NCERT Archive

SOLUTIONS BOOK

CLASS 9

Social Science · Understanding Society

CHAPTER 4

Governance and Public Policy

Complete Questions and Activities Solutions

In-text Questions

Questions and Activities

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Class 9 Social Science · Understanding Society: India and Beyond (Grade 9 Part 2) · Chapter 4 — Governance and Public Policy

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Every question is followed by its answer. Question numbers above are clickable and the PDF bookmarks panel lets you jump to any exercise set or question. Figures are reproduced from the NCERT textbook (© NCERT) for educational use.

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1.1

CLASS 9 SOCIAL SCIENCE · CHAPTER 4

In-text Questions

Solutions · 19 questions

Directions (Questions 1–19): These are the questions that appear inside the chapter (The Big Questions, Let's Explore, Think About It and Don't Miss Out), numbered in the order in which they appear. Many are open-ended; model answers based on the chapter are given, and you may add examples from your own surroundings.

QUESTION 1 *The Big Questions · p. 81*

What is governance, and how have its meaning and practice evolved over time?

ANSWER

Governance is the process by which decisions are made, implemented and monitored for the welfare of the people. Its meaning has widened from the duty of a ruler (Rājadharma) to a partnership between government and citizens in a constitutional democracy.

a Meaning of governance

Solving public problems needs much more than a government issuing orders. Different institutions and citizens must work together, make decisions, implement them effectively and remain accountable. This process is called governance. It refers to the way a country, state, city, village, school or organisation is managed. Government and governance are related but not the same:

Point	Government	Governance
What it is	The institutions that exercise political authority	The process of decision-making and implementation
Who is included	The Legislature, the Executive and the Judiciary	Government, citizens, media, civil society and private organisations
Focus	Who governs	How governing is carried out

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b How the meaning and practice evolved in India

- **Early traditions:** the Ṛigveda refers to the *Sabhā* and *Samiti* as institutions where governance and public welfare were discussed. Governance was seen as a sacred responsibility, not merely a means of exercising power.
- **Rājadharma:** the foremost duty of an ideal king was to protect the people by upholding *Dharma* and to promote the welfare of society. Good governance was measured by the peace, prosperity, justice and well-being of society. Kauṭilya's *Arthaśhāstra* links the happiness of the ruler to the happiness of the people.
- **Rām Rājya:** Mahatma Gandhi's ideal model of governance, rooted in probity, transparency, compassion, welfare and a people-centric orientation.
- **Colonial rule:** before colonial rulers forced their own models on colonised people, societies governed themselves through local and organic systems. Colonial institutions largely persisted even after most colonies became independent by the end of the 20th century.
- **After 1947:** all colonial institutions could not be replaced at once, so India's leaders framed the Constitution in the spirit of India's own values. Institutions adapted traditional ideas to a modern democracy, e.g. the national motto *Satyamev Jayate* (from the *Muṇḍaka Upaniṣhad*) and the Supreme Court's motto *Yato Dharmastato Jayaḥ* (from the *Mahābhārata*).

c Democratic governance today

Governance in a democratic system rests on transparency, accountability, participation and the rule of law, and places citizens at the centre of the political process. Fig. 4.3 shows the seven features of good governance.



Fig. 4.3. Features of good governance

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Therefore, governance is how decisions are made, implemented and monitored for people's welfare; from the Sabhā–Samiti and Rājadharma to the Constitution, it has become a shared responsibility of government and citizens.

QUESTION 2 *The Big Questions · p. 81*

What is public policy? How does it affect our day-to-day lives, and what makes it 'public'?

ANSWER

Public policy is a course of action adopted by the government to solve public problems, meet people's needs and promote the welfare of society. We experience it every day, often without noticing it.

a Meaning of public policy

Through this course of action, governments decide what should be done, why it should be done, who will do it, how it will be implemented and how its success will be measured. Public policy is then monitored and evaluated through a feedback loop, and necessary changes are made if required.

Illustration from the chapter: a school notices a lot of plastic waste, so the principal, teachers, students and parents together introduce a 'Plastic-Free Campus Policy' (reusable bottles, waste-segregation dustbins, monthly awareness programmes and teachers monitoring the campaign). A planned course of action to solve a problem is a policy; governments do the same for problems that affect society as a whole.

b How it affects our day-to-day lives

- The roads we travel on and the traffic signals that help us cross safely.
- Clean drinking water supplied to our homes and the electricity that lights our classrooms.
- Public parks where we play and the waste collected from our neighbourhood.
- These public services are made possible through public policies and make our lives safer, healthier and more convenient.

c What makes a policy 'public'

The word 'public' refers to all the people living in a society or community. A policy becomes a public policy when it is made for the public benefit, implemented by public institutions, and often financed with public money collected through taxes (Fig. 4.4).

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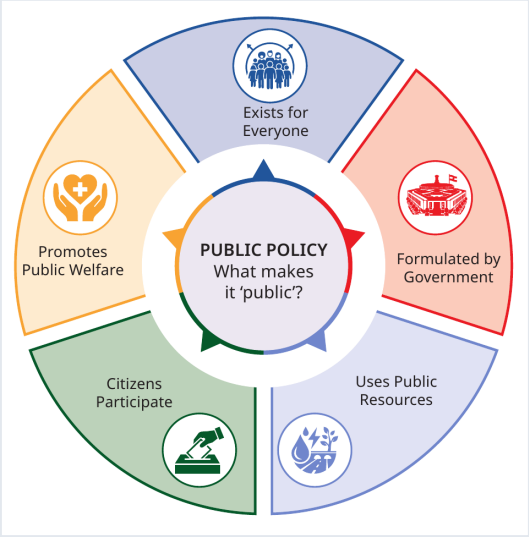


Fig. 4.4. Public policy: What makes it 'public'?

Feature	Meaning
Exists for everyone	It addresses issues that concern society as a whole, such as education, healthcare, transportation, sanitation, environmental protection and public safety
Formulated by government	It is made by governments, not by a single organisation
Uses public resources	It is implemented by public institutions and often financed through taxes
Citizens participate	People identify issues, take part in consultations, give suggestions and share feedback
Promotes public welfare	Its aim is the welfare of society

Not every policy is a public policy. A school's mobile-phone policy, a company's work-from-home policy or a housing society's parking rules apply only to a particular organisation or a limited group of people.

