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Social Development and Programme: An Analysis

Hiramani Das

Project Consultant, Centre for Gender Studies and Development

National Institute of Rural Development and Panchayati Raj, Hyderabad, India

Abstract:

Over the last 50 years the concept of social development has emerged as a distinctive field of practice and academic enquiry. The concept of social development is used to represent different issues. Although social development was originally formulated through local community projects, it now characterizes practice at the regional and national levels as well, and its approach has also been adopted by international organizations. Social development is about putting people at the centre of development. This means a commitment that development processes need to benefit people, particularly but not only the poor, but also a recognition that people, and the way they interact in groups and society, and the norms that facilitates such interaction, shape development processes. While the role of formal institutions and policies has become central to the development debate, the role of informal social institutions has received less attention. Debates on growth and poverty reduction have paid relatively little attention to the impact of, for example, norms of cooperation in villages and neighborhoods, community oversight in the management of projects, or non-discrimination against women and minorities in education and health. Social development thus implies the change in social institutions. Progress toward an inclusive society, for example, implies that individuals treat each other (more) fairly in their daily lives, whether in the family, workplace, or in public office. Social cohesion is enhanced when peaceful and safe environment within neighborhoods and communities are created. Social accountability exists to the extent that citizens' voices are expressed, and heard by the authorities. Formal institutional reform – for example, the provision of legally enshrined rights, better law enforcement, or more participatory governance – are part of the process by which institutional change is achieved, changing the way people relate to people is an equally important part of this.

Keywords: Social development, Social security, Empowerment, Human development.

1. Introduction: The term development is generally used to describe the state of particular societies and the process of changes experienced by them. During a fairly large period of human history, the state of the societies has largely been determined by the interaction processes between human societies and their bio-physical environment. The processes of

human environment interaction depend upon the level of technology and institutions nurtured by a society.

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2. Meaning of social development: Social development is about putting people at the centre of development. This means a commitment that development processes need to benefit people, particularly but not only the poor, but also a recognition that people, and the way they interact in groups and society, and the norms that facilitates such interaction, shape development processes.

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Social development thus implies the change in social institutions. Progress toward an inclusive society, for example, implies that individuals treat each other (more) fairly in their daily lives, whether in the family, workplace, or in public office. Social cohesion is enhanced when peaceful and safe environment within neighborhoods and communities are created. Social accountability exists to the extent that citizens' voices are expressed, and heard by the authorities. Formal institutional reform – for example, the provision of legally enshrined rights, better law enforcement, or more participatory governance – are part of the process by which institutional change is achieved, changing the way people relate to people is an equally important part of this.

2. Objectives of the Paper:

After studying this Paper, you should be able to:

-  Understand the concept of social development.
-  Understand the programmes of social development.

3. Social Development in Indian Context: Since independence, the government of India has claimed that it has wanted to work towards social development. On the eve of independence, Jawaharlal Nehru, while addressing the constituent assembly, declared that the independence meant the redemption of a pledge. But he also stated that this achievement "is but a step, an opening of opportunity, to the great triumphs and achievements that await us (...) the ending of poverty and ignorance and disease and inequality of opportunity". A lot has been achieved in the past half century. The incidence of poverty has declined from over 50 per cent in the 1950s to less than 30 per cent in the late 1990s.² The literacy rate has

increased from less than 20 per cent in 1951 to 74.04 per cent in 2011. According to the recent Human Development Reports of UNDP, India has moved from the category of "low" human development to that of "medium" level and its present rank is 127.

Nevertheless, the performance of India in social development is far from satisfactory, and could have been much better [Dreze and Sen 1995]. In the last few decades, it became clear that India and other developing countries had neglected social aspect of development. As Amartya Sen says in his writings, social sector development has both instrumental value (means to development) and intrinsic value (an end in itself in terms of increasing capabilities, opportunities and freedom). The UNDP's global and national Human Development Reports since 1990 focused attention on various aspects of human development. The concept of social development is supposed to be broader than that of human development. The Council for Social Development (CSD), New Delhi has now brought out a volume entitled India: Social Development Report. The difference between this report and UNDP's reports is that the present one analyses social processes, social attitudes and institutions.

