UNIT 12   STATE AND GOVERNMENT

Structure

12.1   INTRODUCTION

Human being is by nature a political animal. State and government are the significant political institutions as these institutions exercise legitimate power for the welfare of the public as a whole and for the resolution of the conflicts in society. State can be defined as a political organization which has exclusive monopoly in legitimate use of power, whereas government can be defined as the significant branch of the state which executes the tasks of the state. Both state and government help to recognize, protect and promote the right, freedom and justice of an individual which help him/her to lead a happy life in society. In many cases, both state and government are used synonymously. Therefore, knowledge of state and government is indispensable for all of us. This unit attempts to explain the concepts/issues relating to state and government. More

specifically, this unit will acquaint you with forms of government, organs of government and working of government. In this unit, teaching learning strategies relating to some content areas of state and government have been discussed so that you can develop instructional strategies for other contents.

12.2 OBJECTIVES

After going through this unit, you will be able to:

- explain the nature of democratic and non-democratic forms of government;

- examine the differences among the three major organs of government i.e. legislature, executive and judiciary;

- define the structure of government and its functions at different levels;

- illustrate the power sharing of government;

- identify different challenges to government; and

- design teaching learning strategies on the content areas of state and government.

12.3 FORMS OF GOVERNMENT

All of us live under the jurisdiction of government. Though the concept of government conveys different meaning, but, most popularly it refers to the system of managing the different political units such as nation, state, country, kingdom, etc. In different societies, different types of governments such as democratic government, monarchical government, aristocratic government, etc. are found. We can consider the different types of governments under two broad forms i.e. democratic government and non-democratic government. Let us discuss below the nature of these forms of government.

12.3.1 Democratic Government

Abraham Lincoln defines democracy as 'the government of the people, by the people and for the people.' Democracy is the rule of the people. In democratic government, the people have a share or say in administration of the state. People have power to elect the representative for state administration and also have power to reject the representative. Basically, there are two types of democracy i.e. direct democracy and representative democracy. In direct democracy, people directly participate in decision making process of the government. This is suitable to states with small population. Direct democracy is based on three political processes like Initiative, Referendum and Recall. Direct democracy was in practice in ancient Greek city state of Athens and ancient Rome. In modern times, Switzerland is the example of a direct democracy. In representative democracy, the people exercise their power in decision making process of the government through elected representatives. Indian, American, and British democracies ae good examples of representative democracy.

12.3.2 Non-democratic Government

In non-democratic government, people have little role or say in administration of the state. Rights and freedom of people are not guaranteed. In non-democratic government, all powers are vested with the government, and government is formed

by a single individual or a small group of individuals. There are different types of non-democratic governments but some of the important types of non-democratic governments are monarchy, aristocracy and dictatorship (autocracy). Let us discuss below the nature of these non-democratic governments.

Monarchy: Monarchy is the rule by a king or queen or the rule by a single person. Monarchy is such a form of government in which a monarch is the head of the state. In many cases, a single family or its successor remains in power for several generations. Monarchy was commonly prevailing in most parts of the world until the nineteenth century. Basically, two common types of monarchy are found i.e. absolute monarchy and constitutional monarchy. Absolute monarchy exists when the monarch has supreme power to take the decision without any restraints. The reign of the King Louis XIV in France is the example of an absolute monarchy. Constitutional monarchy exists when power of the monarch is restrained by a constitution and the monarch is a symbolic head of the state and retains only a special ceremonial role, exercising little political power. The example of constitutional monarchy is England, because, Queen (Elizabeth-II) is the head of England.

Aristocracy: Aristocracy is the rule by a small group of people or elites who are called aristocrats. Aristocrats are the dominant group of people in the society and they are characterized by their wealth, education, etc. In our country, caste based aristocracy is commonly prevalent. In some instances, aristocratic government is controlled by a few families, who try to exercise power from one generation to another. In ancient times, Sparta was an example of aristocracy. Currently, there is no such government which can be categorized as aristocratic government in true sense.

Dictatorship (Autocracy): Dictatorship is a type of government where ruling is done by a single self-appointed ruler or a number of self-appointed rulers. Dictators are quite authoritarian in their approach. Dictatorship does not allow any sort of opposition and there is censorship of press. Mussolini in Italy and Hitler in Germany are the examples of the dictators.

Below are given some differences between democratic form and non-democratic form of government. Let us observe such differences in Table 12.1.

12.4 TEACHING-LEARNING STRATEGY

Brainstorming is an effective teaching-learning technique to teach 'Democratic and Non-democratic forms of government'. Brainstorming is a problem solving technique in which a problem is solved by a group of individuals together. In brainstorming technique, a problem is analyzed and/or solved by gathering a list of ideas spontaneously contributed by a number of individuals. The main purpose of a brainstorming session is to work as a group to define a problem and/or find a plan of action to solve it. Let us discuss teaching-learning strategy to teach the above content under three broad heads i.e. learning outcomes, teaching learning activities and evaluation:

12.4.1 Learning Objectives

After implementation of the strategy, students will be to-

- differentiate between democratic and non-democratic forms of government;

- illustrate the scope and limitations of democratic and non-democratic forms of government; and

- describe the conditions of public life under democratic and non-democratic forms of government

Table 12.1: Differences between Democratic Form and Non-Democratic Form of Government

Democratic Form of Government	*Non-Democratic Form of Government*
People have participation in forming the government.	People have no participation in forming the government.
Power remains with the people.	The government enjoys absolute power.
The government is custodian for protecting rights and promoting welfare of the people.	The rights and welfare of the people are restricted.
People are free to criticize government, if they find wrong with the government.	Freedom of speech and criticism to government is restricted.
Rule of law or constitutional principle is respected.	Rule of law or constitutional principle is discouraged.
Minorities are also respected.	Minorities are overlooked.
Government is accountable to the public.	Government hardly cares the public.
Opposition parties have a place in management of government affairs.	Opposition parties are hardly given weightage in management of government affairs.
People are free to form association or union.	Forming association or union by the people is based on the mercy of the ruler.
Right to equality is highly respected.	Right to equality gets the back seat.

