others in the same. It further added that the ruling groups dominate subordinate groups. The opinions of subordinate groups hardly have an impact on governance. Hence, the marginalised are generally not a part of the process of development.

So far we have seen various theories of development. Let us now discuss the various approaches to development.

### Check Your Progress 1

- Note:** i) Use the space given below for your answers.  
ii) Check your answers with those given at the end of the Unit.

1) Explain the concept of development.

.....  
.....  
.....  
.....  
.....

2) Discuss modernisation theory.

.....

.....  
.....  
.....  
.....

3) What is dependency theory of development?

.....  
.....  
.....  
.....  
.....

---

## 5.5 APPROACHES TO DEVELOPMENT

---

We shall now examine important approaches to development.

### Neo-liberalism

The current neo-liberal policies emerged from capitalism, which was conceived 200 years ago. It was proposed by Adam Smith. The present neo-liberal approach that emerged during 1980s lays emphasis on free market, less governmental interventions and restrictions for import and export of products. The neo-liberal thinking started gaining prominence in 1980s and continued till 1990s. It is reflected in the policies of international organisations such as the World Bank and International Monetary Fund (IMF). The main purpose of these institutions is to expand neo-liberal economy and stabilise currency in the world. These were needed to be accomplished during the balance-of-payments and financial crisis in several countries. The General Agreement on Tariffs and Trade (GATT) was added later. Neo-liberals favour market forces for people's benefit instead of the State's intervention. As a result, they strongly believed that if something went wrong in the market, it would take care of itself. The market could enforce law, stabilise currency and uphold contracts between different stakeholders. The competition between various players in the market brings efficient production and the distribution of services. Also creation of more wealth through market activities gives benefits to everyone. Eventually wealth shall trickle down to the poorest of the poor. Neo-liberalism does not favour State intervention in economic matters. It fosters individual entrepreneurial freedom and skills and gives importance to free market and free trade. Minimal State intervention in market is preferred.

### Structuralism

According to structuralism, market activities lead to the establishment and reinforcement of different structures instead of economic growth. Apart from market, there are various structures like class, caste and gender in the society. It is important to consider them as well, apart from economic growth for development. Some structures have a powerful impact on the society. Some may act in a passive way. Some may benefit from market-based economic growth due to their distinctive structural characteristics. Others may not benefit. It is the responsibility of the government and international agencies to ensure meaningful and fair distribution of wealth. It is also their function to regulate market activities for ensuring social justice. The neo-liberal economic activities believe in trickle



down effect. The existing research studies point out that wealth never reaches the marginalised. Market economy has produced huge income inequalities. The Oxfam Report (2018) conveys that one per cent of India's richest hold 58 per cent of the total wealth of the country. As many as 57 billionaires in India hold USD 216 billion worth of wealth. According to the global wage report 2018-19 of International Labour Organisation, gender based wage discrimination exists in India. The wage gap between men and women persists in India. Women are paid the most unequally in India, compared to men, when it comes to hourly wages for labour. On an average, women are paid 34 per cent less than men. This gap in wages, known as the gender wage gap, is the highest among 73 countries studied in the report.

### **Interventionism**

It is a synthesis of structuralism and neo-liberalism. According to interventionists, both the market and the State are important. They need to work together to create a conducive environment for development. Development should also address inequality, redistribution of wealth and sustainable environment. Some of the social protection schemes and programmes such as old age pension, free education for all, mid-day meal scheme, scholarships to the disadvantaged sections of the community, etc., are in this direction. The aim of the social protection programmes are to reduce vulnerability and promote individual, community and societal resilience. At the international level, the social protection schemes were successful to a large degree. For example, as indicated by various studies, South American countries have implemented cash transfer schemes for low economic groups and it had positive impact on the women and vulnerable. Like cash transfer scheme in Sub Saharan Africa, pro-poor insurance schemes too had notable success. Even the states of Tamil Nadu, Andhra Pradesh and Telangana in India have successfully implemented health insurance schemes for the poor and marginalised.

The existing studies all over the world indicate that the social protection schemes proved helpful for the poor and vulnerable to cope up with improved food security, opportunity to work during agriculture work deficient season and increased access to basic amenities like health and education. In India, the Social Protection programmes based on the rights based approach, primarily have been reflected in the 12<sup>th</sup> five year plan and the previous 11<sup>th</sup> five year plan even though the government implemented a number of anti-poverty and empowerment programmes from 6<sup>th</sup> five year plan onwards. Among the noteworthy schemes during this period, are Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), National Rural Housing Scheme (Indira Awas Yojana), National Food Security Act 2013, Rajiv Awas Yojana (RAY) National Rural Livelihoods Mission, Street Vendors Protection and Livelihoods Act, 2014. The shift in government policies towards rights based approach was realised in the 11<sup>th</sup> five year plan and it resulted in formulation of policies like right to education, right to work and right to livelihoods. Some recent schemes include Pradhan Mantri Jeevan Jyoti Bima Yojana (PMJJBY), Pradhan Mantri Bima Suraksha Yojana (PMBSY), Atal Pension Yojana and so on.