Various programmes of social sector development with regard to sectors such as education health and social assistance are presented below:

3.1. Education: Education is one of the most important means to improve personal endowments, build capabilities, overcome constraints and in the process, enlarge available set of opportunities and choices for a sustained improvement in well-being. The process of education and attainments thereof has an impact on all aspects of life. It is a critical invasive instrument for bringing about social, economic and political inclusion of people (NHDR, 2001). Under the leadership of UNESCO, a large number of countries met at Jomtien (Thailand) in 1990 and decided to provide Education for All by 2000. In 1992, nine highly populous countries namely China, India, Indonesia, Pakistan, Nigeria, Mexico, Bangladesh, Brazil and Egypt congregated at Delhi to reinforce their commitment towards Education for All (EFA). For the last two decades India, with the help of international agencies, has adopted various measures towards achieving the goal of Education for All. The following are the most significant:

The following programmes are specifically aimed at universalisation of elementary education:

I. Right to Education: The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

II. Sarva Siksha Abhiyan:

- ✓ An ambitious programme for achieving the goal of universalisation of elementary education, known as Sarva Siksha Abhiyan (SSA) was launched in 2001. The goals of SSA are as follows: Enrollment of all 6-14 age group children in school/Education Guarantee Scheme (EGS) Centre/ Bridge Course by 2005;
- ✓ Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;
- ✓ Universal retention by 2010;
- ✓ Focus on elementary education of satisfactory quality with emphasis on education for life.
- ✓ The **Kasturba Gandhi Balika Vidyalaya** : scheme was introduced by the Government of India in August 2004, then integrated in the Sarva Shiksha Abhiyan program, to provide educational facilities for girls belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes, minority communities and families below the poverty line in Educationally Backward Blocks.

III. **National Programme of Nutritional Support to Primary Education or Mid-day Meal Scheme:**

This Programme was started and is still continuing to attain the goal of universalisation of elementary education. The objectives of Mid-day Meal Scheme are:

- ✓ Improving the nutritional status of children in class I-V in Government, Local Body and Government aided schools and EGS and AIE Centers;
- ✓ Encouraging poor children by helping disadvantaged sections to attend schools more regularly and help them concentrate on class room activities;
- ✓ Providing nutritional support to children of primary stage in drought affected areas during summer vacation

IV. **Swachh Vidyalaya:** it is an initiative to ensure that all government schools in the country have separate toilets for boys and girls.

SWACHH BHARAT SWACHH VIDYALAYA Abhiyan is the national campaign driving **'Clean India: Clean Schools'. A SUCCESS STORY OF TRIPURA STATE.**

A key feature of the campaign is to ensure that every school in India has a set of functioning and well maintained water sanitation and hygiene facilities. In Tripura, there are 4307 government and 96 government aided schools of different stages which are catering to the educational needs of children of Elementary, Secondary and Higher Secondary level as per UDISE 2016-17. Total 1449 Boys' toilets and 3744 Girls' toilets have been constructed in all the schools by SSA, since inception. Our State has taken a strong vibrant role in implementation of Swachh Bharat Swachh Vidyalaya Abhiyan with the goal of covering all schools by providing separate toilets. Though it was very tough, the State could achieve the goal successfully and constructed the remaining uncovered 607 school toilets in collaboration with CPSUs like ONGC, NBCC, SBI,

UBI, NEEPCO, Airport Authority of India etc. during this Abhiyan. Now the State has separate sanitation facilities in all schools.

Although in urban areas almost all the school toilets are being maintained by school authorities, an action plan is being formulated for proper cleaning / maintenance of all the school toilets throughout the State to ensure proper hygiene and sanitation of all the students. Through this initiative, it would be ensured that not even a single girl child would feel hesitant to attend school because of hygiene related issues, which is prevalent in rural areas.

Awareness regarding health and hygiene at prayer meeting once a week.

- In all schools, especially in girls' schools, a student is selected as "Swachh Doot" (Cleanliness Ambassador) to look after proper maintenance of toilets and hygiene issues, under supervision of a teacher.
- Awareness campaigns and periodical reviews are conducted at the School, Block, District and State levels.
- Several instructions have been issued to the students as well as teacher by the HM of every school to keep toilets as well as the school premises clean.
- Encourage the students and teachers to use separate boys' and girls' toilets.
- Encourage hand wash practice among the students before and after taking MDM and also after using toilets.
- Ensuring proper menstrual hygiene management facility for the girl students with the help of RBSK programme in school. (RBSK - Rashtriya Bal Swasthya Karyakram)
- Organizing cleanliness campaign in all the schools.
- Mass rally conducted at districts and sub-division level to maintain cleanliness, hygiene and avoid worm infestation.
- District level seminars have also been organized.