12.4.2 Teaching Learning Activities

we can formulate the following activities step-wise for the presentation of the content through brainstorming technique,

Step-1: Introducing the content

In order to introduce the content or lesson, the examples of the form of government which is presently prevailing in India (i.e. democratic form of government) and form of government which were previously prevailing in India (for example, monarchical government) would be cited. Also the examples of forms of governments that were found in different parts of the world in past days and that are found in different parts of the world in present days would be cited. On the basis of these examples, students would be oriented towards the lesson.

Step-2: Exposition to the content of discussion

Students would be exposed to the different aspects of the content area of learning i.e. democratic and non-democratic forms of government.

Step 3: Generation of ideas through brainstorming questions

After students have been exposed to the content, brain storming questions would be asked to them. Some of the exemplar brainstorming questions relating to the present content area are mentioned below:

Brainstorming Questions:

1) Point out as many as differences between democratic and non-democratic forms of government.

2) State possible merits of democratic government over non-democratic government.

3) State possible merits of non-democratic government over democratic government.

4) Identify different types of democratic governments found in different parts of the world and explain the nature of such governments.

5) Identify different types of non-democratic governments found in the different parts of the world and explain the nature of such governments.

6) Describe the condition of public life under democratic form of government in different parts of the world.

7) Describe the condition of public life under non-democratic forms of government in different parts of the world.

Students would be encouraged to express their views or ideas on the brainstorming questions. They can generate the ideas individually as well as in group situations. They would also be allowed to generate many new questions relating to the contents and find answers to such questions.

Step 4: Recording the ideas

The ideas generated by the students in brainstorming session would be recorded for evaluation purpose.

Step 5: Evaluating the ideas

The recorded ideas would be evaluated on the basis of many parameters as would be decided on the spot of evaluation. Some exemplar criteria of evaluation of the ideas are given here:

a) Combining similar ideas

b) Identification of important/significant/unique ideas

c) Point of disagreement in ideas

d) Effectiveness of the ideas

Step- 6: Documenting the session

The session of brainstorming may be documented for the reference purpose.

12.4.3 Assessment Questions

The students would be given the following assessment questions:

1) Which one of the following isn't a feature of democratic government?

    a) Power remains with the people.

    b) Rule of law or constitutional principle is discouraged.

    c) Government is accountable to the public.

    d) People are free to criticize government if they find wrong with the government policies.

2) Which of the following countries has constitutional monarchy?

    a) England

    b) India

    c) Pakistan

    d) United States of America

3) Find out five countries of the world where different types of non-democratic governments are prevailing. Discuss policies of governments in such countries.

Check Your Progress

Notes: a) Write your answers in the space given below.

   b) Compare your answers with those given at the end of this unit.

1) What is the difference between direct democracy and representative democracy?

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2) Define aristocracy.

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3) Germany under Hitler Adolf conforms to-

    a) monarchy

    b) aristocracy

    c) autocracy

    d) democracy

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4) Write any two differences between democratic and non-democratic forms of governments?

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12.5   ORGANS OF GOVERNMENT

All of you know that a state has four basic elements i.e. population, territory, government and sovereignty. Government is an agency through which the will and aspirations of the people of a state are articulated. All governments perform legislative, executive and judicial functions. Most governments have separate organs to perform three functions: legislature, executive and judiciary. Let us discuss below these organs of the government.

12.5.1   Legislature

Legislature is that organ of government which is primarily concerned with making laws. For making laws, most of the states of the world have two houses of legislature (i.e. bicameral legislature) and a few states have one house of legislature (i.e. unicameral legislature). The states like India, Britain, France, Australia, Canada, etc. have two houses of legislature while the states like Israel, Bangladesh, etc. have one house of legislature. The two houses of Indian legislature are Lok Sabha (Lower House) and Rajya Sabha (Upper House). Some of the common functions of legislature are given below:

1) Law making is the prime function of legislature. Legislature has power to accept a bill or reject a bill or modify a bill.

2) Legislature exercises control over executive. In a parliamentary form of government, the executive is accountable to the legislature and government survives on the confidence of the legislature.

3) Legislature performs semi-judicial functions in some countries. In England, the House of Lords is the final court of appeal. In India, Parliament can remove the President by a process of impeachment.

4) Legislature has power to amend or change the constitution. The Parliament of India has already amended the Indian Constitution for 100 times by the year 2015.