Therefore, public policy is a government's planned course of action for the public good; it is 'public' because it is made for everyone, by government, with public resources, with citizens' participation and for public welfare.

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QUESTION 3 *The Big Questions · p. 81*

What are the various stages of policy-making and policy implementation?

ANSWER

A public policy is developed through a systematic process rather than a single decision. It is a continuous cycle: problem identification, consultation, formulation, implementation, monitoring, evaluation and improvement.

a Key stages of the policy process (Fig. 4.5)



Fig. 4.5. Exemplar of a policy cycle

Stage	What happens
1. Policy desirability	Deciding what needs and problems are to be addressed
2. Prioritising policy	Deciding which issues need to be addressed on a priority basis
3. Policy formulation	Consultation with various stakeholders, drafting the policy and assessing financial feasibility
4. Policy adoption	Framing the legislation (laws governing the policy) and regulations (rules and guidelines)

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Stage	What happens
5. Policy implementation	Putting the policy into action through government officials, local bodies, civil society, private organisations and citizens
6. Policy monitoring	Measuring the policy's progress, ensuring accountability and identifying shortcomings
7. Policy evaluation	Assessing results and the impact of the policy and generating feedback

b From policy to programmes and schemes

For effective implementation, a policy is further organised into programmes and schemes. A policy is a broad goal or direction; a programme is the plan or approach for achieving that goal; a scheme is a specific action through which the programme reaches the people. Fig. 4.6 explains this with the National Health Policy 2017.



Fig. 4.6. Difference between a policy, programme, and scheme

Level	Role	Example (National Health Policy 2017)
Policy	Sets the direction and goal	Universal access to good quality healthcare; strengthening public healthcare systems; equity, affordability and accountability; preventive and promotive care

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Level	Role	Example (National Health Policy 2017)
Programme	Translates policy goals into strategies and action areas	Strengthening the healthcare system; universal access to comprehensive healthcare; preventive and promotive healthcare; digital healthcare and information system
Scheme	Provides concrete benefits and services to specific target groups and locations	Ayushman Bharat Pradhan Mantri Jan Arogya Yojana (AB-PMJAY), Health and wellness centres, Janani Suraksha Yojana, Mission Indradhanush

Therefore, a policy moves through desirability, prioritising, formulation, adoption, implementation, monitoring and evaluation, and feedback improves it over time.

QUESTION 4 *The Big Questions · p. 81*

Who are the major contributors to policy-making and implementation?

ANSWER

It is not only the government that makes and implements policy. It takes the combined efforts of many individuals, organisations, officials and even ordinary citizens in identifying issues, providing solutions and putting them into action.

a Key stakeholders (Table 4.1)

Contributors	What do they do?	Example
Citizens	Identify problems, vote, participate, give suggestions and provide feedback	Residents request a zebra crossing near a school
Elected representatives (MPs, MLAs and local representatives)	Represent people, raise public issues, participate in law-making and approve budgets	An MLA raises the issue of drinking water shortage in the Assembly
Government officials, departments and ministries (Central, State and Local Governments)	Prepare and implement policies and programmes, coordinate departments, deliver public services and monitor progress	A district collector coordinates the implementation of a government scheme in the district
Civil society organisations, NGOs, experts, researchers and the media	Study problems, suggest solutions, create awareness, monitor programmes and provide feedback	An NGO conducts a water-conservation campaign, and the media highlights pollution concerns
Private sector	Facilitates technical know-how, innovation, resources and expertise, often working with the government	A company installs solar panels in government schools through a public-private partnership

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Contributors	What do they do?	Example
International organisations	Bring in international experience, technical know-how and financial support	The World Health Organization (WHO) assists countries in controlling infectious diseases

b Why coordination among them matters

In the Khelo Bharat Niti 2025 example, the Central Government gives the policy framework and funding, state governments host games and build infrastructure, blocks organise events, sports institutions train athletes, private organisations provide sponsorship and citizens encourage children. The success of the policy depends on the coordination between all these stakeholders.

Therefore, citizens, elected representatives, officials, civil society and media, the private sector and international organisations each play different but complementary roles.

QUESTION 5 *The Big Questions · p. 81*

What role do citizens play in shaping public policy and strengthening good governance?

ANSWER

Citizens are not only receivers of services. Public policy responds to their needs and aspirations, so they have an important contribution to make at every stage of governance.

a In shaping public policy

- **Identify issues** and express their concerns.
- **Participate in consultations** and provide suggestions. For NEP 2020, 2.5 lakh Gram Panchayats, 6600 blocks, 6000 Urban Local Bodies and 676 districts were consulted and about 2 lakh suggestions were received.
- **Share feedback** after a policy is implemented, which governments use to improve policies over time.

b In strengthening good governance

- By voting and following laws.
- By raising concerns, participating in public affairs and giving feedback on government services.

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- By taking part in community life and holding public authorities accountable.
- By using e-governance services and helping others to do so, since digital services work only when people have devices, internet access and skills.
- By checking facts before sharing information, because misinformation and fake news are a serious challenge to good governance.

c A simple example

Residents who request a zebra crossing near a school (Table 4.1) identify a problem, approach the authorities and later give feedback on whether the crossing works. This is citizen participation in the policy cycle.

Therefore, by voting, obeying laws, raising concerns, participating and giving feedback, citizens shape public policy and strengthen democracy and good governance.

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QUESTION 6 *Let's Explore · pp. 81–82*

Your town experiences several days of unusually heavy rainfall: roads are flooded, schools are closed, electricity is disrupted and public health concerns rise. Form groups and discuss the following.

- → Who are the different people and organisations involved in dealing with this situation?
- → Why cannot a single department solve the problem on its own?
- → What would happen if these departments did not communicate or coordinate with one another?
- → What role can citizens play before, during, and after the heavy rainfall?
- → What makes the collective response effective?
- → Share your ideas with the class. Make a list of the qualities that help the town respond effectively.



