International Perspectives on Citizenship, Democracy and Accountability
Instructor: Martha Farrell
International Perspectives on Citizenship, Democracy and Accountability is a distance learning Post Graduate Diploma, provided by PRIA in New Delhi.
PRIA's distance-learning course on International Perspectives on Citizenship

I. Why this course?

People are increasingly becoming dissatisfied with a democracy that permits them only a proxy voice on issues of governance. They want a form of inclusive governance where they can participate meaningfully as makers and shapers of public policies. Studies by PRIA have repeatedly shown that government tends to leave out the voices of marginalised sections and the reasons are lack of education, organisation, mobilisation and mobility in these groups. Governments' lack of responsiveness to concerns of marginalised citizens brings forth the need to deepen *citizen participation* to create *demos*, an active public.

Participation extends citizenship and deepens democracy through participatory governance. However, simply by creating invited spaces for participation does not necessarily mean that they will be filled with new voices; that citizens will be empowered to act as monitors and watchdogs of public services. Law does not only bestow citizenship and rights, they are attained through actor-based action. Participatory citizenship requires educating citizens and citizens' organizations for active citizenship roles.

Learning citizenship is similar to Friere's concept of *conscientisation* where learners develop a critical consciousness of rights and responsibilities, the ground realties of exclusion and inclusion and the ways to claim rights and practice inclusive and participatory citizenship. Citizens need to have a broad framework of understanding of issues of citizenship rights, democracy and accountability to make judgments in the public sphere. They need to understand power and ways to have an impact in order to participate and have their voice heard. They need to understand multiple citizenship identities and positionalities to support collective action. They must be able to form opinions and express them, revise opinions on the basis of new information and act towards making an effect on decisions that affect their lives. A critical stance, an attitude of enquiry, skepticism towards authority is essential to democratic participation and protection of freedoms.

Citizenship is not only embodied in knowledge and values, it is also related to skills and competencies. Strengthening the relevant skills and competencies can develop the sense of efficacy and self-confidence that one can attempt and make difference in their lives. The capacity for communication, dialogue, negotiation, and collaboration with others, the capacity to resolve conflicts in a non-violent manner, the capacity to recognize and accept differences enables the citizens not only self-intervene effectively in the democratic processes but also play a facilitating role i.e. assisting the marginalised citizens to become the agents of social action and social change.

The PG Diploma Course on International Perspectives on Citizenship, Democracy and Accountability provides information and knowledge about citizenship rights, democracy & participatory governance, claiming accountability & transparency; and develops competence through political literacy and relevant skills (negotiation,

mediation, facilitation, communication, advocacy and mobilization) to affect change. In doing so it strengthens both the cognitive foundations for inclusive citizenship as well as the competence to act as catalyst for inclusive citizenship. It will be of immense interest to people from multi disciplinary backgrounds such as students, research scholars from academia, practitioners; government officials; staff of bilateral and multilateral institutions; and policy makers a located in countries of both North and South regions.

Students /researcher/academia, who see a future in action research and participatory methods will find conceptual clarity on issues related to citizenship, rights, democracy. The skill building aspects of the course will help *Practitioners/ CSO workers* in designing an implementing solutions to the issues that affect inclusive citizenship. *Government officials/policy makers* will find the course useful in understanding policy-making issues and provide input on good public policy making.

II. About the course

II.1 Background

Citizenship Development Research Centre (CDRC) based at the Institute of Development Studies (IDS), University of Sussex enabled organizations/research institutions worldwide to research and analyze essential issues of inclusive and participatory citizenship in varied contexts. It also mooted the need for the development of curriculum and pedagogies using research materials and case studies to communicate the lessons to reach wider sections of people such as practitioners; government officials; staff of bilateral and multilateral institutions; policy makers and academia. PRIA International Academy of Lifelong Learning (PIALL) erstwhile PRIA Continuing Education (PCE), the academic wing of PRIA (Society for Participatory Research in Asia), as the core team member of CDRC took the initiative to teach the lessons of citizenship, democracy and accountability through the distance-learning mode.