12.5.2   Executive

While the legislature enacts the laws, the executive implements or executes those laws. Executive is concerned with policy administration. There are two forms of

executive commonly found in most countries of the world. Such forms are parliamentary executive and presidential executive. In parliamentary executive, the parliament has a control over executive. Parliamentary executive possesses these characteristics: i) the executive is constituted from the members of the legislature, ii) executive is responsible to the legislatures, and iii) executive can be voted out of the office by legislature before the completion of its tenure. Parliamentary executive system is functioning in countries like India, England, Japan, Italy, Norway, etc. In Presidential executive, the President is the head of the state and the government. S/he has real executive power and s/he isn't responsible to the Parliament. S/he is the head of the government and administration. Presidential executive is functioning in U.S.A., Brazil and in a few countries of South America. Some common functions of executive are discussed below:

1) Executive administers and implements the laws as formulated by legislature.

2) Executive takes part in making laws. The executive prepares the bills for making laws and introduces such bills in the parliament.

3) Executive also possesses judicial Power. For example, the President of India is empowered under Article 72 of the Constitution to grant pardon to a person who is convicted by the court of law.

4) Executive possess the power of appointment. For example, the President of India appoints Judges of Supreme Court, Attorney General, Comptroller and Auditor General, etc.

12.5.3 Judiciary

Judiciary is that organ of government which adjudicates the laws. While legislature makes the laws and executive administers the laws, judiciary ensures that law is made properly by legislature and implemented properly by executive. Judiciary activities are performed by the courts. Different types of courts are found in our country. At the national level, we have the Supreme Court; at the state level, we have High Courts; and at the district level we have district courts (Civil courts and Criminal courts) including Lok Adalats. In courts, judges are appointed in order to protect laws or to provide justice. Those who violate the laws are punished by the courts. Independent and impartial judiciary strengthens democracy. Now a days, government is establishing Administrative Tribunals in order to solve issues relating to some specific cases for their speedy disposal. The Administrative Tribunals perform the activities just like courts. Let us find below some common functions of judiciary:

1) Judiciary protects or defends the laws. Judges hear the petitions and give decisions according to laws.

2) Judiciary interprets the laws. For example, there is no any clear-cut law for judging some cases. In such cases, judges give their decision by looking into the cases. In this way judiciary expands the laws.

3) Judiciary safeguards the constitution. If any law is passed that goes against the constitution, the courts have authority to make judicial review of such law.

4) Judiciary protects the rights and liberty of the citizens.

Fig. 12.1: Supreme Court of India

12.6 TEACHING LEARNING STRATEGY

Experiential learning is an effective approach to teach the content 'Judiciary System'. Experiential learning involves learning which is acquired from experience. This is an approach to learning which emphasizes on learning through reflection while doing. This approach states that knowledge results from the combinations of grasping and transforming experience. This approach engages students in problem solving and decision making in contexts that are relevant to them. Let us see how the content can be transacted through experiential learning approach. The details about the teaching-learning strategy is discussed below under three broad heads i.e. learning outcomes, teaching learning activities and evaluation.

12.6.1 Learning Objectives

After implementing the strategy, students will be able to-

- explain the constitution and functions of judiciary system;

- describe the different levels and types of judiciary.; and

- state the importance of judiciary for the public life.

12.6.2 Teaching Learning Activities

The learning of the content through experiential learning approach would follow the following activities stepwise.

Step-1: Entering into Learning Scenario

For entering into learning scenario, at first these two cases would be presented in front of the students:

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Case 1: In a landmark judgment, the Supreme Court (in 2014) recognized transgender persons as a third gender and ordered the government to treat them as minorities and extend reservations for them.

Case 2: In a landmark judgment, the Supreme Court (in 2015) stated that an unwed mother can be appointed as the sole legal guardian of her child without the consent of the father.

Students would be asked to add some more cases of courts that they know and present the judgments of the courts concerning to such cases. Discussion can also be encouraged on different aspects of the judicial system that are based on the intended learning outcome of the lesson.

Step-2: Getting Concrete Experience

After entering into the learning scenario, the next task of the students is to get the concrete experience relating to the lesson. For getting concrete experience, the students would be exposed to the different experience based projects as given below:

Experience based project-1: Let the students to be divided into some groups. Let each group of students visit particular court(s) available in their nearby town/locality for observing the judicial system. For example, let one group of students visit district civil court, another group of students visit district criminal court, another group of students visit Lok Adalat and so on. The aspects of the courts that would be observed by the student must be chalked out properly, and accordingly different aspects of courts and their proceedings would be observed. From this project, the students would get direct experience about the judicial system practiced in different types of courts.

Experience based project-2: A simulated judiciary system can be made in the school itself. For example, take a specific case or problem of the school which needs proper solution. One exemplar case is 'one student injured another student heavily in the school'. In order to settle this case, the students would form a court in the school. The students would play different roles in the court like judges, clients, witnesses, etc. Proper procedure and rules would be set for forming the court as well as settling the case through the court. From this project, students would have experience about judiciary system.

Like the involvement in above mentioned experience based projects, the students would be involved in many other experience based projects for getting concrete experience about the judiciary system.

Step-3: Reflection on the topic

After getting concrete experience from the different experience based projects, the students would reflect and/or present their experiences in the form of discussion, question-answer session, dialogue, justification, etc. on the content of learning in the class. The members of the whole class would share their experiences among themselves that they have acquired from the different experience-based projects relating to the content.