Fig. 4.1. Collective response to resolve the crisis

ANSWER

A flood-like situation affects roads, drains, health, schooling and electricity at the same time. It can be handled only when government departments, local representatives and citizens work together.

a Who is involved

People / organisation	What they do
Municipal corporation	Clears drains and removes garbage
Public Works Department	Repairs damaged roads
Police	Manage traffic
School authorities	Inform parents that schools will remain closed
Health workers	Prevent the spread of diseases
Local representatives	Raise people's concerns
Residents / volunteers	Help vulnerable neighbours and report on flooded areas

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b Why one department cannot solve it alone

The problem has many parts (drains, roads, traffic, health, schooling, electricity) and each department has its own expertise, staff, equipment and area of responsibility. Only collective effort, as shown in Fig. 4.1, improves the situation.

c If departments did not coordinate

- Work would be duplicated in some places and missed in others.
- Roads might be repaired before the drains are cleared, so the repair would be wasted.
- Police, schools and health workers would not know what the others were doing, so people would get conflicting or late information and the vulnerable might be left without help.

d Role of citizens

When	What citizens can do
Before	Do not dump garbage in drains; follow weather warnings; keep emergency essentials ready
During	Avoid flooded roads; report flooded areas; help vulnerable neighbours; volunteer; share only verified information
After	Clean surroundings and avoid stagnant water; cooperate with health workers; give feedback to the authorities

e What makes the collective response effective, and qualities needed

- Clear roles and **coordination** between departments, with regular **communication**.
- **Responsiveness** and speed in helping people; **accountability** for the work assigned.
- **Transparency** in sharing information, **participation** of citizens, and **inclusiveness**, i.e. care for the vulnerable.
- **Cooperation** and empathy among all.

Therefore, the collective response is effective when departments and citizens coordinate, communicate and act responsibly; the same qualities are essential whenever governments and society solve public problems.

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QUESTION 7 *Let's Explore · p. 84*

Can you identify more such examples from your day-to-day life to understand the difference between government and governance?

ANSWER

The chapter's example is street lighting: the municipal corporation or panchayat (government) is responsible for installing street lights, while governance is the process of planning, implementing and maintaining them with the people's involvement.

a More examples

Example	Government (institution with authority)	Governance (the process)
Street lighting (chapter example)	Municipal corporation or panchayat	Planning, installing and maintaining lights; people identify dark spots, report non-functional lights and give feedback
Garbage collection	Municipal corporation	Deciding routes and timings, rules for segregating waste, citizens' complaints and checks to see that collection is regular
Drinking water supply	Local body / water authority	Planning supply, monitoring quality, fixing leaks and responding to complaints
School meals (PM POSHAN)	Education departments and schools	Deciding menus and funds, delivery through schools, monitoring quality, parents' feedback
Public buses	State or city transport department	Planning routes and timings, maintaining buses and listening to passengers' feedback

Therefore, government is the institution that has authority to provide a service, while governance is the process by which that service is planned, delivered and improved with people's involvement.

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QUESTION 8 *Let's Explore · p. 85*

The Sengol—a cultural marker of rulership and good governance—was placed in India's newly inaugurated Parliament building in 2023. Try to find out more about the journey of the Sengol through its historic pictures.



Fig. 4.2. Sengol

ANSWER

The Sengol is a symbol of righteous governance. The chapter gives the main points of its journey; the activity asks you to find historic pictures and build a picture timeline.

a Journey of the Sengol (from the chapter)

When	What happened
More than a thousand years ago	The tradition of using the Sengol as a mark of righteous governance began during the reign of the Chola dynasty
Midnight, 15 August 1947	To mark India's Independence, the first Prime Minister, Jawaharlal Nehru, received the Sengol from the Adheenam Saints (an old Shaivite tradition) of Tamil Nadu
2023	Prime Minister Narendra Modi placed the Sengol in India's newly inaugurated Parliament building

b What it stands for

It is a cultural marker of rulership and good governance, which connects to the Indian idea of Rājadharma: a ruler's authority is meant to serve Dharma (righteous duty) and the welfare of the people.

c How to carry out the activity

- Search official sources such as government publications, the Parliament and Ministry of Culture websites and reliable newspaper archives for photographs of the Sengol.

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- Arrange the pictures in time order on a chart (Chola period, 1947, 2023) and write a one-line caption for each.
- Present it to the class and explain what the Sengol tells us about governance.

Therefore, the Sengol links an ancient Chola tradition, the transfer of power in 1947 and today's Parliament as a symbol of righteous governance.

QUESTION 9 *Let's Explore · p. 87*

Select two cities (one should be from a region other than yours) in India that have received awards for being the cleanest city. Make a visual presentation (chart paper or slideshow) to explain the 'good governance model' used in those cities by looking into the role played by government agencies (local, state and national), residents, market associations, civil society organisations, etc. Also look into the steps they are taking to continue being clean cities.

ANSWER

This is a project. A model chart is given using Indore and Surat, two cities that have been ranked among the cleanest in the annual Swachh Survekshan; replace or add details from your own research.

a Model chart: good governance model of a clean city

Who	Role in keeping the city clean (model points)
Local government (municipal corporation)	Plans and runs daily sweeping, door-to-door collection of segregated waste, transport, processing and disposal, and monitors the work
State government	Supports urban local bodies with policy, funds and guidelines
National government	Runs the Swachh Bharat Mission (Urban) and the annual Swachh Survekshan rankings that motivate cities
Residents	Separate wet and dry waste at home, avoid littering, give feedback and report problems
Market associations	Keep markets clean, follow collection timings and avoid dumping on roads
Civil society (NGOs, schools, residents' groups)	Run awareness campaigns and cleanliness drives and encourage habits like segregation

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b Steps to continue being clean

- Regular monitoring and feedback from citizens; quick action on complaints.
- Continuous awareness drives in schools, markets and neighbourhoods.
- Processing waste (for example composting) rather than only dumping it, and recognising good performers.

c Good-governance link

Show on your chart how the model reflects participation, transparency, accountability, responsiveness and effectiveness. Verify the latest rankings and facts from official sources such as the municipal corporation or the Ministry of Housing and Urban Affairs before presenting.

Therefore, a clean city is the result of governance in which local, state and national agencies and residents, market associations and civil society all do their part.

QUESTION 10 *Let's Explore · p. 88*

Form pairs or groups and assign one State or Union Territory to each group. Prepare a short classroom discussion paper on: 1. Good governance initiatives being implemented. 2. Suggestions for further improving governance.

