



## Teacher's Guide

### Outcomes of Democracy

#### Part 2

Based on the NCERT Curriculum for Standard X



JANAAGRAHA CENTRE FOR CITIZENSHIP & DEMOCRACY

Janaagraha's initiative to improve citizen engagement in India's democracy through their civic learning program

Developed in collaboration with Young Leaders for Active Citizenship (YLAC)

## Outcomes of Democracy | Teacher's Guide (2/4)

### Part 2

Class X

Board – CBSE

Subject – Social Science

Textbook –Democratic Politics-II for class X (NCERT)

Chapter 7 – Outcomes of Democracy

Number of parts – 04

Length – 60 minutes (estimated, for a class of 40-45 students)

*Note: Teachers may divide the lesson plan into as many periods as they see fit*

---

### **Section I – What are we going to learn and why is it important?**

#### **Learning objectives**

Students will:

- Understand in detail the concept of income inequality and economic growth.
- Understand how a democracy is not able to address the problem of inequality.

#### **Learning outcomes**

Students will be able to

- Appreciate that democracies have their limitations too.

#### **Key Terms**

Economic Development	Income Inequality
----------------------	-------------------

#### **Materials needed**

Print outs of worksheets

## Section II – How are we going to learn?

### 1. Opening story: The effect of income inequality

Time: 15-20 minutes

Materials needed: One print out per student of the worksheet. (Printable versions of the worksheet in the appendix)



Source: [Twitter](#)

#### Facilitation Notes:

- I was coming to school today and on the traffic signal, I saw a young girl who was selling pens. She was about 8 years old. Her clothes were in tatters and she did not wear any slippers. Her face looked tired and hungry.
- Looking at her, I felt extremely sad. How many of us have seen such young children selling things on roads or working in homes, shops or tea stalls?

- Why do you think they are working and not going to school? It's fairly obvious. It's probably because their parents cannot afford to send these children to school and they are forced to work to support their families.
- The young girl got me thinking about her future.
- Let's do an activity and to understand how poverty impacts the life of a person.
- You will all be getting one worksheet.
- The worksheet has two pictures on them. One of a rich young girl and one of the poor girl- similar to the one that I saw on the road today.
- Below them, as you see is a timeline of their lives. I have marked the important ages that every child goes through in their lives. Using your own imagination, I want you to trace out their lives for me. Imagine what will happen to these two girls at these ages and how their lives will turn out. Try to be as realistic as possible.
- Teacher to distribute the sheets in the class (one sheet per student).
- The only thing you know about the lives of these two children is this.
  - The rich child: goes to a school and has parents working in good companies.
  - The poor child: parents are construction workers and does not go to school.
- Imagine the rest of the details and chart of their lives for me. Think in as much detail as possible. Think about the opportunities they will get, their friends, their families, their children and how will they raise their own children. You have 10 minutes to think this.
- After 10 minutes, get two different students to share their life stories of the two girls.
- (It is expected that students will fill out the details in such a way that the rich child will study, will get a good job, will marry a partner of a similar background, will have children and will be able to give them good education. The poor child will not go to school, will keep doing small time jobs, will marry someone from a similar background, have children and will not be able to send them to school. In this way, the rich will get richer while the poor stays poor)

### De-brief

- Let us understand these two cases.
- From your own stories, we can infer- the rich child will most likely go to a good school, then she will study in college, perhaps even abroad. She will most likely get married to someone from a similar background and both of them will probably earn money. If they have children, they can send them to good schools. All this while, they will keep earning money, they will go on vacations, and save up and get richer.
- The poor child will probably keep helping around. Her salary will help her poor parents run the house, she will not go to school or go to a school where she does not learn much. She will probably get married to a partner from a similar background. If she has children, they will also have a similar life.