Step- 4: Conceptualization

Based on the reflection on the topic, the students would be familiar with different issues and concepts of judiciary system like constitution of judiciary, functions of judiciary, levels of judiciary, types of judiciary, etc.

Step-5: Validation

To validate the learning, students would use/take the help of different things/ items which are related with judiciary like-

1) Pictures of different courts of the country

2) Charts of division of judiciary system and functions of judiciary system.

3) Video recordings and films about judiciary system

4) Documents and news about judiciary system etc.

12.6.3   Assessment Questions

The students would complete the following tasks relating to evaluation:

1) The highest court of India is called-

    a)   High Court

    b)   Lok Adalat

    c)   District Court

    d)   Supreme Court

2) Which of the following is the chief function of judiciary?

    a)   Protect Law

    b)   Create Law

    c)   Execute Law

    d)   Break Law

3) What is Nyaya Panchayat? Describe the functions of the NyayaPanchayat?

Check Your Progress

Notes: a)   Write your answers in the space given below.

      b)   Compare your answers with those given at the end of this unit.

5) What is Legislature?

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6) Write three characteristics of Parliamentary Executive.

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7) Why is Judiciary important?

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8) Fill in the blanks by taking appropriate answers from the brackets.

a) India has .... legislature (unicameral/bicameral)

b) Executive mainly takes part in .... (making the law/implementing the law/protecting the law)

c) .... executive is functioning in U.S.A. (Parliamentary/Presidential)

12.7   WORKING OF GOVERNMENT

For the administration of state or country, government performs varied activities. The activities or working of government depends upon the nature of different elements or factors affecting it. Some important factors or elements of government that affect the working of government are structure of government, functions of government, power sharing of government and challenges to government. Let us study these elements of government.

12.7.1   Structure

Structure of government is nothing but the framework or composition or constitution of government. The structure of government is based not only on the separation of powers between the different organs of the government but also on the distribution of powers among different levels.. The structure of government varies from country to country depending upon the type of political system they have. So far as the political system of India is concerned, government has three main structural levels i.e. central government, state government and local government. The following diagram illustrates the basic structural organs of Indian government.
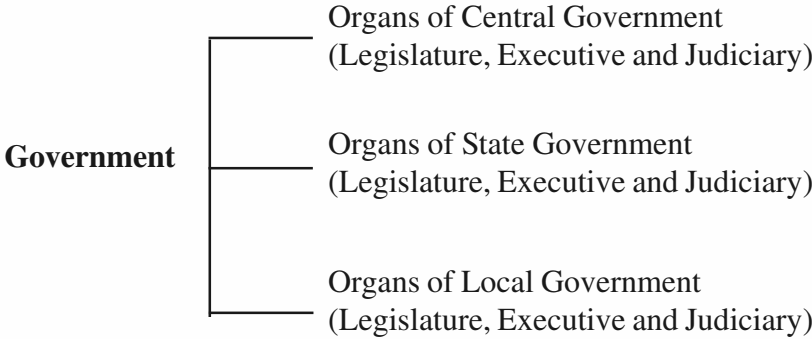
Government
  — Organs of Central Government
    (Legislature, Executive and Judiciary)

  — Organs of State Government
    (Legislature, Executive and Judiciary)

  — Organs of Local Government
    (Legislature, Executive and Judiciary)

Fig 12.2: Basic strucural organs of Indian goverment

Let us have discussion on compositions of these three levels of government:

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Central Government: Central government is composed of three important organs i.e. legislature, executive and judiciary. The Parliament which is composed of Lok Sabha, Rajya Sabha and President is the legislative unit of central government. The President, Prime Minister, Council of Ministers and officials of many offices of central government like Union Public Service Commission (under Article 315), Comptroller and Auditor General (under Article 148), Finance Commission of India (under Article 280), union civil service, etc. constitute the chief executive unit of central government. The Supreme Court of India (under Article 124-147) is the judiciary authority at the central level.

State Government: Each state of India has its own government. Like central government, each state government has also three important organs like legislature, executive and judiciary. Some states have bicameral legislature (i.e. Legislative Assembly and Legislative Council). There are currently seven states namely Andhra Pradesh, Telangana, Bihar, Jammu-Kashmir, Karnataka, Maharashtra and Uttar Pradesh having bicameral legislature. The rest of the states have unicameral legislature (i.e. Legislative Assembly). The state legislature includes Legislative Assembly and Legislative Council (if Legislative Council exists in the state). The state executive mainly includes Governor, Chief Minister, Council of Ministers, State Cabinet, state civil service and many other officials of different departments of the state including State Public Service Commission. High Court is the judiciary authority at the state level.

Local Government: At the local level, two types of political systems exist. One is rural local self-government known as Panchayati Raj System operating in rural areas and the other is urban local self-government operating in urban areas. The Panchayati Raj System is a three-tier political system which is composed of Village Panachayat, Panchayat Samiti and Zilla Parishad. The urban local self-government is composed of Nagar Panchayat (in small towns), Municipal Board/Council (in big town/cities) and Municipal Corporations (in very big cities). Members of Village Panchayat, Panchayat Samiti and Zilla Parishad (in rural areas) and the members of Nagar Panchayat, Municipal Board/Council and Municipal Corporations (in urban areas), who are directly elected by people, take part in both legislative and executive activities at the local level. Besides the above members, the officers of many offices at local level like office of District Commissioner or Collector, Block Development Offices (BDO), Tehshildar or Revenue Officer, Sub-treasury Officer, District Welfare Officer, District Medical Officer, Superintendent of Police etc. perform many executive responsibilities at the local level. Mostly the District Courts and Lok Adalats perform the judiciary activities at the local level.