❖ **Source:** Ministry of Human Resource Development, Govt. of India
<http://ssashagun.nic.in/>

V. **RMSA:**

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme initiated in 2009, demonstrates the government's ambition for a secondary education system that can support India's growth and development. RMSA aims to increase the enrolment rate to 90% at secondary and 75% at higher secondary stage, by providing a secondary school within reasonable distance of every home. Main component comes under RMSA discuss below:

- ✓ **ICT in School:** The Information and Communication Technology (ICT) in schools have been subsumed in the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Now ICT in Schools is a component of the RMSA. The Information and Communication Technology (ICT) in Schools was launched in December, 2004 and revised in 2010 to provide opportunities to secondary stage students to mainly build their capacity on ICT skills and make them learn through computer aided learning process.

- ✓ **Vocational education:** The specific objectives of the centrally sponsored scheme of Vocationalisation of secondary and higher secondary education are (i) to enhance the employability of youth through demand driven competency based modular vocational courses, (ii) to maintain their competitiveness through provisions of multi-entry multi-exit learning opportunities and vertical mobility/ interchangeability in qualifications, (iii) to fill the gap between educated and employable and (iv) to reduce the dropout rate at the secondary level.
- ✓ Girls hostel schemes launched in 2008-09, this is a new centrally sponsored scheme that is being implemented from 2009-10 to set up a 100 bedded girl's hostel in each of the 3479 Educationally Backward Blocks (EBBs) of the country. Female students within the age group of 14-18 years, studying in classes IX to XII, belonging to SC, ST, OBC, minority communities and BPL families form the target group of the scheme.
- ✓ **Inclusive Education for Disabled at Secondary Stage:** The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) was launched during 2009-10 and replaces the earlier scheme of Integrated Education for Disabled Children (IEDC). The aim of this scheme is to enable all students with disabilities to pursue four years of secondary education in an inclusive and enabling environment, after completing eight years of elementary schooling.

3.2 . Health: India was the first country in the world to launch a comprehensive Family Planning Programme in 1951. This was aimed at enhancing individual health and welfare in the country. But there were very few health facilities for serving the poor people living in remote rural areas. The past five decades have witnessed significant investments in developing a network of health centers all over India. However, though we have not achieved the expected infrastructure of sub-centers, primary health centers and community health centers, the government has been trying to provide health facilities to all the citizens of India. Though India has been making a steady progress in the development in different aspects of health, a lot of progress has to be made to achieve Health for All goals. "Health for All by the Year 2000" was first enunciated at the WHO/UNICEF meeting at Alma Atta in 1978. As a signatory to this, the Government of India re-oriented priorities to emphasize primary health care, immunization, family planning and nutritional support programmes. World Leaders including India committed themselves to achieve this ambitious goal by 2000.

The health system is at cross roads with a wide gap between demand and supply. Looking at the distribution of medical facilities, we find there is highly unequal distribution and most of the facilities are concentrated around major cities and towns. To reduce this inequality in distribution, Government of India started an ambitious programme known as National Rural Health Mission (NRHM) which is now known as National Health Mission (NHM). The National Health Mission is India's flagship health sector programme to revitalize rural and urban health sectors by providing flexible finances to State Governments. The National Health Mission comprises of 4

components namely the National Rural Health Mission, the National Urban Health Mission, Tertiary Care Programmes and Human Resources for Health and Medical Education. The National Health Mission represents India's endeavor to expand the focus of health services beyond Reproductive and Child Health, so as to address the double burden of Communicable and Non-Communicable diseases as also improve the infrastructure facilities at District and Sub-District Levels. The National Health Mission has synergized learning from the National Rural Health Mission for better implementation of the National Urban Health Mission. The National Health Mission has an allocation of Rs. 26,690 crores for 2017-18 and is one of the largest centrally sponsored schemes of the Government of India. Apart from that govt. has introduced a number of schemes to provide proper health care facilities to people. These are as follows:

1.	NATIONAL HEALTH MISSION	<ol style="list-style-type: none"> 1. Reproductive, Maternal, Newborn, Child and Adolescent health 2. Janani Sishu Suraksha Karyakaram 3. Rashtriya Bal Swasthya Karyakaram 4. Rashtriya Kishor Swasthya Karyakaram 5. India Newborn Action Plan 6. NHM guideline
2	COMMUNICABLE DISEASES	<ol style="list-style-type: none"> 1. Human Immunodeficiency Virus Infection/Acquired Immunodeficiency Syndrome(HIV/AIDS) - Department of AIDS Control 2. Revised National TB Control Programme(RNTCP) 3. National Vector Borne Disease Control Programme (NVBDCP) 4. Integrated Disease Surveillance Project (IDSP) 5. National Leprosy Eradication Programme(NLEP)
3	NON-COMMUNICABLE DISEASES, INJURY & TRAUMA	<ol style="list-style-type: none"> 1. National Mental Health Programme (NMHP) 2. National Programme for Prevention and Control of Deafness (NPPCD) 3. Universal Immunization Programme (UIP) 4. National Programme for Control of Blindness(NPCB) 5. Pulse Polio Programme