- There are exceptions to these stories too, who we hear about often, but the reality is that they are far and few between. There are many studies which show that once can accurately predict a child’s life trajectory depending on the circumstances they are born in.
- And these two stories are assuming that the lives of these children take normal turns.
- This is the story of countless children in India. Imagine, they were born in the same country- a democracy- but their lives turn out so different.
- (write this on the board)
- ‘The rich become richer while the poor become poorer’
- This is because being rich or poor is affected by many factors apart from a desirable system of governance. The rich automatically start at a higher place on the economic ladder. They end up going to better schools, better colleges, have access to better jobs and more income generating avenues.
- The poor have it much harder. On one hand, their income is a major limitation. Additionally, they do not go to a good schools, are not able to educate themselves or acquire the skills that they need to be able to earn more and improve their family situations. On top of that, disease, famine, debt etc. hit them harder, making it tougher for them to rise financially.
- Therefore the gap between the poor and the rich keeps increasing or remains constant? Do you think a democratic form of government should be able to overcome this problem better than non-democracies?
- Let’s discuss this further.

## 2. Understanding economic development and income inequality

Time: 15-20 minutes

Materials needed: Print outs of the graphics on economic development and income inequality each. (printable versions in the appendix)

### Facilitation Notes:

- Carrying forward from the story of the two girls and how their lives would turn out, let’s understand two important concepts : economic development and income inequality.
- The task is fairly simple, everyone make this table in your notebooks:

Economic Development	Income Inequality
1. What does it mean to me?	1. What does it mean?
2. What are the indicators of it?	2. What are its indicators?

3. Will everyone in an economically developed country be rich?

3. Can income inequality exist in an economy which is developed?

- I will be distributing 6 print outs- 2 for economic development and 4 for income inequality. I want you to read these graphic cartoons/pictures and then pass them on to another student. Do not take too much time reading them as everyone in class has to read them.
- After reading them, fill in the table.
- Distribute the following graphics in class (printable versions in the appendix)

Income Inequality



Source: [dlf](#)



Source: [The contributor](#)

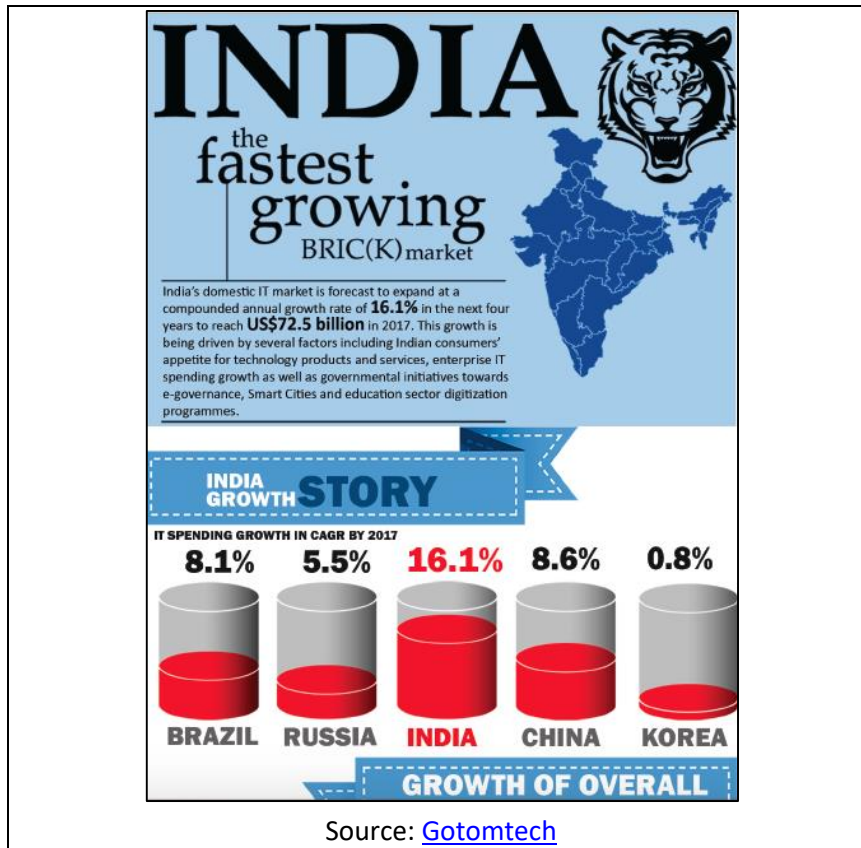


Source: [wsj](#)



Source: [Chinadaily](#)

Economic Development



- (after 10 minutes, take a few responses to the questions in the table)
- Potential answers:

Economic Development	Income Inequality
<p><b>1. What does it mean to me?</b> It means an improvement in the overall economy of the country.</p> <p><b>2. What are the indicators of it?</b></p>	<p><b>1. What does it mean?</b> It implies a situation where the differences in the incomes of various members of society is very large. A small minority of people are extremely rich and can afford all the luxuries of the world while others are extremely poor and often not able to meet their needs.</p>



It is characterized by an increase in the goods and services in a country, the technology, infrastructure, schools, hospitals and so on.