### **People-centered Approach**

The people-centred approach criticises all existing economic approaches. It focuses on redistribution of wealth and education for all. It also emphasises accessible health facilities. The government should be an enabler to improve the living conditions of people. This approach is more concerned about the implementation of the principles of good governance. Good governance proposes to concentrate on ensuring human rights, proper functioning of the rule of law, strengthening democracy, promoting transparency and

accountability in the system. The people-centric approach stresses on participation of people in all government activities to empower them. Here, participation would be ensured by bringing change in the existing structures. In India, the 73<sup>rd</sup> Constitutional Amendment Act and the subsequent State Acts created the 'gram sabha'. All eligible voters of the particular gram panchayat are members of the gram sabha. The State panchayat Acts and the subsequent government orders mandated the gram panchayats to conduct two to four gram sabha meetings in a year. The gram panchayats have to submit its statement of accounts to the gram sabha. They also discuss the selection of beneficiaries for various programmes. Apart from gram sabha meetings, non-governmental organisations enable people to conduct social audit to bring transparency in the governance process. Social audit is a tool through which government can plan, manage and measure non-financial activities and monitor both internal and external consequences of the various departments' social and commercial operations. We shall discuss the significance of social audit as a tool of accountability in Unit 12 of this Course.

The Mahatma Gandhi National Rural Employment Guarantee Scheme is one of the biggest anti-poverty programmes of the country, based on rights-based approach, which has been operational since the year 2006. It provides legal guarantee for 100 days of work in a year to India's rural households, to adult members who are willing to do unskilled manual labour. The gram panchayats have been delegated to implement the programme in all parts of the country. Various factors contributed to the successful implementation of the programme. The good governance principles of transparency, accountability and participation of various stakeholders are incorporated in the MGNREGS Act itself. Active participation of people in the gram sabha for the proper selection of work sites and beneficiaries, has brought success to the programme. Social audit provisions have been included in the act. The non-governmental organisations along with beneficiaries conduct social audit to improve the successful implementation of the programme.

### **Sustainable Development**

The term 'sustainable development' came into use after the publication of World Commission's Report on Environment and Development in 1987. This approach gained prominence in the wake of situation of distortion and excessive exploitation of natural resources, posing harm to the environment in achieving economic growth and development by nation-states. The Brundtland Commission for environment and development in its report '*Our Common Future*' made a case for sustainability being the cardinal principal for all development initiatives. Referred to as Brundtland Report, it defined sustainable development as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (WECD, 1987). The United Nations Development Programme (UNDP) has defined sustainable development as "development that not only generates economic growth but distributes its benefits equitably, that regenerates the environment rather than destroying it, and that empowers people rather than marginalising them. It is development that gives priority to the poor, enlarging their choices and opportunities and providing for their participation in decisions that affect their lives." Sustainable development proposes to work for ecological balance, conservation through participation of stakeholders, achievement of social justice and equality and recognising cultural diversity. It attempts at maintaining a balance between economy, ecology and society.

### **Human Development Approach**

We have seen different theories and approaches to development. Many of these give

importance to economic growth, except sustainable development and people-centric development approaches. The objective for achieving economic growth is to create employment and wealth for the poor. As we have seen already in this unit, high economic growth makes only a few people wealthy. The trickle down effect has not happened in market economy.

We need to consider an approach to development in which, the objectives are to expand peoples' choices and peoples' freedom. Human development approach puts people first. A healthy economy, good education, job opportunities, access to good health facilities, physical safety and a democratic government are proposed in the human development approach. This approach is profoundly inspired by Amartya Sen's pioneering work in welfare economics, social choice, poverty and famine and development economics. His capability approach has provided a paradigm for social science and human development. In his book *Inequality Re-examined* he says "a person's capability to achieve functioning that he or she has reason to value provides a general approach to the evaluation of social arrangements, and this yields a particular way of viewing the assessment of equality and inequality". The capability approach is a broad normative framework, which evaluates social arrangements and the extent of freedom people have, to promote or achieve what they value. It examines what people are actually able to do, the range of alternatives they have while performing the functions they value and to what extent they make decisions that matter to them.

It not only has philosophical foundation, but also measures the progress of a country through human development indicators. United Nations Development Programme (UNDP) publishes global national and regional human development reports every year to assess the quality of life of people. The first Human Development Report, the brain-child of the Economist Mahbub ul Haq was published in 1990. The findings of the human development report were used as a tool for policy advocacy for further improvement. The analysis draws up data regarding health, education, nutrition, environment, political freedom, security and work. The Human Development Report (2001) looks at human development as something more than the mere rise or fall of national incomes. It is about creating an environment in which people can develop their full potential and lead productive and creative lives in accordance with their needs and interests. Development is thus about expanding the choices people have, and lives they lead that they value. We have discussed in detail in Unit 11 of this Course.

### **Millennium Development Goals**

The Millennium Development Goals (MDGs) were introduced in 2000. It is considered the next stage of measurement after the human development indicators to measure the progress of a country. The Millennium Development Goals (MDGs) are recognised as guiding principles for countries seeking to eradicate poverty and improve the welfare of people. There were eight goals and 21 related targets to be achieved by 2015 with 1990 value as the base and 60 indicators to monitor progress. The eight specific goals include:

- 1) Eradicating poverty and hunger
- 2) Achieving universal primary education
- 3) Promoting gender equality and empowering women
- 4) Reducing child mortality
- 5) Improving maternal health
- 6) Combating HIV/AIDS, malaria and other diseases

- 7) Ensuring environmental sustainability; and
- 8) Establishing global partnership for development.