12.7.2 Functions at Different Levels

While some governments are unitary in nature, some others are federal in nature. The government which enjoys absolute power is called unitary government. On the other hand, a federal government is one where power of the government is distributed at different levels. In many federal countries of the world including India, government basically functions at three levels i.e. central level, state level and local level. Let us discuss functions of government at different levels in India.

Central Level: At the central level, India has central government. The central government takes the charge for overall development of the country. So, central

government provides all sorts of supports and directions to all the state governments including local bodies for managing their state of affairs. Central government co-ordinates and supervises the work and activities of the state governments including local bodies. Further, central government handles some important issues which have national importance like external affairs, defense, citizenship, currency and coinage, foreign trade, etc. as per the Union list of Constitution. Since India is a quasi-federal state, so, central government of India enjoys more power than the state governments.

State Level: Each state of India has a government. The state governments of India work under the overall direction and supervision of the central government. The state government of a particular state works for the total development of that state. The issues relating to public health and sanitation, agriculture, forest, police, local government, etc. are handled by state governments as per the State list of Constitution. The state governments help the central government in case of its problems.

There are some issues like education, welfare of labour, etc. which have importance both at central level as well as state levels as per the Concurrent list of Constitution. Both central government and state governments jointly work on such issues in order to resolve them.

Local Level: Local self-governments play the vital role for the administration, welfare and development of their area of jurisdiction. Local self-governments are entrusted with the functions like providing safe and clean drinking water, maintaining hygiene in public places, providing recreational services, arranging primary education, maintaining public park and gardens, taking care of the health of the local people, checking food adulteration, etc. State government provides all sorts of help and co-operates to the local self-governments in their smooth functioning. Local self-governments mainly work under the aegis of the state government.

12.7.3   Power Sharing

We know that power sharing is a common feature of every government. In a democratic government, the power sharing conforms to the democratic principles whereas in non-democratic government, power sharing is hardly found as all powers are concentrated. The theory of power sharing of government intends to make a distinction among the different units of government so that each unit of government can enjoy autonomy to exercise its power within its allotted jurisdiction. Power sharing is a mechanism to prevent monopoly in using power. The great political philosopher Aristotle in his famous treatise '*Politics*' stated about the separation of the power of the government. The French scholar Montesquieu gave a comprehensive theory of separation of power in his work 'The Spirit of Laws' (1748). Every government develops its own mechanism for power sharing. Let us discuss below how the power sharing of government of India has been done.

Power sharing among different organs of government: There is a horizontal division of power among three main organs of government i.e. legislature, executive and judiciary. The Constitution of India assigned the limited power and autonomy to each organ of government. Each organ of government works within its jurisdiction, so that none of the organs exercises unlimited power.

Each organ of government puts a check on other organs in order to maintain balance of power under the system of check and balances. The following diagram illustrates the power sharing among the different organs of government.
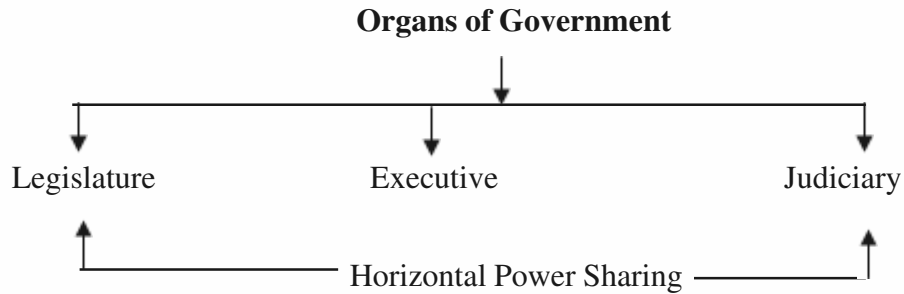
Organs of Government

Legislature   Executive   Judiciary

Horizontal Power Sharing

Fig 12.3: Organs of Goverment

Power sharing among different levels of government: Vertical power sharing takes place among three important levels of government i.e. union or central government, state government and local self-government. The Constitution of India has made a vertical division of power between the central government and state government by preparing three lists i.e. union list, state list and concurrent list. There are 100 items of national importance on which the union government or central government has exclusive right to make laws. These 100 items are considered under the union list. The examples of some of the items of this list are defence, foreign affairs, postal, railways, airways, banking, etc. There are 61 items on which state governments have exclusive rights to make laws. These 61 items are considered under the state list. The examples of some of the items of the state list are police, agriculture, forest, fisheries, etc. The issues relating to local government are considered under the state list. In the concurrent list, there are 52 items which have importance both at union and state levels. Both union government and state governments have right to make laws on these 52 items. The items like education, welfare of labour, economic and social planning, etc. are kept in the concurrent list. The items which aren't covered under these three lists are considered as residuary items, on which the union government has exclusive rights to make laws. An example of residuary items is software and information technology. The following diagram explains the power sharing among different levels of government.
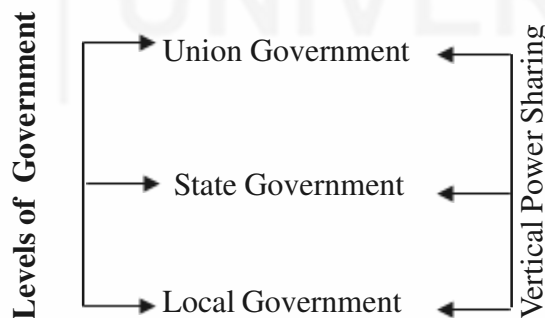
Levels of Government

