Challenges to Indian Democracy

Dr. Bibi Fatima

Assistant Professor, Department of Political Science, GFGW College, Haveri, Karnataka, India

ABSTRACT

India is the largest democracy in the world. these challenges and hence restoring the true democracy in India. India is the largest democracy in the world. In the last 7 decades it has worked successfully well to some extent. These people do not feel themselves participative in the democratic process. You may ask why it is so. You have already read in earlier unit that democracy means 'government of the people, for the people, and by the people'. It means democracy is not limited to just a process of election, but also fulfilling social and economic aspirations of the people. In India we keep on debating these various aspects of democracy and its achievements and challenges. For a better understanding of the same, we discuss this in this lesson.

1. INTRODUCTION

We are proud to be the largest democracy in the world. For more than sixtyfive years we have witnessed the conduct of successful elections, peaceful changes of government at the Centre and in the States, people exercising freedom of expression, movement and religion. India has also been developing and transforming economically and socially. At the same time we, quite often, listen complains about prevalent inequalities, injustice or non-fulfillment of expectations of certain sections of the society.

2. Meaning:

India is called the largest democracy in the world. It is democratic because elections take place at regular intervals at different levels. It is almost over six decades that elected governments of people's representatives have strengthened our democracy at the centre, state and local levels. "Democracy is a government of the people, by the people, for the people." A form of government which is run by elected representatives. Democracy is not merely a form of government but has a comprehensive form. Therefore, democracy means, a form of government, a type of state, a pattern of social system, a design of economic order.

3. OBJECTIVES :

After studying this lesson, you will be able to:
1. l understand the meaning of democracy in its different aspects;
2. l appreciate the introduction and development of democracy in India;
3. l identify major problems and challenges being faced by Indian democracy;
4. l recognize the corrective measures for improving the Indian democratic system; and
5. l explain the roles of citizens in making an efficient and successful democracy.

4. Essential Conditions for Democracy A Democracy becomes genuine and comprehensive only when it fulfils certain conditions :

I. Political conditions:
A. Supreme power in the hands of people
B. Provision of Fundamental Rights
C. Provision of Universal Adult Franchise
D. Free Press and Media
E. Active political participation.

II. Social and Economic conditions:
A. Equality before the law
B. Equality of opportunities
C. Social security

D. Provision of educaiton for all.

5. Challenges:

Some of the challenges before the democracy in India are illiteracy, poverty, gender discriminaiton, casteism and communalism, regionalism, corruption, criminalisation of politics and violence.

A. **Illiteracy**: Literacy is very important for the success of democracy but in India it is still a challenge to remove illeteracy.

B. **Poverty:** The growing population and unemployment is the root cause of poverty which leads to o inequality and deprivation of opportunities.

C. **Gender:** Discrimination: In India discriminaiton against women and girls is seen in every walk of life which is against the principle of democracy. Due to discriminaiton sex ratio has become a cause of concern.

D. **Casteism and Communalism:** Indian Democracy is still facing the problems created by casteism and communalism. Politician use the both as an instrument to get votes. Both of these are threat to the unity and peace.

E. **Regionalism:** Imbalance in development and feeling of neglect by the citizens of a particular region leads to regionalism which again is a threat to unity and peace.

F. **Corruption**: Dishonesty, bribery, use of casteism and communalism for political gains is corruption. Not only the politicians but the officials of the government are not sincere to the interests of the Nation.

6. Role of Citizen in a Democracy

Democracy can be successful and vibrant only when citizens imbibe and reflect the basic values like equality, freedom, secularism, social justice, accountability and respect for all. In a Democracy, every citizen is responsible for how do the governments function at different levels. Hence, every citizen has a critical role to play. Major opportunities available are as follows:

➢ Participation in public life, mainly through exercising the right to vote during elections.

➢ It is the citizen who can make the democratic system responsive, responsible and accountable. The Right to Information Act, 2005, has empowered the citizens to become informed about public issues and express their own opinions and interests.

➢ Every citizen has certain rights to do certain things. Every citizen has the responsibility to

ensure that his/her actions do not infringe upon the rights of others. Role of Citizen to Actualise

7. Corrective Measures :

A. Universal Literacry (Education for All) z
B. Poverty Alleviation z Elimination of Gender Discrimination z
C. Removal of Regional Imbalance z
D. Administrative and Judicial Reforms z
E. Sustainable Development (Economic, Social and Environmental)

8. Role of Citizen to Actualise Corrective Measures :

It is possible through a Proactive Role by the citizen who z must respect law and reject violence,

A. must respect the rights of others,
B. must respect the dignity of human beings,
C. must not denounce the opponents,
D. may question the decisions of the government but not reject the government's authority,
E. must respect the cultural diversity.

9. Conclusion:

India is considered as the largest democracy of the world. The elections are conducted in a free and fair manner. There is no manipulation of votes. The three branches of government, all of which are independent maintains a check on each othern doing so, Indians produced an 'Indian way' of making democracy. Constitution makers determined that India should be a democracy based on universal adult

10. References:

[1] Karareba et al., Primary School Leadership in Post-Conflict Rwanda, DOI 10.1007/978-3-319-60264-6215© The Author(s) 2018

[2] Acedo, C. (2011). Education and conflict: From emergency response to reconstruction and peacebuilding. Prospects, 41, 181–183.

[3] African Union. (2006). Policy on post-conflict reconstruction and development. Addis Ababa: African Union.

[4] Ahonen, S. (2014). Education in post-conflict societies. Historical Encounters: A Journal of Historical Consciousness, Historical Cultures, and History Education, 1(1), 75–87.

[5] Akresh, R., & De Walque, D. (2008). Armed conflict and schooling: Evidence from the 1994 Rwandan genocide. Policy Research Working Paper No. 4606. The World Bank. http://ssrn.com/abstract=1149109

[6] Aldrich, R. (1996). Education for the nation. London: Cassel.

[7] Al-Hinai, A. M. (2007). The interplay between culture, teacher professionalism and teachers' professional development at times of change. In T. Townsend &

[8] R. Bates (Eds.), Handbook of teacher education: Globalization, standards and professionalism in times of change (pp. 41–52). Dordrecht: Springer.

[9] Altbach, P. G. (1971). Education and neocolonialism: A note. Comparative Education Review, 15(2), 237–239.

[10] Altbach, P. G., & Kelly, G. P. (1978). Education and colonialism. New York: Longman.

[11] Amnesty International. (2010). Safer to stay silent: The chilling effect of Rwanda's laws on 'genocide ideology' and 'sectarianism'. London: Amnesty International.

[12] Anderson, M., Davis, M., Douglas, P., Lloyd, D., Niven, B., & Thiele, H. (2010). A collective act: Leading a small school. Camberwell, VIC: ACER Press.

[13] Arikewuyo, O. M. (2010). Professional training of secondary school principals in Nigeria. Florida Journal of Educational Administration and Policy, 2 (1), 73–84.