### **Sustainable Development Goals**

On, 25 September 2015, 193 Countries of the United Nations General Assembly adopted the 2030 Development Agenda. It identified 17 specific sustainable development goals. All stakeholders agreed to work towards sustainable development. The Paris Agreement on climate change also gave importance to limit the rise of global temperature. The countries agreed to mobilise necessary resources to end poverty, fight inequality and address climate change within the next fifteen years. Countries, irrespective of being rich or poor, understand the significance of reducing poverty, address the need for education, health, social protection and job opportunities along with economic growth. To measure the progress, the countries agreed to collect necessary data in regular intervals. The nations have been urged to work towards attainment of these goals.

- End poverty everywhere.
- End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
- Ensure healthy lives and promote well-being for all at all ages.
- Ensure inclusive and equitable quality education and promote life long learning opportunities for all.
- Achieve gender equality and empower all women and girls.
- Ensure availability and sustainable management of water and sanitation for all.
- Ensure access to affordable, reliable, sustainable, and modern energy for all.
- Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all.
- Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation.
- Reduce inequality within and among countries.
- Make cities and human settlements inclusive, safe, resilient, and sustainable.
- Ensure sustainable consumption and production patterns.
- Take urgent action to combat climate change and its impacts.
- Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.
- Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt land degradation, and biodiversity loss.
- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
- Strengthen the means of implementation and revitalise the global partnership for sustainable development.

## Check Your Progress 2

- Note:** i) Use the space given below for your answers.  
ii) Check your answers with those given at the end of the Unit.

1) What are millennium development goals?

.....  
.....  
.....  
.....  
.....  
.....

2) Explain sustainable development goals.

.....  
.....  
.....  
.....  
.....

---

### 5.6 WOMEN AND MARGINALISED AS CONSTITUENTS OF DEVELOPMENT

---

We have traced the history and process of development. Having a look at these different stages, the emphasis on inclusiveness in development has assumed significance over time.. Among them, Esther Boserup’s study on African agriculture system opened up the debate on gender concerns among policy makers. In this process, the United Nations (UN) also played a key role in integrating gender into development debate. Since early 60s, the UN has been marking each decade as “decade of development”. The declaration of first development decade (1961-1970) did not make any reference to women. A brief reference to the importance of encouraging ‘the full integration of women in the total development effort’, in the international development strategy for the second decade, brought new consciousness. In the 1980s, it was proposed to have women “agents and beneficiaries” in all sectors and all levels. The emergence of perspectives of Women in Development (WID) Women and Development (WAD), Gender in Development (GID) and Gender and Development (GAD) culminated in the integration of gender perspectives into development. Accordingly, globally the empowerment of women to make them key constituents of development process led to serious debates, discussions and policy interventions.

India has also ratified various international conventions and human rights instruments to secure equal rights for women. The National Commission for Women was set up by an Act of Parliament in 1990 with the key objective of safeguarding the rights and legal entitlements of women. The National Policy on Women Empowerment was passed in 2001. Similarly, the socially marginalised are being empowered socially, economically

and politically through many strategies by central and state governments. These include schemes such as National Rural Health Mission, Ujjwala scheme, STEP, reservation of seats in educational institutions, panchayati raj institutions, and so on.

---

## 5.7 CONCLUSION

---

We have discussed development theories and approaches in the unit. It is important for us to understand the relationship of development with governance. Good governance stresses on transparency, accountability, participation of stakeholders in the process of governance, providing voice to the powerless against deprivation, giving choice and interest to the people to grow. By looking at the good governance principles, the human development and people centred approaches of development foster inclusive development. Human development approach provides good understanding for governance. Good economic development also needs to stabilise macro economy, generate sustainable employment, ensure environmental protection and keep inflation under control.

As we have explained there are various theories and dimensions in the development. Development has been always perceived along with growth. Growth has contributed for the economic development of the country. The theories of development and approaches developed in the late 20<sup>th</sup> century and 21<sup>st</sup> century have focused on inclusive development by incorporating governance principles.

---

## 5.8 GLOSSARY

---

**Market Economy:** It refers to an economic system where the prices for goods and services are set freely by the forces of supply and demand. There is no interference in this by the government.

**STEP:** Support to Training and Employment Programme for Women (STEP) aims to provide competencies and skills that give employability to women and make them self-employed/entrepreneurs.

**Ujjwala Scheme:** It is the scheme for providing LPG connections to women from below poverty line (BPL) households. Under this, financial support of Rs. 1600 for each LPG connection to the BPL households is given.

---

## 5.9 REFERENCES

---

Bhattacharya, M. (2001). Globalization, Governance and Development. *The Indian Journal of Political Science*. 62(3): 349- 357.

Boserup, E. (2008). *Women's role in economic development*. London, UK. Earthscan.

Kothari, S. & Harcourt, W. (2004). Introduction: The Violence of Development. *Development*. 47(1): 3-7.

Kabeer, N. (1994). *Reverse Realities Gender Hierarchies in Development Thought*. New Delhi, India. Kali for Women.

Murthy, R.K. (2014). *Feminist Debate on Development*. MWG 009. *Women and Social Structure*. New Delhi, India: SOGDS, IGNOU.

Papaioannou, T. & Butcher, M. (2013). *International Development in a Changing World*. London, UK: Bloomsbury Academic.

Pattanaik, B.K. (2016). *Introduction to Development Studies*. New Delhi, India: Sage.

Pieterse, J.N. (2001). *Development Theory, Deconstructions/Reconstructions*. New Delhi, India: Vistaar.

Uma, G. (2014.) *Development and Violence. MWG 009. Women and Social Structure*. New Delhi, India: SOGDS, IGNOU

---

## 5.10 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

---

### Check Your Progress 1

1) Your answer should include the following points:

- The concept of development is multidimensional and multisectoral.
- It encompasses various dimensions-economic, social, human, cultural and political that enhance the quality of life.
- Development is also bringing about change.