Union Government

State Government

Local Government

Vertical Power Sharing

Fig 12.4: Power sharing among different levels of goverment

Power sharing among different social groups: India is a multicultural, multilingual, multi-religious and multi-ethnic society. The Constitution of India provides directions for the protection of rights and autonomy of different social groups. In order to achieve an inclusive society and/or to allow different social groups to participate in affairs of the government, the government of India makes special provisions for different groups of society. Reservation for weaker sections

of society, community development policies and programmes are examples of some of such provisions. The working of National Scheduled Caste Commission, National Scheduled Tribe Commission, National Commission for Women, National Commission for Minorities, National Human Rights Commission, and similar commissions at the state level facilitate the participation of concerned groups in affairs of the government and through these they share power to some extent.

12.7.4 Challenges

The peace, harmony and development of a state or society depend a lot upon the functioning of its government. Always a good and stable government is appreciated. But in many cases, government faces large number of challenges because of which it's functioning is affected. The challenges to government vary from country to country. For example, while some governments face the challenge of internal conflict, others face the challenge of external aggression. While some governments face the challenge of political instability, others face the challenge of economic scarcity and poverty. In China though economic reform is initiated, the communist party has a monopoly over political power. Belgium faces the challenges of tension between French speaking people and Dutch speaking people. South Africa faces the challenge of racial discrimination. The talk between Liberation Tiger of Tamil Eelam (LTTE) and government of Srilanka hasn't come to an end for the solution of the ethnic problems of Tamils in Srilanka. Like other countries, the government of India faces many challenges. Some visible challenges that government of India faces are cited here. Indian society is composed of diversified groups of people belonging to different castes, classes, religions, races, languages, etc. Ensuring equitable participation of diversified groups of people in government affairs is a challenge for the government. Further, ensuring equitable participation of the social groups who are neglected historically (for example, dalits and women) is also a major challenge of the government. Naxalite activities, regionalism, communalism, terrorism, insurgency, etc. are some major threats to integration, internal security and peace of the country. Conflict and/or war with her neighboring countries like Pakistan, China etc. is a challenge for the Indian government. India, being a developing society, faces acute problems of illiteracy, ignorance, poverty, health hazards, etc. All these problems affect the quality of life of the people of the country. Further, being a developing society, India faces the infrastructure related problems like problems or road, aviation, power, oil, fuel, tele-communications, port, etc. The socio-personal issues relating to corruption, dowry, nepotism, casteism, ethnic violence, gender inequality, etc. are rampant in many parts of the country. All these socio-personal issues affect the public life to a great extent. Hence, government faces challenges to mitigate these socio-personal issues. In addition to these, many new challenges are faced by the government because of the changes in the society and the environment. Mitigating the issues of environmental degradation and adoption of new technologies, etc. are some of the recent challenges of Indian government.

12.8 TEACHING-LEARNING STRATEGY

For the learning of the content 'Challenges to Indian Government', constructivist approach is adopted here as a teaching learning strategy. Constructivist approach is a learner centric approach to teaching-learning. This approach acts as a contrary

approach to objectivist approach, and states that learning occurs in a social environment and a learner must be given maximum freedom to construct his/her own knowledge in his/her own manner in a guided environment. This approach intends to provide maximum scope and flexibility to the learner to develop his/her spontaneity, creativity and many other cognitive abilities including the motor skills. The details of the teaching-learning strategy are cited below under three heads i.e. learning objectives, teaching-learning activities and assessment questions.

12.8.1 Learning Objectives

Through this teaching-learning strategy, students would be able to:

*   identify different challenges to Indian government;

*   analyze the effect of such challenges on government and general public as a whole; and

*   define the role of government in mitigating such challenges.

12.8.2 Teaching-learning Activities

The details of the presentation of the content through the constructivist approach are given below.