ANSWER

This is a group activity. Choose your State or Union Territory, collect facts from its official website and news reports, and organise them as below.

a Format of the discussion paper

Part	What to write
Introduction	Name of the State / Union Territory and why governance matters there
1. Good governance initiatives	Initiatives under each feature (participation, transparency, accountability, responsiveness, inclusiveness, effectiveness, rule of law); who runs each and what it has achieved
2. Suggestions	Practical ideas to improve governance, linked to the challenges the chapter lists
Conclusion	One or two lines on the most important suggestion

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b Model suggestions linked to challenges in the chapter

Challenge	Possible suggestion
Weak coordination between departments	Joint planning meetings and shared online systems for departments
Unequal access to public services	Service centres in remote areas, digital literacy training, help for those facing social, economic or geographical barriers
Malpractices and misuse of public offices	Public display of information, online tracking of applications and strict action on complaints
Misinformation and fake news	Official fact-check channels and media literacy in schools

Therefore, a good discussion paper lists real initiatives of the State or Union Territory and gives realistic suggestions to meet the challenges of good governance.

QUESTION 11 *Let's Explore · p. 88*

Did you know that 25th December is celebrated as National Good Governance Day? Can you find out why this date was chosen? How is National Good Governance Day celebrated in your district? Discuss in your class.

ANSWER

25 December is the birth anniversary of former Prime Minister Atal Bihari Vajpayee (born 25 December 1924). The Government of India decided in 2014 to observe it as Good Governance Day to promote awareness of accountability in government.

a Why this date

- The date honours Atal Bihari Vajpayee's birth anniversary and his contribution to public life.
- The day reminds everyone that governance should be transparent, accountable and people-centric.

b How it is celebrated in your district (activity)

- Ask your teacher, the district administration's website or local newspapers how the day was observed.
- Typical activities include seminars, public service and grievance-redress camps, school competitions, debates and awareness programmes; note down what happened in your district.

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- Discuss in class what each activity does to improve governance.

Therefore, Good Governance Day on 25 December reminds us that good governance means accountable and citizen-focused administration.

QUESTION 12 *Let's Explore · p. 89*

Below is a chart of a few e-governance initiatives (UMANG, Aadhaar, GeM, DigiLocker, CPGRAMS, APAAR). Complete the chart and also add two such initiatives undertaken by your state government.

ANSWER

E-governance means the use of information and communication technology by governments to provide public services, share information, communicate with citizens, receive feedback and improve administrative processes.

a Completed chart

Initiative	Objective
UMANG (Unified Mobile Application for New-age Governance)	To give citizens one mobile platform to access many central and state government services
Aadhaar	To give every resident a unique 12-digit identity number, issued by UIDAI, that can be verified online, so that services and benefits reach the right person
GeM (Government e-Marketplace)	To let government departments buy goods and services through an online marketplace in a transparent, quick and efficient way
DigiLocker	To let people store and share authentic digital copies of documents such as marksheets and certificates, reducing paperwork
CPGRAMS (Centralised Public Grievance Redress and Monitoring System)	To let citizens lodge and track complaints about government services online (run by the Department of Administrative Reforms and Public Grievances)
APAAR (One Nation, One Student ID)	To give each student a permanent academic ID so that academic records are kept digitally in one place
State example 1: Bhoomi (Karnataka)	To provide land records in computerised form so that farmers can obtain them without visiting several offices
State example 2: Akshaya (Kerala)	To provide e-literacy and citizen-service centres that help people access services

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b Why e-governance matters, and its limits

- It makes governance more transparent, accessible, convenient and quick, reduces paperwork and lets people use services without visiting government offices; it is especially valuable in a large country like India.
- It is effective only when people have digital devices, reliable internet and the skills to use them, so the government must keep digital services inclusive and accessible to everyone.
- Replace the two state examples with initiatives of your own state if you wish.

Therefore, e-governance delivers public services faster and more transparently, provided access and digital skills reach everyone.

QUESTION 13 *Let's Explore · p. 90*

Let us try to understand the quality of life of citizens before and after e-governance. Form five groups and interview your seniors, teachers, security guards, administrative staff and parents regarding the issues listed below. Did they have access to the internet and a smartphone or computer to make use of these e-governance facilities? Find out what problems they had faced before e-governance and whether they felt the same issues were easily handled after e-governance.

1. Obtaining a birth certificate
2. Obtaining a admit card
3. Collecting and storing marksheets
4. Receiving salary
5. Booking rail/flight tickets
6. Registering a vehicle

ANSWER

This is an interview activity, so the answers come from the people you interview. A model summary of what such interviews commonly show is given below; replace it with your own findings.

a Model findings

Issue	Before e-governance (usual problems)	After e-governance
Birth certificate	Visits to the office, paper forms, queues and delays	Online application and tracking; less travel
Admit card	Collected from the school or office; risk of delay or loss	Downloaded online

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Issue	Before e-governance (usual problems)	After e-governance
Marksheets	Paper copies had to be collected and stored safely; lost copies were hard to replace	Digital copies can be stored and shared, e.g. through DigiLocker
Salary	Cash or cheque, with delay and the need to visit a bank	Direct transfer to the bank account
Rail/flight tickets	Long queues at counters or dependence on agents	Online booking from home
Registering a vehicle	Many visits to the transport office and agents	Many steps can be done online, though some may still need a visit

b Points to record in each group

- Whether the person had internet access and a smartphone or computer, and whether they knew how to use them.
- Problems faced earlier and whether the same problem is now easier to handle.
- Conclusion: e-governance saves time and paperwork, but people without devices, internet or skills can be left behind.

Therefore, e-governance makes many services quicker and easier, but it works fully only when everyone can access and use it.

QUESTION 14 *Let's Explore · pp. 92–93*

Read each of the following examples carefully. Identify whether they are a policy or a public policy. Give a reason for your answer.

1. The government introduces a sports policy.
2. The government launches a campaign to provide safe drinking water to every household.
3. A company allows employees to work from home twice a week.
4. A municipality introduces waste segregation in the city.
5. A housing society fixes visiting hours for guests.
6. The government introduces free vaccination for children.