2) Your answer should include the following points:

- The modernisation theory emerged during 1945-60 in America and Europe.
- All societies are considered to go through similar stages of development to become modern.
- According to Rostov, one of the major proponents of the theory, every society goes through five stages of development to become modern.
- These five stages are: a) traditional b) pre-conditions for take-off c) take-off d) drive to maturity and e) high mass consumption.

3) Your answer should include the following points:

- The theory propounded by Andre Gunder Frank in 1960s and 1970s, considers the reason for underdevelopment in certain countries as exploitation by the developed countries.
- Developed countries have the tendency of usurping natural resources, cheap labour and take advantage of market conditions prevalent in under developed countries.
- This results in their dependency on developed countries.

### Check Your Progress 2

1) Your answer should include the following points:

- Millennium Development Goals (MDGs) introduced in 2000 indicated certain guiding principles for countries seeking to eradicate poverty and improve the welfare of people.
- The MDGs outlined 8 goals and 21 related targets which were to be achieved by 2015.

**Governance and  
Development**

2) Your answer should include the following points:

- Sustainable development goals have been adopted by 193 countries of the United Nations General Assembly.
- It encompasses 17 specific sustainable development goals.
- The goals aim at reducing poverty, address the needs of education, health, social protection and job opportunities, for sustainable development.
- It focuses on building inclusive societies, strengthen the implementation means and revitalise global partnership.



ignou  
THE PEOPLE'S  
UNIVERSITY



---

## UNIT 6 STRENGTHENING DEMOCRACY THROUGH GOVERNANCE\*

---

### Structure

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Democracy: Definition and Features
- 6.3 Constitution of India and its Contribution to Strengthen Democracy through Governance
- 6.4 Governance: Concept and Operationalisation
- 6.5 Strengthening Democracy through Governance: Measures
- 6.6 Conclusion
- 6.7 Glossary
- 6.8 References
- 6.9 Answers to Check Your Progress Exercises

---

### 6.0 OBJECTIVES

---

After reading this Unit, you should be able to:

- Define democracy;
- Enumerate the features of Constitution of India that strengthen democracy;
- Explain the concept of governance and its operationalisation ; and
- Discuss various measures taken for strengthening democracy through governance.

---

### 6.1 INTRODUCTION

---

In 1947, India became nation of equals and chose to be a democratic State. It ordained itself to have a government by popular choice by giving keen attention to the existing melodies and pitfalls in socio-economic arena and to rectify the same through various public policy measures. Our founding fathers decided that in such a diverse country, all aspirations needed to be heard and reconciled. India since Independence has taken a number of measures to ensure growth and development of the country. The efforts taken immediately after independence in 1947 have given many positive results. The Gross Domestic Product (GDP) of the country has increased, industrial production went up along with developments in health, education and other areas. The population of India in 1947 was 340 million. Only 12 per cent of the population in India was literate in 1947 which was around 41 million people. According to 2011 Census, India's population is 121 crore and the literacy level has reached 73 per cent of its population.

India's Gross Domestic product (GDP) in 1950 was \$30.6 billion and this increased to \$2.54 trillion in 2017. It is now the fifth largest economy in the world. India has accounted

---

\* Contributed by Dr. G. Uma, Assistant Professor, School of Gender and Development Studies, IGNOU

for only 3 per cent of the World's Gross Domestic Product (WGDP) at the time of Independence. India now accounts for 8.5 per cent of WGDP (source IMF) in 2017. It has produced about 50 million tonnes of food grains in 1947. Now there is a fivefold increase in food grains production.

At the time of Independence, the incidence of poverty in India was about 80 per cent or about 250 million. In 2017, the number of people below the poverty line (consuming less than 2,200 calories a day) was around 269 million. The percentage of people who are below the poverty line has come down to 27.5 per cent in 2015-16. By looking at the above data, one can aver that, India is progressing steadily in every field. In this situation, it is significant for the learners to appreciate the contribution of governance towards strengthening democracy and development. In subsequent sections, we shall discuss about how democracy has been strengthened through governance. We shall now first define democracy and explain its features.

---

## **6.2 DEMOCRACY: DEFINITION AND FEATURES**

---

Democracy is a system of government under which people either directly or through their representatives govern the country. The representatives of the people of various institutions such as parliament, state assemblies and local self governments get elected at periodic intervals in a democratic State. Democracy considers 'will of the people' as supreme. Apart from exercising their political power, all citizens are considered as equals and they have freedom to exercise their choice to participate in development activities in the chosen field such as economy, politics, education etc. Also the citizens get an equal opportunity to get access to education, become learned, and informed by giving constructive criticism to government or their representatives. Learned citizens are an asset to the country because they can contribute to its overall development.

In a democratic State, citizens on attaining minimum required age get an equal opportunity to vote and contest in the elections. Regular elections, freedom of speech, participation in the political activities and expression of opinion and rights are also significant features of the democracy. The rights of the individual are not about exercising their power during election, it encompasses the right to discuss, give opinion and participate in a sustained manner. Free discussion, association and periodic elections make democracy stronger and successful. Democracy provides an opportunity for political participation, political equality and right to people when situation demands to choose alternative government. In a democratic set up every individual in the society shall be allowed to express their opinion. At the same time, everyone in the democratic space is expected to respect each other's opinion. It is the duty of the law-making institution to make necessary laws for every citizen to enable them access education, required health facilities, freedom to use common resources, ensure equality between men and women and other genders, equal opportunity to work, freedom from exploitation and so on. Apart from getting rights, it is important for the citizens to discharge their duties and responsibilities. Participation in the governance process, exercising adult franchise, fulfilling responsibilities and getting required education makes democracy stronger. The political parties, civic organisations, pressure groups and so on provide space for individual to be part of it where they can represent and share their concerns and opinions.