PCE launched a certificate course in International Perspectives on Citizenship, Democracy and Accountability in collaboration with the Citizenship Teaching and Learning Group (CTLG)) of CDRC through open distance learning (ODL) mode. The underlying rationale was that CSOs, with 'commitment to praxis', could break the one-dimensional system of knowledge and reconstruct it by bringing in the diverse experiences of grassroots voices. They could also organize and disperse the pedagogical content across the range of learners in varied contexts. Unless the learning of practitioners becomes a part of academic discourse, there is little hope of realising inclusive citizenship.

PCE targeted primarily the adult learners. The learners were *practitioners* with a strong field experience and informal learning; *students/research scholars* keen to strengthen their academic base; *development professionals* with relevant practical experience in the process of social change and wanting to make a career shift or move upward within an organization and the *new actors* wanting to make a career in the arena of development. Understanding that adult learners bring their unique learning characteristics to the learning situation, PCE created the course, which was meaningful from the learners' standpoint. The course had relevance to the needs of learners; enabled a self-directed learning process; tapped the previous experiences of

learners vis-à-vis the issues of inclusive citizenship; and promoted problem solving and motivational learning by encouraging them to apply new knowledge to understand the issues in their contexts. Open Distance Learning (ODL) in online learning environment allowed these learners to engage in interactive and collaborative activities with their peers and instructors without being physically present in the same location as the instructor or peers. They were able to arrange their learning around their everyday lives without being constrained by time and place.

The collaborative and transformative learning approaches adopted in the certificate course did contribute to better learning outcomes viz; development of critical thinking on inclusive citizenship. Learners' active participation in the first launch of the certificate course confirmed our contention that there exists a demand for an intellectually challenging as well as a practical course to serve the needs of many scholars as well as organisations that increasingly valued the importance of inclusive and participatory citizenship. Hence, upgradation of the certificate course to PG diploma course was deemed necessary to meet the diverse needs of different target audiences.

The PG diploma course has *knowledge component* (e.g. understanding of key concepts: citizenships, rights, democracy, accountability, transparency, participatory governance, state, market and civil society institutions, nation-states) *experiential component* (e.g. understanding values and dilemmas: freedom, equality, solidarity, rights, justice, citizenship identities and positionalities), and *skill component* (attitude and competence: critical thinking, sharing narratives, conceptual analysis, negotiation, mediation, facilitation, communication, advocacy and mobilization). The latter component was missing in the certificate course. Accordingly, learning materials in PG diploma course will, in addition, include instructional CDs emphasising various skill building components as well as international debates on issues of inclusive citizenship to develop critical reflection skills.

II.2 Programme Structure

The one–year PG Diploma programme in International Perspectives on Citizenship, Democracy and Accountability will be a 32-credit programme, comprising of a total of 18 units. 1 credit is equivalent to 30 hours of learners' learning time**.** The total learners' time for this course would be 960 hrs (30hrs x 32 credits). Meaning thereby, the course will require learners to devote 960 hours of self-study over the period of one-year. The study time will include learners' learning activities viz. learning, assignments, and participation in BBS, viewing and understanding the CDs.

The programme will consist of three courses *viz;* Course 1: Rights and Inclusive Citizenship; Course 2: Democracy and Participatory Governance and Course 3:Accountability and Transparency. Each of these courses will have 6 units. At the end of each course learners will get a two-week time to write and submit the assignment and also interact with the guest faculty. Formats of assignments are discussed in the section on Assignments and Evaluation.

Successful completion of the three courses will make learners eligible for PG Diploma in International Perspectives on Citizenship, democracy and Accountability.

II.3 Learning Objectives and Anticipated Outcomes

The overall goal of this programme will be to, " sharpen holistic understanding on concepts and approaches to strengthening citizenship, democracy and accountability at a global level; and strengthen skills to act out as well as facilitate active citizenship".

Upon completing this programme, learners will be able to:

- Understand different concepts and approaches to rights and citizenship; participatory democracy and governance; and accountability and transparency.