*Getting entry into the learning task:*

Global Literacy Rates
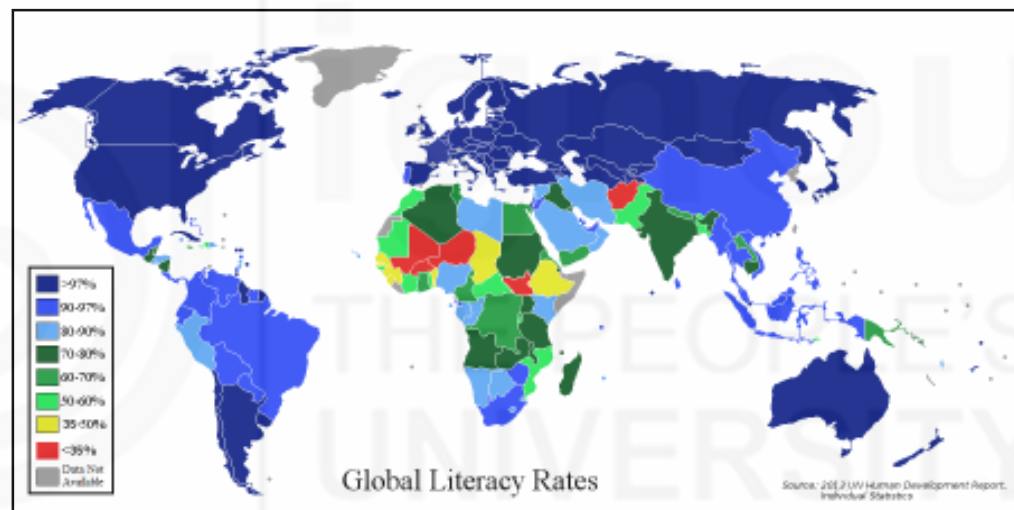
The above map would be shown to the students and in corroboration to the map discussion would be held about the literacy position of India in comparison to the other countries of the world. Discussion would also be held about different dimensions of literacy rate of India in comparison to the other countries of the world. From the discussion challenges to achieving cent percent literacy are inferred. Then the students would be told that Indian government faces many other similar challenges. Then the teacher and students would proceed for discussing other challenges to Indian government as given in the following sections.

Presentation of the Learning Task:

In order to construct learning on the topic 'Challenges to Indian Government', the following learning scenarios would be presented to the students and learning scenario based interactions would be held between the teacher and students.

Learning Scenario- 1
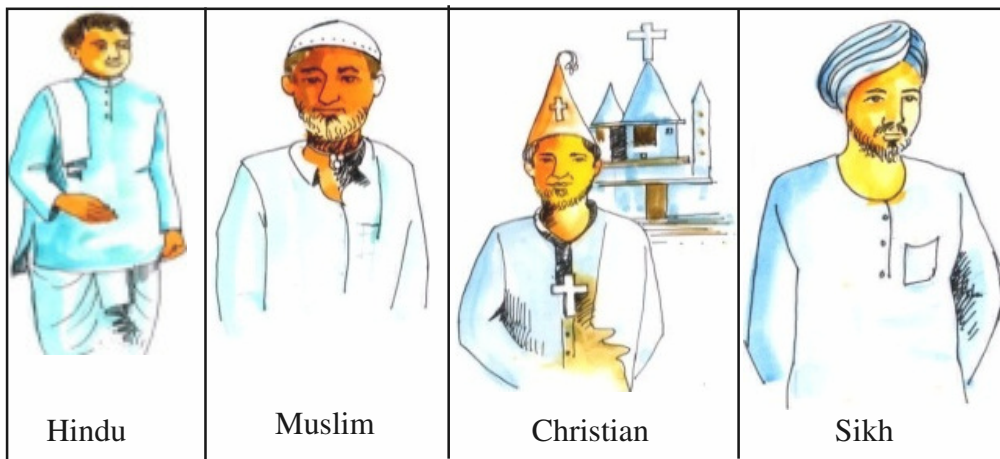
| Hindu | Muslim | Christian | Sikh |

Learning Scenario based Interaction

Teacher Activity *(Proposed Questions/Items)*	Student Activity *(Expected Answers)*
The above pictures depict the people from how many religions?	Four religions
Whether the people from all these religions live in India?	Yes
Besides these four religions, whether the people from other religions live in India?	Yes
If yes, what are other religions?	Students would say the name of other religions.
Whether the people from all the religions living in our country should participate in our government affairs?	Yes
Isn't the challenge of our government to achieve equitable participation from different religious people in affairs of the government?	Yes

Learning Scenario- 2

| Girls can become nurse or doctor | Girls have rights for voting | Girls can become better teachers or learners |

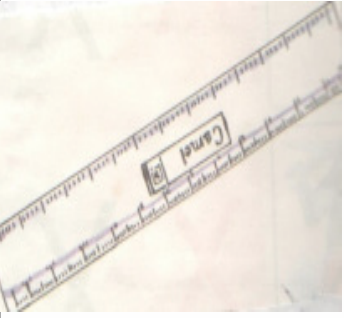|		
Girls can play with boys without hesitation	No discrimination should be maintained among the boys and girls	Girls can choose singing as profession

Learning Scenario based Interaction

Teacher Activity (Proposed questions/items)	Student Activity (Expected answers)
Whether women (or girls) are equally treated in our society or have equal status in society?	Not always
Is it good to neglect girls' education in our society?	No
See the above pictures and say whether girls have ability to participate equally like boys in different activities of the society.	Yes
Isn't it a challenge of our government to secure equitable participation of girls in different activities of the society?	Yes

Learning Scenario- 3

Pen and ink pot	Pencil	Midday meal for motivating children to go to school

School bag	Books	School uniform dress
Scale	Chair	Table

Learning Scenario based Interaction

Teacher Activity *(Proposed Questions/Items)*	Student Activity *(Expected Answers)*
'The success of our government depends a lot upon the literacy and education of our people'- Do you agree?	Yes
Whether we have achieved Universalization of Elementary Education(UEE) till today?	No
Do you know that UEE is a constitutional right in our country?	Some may tell Yes
Look at the above pictures and tell whether the material shown on the pictures should be provided to each child for achieving universal literacy and UEE.	Yes
Isn't the challenge for the government to provide all sorts of facilities for achieving cent percent literacy and UEE?	Yes