**3. Will everyone in an economically developed country be rich?**

It is not essential for everyone in a developed country to be rich.

**2. What are its indicators?**

It is indicated by a large difference in the income of rich and poor. Income inequality would also mean that a country has a large number of poor people and a small number of super rich people.

**3. Can income inequality exist in an economy which is developed?**

Yes. A developed country can have income inequality

**Debrief:**

- Economic development and income inequality are two different concepts.
- Economic development would mean that the country as a whole is developing and growing. This will be characterized by increased number of schools, hospitals, roads, access to the internet etc.
- In Income inequality, there is a huge gap between the living standards of different people.
- Economic development and incomes inequality can co-exist. This means that while a country is growing, the increased resources may not be equally available to everyone. There can be a huge gap between the rich and the poor even in prosperous countries.
- Tying this back to a democracy- a democracy is supposed to be a representation of all the people- for the people, by the people and of the people.
- So ideally, a democracy should ensure that inequalities between the rich and the poor are very less and everyone in the country is doing well.
- A democracy ensures political equality that means whether you are rich or poor, you have one vote. So ideally because poor people are more in number in the country, government should ensure their wellbeing as they account for more votes, subsequently leading to lesser income inequality.
- Is this the case in the Indian democracy?

**3. Democracy and the economy**

Time: 15 minutes

Facilitation Notes:

- When comparing different forms of government, a democracy does not seem to be doing very well on either of these aspects: economic growth or equal distribution of income.
- If you consider all democracies and all dictatorships for the fifty years between 1950 and 2000, dictatorships have slightly higher rate of economic growth. Though the difference is not significant, dictatorships are doing slightly better. (refer to your text book Pg 93,94 and 95)
- As also mentioned in the book, when measuring from the year 1950 to 2000, all democratic regimes in the world have shown an average economic growth of 3.95% and dictatorial regimes have shown 4.42%. That said, in under developed countries, this difference is even lesser, with dictatorships achieving 4.34% and democracies achieving 4.28%.
- On the second aspect of economic success, that is equality in income distribution, democracies have a huge variation. Some democracies like South Africa, Brazil and Russia have extremely high-income disparities while some like Hungary and Denmark have more fair distribution of income.
- This is probably because economic development depends on several factors: country's population size, global situation, cooperation from other countries, economic priorities adopted by the country, etc. and simply assuming that a democracy will entail higher economic growth because it is made of representatives chosen by the people is not correct.
- The slightly higher economic growth is probably attributable to faster decision making in non-democracies.
  
- While economic growth is one thing, economic equality is another. Perhaps more than development, it is reasonable to expect democracies to reduce economic disparities between the rich and the poor. Since democracies are chosen by the people, it is reasonable to expect that a democracy will automatically end up promoting the interests of all citizens.
- While a democracy makes every citizen politically equal, it does not create similar income equalities. A small number of ultra-rich enjoy a highly disproportionate share of wealth and incomes in most countries. Not only that, their share in the total income of the country has been increasing. Those at the bottom of the society have very little to depend upon. Their incomes have been declining. Sometimes they find it difficult to meet their basic needs of life, such as food, clothing, house, education and health.
- In actual life, democracies do not appear to be very successful in reducing economic inequalities. In Class IX Economics textbook, you have already studied about poverty in India. The poor constitute a large proportion of our voters and no party will like to lose their votes. Yet democratically elected governments do not appear to be as keen to address the question of poverty as you would expect them to.
- This is actually quite surprising. If a large number of people in a country are poor, then a democracy should automatically focus on improving the lives of these majorities. However, this does not really happen in practice.

#### **4. Closing discussion: what will the poor child choose?**

Time: 10 minutes

Facilitation notes:

- Let's go back to the example of the poor child on the street who does not get to go to school. Her prospects are not very bright and it is quite clear that living in India, the largest democracy in the world has not really benefitted her.
- Now here is a hypothetical question: if you were that child selling pens or flowers on the street, what would you choose?
- Will you choose to live in a country which has a democracy, a dictatorship or will it not matter to you?
- I want everyone one of you to write this in your notebook and then we will do a tally on the board.