There has been initially some skepticism among political thinkers about the sustainability of democracy in countries which are multi-ethnic, multi-linguistic and multi-religious nature. According to J.S. Mill, "democracy is next to impossible in multi-ethnic societies and completely 'impossible in linguistically divided countries". Robert Dahl opined that "the widespread poverty and illiteracy are anaethema to 'stable democracy'" (Lijphart, 1996). India has challenged such contentions and is able to demonstrate that it can

survive, withstand troubles, sustain and survive. Now we shall discuss about the Constitution of India and its contribution in strengthening democracy.

---

### 6.3 CONSTITUTION OF INDIA AND ITS CONTRIBUTION TO STRENGTHEN DEMOCRACY THROUGH GOVERNANCE

---

In the previous sections, we outlined India's developments in various fields and features of democracy. Let us now discuss about Indian Constitution and its contribution towards establishment of modern administrative units for the country's governance. The framework of governance, which we have adopted in 1947, has given fruitful results in strengthening democracy as well as ushered in improvements in the various fields. The long struggle to overthrow colonial government has brought out the significance of establishing good governance especially in line with the famous quote of Abraham Lincoln 'of the people, by the people and for the people'. Gandhiji pointed to the establishment self-governance at the village and the *panch*, while Ambedkar looked at the creation of district and state-level institutions to break the power of locally dominant castes.

In India, on attaining independence, the then socio-economic changes and the rapid developments in the world led to the adaptation of modern public administrative system. The independent modern State adopted strategies that not only addressed administrative challenges, but also attempted to strengthen democracy.

The framers of the Constitution have addressed the country's geographical, socio-economic and cultural diversities and added aspirations of every section of the population in the Constitution. It is the fundamental legal document of a democratic country which lays down the principles for its governance. The Indian Constitution, which came into force on 26<sup>th</sup> January, 1950 has given a framework for governance and has assigned clear cut roles for executive, judiciary and legislature.

The aim of the Constitution which is clearly stated in the preamble gives direction for strengthening democracy. India on adopting the Constitution has become a sovereign, Socialist, Secular, Democratic, Republic State. It has also given to all the citizens of India, social, economic and political justice; liberty of thought and expression, belief, faith and worship; equality of status and of opportunity and to promote among all fraternity; assuring the dignity of the individual and the unity of the nation. It lays down fundamental rights and the Directive Principles of State Policy which reflect the core values of the Indian Constitution. Fundamental rights are justiciable rights. It protects citizens from arbitrary prejudicial State actions. The Directive Principles of State Policy further make the citizens realise their potential by making State to formulate appropriate laws and policies for the socio-economic development. It attempts to ensure social justice to the socially backward communities. Article 38 of the Directive Principles states:

“The State shall strive to promote the welfare of the people by securing a social order in which social, economic and political justice shall inform all the institutions of the national life”.

We shall discuss few laws and policies related to education, health, and employment in the subsequent section. The Indian Constitution treats all equally irrespective of their caste, class, gender and place of origin. The Constitution of India provides democratic political framework with three interrelated structures namely executive, legislature and, judiciary to protect the rights and privileges of its citizens.

Along with above said features, it has given direction to modernise bureaucracy and adopted parliamentary form of government with quasi federal structure. Presently India consists of 28 States and 8 Union Territories. Each State is divided into districts which have various small administrative and development units like block, Tehsil and village. The lowest administrative unit in the rural areas is village and in the urban area is town. The organic divisions of country into various units are helping citizens to connect themselves to the nearest government structure to contribute meaningfully for strengthening democracy and the development of the country. Similarly, establishment of various divisions at the central and state levels have contributed towards effective administration. The integration of above said features in the Constitution gives clear direction to the administrative structures. This has given positive results, strengthened democracy and has created confidence among numerous ethnic, religious and linguistic groups for their participation in the political and administrative activities to strengthen democracy.

---

## **6.4 GOVERNANCE: CONCEPT AND OPERATIONALISATION**

---

We shall start this section by defining ‘Governance’. We have already discussed about this in detail in Unit 2 of this Course. Governance refers to ‘the traditions and institutions by which authority in a country is exercised,’ including: the processes by which governments are selected, monitored, and replaced; the capacity of the government to effectively formulate and implement sound policies; and the respect of citizens and the state for the institutions that govern social and economic interactions among them (Kaufmann, Kraay, & Zoido-Lobaton, 1999). India has taken numerous measures to strengthen democracy through governance.

As we have seen in the previous section, the Constitution of India has contributed towards the democratising the State. Still, India and many developing countries have faced governance and the balance of payment crisis in 1980s. It has necessitated India to introduce new set of economic and political reforms. The emergence of the concept of good governance as postulated by the World Bank brought new development discourse. The indicators for good governance include transparency, accountability, and rule of law, administrative efficiency, and also being pro-women, pro-poor, pro-environment. There are various factors and structures in the society that prevent women, marginalised and other sections to participate and bring meaningful changes in democracy and development. In this situation, it is pertinent to make citizens empowered to bring meaningful changes at all levels in the government. The above-mentioned good governance indicators may certainly contribute for democratising the State further.