- Appreciate broader context of institutions as state, market and civil society in influencing the practice of citizenship

- Knowledge of various strategies to strengthen inclusive and participatory citizenship;

- Acquisition of skills to intervene effectively in the democratic processes, and also facilitate the marginalised citizens to become the agents of social action and social change.

II.4. Eligibility

The minimum required qualification is Bachelor degree. Those who do not have the Graduation degree but have at least three to five years of relevant field experience on the subject would also be considered on request. But this would be at the sole discretion of the Head of the Division. The learners should have an easy access to computer and Internet facilities in order to fully participate in the course. As the medium of instruction will be English, the learners need to be articulate in written English.

II.V. Mode of Delivery

The entire programme will be delivered through distance learning mode to provide education to geographically dispersed groups of learners, nationally and internationally; enabling them to participate at a time and location of their convenience. Delivery of the course will include multi media materials comprising self-instructional print manual, CD-ROMs on skill building components, international debates on issues of inclusive citizenship, lectures by faculty members, video clippings, films, etc. The online discussions through an e-bulletin board will enable virtual interactions between subject experts and learners; providing learners the opportunity to post their questions, as well as review questions and perspectives of other learners participating in the course. The course instructors and guest faculty would answer queries, provide clarifications, additional information and address specific needs of the learner.

II. VI Assignments & Evaluation

Learners will be expected to submit the assignments at the end of each course. Details of the formats of three assignments are given below.

Assignment	Title	Purpose	Total Marks
Assignment 1 (At the end of Course 1)	Reflection Paper	To assess learners' understanding of the issues and contemporary debates on citizenship.	**20**
Assignment 2 (At the end of Course 2)	Case Study	To check learners' ability to summarize and analyse key elements of one or two case study examples on democracy and participatory governance.	**20**
Assignment 3 (At the end of Course 3)	Project Paper	For learners to demonstrate their understanding of the relationships between social, economic, and political issues and praxis of citizenship, democracy and accountability.	**40**
Online Participation	Online participation	Ongoing during the entire course	**30 (Course1 +Course2 + Course3)**
		Total	**100**

Learners will be continuously evaluated throughout the course. They will be evaluated on the basis of written assignments, the quality of content and frequency of online participation with the guest faculty and course instructor at the end of each course.

III. Draft Outline Course Content with Learning Objectives

Course I Rights and Inclusive Citizenship

This course focuses on issues of inclusive citizenship. Citizenship is multidimensional concept. It is a status that is conferred along with certain accompanying rights and responsibilities. It is also claimed through people's actions to secure and practice their identity and their rights in society. Institutions of State, market and civil society construct the practice of citizenship. The neo liberal market approach, for instance, views citizens as consumers, the state based approach views citizens as users and beneficiaries, and citizen centered approach of civil society sees citizens as actors, not as residuals of other institutions. The course also highlights the ways in which citizenship is claimed and practiced through ground examples from various parts of Southern and Northern countries. It also examines the challenges of building inclusive citizenship especially, when exclusions found in existing democratic processes and institutions are affecting the claiming of citizenship and associated rights. It highlights the skills needed to claim inclusive citizenship.

Learning objectives

Upon completing this course, learners' will

- Understand the processes and trends, which have influenced the contemporary citizenship discourse
- Comprehend the theoretical perspectives of citizenship
- Identify different dimensions of citizenship
- Examine the issues related to the concepts of citizenship such as rights and development
- Become aware of the role of institutions in the construction of citizenship as state, market and civil society
- Analyse the factors influencing the claim of citizenship and rights
- Examine critical challenges in right based inclusive citizenship
- Get exposure with international exemplars on the related themes
- Learn and apply the relevant skills to claim inclusive citizenship in a specific context

Content Outline

1. The Contemporary Citizenship Discourse: A Historical Overview
2. Citizenship Theories and Different Dimensions of Citizenship
3. Citizenship and Rights
4. Institutions and Construction of Citizenship: Role of State, Market and Civil Society
5. Factors Influencing the Claiming of Citizenship
6. Skills to claim citizenship