ANSWER

A policy becomes a public policy when it is made by government for the public benefit, applies to society at large, and uses public institutions and public money. Policies of a company, school or housing society apply only to a limited group.

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a Answers

Example	Policy / Public policy	Why?
The government introduces a sports policy.	**Public policy**	Made by the government for the whole society, using public resources
The government launches a campaign to provide safe drinking water to every household.	**Public policy**	Meets a basic public need of everyone and is implemented by public institutions
A company allows employees to work from home twice a week.	**Policy**	Applies only to the company's employees
A municipality introduces waste segregation in the city.	**Public policy**	Made by a public institution for all residents, for public health and the environment
A housing society fixes visiting hours for guests.	**Policy**	Applies only to the residents of that society
The government introduces free vaccination for children.	**Public policy**	Made for public welfare and financed with public money

Therefore, a policy is public when it is made for everyone by government, with public resources and for public welfare.

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QUESTION 15 *Let's Explore · pp. 95–96*

Your school's main gate faces a road that connects residential areas and a major market area. There is heavy traffic congestion on the road, especially during morning and afternoon hours. Form groups in your class and choose a course of action from the options given below.

1. Form a group of volunteers to regulate traffic in rush hours.
2. Write an application to the principal about the issue.
3. Meet the principal, along with all the class representatives of the school, to discuss the gravity of the situation and then impress upon the principal the need to take up the issue with the local people's representative so that a traffic signal can be installed.
4. Request the school management to construct and open another gate on the other side of the school.
5. Suggest that the school shift its pick-up and drop-off point to a location slightly away from the main gate.
6. Change school timings so that the school's opening and closing hours do not coincide with the busiest traffic hours in the market.

→ Which option did you choose and why?

→ Can you suggest a better solution to address the given problem? Compare your suggestion with other options.

→ Which stakeholders would be involved in solving this problem in your suggested solution? Explain their role in solving the problem.

→ Suggest a feedback loop to ensure that the problem does not recur.



ANSWER

There is no single correct option; marks depend on reasoning. A model answer is given: option 3 is chosen as the main course of action, and a combined solution is suggested as better.

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a Comparing the options

Option	Strength	Limitation
1. Student volunteers regulate traffic	Quick and shows initiative	Unsafe for students; traffic control is the police's job; does not remove the cause
2. Application to the principal	Records the problem formally	Only informs; the principal cannot fix a public road alone
3. Meet the principal and take the issue to the local representative for a signal	Reaches the authority that can act; permanent; collective voice	Takes time and needs sanction and follow-up
4. Open another gate	Spreads the entry and exit crowd	Costly; needs management approval; may only shift congestion
5. Shift pick-up and drop-off point	Cheap, quick and within the school's control	Needs space, parents' cooperation and safe walking route
6. Change school timings	Avoids the busiest market hours	Needs approval; affects timetables and parents' schedules

b Option chosen and a better combined solution

Chosen: option 3, because the road is a public space and only the traffic police and local authorities can install signals and regulate traffic; it also shows citizens approaching institutions in the proper way.

Better solution (combination): (i) immediately, create a safe pick-up and drop-off point (option 5) and consider staggered timings (option 6); (ii) at the same time, request the traffic police and local body, through the principal and local representative, for a signal, zebra crossing and parking rules near the gate (option 3); (iii) encourage school buses, carpooling and walking in groups. This gives relief now and a lasting fix later.

c Stakeholders and their roles

Stakeholder	Role
Students and student council	Identify the problem, collect data on peak hours and follow rules
Principal and school management	Plan drop-off arrangements and timings; forward the request to the authorities
Parents	Follow drop-off rules; consider carpooling
Traffic police	Regulate traffic and enforce parking rules
Local body / Public Works Department	Install the signal and zebra crossing and manage road design
Local representative	Raise the issue with the authorities and help to get approval
Market association and rickshaw unions	Avoid parking near the gate during school hours

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d Feedback loop to prevent recurrence

- Form a small traffic committee of students, teachers, parents and police to review the situation every term.
- Students record the congestion level at the gate at peak hours before and after the measures.
- Keep a suggestion or complaint box and a reporting contact; share findings with the authorities and revise the plan if congestion returns.

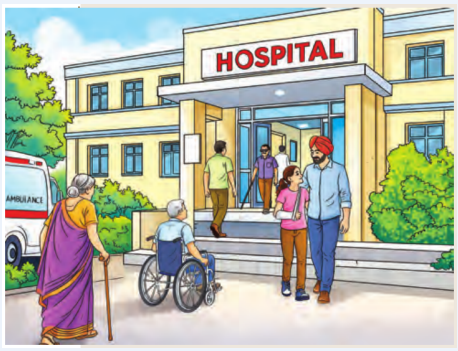
Therefore, a lasting solution combines quick steps inside the school with action by the authorities, and a feedback loop keeps it working.

QUESTION 16 *Let's Explore · p. 97*

Case study—A Ramp to Better Healthcare: Smt. Shanti Devi, a 72-year-old woman, finds that the hospital has stairs but no ramp or handrail. A man in a wheelchair cannot enter, and a visually impaired person finds no tactile paths or Braille signs. Patients, families and a disability rights organisation raise the issue; the district administration asks the PWD and the Health Department to inspect; after consultations the government approves funds and the hospital is made accessible.

Read the case study and follow the journey of the issue from identifying the problem to implementing a solution. Then answer:

1. Arrange the various stages of the policy process in sequence for upgrading the hospital to be more patient-friendly.
2. Which stakeholders were involved in solving this problem? Identify at least three.
3. Can you think of any public building in your locality that could be made more accessible? What improvements would you suggest?



Case study: an inaccessible hospital entrance

ANSWER

The case shows how a public policy moves from identifying a problem to implementation. The stages of Fig. 4.5 can be matched to what happened in the case.