India post-independence, has realised the need of improving the socio-economic conditions of the country. As we have discussed in the preceding sections, it has adopted a large number of welfare measures along with developing the economy through State led interventions. It has also addressed social justice through various legislative measures. The efforts taken immediately after independence through policies have given desired results. The percentage of people under the “poverty line” has decreased from nearly half of the population in the 1960s to a little over a quarter during the past decade. We shall reflect upon some of the measures taken in the five-year plans to address the same in the next section. The economic crisis in the 1989 and the introduction of neoliberal economic policies in 1990 have posed new challenges to the administrative structures. The growing regionalism and addressing location specific problems in various areas have brought in developmental challenges. Environmental degradation due to rapid economic development has created challenges to the administration. The country has

realised the significance of deepening of democracy by giving power to the people to decide and solve their issues.

The initiatives in the realm of Information and Communication Technology (ICT) are ensuring the involvement of bringing citizens and community in the processes of democracy and governance. We shall be discussing these in detail in Unit 8 of this Course.

### Check Your Progress 1

**Note:** i) Use the space given below for your answers.

ii) Check your answers with those given at the end of the Unit.

1) Explain the important features of democracy.

.....  
.....  
.....  
.....  
.....

2) What are Fundamental Rights and Directive Principles of State Policy?

.....  
.....  
.....  
.....

---

## 6.5 STRENGTHENING DEMOCRACY THROUGH GOVERNANCE: MEASURES

---

We have seen the contribution of Constitution to strengthen democracy by its creating appropriate administrative units, laws and governance process in the previous sections. Now let us discuss about measures taken by the government to strengthen democracy through governance process. The Government of India has taken a series of steps towards strengthening of democracy and make citizens participate in the democratic and development processes.

It started with Community Development Programme (CDP) launched in 1952 with the aim of bringing about overall development of rural areas through people's participation. During the First Five Year plan itself the National Extension Service (NES) Programme was introduced in 1953 to address the needs of marginalised, and poor in rural areas. In the CDP, women extension workers like mukhiya sevikas and gram sevikas and mahila samajams were organised for welfare and training activities. The erstwhile Planning Commission in 1957, appointed a committee headed by Balwantrai Mehta to study the CDP and NES programme to assess the extent of people's participation and to recommend ways to ensure this. The Committee recommended three-tier Panchayati Raj System in the country with Zila Parishad at the district level, Panchayat Samiti at the block/tehsil/taluka level and Gram Panchayat at the village level. Thus the three tier

system of panchayati raj came into existence. The Sixth Five-Year plan is watershed for deepening development activities to all. It adopted multidisciplinary and multipronged approach for all in the areas of health, education and employment. It gave special emphasis on literacy and education of the women and marginalised. It referred to the need for increasing enrollment of girls at the elementary level, promotion of functional literacy and encouraging women's education in backward areas. The Seventh Five-year Plan too adopted multi pronged strategy. The plan assessed the success of the Integrated Rural Development Programme (IRDP) and concluded that the women have not benefitted from this programme. Hence, the Eighth Five Year Plan further expanded the development activities. The introduction of the concept Self Help Groups (SHGs) and its formation in various parts of the country strengthened democracy. This was introduced in the ninth plan. The SHGs have developed linkages with various institutions and structures in the society and they were able to foster democratic participation. The Tenth Five Year Plan set monitorable targets like reducing poverty and increasing literacy, ensuring that all villages must have sustained access to potable drinking water within the plan period, providing gainful and high quality employment over the tenth plan period. The 11<sup>th</sup> Five Year Plan emphasised on inclusiveness in the policy making. Like previous plans, it has also set monitorable targets. The 12<sup>th</sup> Five Year Plan took cognisance of the complexities of development in the diverse countries like India and the progress that can be achieved through government action along with the contribution of various players in the society like non-governmental organisations (NGOs), and private sector. It gave emphasis to inclusive growth and bringing different stakeholders together to achieve growth and development.

The 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment Acts (CAAs) enacted in 1992 have created permanent constitutional structures at the rural and urban areas such as panchayats and municipalities to make people participate in the process of governance to deepen democracy. The features of 73<sup>rd</sup> and 74<sup>th</sup> CAAs such as creation of Gram Sabha, reservation of seats for women, Scheduled Castes (SCs) and Scheduled Tribes (STs) at all levels and all positions, uniform five year term for rural and urban local bodies, constitution of election commission at the state level to conduct local bodies' elections exclusively, power to levy taxes, collect and appropriate taxes within their jurisdictions, constitution of State Finance Commission (SFC) to share revenues, further contributed towards strengthening of democracy. The 74<sup>th</sup> CAA introduced a significant feature in the Constitution. Articles 243G and 243W of 73<sup>rd</sup> and 74<sup>th</sup> CAAs make provision for urban and rural local bodies to prepare plans for economic development and social justice at their levels. Article 243 ZD of the 74<sup>th</sup> CAA requires the establishment of a District Planning Committee (DPC) which will consolidate the plans prepared by the rural and urban local bodies and draft a development plan for the district as a whole. The features of 73<sup>rd</sup> and 74<sup>th</sup> CAAs facilitate the citizens to participate in the process of governance to strengthen democracy. The acts provide space for deliberation for strengthening democracy.