<u>Democracy</u>	<u>Dictatorship</u>	<u>Does not matter</u>
<u>No of students:</u>	<u>No of students:</u>	<u>No of students:</u>

- In true democratic fashion, the votes are in! A few of you suggested democracy, a few said dictatorship and a few said it doesn't matter.
- Let's take a few responses on each.
- We need to understand that in either case, there is one fundamental difference between a democracy and a dictatorship. A democracy is based on keeping citizens happy while a dictatorship is based on force.
- In a democracy, there is scope to question the government and ask for your rights. In a dictatorship or any other form of government, there is no such option.
- Because people have the right to choose their government, in a democracy, the government still needs to take care of its people. If a majority of people are poor and unhappy, they will change their representatives. In a dictatorship, no such thing will happen. A dictator can go on living happily while the citizens of his country suffer.
- A democracy naturally creates pressure of its government do work for improving the lives of all its citizens. Look at schemes like National Rural Employment Guarantee Scheme (NREGA), right to education, food security etc. All these schemes are meant to benefit the poor in some way or the other. This is because if the resentment in the people continues, they will vote the politicians out.
- Even though, income inequality may not be addressed by a democracy, there is an incentive for politicians to continue to make life better for all people from what it was in the past.
- Is it then correct for me to say that it is better to be poor in a democracy than in a non-democracy? Why?

**Section III –Assessment**

Time: 10 minutes

Materials needed: Blackboard and chalk

Facilitation notes:

- Mark 'T' if the statement is True and 'F' if the statement is false
  - A democracy has higher rate of economic growth.
  - A democracy ensures that all its citizens at least have the basic standard of living.
- What is economic development? What is income inequality?
- Give arguments to support or oppose the following assertions:
  - Industrialized countries can afford democracy but the poor need dictatorship to become rich.
  - Democracy can't reduce inequality of incomes between different citizens.
  - In democracy all citizens have one vote, which means that there is absence of any domination and conflict.

Read the following cases and answer the question at the end in form of a short essay:

Let's take the example of country X. The country's economy is flourishing. The infrastructure of the country is great and health care, education, technology, transport systems all seem world class. This seemingly smooth economy is a dictatorship. There is a government controlled press and a government supervised internet. The press only shows instances of prosperity, however there are still many people who have not gotten basic facilities. These people are not allowed to question the government. If anyone retaliates, they are jailed and in extreme cases, executed.

And then there is country Y. The infrastructural set up is not very strong. Healthcare, roads, safety of women etc. are all matters than need to be fixed. The country, as you know is a democracy and people are always questioning the government. The government has many flaws but is always under pressure to perform. A number of acts and laws have been made for the benefit of the masses and things are slowly, but surely, improving.

Given these two countries, is higher economic growth worth the freedom of citizens? Write a 500 word essay on the same.

### Homework

Q. Find out the answers to following questions:

- 1) Which are top three most equal and unequal countries in the world, in terms of income?

- 2) Are they democracies or non-democracies?
- 3) Find out the different reasons for inequality in the most unequal countries.

#### **Section IV – Closure**

Time: 5 minutes

#### **Recap by a student**

Time: 2 minutes

#### **Recap by the teacher**

Time: 3 minutes

Please ensure that all the following points are covered in the recap by the teacher and student.

- A democracy does not fare better than non-democracies when it comes to economic development and income inequality
- Historically, non-democracies have had a slightly higher rate of growth than democracies on an average. However, the difference is almost negligible.
- A democracy ensures political equality for all its citizens, however, it is not able to ensure income equality. This is unexpected as poor people are more in number therefore the expectation is that the government should be incentivized to do more.
- However, in spite of efforts by governments, income inequality is a very tough problem to solve, as inequalities build on each other.
- Even though democracies are at par with non-democracies in terms of economic outcomes, there is reasonable guarantee that the government cannot completely overlook the concerns of the poorest citizens.

#### **Section V – Additional Resources**

##### **Resources for teachers**

1. How the rest of the world lives, organised by income  
In this powerful video, the speaker shows how income impacts the way people live across different cultures and countries.