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a Stages in sequence

Stage	What happened in the case
1. Policy desirability (problem identification)	Patients and families realise that the hospital is not accessible to everyone (no ramp, handrail, tactile paths or Braille signs)
2. Prioritising	They raise the issue with hospital authorities and local representatives; a disability rights organisation highlights it in newspapers and social media; the district administration takes note and asks the PWD and Health Department to inspect
3. Policy formulation	Consultation with doctors, hospital staff, architectural experts, organisations working with persons with disabilities, senior citizens and residents; a plan is prepared
4. Policy adoption	The government approves the funds needed
5. Policy implementation	Ramps, lifts, handrails, tactile pathways and accessible toilets are constructed and clear signboards installed
6. Monitoring and evaluation	The hospital becomes easier to use for older persons, persons with disabilities, pregnant women, patients and children; feedback from users shows whether it keeps working well

b Stakeholders involved

- **Patients and families** and the **disability rights organisation** identified and publicised the problem.
- **Hospital authorities and local representatives** received the issue; the **media** (newspapers and social media) created awareness.
- **District administration, Public Works Department and Health Department** inspected the hospital and prepared the plan.
- **Doctors, staff, architects, senior citizens and residents** were consulted; the **government** approved the funds.

c Accessible public building in your locality (model)

Example: a government school, post office or bus stand. Improvements could include ramps with handrails, accessible toilets, tactile paths and Braille or large-print signs, clear signboards, seating for older persons, and trained staff to help. Write the building you choose and list the improvements you would suggest.

Therefore, the hospital became accessible through problem identification, consultation, approval of funds and implementation by many stakeholders working together.

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QUESTION 17 *Think About It · p. 99*

If any step in policy-making and implementation is skipped, what would be the implications? Discuss with a suitable example.

ANSWER

Each stage of the policy cycle has a purpose. If a step is skipped, the policy may address the wrong problem, fail in practice or never improve.

a What happens if a step is skipped

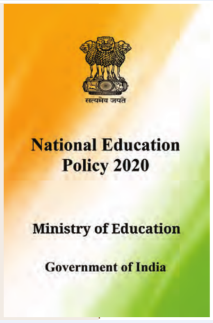
Step skipped	Implication	Example
Policy desirability (need identified)	The policy may address the wrong problem	A road is built where people actually need a hospital
Prioritising	Urgent issues may be ignored while resources go to less important ones	A park is renovated while schools lack drinking water
Formulation (consultation)	The policy may not suit people's needs	A ramp is built without consulting persons with disabilities and is too steep to use
Adoption (laws, rules, funds)	No authority or money to act, so the plan stays on paper	A plan to make a hospital accessible without approved funds
Implementation	Nothing changes on the ground	A policy for safe drinking water but no pipelines laid
Monitoring	Shortcomings go unnoticed and resources are wasted	Lakhs of saplings are planted but not watered, so most die
Evaluation and feedback	Mistakes are repeated and the policy never improves	A scheme continues without checking who actually benefited

Therefore, skipping any step weakens the policy; the cycle works only when all stages are followed and feedback is used.

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QUESTION 18 *Don't Miss Out · p. 99*

Stakeholder Role-Play (NEP 2020): Divide the class into groups. Each group represents one of these stakeholders: the Union Government, a state government, a school principal, a teacher, a parent, a student, an NGO and a journalist. Discuss how the stakeholder group you belong to can contribute to the successful implementation of the NEP. Present your ideas to the class.



National Education Policy 2020

ANSWER

NEP 2020 was developed through consultation: the process began in 2015, an expert committee chaired by Dr K. Kasturirangan was set up in 2017, the draft was opened to public feedback and the policy was approved by the Union Cabinet in July 2020. Its implementation also needs all stakeholders.

a How each stakeholder can contribute (model points)

Stakeholder	Contribution to implementing the NEP
Union Government	Provides the policy framework and funding, issues guidelines and coordinates with the states
State government	Adapts and implements the policy through the state education department, schools and teacher training
School principal	Plans implementation in the school, supports teachers and involves parents and students
Teacher	Adopts the new approaches in the classroom and gives feedback on what works
Parent	Supports the child's learning, takes part in school meetings and gives feedback
Student	Participates actively, gives feedback and helps classmates

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Stakeholder	Contribution to implementing the NEP
NGO	Supports learners who need extra help, creates awareness and assists the school and community
Journalist	Reports on progress and gaps so that the public and government stay informed

b Presentation tip

Each group should state its role, two or three specific actions, and what it needs from the other stakeholders. Policy document: https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf

Therefore, a policy such as NEP 2020 succeeds only when government, schools, families, NGOs and the media each do their part.

QUESTION 19 *Let's Explore · p. 102*

Khelo Bharat Niti 2025:

1. As a student, what role can you play in the successful implementation of Khelo Bharat Niti 2025?
2. Your school is designated as the 'state's sports ambassador'. What actions should it take to fulfil its role as sports ambassador?
3. Which ministries of the government can contribute towards the success of Khelo Bharat Niti 2025? How?

ANSWER

The chapter shows that the success of Khelo Bharat Niti 2025 depends on coordination between the Central Government, states, blocks, sports institutions, private organisations and citizens (Fig. 4.7).

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a Roles at different levels (Fig. 4.7)



Fig. 4.7. Khelo Bharat Niti: A policy coordination exemplar

b Role of a student

- Take part in sports regularly and in school, block and district events.
- Encourage friends, especially girls and specially abled students, to play.
- Take care of playgrounds and equipment, give feedback on facilities and support local talent.

c Actions of a school that is the state's sports ambassador

- Organise regular sports programmes and camps and open facilities for the community.
- Provide coaching, identify talent and connect students with sports institutions.
- Make sports inclusive for girls and specially abled students and spread awareness of fitness and nutrition.
- Work with the block, district and state authorities and with private sponsors.

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d Ministries that can contribute

Ministry	How it can contribute
Youth Affairs and Sports	Policy framework, funding and sports programmes
Education	Physical education and sports in schools
Health and Family Welfare	Nutrition, fitness and medical facilities for sportspersons
Science and Technology	Research on better nutrition and equipment
External Affairs	Sports as a part of international diplomacy
Women and Child Development; Social Justice and Empowerment	Encouraging girls and supporting persons with disabilities
Finance	Funds for sports infrastructure and promotion

Therefore, a sports policy succeeds when governments, institutions, private organisations, families and students coordinate their efforts.

NCERT ARCHIVE

1.2

CLASS 9 SOCIAL SCIENCE · CHAPTER 4

Questions and Activities

Solutions · 10 questions

Directions (Questions 1–10): These are the ‘Questions and activities’ at the end of the chapter (pages 104–106). Answer each in your own words using the points given.