According to the 73<sup>rd</sup> Constitutional Amendment Act, it is mandatory to establish the lowest structure namely "gram sabha" in every gram panchayat. Each state in India notifies the orders to the panchayats to conduct meetings of the gram sabha at regular intervals. All eligible voters can participate, deliberate and make decisions. The gram sabha gives space for women and marginalised to bring their interests in the larger democratic space. The decisions are taken with the participation of all in the larger interest and it becomes collective decision. In India, after independence, the State has concentrated more on welfare programmes and introduced a number of measures to address the needs of the citizens, and bring them closer to administration.

remained comparatively isolated from the mainstream development process and maintain an uninterrupted long tradition of well knit, cohesive social structure and value system backed by their own customs and traditions. They have also several indigenous traditional institutions to resolve their conflict and manage their resources and socio-political life (Saxena, 2018). In 1996, to strengthen the grassroots level local bodies and provide self government by tribals, Part XI of the Constitution that deals with panchayats has been specially extended to the tribal areas through an Act of Parliament called Panchayats Extension to Scheduled V Areas Act (PESA) 1996. Under this, special treatment has been given to the social, political, cultural and economic aspects of tribal life.

The Government of India has changed its strategy after 12<sup>th</sup> Five Year Plan and established the National Institution for Transforming India (NITI Aayog) by replacing the erst white planning commission through a resolution of the Union Cabinet on January 1, 2015. It is the premier policy ‘Think Tank’ of the Government of India that provides the necessary policy inputs and technical advice to the central and state governments to take the country forward. According the government, there are governance challenges in the 21<sup>st</sup> century to address the needs of all. There have been significant developments in technology. . By looking at the rapid changes at the various levels, the government has decided to reform the existing administrative units to address governance issues.

Elections are an important means of ensuring citizen participation in governance. Also it helps in making government accountable and responsive to the citizens. It establishes a two-way relationship based on trust and accountability between those who govern and who are governed. As we have already mentioned in this unit, India has parliamentary form of democracy with regular elections at parliament and state assemblies. The elections are conducted based on Constitutional provisions supplemented by laws made in the parliament. The major laws related to elections are Representation of People’s Act, 1950 and 1951 (Gill, 2009). The elections for lok sabha and state assemblies have to be conducted once in five years. The elections are based on universal adult franchise with citizens having attained the age of 18 being eligible to vote. The process of elections is carried out by the Election Commission of India. Regular elections based on universal adult suffrage have helped the citizens of India to exercise their choice and it is a measure towards deepening of democracy. The electoral empowerment has brought scheduled castes (SCs), scheduled tribes (STs) and other socio religious minorities in the various social strata into the electoral fray. Differential and horizontal electoral mobilisation of socially marginal groups has resulted in policy changes that further helped in deepening of democracy in India. Over the past three decades, formation of pressure groups and the various regional political parties and their coalition with national level parties have helped address the issues of marginalised like SCs, STs and women. Regular elections have broadened democracy and the voters turn out increased over a period. In the first general election in 1952, 61 per cent of the electorate has exercised their franchise. In 2014 general elections, 60 per cent of men and 56 per cent of women voters exercised their choice to elect their representatives.

In India successive governments have introduced various schemes and programmes to promote the welfare of all citizens and to bring them in the governance process. Let us discuss some of them.

The scheme “Sarva Shiksha Abhiyan (SSA)” was launched in November 2000, in partnership with the states to universalise elementary education. SSA was conceived at the end of the ninth five year plan to improve the educational status in the country through interventions designed to ensure accessibility, reduce gender and social gaps, and strengthen the quality of learning. In continuation of SSA programme, the 86<sup>th</sup> Amendment Act of the Constitution in the year 2002 inserted Article 21 A in the

Constitution of India to provide free and compulsory education for all children between the age of six and fourteen years. This is a fundamental right. Based on the 86th Amendment Act, the State has enacted the Right of Children to Free and Compulsory Education (RTE) Act, 2009. It has brought equity and equality among all children in the country. As we mentioned earlier, one of the major principles of modern democracy is to provide access to education to all their citizens to strengthen democracy. The major areas for improvement listed in the RTE Act 2009 are:

- 1) Ensuring the availability of teaching-learning materials and aids;
- 2) Appointment of required number of trained teachers and ensuring their continuous availability for comprehensive evaluation;
- 3) Formation of school management committees;
- 4) Maintenance of pupil–teacher ratio (PTR) and teacher–classroom ratio (TCR) and, student–classroom ratio (SCR);
- 5) Provision of facilities such as library, mid-day meals, and incentives for children. The Act directs unaided private schools to admit compulsorily and enroll 25 per cent students from economically and socially weaker sections of society. It makes provision for the improvement of infrastructure facilities like buildings, playground, boundary wall, safe drinking water and separate toilets for girls and boys.

The National Rural Health Mission (NRHM) was launched in 2005 to provide, accessible, affordable and quality health care to the rural population, especially vulnerable groups. The objectives of the mission are to establish fully functional community-owned, decentralised health services by integrating other issues like water, sanitation, education, nutrition, social and gender equality. The above-mentioned two programmes, like many others, have been implemented to ensure the participation of all the stakeholders in the process of governance.