4	PRADHAN MANTRI SWASTHYA SURAKSHA YOJANA (PMSSY)	<ol style="list-style-type: none"> 1. Setting up new AIIMS 2. Upgradation of government medical colleges
5	POOR PATIENTS-FINANCIAL SUPPORT	<ol style="list-style-type: none"> 1. Health Ministers Discretionary Grant (HMDG) 2. RAN (Health Ministers Cancer Patient Fund) 3. Rashtriya Arogya Nidhi
6	INFRASTRUCTURE MAINTENANCE	
7	RASHTRIYA SWATHYA BIMA YOJANA	

Success Story of Menstrual Hygiene Scheme (Dhubri district, Assam)

‘Freedays’ : Pads of hope

The introduction of sanitary napkin ‘Freedays’ at subsidised rate for adolescent girls has positively affected the lives of many in more ways than one. Now, Salima (name changed on request) no longer has to stay out of school during her menstruation days and she can also participate in various other everyday activities while menstruating. For quite some time after the setting on of menstruation Salima has been using unsterilized clothes for taking care of her menstruation since they are cheaper. “I was told by the ASHA of my village that use of unsterilized clothes during my menstruation days can increase the chances of Reproductive Tract Infections. She also said that the government is providing ‘Freedays’ at a very affordable price. I was very happy to learn this,” says Salima, a Class XI student. Says a Medical Officer working under Dharmasala Block PHC, “Use of alternative sanitary care during menstruation like unsterilized clothes, increases the chance of infections. Sanitary napkins can act as a preventive measure against Reproductive Tract Infections. In many cases, the girls’ knowledge level on menstrual hygiene is low. Girls in rural areas are bound to use unsterilized cloth during menstruation since sometimes they are unaware about the necessity of maintaining menstrual hygiene and also they cannot afford the napkins available in the market. This makes them prone to infections. ‘Freedays’ has come as a ray of hope for the rural girls. Our ASHAs are also doing a great job in educating the adolescent girls about menstrual hygiene during various meetings with them.”

The ASHAs under Dharmasala Block PHC in Dhubri district are happy that the government has given thought to this important issue of menstrual hygiene. “Some girls even have taken my phone number and said that they will call me whenever they need ‘Freedays’. However, I personally visit their homes and give it to them even before they call!” says the ASHA, laughing.

❖ **Source:** Ministry of Health and Family Welfare, Govt. of India, <http://nhm.gov.in/nrhm-components/rmnc-h-a/adolescent-health-rskk/menstrual-hygiene-scheme-mhs/success-stories.html>

3.3 Programmes For Women And Child:

- a. Beti Bachao Beti Padhao :** Beti Bachao Beti Padhao is a social campaign of the Government of India that aims to generate awareness and improve the efficiency of welfare services intended for girls. The scheme was launched with an initial funding of ₹100 crore. It has been the target of fraudsters in Uttar Pradesh, Haryana, Uttarakhand, Punjab, Bihar and Delhi. It aims to address the issue of the declining child sex ratio image (CSR) and is a national initiative jointly run by the Ministry of Women and Child Development, the Ministry of Health and Family Welfare and the Ministry of Human Resource Development. It initially focused multi-sector action in 100 districts throughout the country where there was a low CSR.
- a. One Stop Centre Scheme:** It calls for centres to be established across the country to
- b. Integrated Child Development Services Schemes (IcDs):** Launched on 2nd October, 1975, the Integrated Child Development Services (ICDS) Scheme is one of the flagship programmes of the Government of India and represents one of the world's largest and unique programmes for early childhood care and development. It is the foremost symbol of country's commitment to its children and nursing mothers, as a response to the challenge of providing pre-school non-formal education on one hand and breaking the vicious cycle of malnutrition, morbidity, reduced learning capacity and mortality on the other. The beneficiaries under the Scheme are children in the age group of 0-6 years, pregnant women and lactating mothers. Objectives of the Scheme are:
- to improve the nutritional and health status of children in the age-group 0-6 years;
 - to lay the foundation for proper psychological, physical and social development of the child;
 - to reduce the incidence of mortality, morbidity, malnutrition and school dropout;
 - to achieve effective co-ordination of policy and implementation amongst the various departments to promote child development; and
 - To enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.

Services Under IcDs:

The ICDS Scheme offers a package of six services, viz.