QUESTION 1

“Good governance is the responsibility of the government alone.” Do you agree with this statement? Give reasons to support your answer.

ANSWER

No, I do not agree. Governance is the government’s responsibility, but good governance depends on how different sections of society and government perform their responsibilities and work with one another.

a **Reasons**

Who	Contribution to good governance
Government	Makes laws and policies and provides public services
Citizens	Elect their representatives, follow the law and participate in public life
Media	Helps people understand public issues and brings important matters to public attention
Civil society organisations	Work with communities and raise awareness about social concerns
Private sector	Contributes through economic activity and innovation

- Good governance is based on participation, transparency and accountability, which cannot exist without citizens.
- Examples in the chapter show this: the town’s response to heavy rain, the NEP 2020 consultations and Khelo Bharat Niti all depended on many stakeholders.
- E-governance works only when people have access and skills, so the government cannot succeed alone.

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Therefore, good governance is a shared responsibility of the government and the citizens.

QUESTION 2

Do you think students can contribute to good governance? Write a short note describing any five ways in which students can become more responsible and active citizens.

ANSWER

Yes. Students are citizens too. By acting responsibly now, they build habits that strengthen governance and democracy, and they will vote and take part in public life when they grow up.

a Five ways

1. **Follow rules and laws:** obey traffic and school rules and respect public property.
2. **Participate:** take part in student bodies, class discussions and school or community decisions, and speak up about problems.
3. **Give feedback and report problems:** inform the proper authorities, with the help of teachers or parents, about issues such as non-working street lights or garbage.
4. **Care for the environment and resources:** reduce plastic, save water and electricity and keep surroundings clean.
5. **Be informed and help others:** check facts before sharing news, avoid spreading misinformation and help vulnerable neighbours or classmates.

Therefore, students contribute to good governance by being informed, responsible and active citizens.

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QUESTION 3

Choose any one public policy [for example, Right to Education (RTE), Swachh Bharat Mission, PM POSHAN, Ayushman Bharat, Digital India, or Jal Jeevan Mission] and prepare a chart showing the following aspects:

→ The problem it addresses
→ The major stakeholders involved
→ How different actors coordinate
→ The role of citizens in its success

Present your findings to the class.

ANSWER

Model chart for the Right to Education (RTE). The Right of Children to Free and Compulsory Education Act, 2009 came into force on 1 April 2010 and follows Article 21A of the Constitution. You may choose any other policy from the list.

a Chart: Right to Education (RTE)

Aspect	Details
Problem it addresses	Many children, especially from poor and disadvantaged families, did not get elementary education or dropped out. RTE makes free and compulsory education a right for children aged 6 to 14, with 25% seats in private unaided schools for children from weaker and disadvantaged sections
Major stakeholders	Central Government, state governments and education departments, local bodies, schools and teachers, School Management Committees (parents, teachers and local representatives), child-rights commissions, NGOs, parents and the media
How actors coordinate	The Centre makes the law and gives funds and guidelines; states frame rules, open schools and appoint teachers; local bodies and School Management Committees plan and watch over schools; education officers and commissions monitor; NGOs and media point out gaps; feedback is used to improve implementation
Role of citizens	Enrol and send children to school, take part in School Management Committees, report violations, support children who are out of school and spread awareness

Therefore, a policy chart should show the problem, the stakeholders, their coordination and the role of citizens.

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QUESTION 4

Answer the following in one or two sentences.

a. What is governance?
b. How is governance different from government?
c. What is meant by public policy?
d. Name any four principles of good governance.

ANSWER

Short answers based on the chapter are given below.

a **Answers**

Part	Answer
a. What is governance?	Governance is the process through which decisions are made, implemented and monitored for the welfare of the people, with government, institutions and citizens playing a role.
b. How is governance different from government?	Government refers to the institutions that exercise political authority, while governance refers to the process by which decisions are made, implemented and monitored in the public interest.
c. What is meant by public policy?	Public policy is a course of action adopted by the government to solve public problems, meet people's needs and promote the welfare of society.
d. Four principles of good governance	Participation, transparency, accountability and the rule of law (others: responsiveness, effectiveness, inclusiveness).

Therefore, governance is a process, government is an institution, and public policy is the government's course of action for public welfare.

QUESTION 5

Compare the following and present your answer in a tabular form.

a. Government and governance
b. Policy and public policy

ANSWER

The two comparisons are shown in tables.

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a Government and governance

Point	Government	Governance
Meaning	The institutions and authorities that exercise political power	The process by which decisions are made, implemented and monitored in the public interest
Includes	Legislature, Executive and Judiciary	Government, citizens, media, civil society and private organisations
Focus	Who governs	How governing is carried out
Nature	Institutional aspect	Functional aspect
Example	Municipal corporation or panchayat responsible for street lights	Planning, installing and maintaining street lights with people’s feedback

b Policy and public policy

Point	Policy	Public policy
Made by	An organisation such as a school, company, hospital, sports club or family	The government
Applies to	A particular organisation or a limited group	Society as a whole
Resources	The organisation’s own	Public institutions and often public money from taxes
Purpose	Guide how that organisation functions	Solve public problems and promote public welfare
Example	A school’s mobile phone policy; a company’s work-from-home policy	Free vaccination for children; a safe drinking water campaign

Therefore, government is the institution and governance the process; a policy serves one organisation while a public policy serves society.

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QUESTION 6

Imagine you have been appointed to advise the district administration on improving governance. You have proposed six points (given below), but the administration decides to prioritise only three areas for improvement. Which three would you recommend as priority areas, and which one out of the three do you feel is the most important?

a. Improve drinking water facilities in schools.
b. Improve sanitation and public toilets in schools and market areas.
c. Provide tricycles for orthopaedically challenged students.
d. Install open-area swings and open-air gym in public parks.
e. Ensure the vaccination of stray dogs to prevent rabies.
f. Ensure distribution of iron and folic acid tablets for female students in schools.