Link: [Youtube](#)

2. Article: Political institutions, economic growth and democracy

This opinion article very insightfully details how the political institutions of a democracy impact the overall growth of a democracy and distribution of income.

Link: [Brookings](#)

3. Article: Democracy

The article details how overall countries are doing on different parameters under a democratic form of government

Link: [Our world in data](#)

### Resources for students

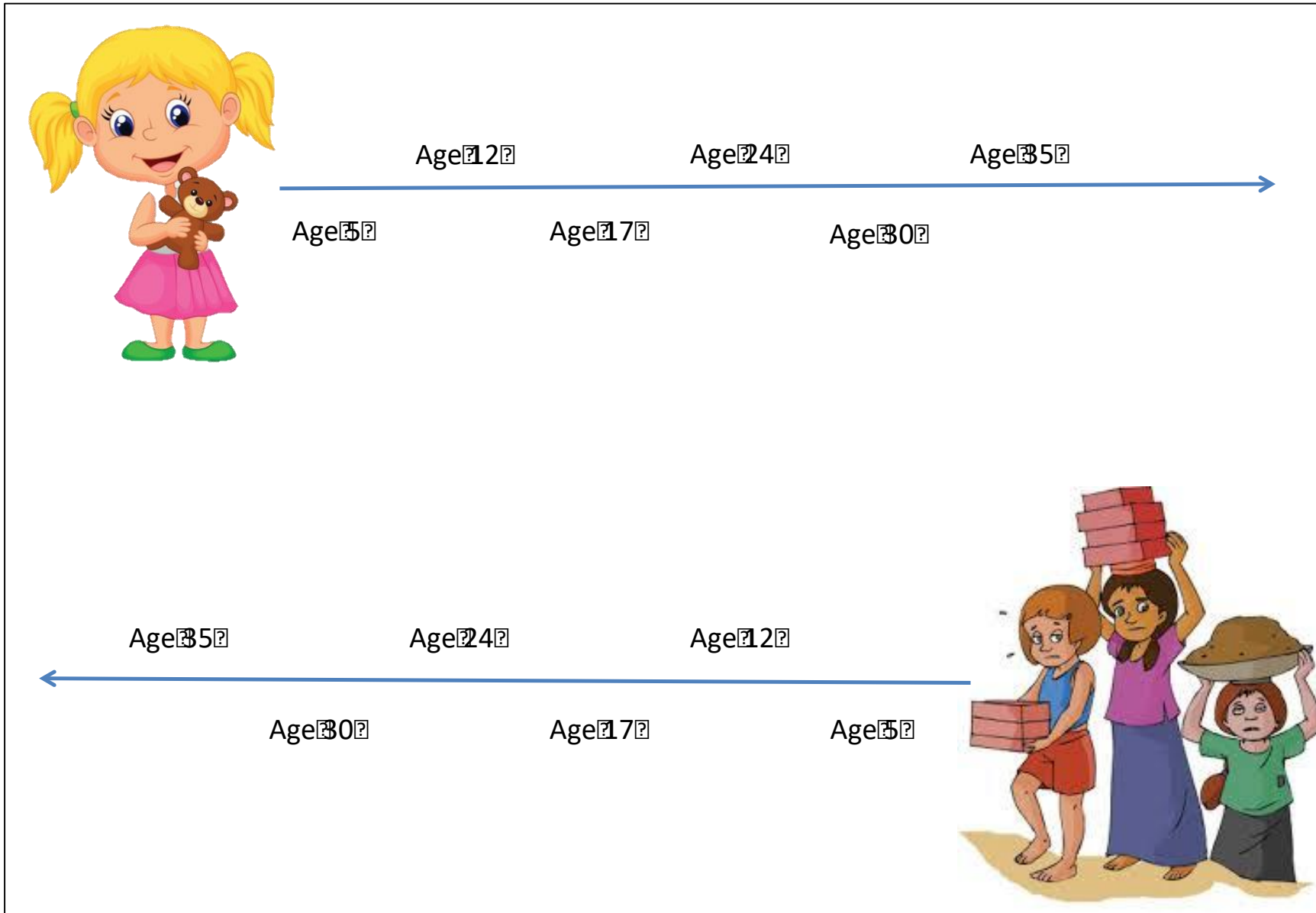
1. Video: How income inequality harms societies

The video explains how income inequality has an impact on the overall progress of societies and why even the rich need to fight it.