The State has taken an affirmative action in the form of laws and policies to ensure the participation of citizens. One significant programme related to affirmative action is Mahatma Gandhi National Rural Employment Scheme/Programme (MGNREGS). It is a rights-based national level rural employment guarantee programme. It was enacted by legislation on 25 August 2005 and implemented in February 2006. The programme guarantees a minimum number of days of unskilled manual labour to each rural household seeking employment in India. Under the programme 30 per cent of the work is allocated to the women. The gram panchayats are the implementing agencies at the village level. It needs to conduct gram sabha meetings regularly to finalise the work and identify the beneficiaries. The programme also guarantees an unemployment allowance if work is not provided to the employment seekers. It is considered as one of the largest social safety net programme.

There are many schemes and programmes being implemented to strengthen democracy especially at the grass root level. There is need to ensure maximum participation of people especially in panchayati raj institutions through initiating new reforms and strengthening the existing systems.

### **Check Your Progress 2**

**Note:** i) Use the space given below for your answers.

ii) Check your answers with those given at the end of the Unit.

- 1) Explain the features of 73<sup>rd</sup> and 74<sup>th</sup> CAA.



.....  
.....  
.....  
.....  
.....

2) List the major areas of improvement listed in RTE Act.

.....  
.....  
.....  
.....  
.....

---

## 6.6 CONCLUSION

---

We have discussed the features of democracy, Constitution of India, the process of governance and measures to strengthen democracy in India. As we have mentioned in this Unit, the framers of Indian Constitution have ensured to incorporate necessary clauses to strengthen democracy. In accordance with the Constitution of India, the process of governance has ensured to take democracy forward to the lowest unit of the administration and all citizens. Not only the government structures, other institutions and organisations do play a vital role in democratising the State.

---

## 6.7 GLOSSARY

---

**Community Development Programme:** It was the first major development programme launched by the government of India in 1952 the core objective of which was the overall development of rural areas and peoples' participation. It was formulated to provide an administrative framework through which the government could reach to the district/tehsil/taluka and village level.

**Gross Domestic Product (GDP):** The GDP measures the value of economic activity within a country. It is the sum of the market values, or prices, of all final goods and services produced in an economy during a period of time.

**Pressure Group:** A pressure group is formed by likeminded people who seek to influence public policy to promote their interests. It attempts to influence government policies through protests, demonstrations and so on.

**Social Safety Net:** It is a collection of services provided by a community of individuals or State. It works in conjunction with other poverty reduction programmes the primary the goal of which is to reduce poverty. It includes unemployment benefit, welfare and so on.

---

## 6.8 REFERENCES

---

Agnes, F. (2015). Constitutional Debates. *MWG010 Women and Political Process*. New Delhi, India: IGNOU.

- Andrews, M. (2008). *The Good Governance Agenda: Beyond Indicators without Theory*. *Oxford Development Studies*. 36(4): 379-407.
- Appadorai, A. (2006). *The Substance of Politics*. New Delhi, India: Oxford University Press.
- Census of India (2019). Retrieved from [www.censusindia.gov.in](http://www.censusindia.gov.in)
- Gill, M.S. (2009). *The Electoral System of India*. New Delhi, India: Election Commission of India.
- International Monetary Fund Data. (2019). Retrieved from <https://www.imf.org/en/Data>
- Jain, R.B. (2001). Towards Good Governance: A Half Century of India's Administrative Development. *International Journal of Public Administration*. 24(12):1299-1334.
- Kaufmann, D., Kraay, A. & Zoido-Lobaton, P. (1999). Governance Matters. *World Bank Policy Research Working Paper 2196*. Washington, D.C., USA: The World Bank.
- Mill, J. S. (1948/1864). *The Representative Government*. Oxford, UK: Basil Blackwell.
- Saxena, N.C. (2018). Programme Delivery Through Panchayats. *The Monthly Journal of Kurukshetra*. 66(9).
- Singh, K. R. (2015). Electoral Systems and Political Parties. *MWG010 Women and Political Process*. New Delhi, India: IGNOU.

---

## **6.9 ANSWERS TO CHECK YOUR PROGRESS EXERCISES**

---

### **Check Your Progress 1**

- 1) Your answer should include the following points:
  - Democracy considers 'will of the people' as supreme.
  - All citizens are considered as equals.
  - All adults by attaining minimum required age get an equal opportunity to vote and contest in the elections to exercise their rights.
  - Regular elections, freedom of speech, opportunity to participate in the political activities and giving values to the individual opinion and rights are also significant features of the democracy.
- 2) Your answer should include the following points:
  - Fundamental Rights are justiciable rights.
  - It protects citizens from arbitrary prejudicial State actions.
  - The Directive Principles of State Policy further make the citizens to realise their full potential by making State to formulate appropriate laws and policies for the socio-economic development.
  - It ensures social justice to the socially backward communities.

## **Check Your Progress 2**

1) Your answer should include the following points:

- Creation of gram sabha.
- Reservation of seats for women, Scheduled Castes (SCs) and Scheduled Tribes (STs) at all levels and all positions.
- Uniform 5 year term for rural and urban local bodies.
- Constitution of Election Commission.
- Power to levy taxes, collect and appropriate taxes within their jurisdictions.
- Constitution of State Finance Commission (SFC) to determine principles to share revenues.

2) Your answer should include the following points:

- Ensuring the availability of teaching-learning materials and aids.
- Appointment of required number of trained teachers and ensuring their continuous availability for comprehensive evaluation.
- Formation of school management committees.
- Maintenance of pupil–teacher ratio (PTR) and teacher–classroom ratio (TCR) and, student–classroom ratio (SCR).
- Establishment of facilities such as library, mid-day meals, and incentives for children.



ignou  
THE PEOPLE'S  
*94 Blank*  
UNIVERSITY