ANSWER

This is an opinion-based question; any three points with sound reasons are acceptable. A model answer: priority areas (a), (b) and (f), with (a) drinking water in schools as the most important.

a Reasons (criteria: health, number of people benefited, urgency)

Point	Assessment
a. Drinking water in schools	**Priority.** A basic need of every student every day; unsafe or no water harms health and learning
b. Sanitation and public toilets	**Priority.** Protects health and dignity and helps girls to stay in school; benefits students and the public in markets
c. Tricycles for orthopaedically challenged students	Important for inclusion but benefits fewer students; can be met through a separate targeted scheme
d. Swings and open-air gym in parks	Useful for recreation but less urgent than health and basic needs
e. Vaccination of stray dogs	Important for public health but can be handled by the relevant municipal or animal welfare programme
f. Iron and folic acid tablets for female students	**Priority.** Preventive health measure that is inexpensive and helps to reduce anaemia

b Most important of the three

(a) Drinking water facilities in schools, because water is essential for life; it serves every student daily, prevents illness and is needed for hygiene and sanitation too. Another reasoned choice, such as (b), is also acceptable.

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Therefore, the priorities are the services that meet basic needs and protect the health of the largest number of people.

QUESTION 7

Match the policy action point to its corresponding stage in the policy cycle.

1. Assessing the impact of the policy
2. Putting the policy into action
3. Framing the legislation
4. Multi-dimensional consultation with stakeholders
5. Addressing a new need of the people

ANSWER

The stages come from the policy cycle in Fig. 4.5. The right-hand column of the question lists: Policy implementation, Policy evaluation, Policy adoption, Policy formulation, and Policy desirability (problem identification).

a **Correct matching**

S. no.	Policy action point	Stage of policy cycle	Reason
1.	Assessing the impact of the policy	**Policy evaluation**	Assessing results and impact and generating feedback
2.	Putting the policy into action	**Policy implementation**	Carried out by officials, local bodies, civil society, private organisations and citizens
3.	Framing the legislation	**Policy adoption**	Laws and regulations (rules and guidelines) are framed
4.	Multi-dimensional consultation with stakeholders	**Policy formulation**	Consultation, drafting and assessing financial feasibility
5.	Addressing a new need of the people	**Policy desirability (problem identification)**	Deciding what needs and problems are to be addressed

Therefore, the matching is 1–Policy evaluation, 2–Policy implementation, 3–Policy adoption, 4–Policy formulation and 5–Policy desirability.

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QUESTION 8

Read the following case and answer the given questions. The government launches a programme to plant one lakh trees in a city. Funds are allocated, but only a few saplings survive because they are not watered or protected.

a. Which stage of the policy cycle appears to be weak?
b. Which organisations should coordinate to improve the programme?
c. Suggest two measures that could improve the outcome.

ANSWER

Funds were allocated and the trees were planted, so the planning and approval stages worked. The failure came afterwards, in looking after the saplings.

a Weak stage

Policy implementation, together with **policy monitoring**. Saplings were planted but not watered or protected, and nobody checked how many survived, so the shortcomings were not identified in time.

b Organisations that should coordinate

- Municipal corporation or urban local body and the forest or horticulture department.
- Schools, residents' welfare associations and NGOs, who can look after saplings near them.
- Water supply authorities and the media, which can support watering and awareness.

c Two measures

1. **Fix responsibility and care:** assign each plantation site to a school, residents' group or NGO ('adopt a sapling'), and arrange regular watering and tree guards, with funds set aside for maintenance.
2. **Monitor and use feedback:** count how many saplings survive at regular intervals, publish the results, and let citizens report neglected saplings so that corrective action is taken.

Therefore, a good policy fails if it is poorly implemented and monitored; coordination and follow-up decide the outcome.

NCERT ARCHIVE

QUESTION 9

Read each statement carefully. Do you agree or disagree? Give reasons for your answer.

a. A good public policy can fail if it is not implemented properly.
b. Citizen participation sometimes makes decision-making slower, but it can improve governance.
c. Technology alone cannot ensure good governance.

ANSWER

I agree with all three statements, for the reasons given below.

a Answers with reasons

Statement	Agree / Disagree	Reason
a. A good public policy can fail if it is not implemented properly.	**Agree**	A policy only provides direction; results come from implementation by officials, local bodies and citizens. In the tree-plantation case, funds were allocated but few saplings survived because they were not watered or protected
b. Citizen participation sometimes makes decision-making slower, but it can improve governance.	**Agree**	Consultation takes time, as with NEP 2020, where thousands of suggestions were examined, but it brings different viewpoints, makes policies suit people's needs and builds trust
c. Technology alone cannot ensure good governance.	**Agree**	E-governance works only if people have devices, reliable internet and skills; it also needs honest officials, accountability and inclusiveness

Therefore, good governance needs proper implementation, participation of citizens and inclusive use of technology.

NCERT ARCHIVE

QUESTION 10

Design a public policy. You are a member of your school's student representative body. Identify one issue, for example, plastic waste, water wastage, road safety, energy conservation, or littering in public places. Prepare a simple policy proposal that includes the following aspects of policymaking:

- → The reason for selecting the issue
- → Your proposed solution
- → Who should implement it?
- → How will students participate?
- → How will you know whether the policy has succeeded?

Present your proposal to the class as a chart or slideshow presentation.

ANSWER

Model proposal on water wastage: the 'Water-Wise School Policy'. You may choose any other issue from the list.

a Policy proposal

Aspect	Proposal
Reason for selecting the issue	Water is a limited resource; leaking taps, running taps and careless use waste a lot of water every day in school
Proposed solution	Repair leaking taps within a fixed time, put reminder signs near taps, reuse suitable waste water for plants, harvest rainwater and hold awareness sessions every month
Who should implement it	Principal and school management (decision and funds), maintenance staff (repairs), teachers in charge (monitoring) and parents' association (support)
How students participate	Class 'water monitors' check taps, report leaks, lead awareness campaigns and give suggestions at student body meetings
How success will be known	Compare water-meter readings or monthly bills before and after, count leaks reported and repaired, take feedback from students and staff, and review the policy every term

b Presentation tip

Show the proposal on one chart with the headings above, and add where each part fits in the policy cycle: need identified, consultation, adoption by the principal, implementation, monitoring and evaluation.

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Therefore, a good policy proposal states the issue, the solution, who will implement it, how students take part and how success will be measured.

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