- Supplementary Nutrition
- Pre-school non-formal education
- Nutrition & health education
- Immunization
- Health check-up and
- Referral service

provide integrated support and assistance under one roof to women affected by violence, both in private and public spaces in a phased manner.

b. Rajiv Gandhi National Creche Scheme For the Children of Working Mothers : Aims to provide day-care facilities for children (6 months to 6 years) of working mothers in the community

c. Ujjawala : Aims to prevent trafficking of women & children for commercial sexual exploitation through social mobilisation & involvement of local communities

3.4. Social Assistance Programmed: India's growth story of the last two decades has had one recurring theme: that the pattern of economic growth is accentuating insecurities. Yet, there continues to be a deep divide over whether the gains from growth ought to be ploughed back to achieve social security for everyone. Social security has come to be linked to job benefits, tying it to one's status as a worker in the formal or the informal economy when, fundamentally, it originates from the notion of ensuring everyone protection against vulnerability and deprivation.

In the Constitution, Article 41 of Directive Principles asks the state to "within the limits of its economic capacity and development," make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want." Article 42 says the state shall make provisions for securing just and humane conditions of work and for maternity benefits. For providing social security to public govt. introduced number of social assistance programmes, NSAP among them. We discuss NSAP in detail below:

a. **NSAP:** The National Social Assistance Programme (NSAP) which came into effect from 15th August, 1995 represents a significant step towards the fulfilment of the Directive Principles in Article 41 of the Constitution. The programme introduced a National Policy for Social Assistance for the poor and aims at ensuring minimum national standard for social assistance in addition to the benefits that states are currently providing or might provide in future. NSAP at present comprises of Indira Gandhi National Old Age Pension Scheme (IGNOAPS), Indira Gandhi National Widow Pension Scheme (IGNWPS), Indira Gandhi National Disability Pension Scheme (IGNDPS), National Family Benefit Scheme (NFBS) and Annapurna.

✓ **Indira Gandhi National Old Age Pension Scheme (IGNOAPS):** This scheme is meant for the old age people who are above 60 years of age (revised later from 65 years) and who live below the poverty line. Through this scheme monthly cash is provided to this old age person which is currently Rs. 200 per month for person aged in 60–79 range. For applicants aged above 80 years, the amount Rs. 500 a month, that is revised in 2011. State government can also add their part in it, which they usually do.

✓ **Indira Gandhi National Disability Pension Scheme (IGNDPS):** Introduced in February 2009. This scheme is meant for disable (physically/mentally) people who are living below poverty line. The person should be in the age of 18-59 range. The disability is defined by PWD Act. 1995, and person should be more than 40% disable. A cash pension of Rs. 300 per month is granted currently under this scheme. State government also contributes from their quota.

- ✓ **National Family Benefit Scheme (NFBS):** Under this scheme a cash assistance of 20,000 is provided to the below poverty line family which lost (death) its primary breadwinner. Primary breadwinner can be male or female depending on the contribution in the total income of family. Earlier it was 10,000 but from this budget year it has increased to 20,000. That member should be in the age group of 18-64.
- ✓ **Indira Gandhi National Widow Pension Scheme (IGNWPS):** Introduced in February 2009. This scheme is meant for the widows in age group of 40-59 and which are living below poverty line. In this scheme a cash assistance of Rs. 300 per month is granted currently from central fund, state also contributes.
- ✓ **Annapurna Scheme:** This scheme was introduced on 1st April 2000. The scheme is meant for the people who are not covered under above four schemes yet they are eligible for that. Under this scheme 10 kg of food grains per month are provided free of cost to the beneficiaries.

4. **Summing Up:** The concept of social development offers a comprehensive macro-perspective that focuses on communities and societies, emphasizes planned intervention, promotes a dynamic change-oriented approach which is inclusive and universalistic and above all seeks to harmonize social interventions with economic development efforts. This social development approach uniquely integrates economic and social objectives. It is not only recognizing the critical importance of economic development in raising standard of living, but also actively seeks to harness economic development for social goals. It is for this reason that social development can be defined as a process of promoting people's welfare in conjunction with a process of promoting people's welfare in conjunction with a dynamic process of economic development. Social development is not an abstract idea but a realistic approach for promoting people's welfare. The Government is committed towards overall development of all sections of society. The Ministry of Social Justice and Empowerment works towards educational development, economic and social empowerment of needy people.

The recognition that social policy / programme is not just the outcome of simple welfare considerations, but rather a key instrument in the process of development, which works in association with economic policy as part of a broader strategy, is an important step towards working out mechanisms for its greater spread and effectiveness. However, in order to ground social policy more firmly within development strategy and work out the links between it and more straightforward macroeconomic policy, it is necessary to be aware of the political economy contexts within which both sets of policy are developed and evolve.

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