Link: [Ted.com](#)



**Appendix**  
**Printable activity sheet for the opening discussion**







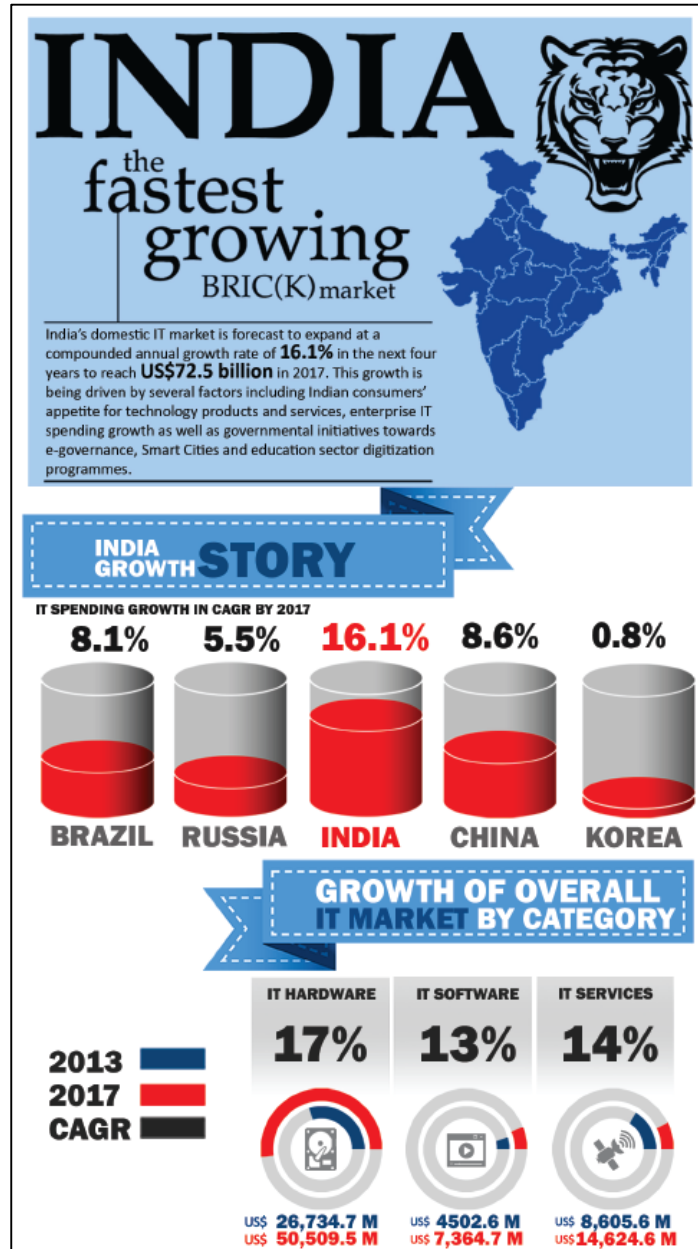
**Printable graphics for the activity economic development and incomic inequality**













Janaagraha's initiative to improve citizen engagement in India's democracy through their civic learning program  
Developed in collaboration with Young Leaders for Active Citizenship (YLAC)

ichangemycity



JANAAGRAHA CENTRE FOR CITIZENSHIP & DEMOCRACY

**Disclaimer:** This document contains pictures, icons, and content hyperlinks (“copyrighted material”) the use of which has not always been specifically authorized by the copyright owner (“third parties”). The copyright for such copyrighted material used in the document vests with/ are owned and operated by appropriate third parties, and are provided here for user information and convenience only. Janaagraha does not intend the usage of such copyrighted material for appropriation of intellectual property of third parties, and does not bear any responsibility for their accuracy or legality of content or their continued availability. All efforts have been taken by Janaagraha to ensure that all copyrighted material is accurately reproduced and prominently acknowledged to third parties, and not used in a derogatory manner or in a misleading context. If any content in this document violates rights of third parties or is in breach of copyright law, Janaagraha is willing to remove it immediately upon request. Contact information available at <http://www.janaagraha.org/>