Construction and Validation of Learning

Based on learning scenarios, some interactions have already been made among the teacher and the students. In corroboration to the learning scenarios, some more interactions would be made among the teacher and students for construction and validation of learning. The interactions which are projected are given below:

Teacher Activity *(Proposed Questions/Items)*	Student Activity *(Expected Answers)*
What are the diverse socio-cultural groups living in India and how the government of India would ensure equity in participation among them?	Students would say groups belonging to different castes, classes, religions, races, languages etc. live in India. Students would suggest multiple methods through which equitable participation among them can be ensured.
What type of challenges is the government of India facing in relation to internal and external security?	Students will tell about the challenges relating to regionalism, language issues, religious conflict, external attack, etc.
Tell some other challenges that Indian government is facing.	Students would add the challenges like poverty, poor infrastructure, environmental degradation, etc.
If government wouldn't face these challenges, then what would happen?	Students may tell that public life would be affected, sovereignty of the country would be threatened, corruptions would be rampant etc.
Can you define the role of government in mitigating such challenges?	The students may suggest the different roles that are to be performed by government like promoting reservation policy for the weaker section of society, enforcing law and order in the country, making the defence of the country very strong, adopting appropriate human development policy, etc.

Look at the Pictures and Just Comment: Is it not a challenge of our government to provide health care facility to the old age poor people?

Is it not a challenge of our government to promote afforestation to protect our environment?

12.8.2 Assessment Questions

The students would complete the following tasks relating to evaluation:

1) Match the items in Column- A with items in Column- B through arrow mark ().

Column- A	Column- B
Communist Monopoly	Belgium
Tension between French speaking and Dutch speaking people	China
LTTE	Srilanka

2) Prepare a project on this theme:

   'Meet some political leaders (MLAs/MPs) belonging to your state. Obtain data from them regarding the challenges that your state government is facing. Suggest some techniques for meeting such challenges'.

3) 'Bringing women to mainstream society is a major challenge of Indian government' - Justify it. Suggest modalities for bringing them to the mainstream society.

Check Your Progress

Notes: a) Write your answers in the space given below.

   b) Compare your answers with those given at the end of this unit.

13) What are the chief executive units of the Central Government?

   ....

   ....

   ....

   ....

   ....

14) Why is a strong opposition party needed?

   ....

   ....

   ....

   ....

15) In a democratic government, the ultimate power is enjoyed by whom and why?

   ....

   ....

   ....

   ....

> 16) Fill in the blanks given below by taking appropriate answer from the brackets.
>
>   a) India is a ....state. (federal/ unitary/quasi-federal)
>
>   b) Issues relating to 'police' are dealt with .... (Central Government/State Government/Local Government)
>
>   c) 'Education' is kept under the .... list of Constitution. (Union list, State list, Concurrent list)

12.9   LET US SUMP UP

In this unit, we discussed three important aspects of state and government i.e. forms of government, organs of government and working of government. Under forms of government, we explained the nature of two major forms of government i.e. democratic government and non-democratic government, and the difference found between such forms of government. Under organs of government, we described three organs of government i.e. legislature, executive and judiciary. The different functions of each organ of government were elaborated. Under working of government, we explained the structural organs of government at different levels of government i.e. central government, state government and local government; functions of government at central level, state level and local level; power sharing of government; and challenges to government. We presented teaching learning strategies for the learning of three content areas i.e. 'democratic and non-democratic forms of government', 'judiciary system' and 'challenges to Indian government'. We presented learning objectives, teaching learning activities and assessment questions under each teaching learning strategy for the meaningful learning of the above content areas. These teaching learning strategies would help or guide you to design many other teaching learning strategies for learning of the other content areas relating to state and government.

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12.11 ANSWER TO CHECK YOUR PROGRESS

1) In direct democracy, people participate directly in decision making process of the government, which suits to states with small population. Direct democracy is based on three political processes like Initiative, Referendum and Recall. Direct democracy was in practice in ancient Greek city state of Athens and ancient Rome. In modern times, Switzerland is the example of a direct democracy. In representative democracy, the people exercise their power in decision making process of the government through elected representatives. Indian democracy is an example of representative democracy.

2) Aristocracy is the rule by a small group of people or elites who are called aristocrats. Aristocrats are the dominant group of people in the society and they are characterized by their wealth, education etc.

3) Autocracy

4) i) People have participation in forming the government in democratic government whereas people have no participation in forming the government in non-democratic government

   ii) Right to equality is highly respected in democratic government whereas right to equality gets the back seat in non-democratic government.

5) Legislature is that organ of government which is primarily concerned with making laws.

6) i) the executive is constituted from the members of the legislature,

   ii) executive is responsible to the legislatures, and .

   iii) executive can be voted out of the office by legislature before the completion of its tenure.

7) Judiciary is important because it adjudicates the laws

8) a) bicameral

    b) implementing the law

    c) Presidential

9) The President, Prime Minister, Council of Ministers and officials of many offices of central government like Union Public Service Commission (under Article 315), Comptroller and Auditor General (under Article 148) Finance Commission of India (under Article 280), union civil service etc. are the chief executive unit of central government.

10) A strong opposition party is needed to counter the ill practices of the ruling party.

11) In democratic government, ultimate power is enjoyed by general public. The ultimate power is enjoyed by general public because they are the creators as well as breakers of the government. Government is accountable to them.

12) a) quasi-federal

    b) State Government

    c) Concurrent list