Required Readings

Textbook
Mohanty Ranjita and Tandon Rajesh (2006): "Identity, Exclusion, Inclusion: Issues in Participatory Citizenship", in Mohanty, R and Tandon, R (Eds) *Participatory Citizenship: Identity, Exclusion, Inclusion*, New Delhi, Sage Publications (Pp 9-22)

Recommended for further readings

Jones Emma and Gaventa John (2002), *Concepts of Citizenship: A Review*. England, IDS

Kabeer, N. (2005), 'Introduction: The search for inclusive citizenship; Meanings and expressions in an interconnected world', in Kabeer, N (Ed), *Inclusive Citizenship; meanings and expressions*, London/New York, Zed Books

Meer Shamim and Sever Charlie (2004), *Gender & Citizenship. Overview Report,* Bridge Development- Gender www.bridge.ids.ac.uk/reports/**Citizenship**-report.pdf

Schugurensky, D. (2005),. *Citizenship and Citizenship Education*, Discussion paper for Course on Citizenship Learning and Participatory Democracy (AEC3131), Ontario Institute for Studies in Education (OISE), Toronto http://www.oise.utoronto.ca/research/clpd/c&ce.html

References

Abah O. S. and Okwori J, Z. (2005), 'A nation in search of citizens: problems of citizenship in the Nigerian context', in Kabeer N (Ed) *Inclusive Citizenship: Meanings and expressions*, London/New York, Zed Books

Cortez Ruiz C. (2005), 'Rights and citizenship of indigenous women in Chiapas: A history of struggles, fears and hopes,' in Kabeer, N (Ed) *Inclusive Citizenship: Meanings and expressions*, London/New York, Zed Books

Gaventa J. (2005), *Seeing like a citizen: Re-claiming citizenship in a neo-liberal world*, Paper prepared for Citizenship DRC synthesis conference

Huq S.P. (2005), 'Bodies as sites of struggle: Naripokkho and the movement for women's rights in Bangladesh', in Kabeer, N (Ed) *Inclusive Citizenship: Meanings and expressions*, London/New York, Zed Books

Jones Emma and Gaventa John (2002), *Concepts of Citizenship: A Review*. England, IDS

Kabeer N (2005), 'Introduction: The search for inclusive citizenship; Meanings and expressions in an interconnected world', in Kabeer, N (Ed), *Inclusive Citizenship; meanings and expressions*, London/New York, Zed Books

Meer Shamim and Sever Charlie (2004), *Gender & Citizenship. Overview Report,* Bridge Development- Gender www.bridge.ids.ac.uk/reports/**Citizenship**-report.pdf

Mohanty R. (2006), 'Citizen participation in development: Issues of identity, inclusion and voice', in Mohanty R and Tandon R (Eds) *Participatory citizenship: Identity, exclusion, inclusion*, New Delhi, Sage Publications

Mohanty R and Tandon R. (2006), 'Introduction: Identity, Exclusion, Inclusion: Issues in Participatory Citizenship' in Mohanty, R and Tandon, R (Eds) *Participatory Citizenship: Identity, Exclusion, Inclusion*, New Delhi, Sage Publications

Pant M. (2005), 'The quest for inclusion: Nomadic communities and citizenship questions in Rajasthan', in Kabeer, N (Ed) *Inclusive Citizenship; meanings and expressions*, London/New York, Zed Books

Schugurensky D. (2005), *Citizenship and Citizenship Education*, Discussion paper for Course on Citizenship Learning and Participatory Democracy (AEC3131) Ontario Institute for Studies in Education (OISE), Toronto

Course II Democracy and Participatory Governance

This is the second course on Democratic and Participatory Governance. It presents a discourse on democratic governance. It defines democracy and its various forms. It raises questions about democratic functioning that are currently being expressed across a broad spectrum of people ranging from the poor and marginalised to the elite and privileged. The course explains the concept of participatory governance and highlights its links with democratic citizenship. It looks at the relationships between governance and state institutions and global multi lateral institutions. It identifies and describes the approaches to deepening democracy. It examines the ways to deepen democracy also discusses some case studies that embody some of the features of participatory governance.

Learning Objectives

Upon completing this course, the learners' will:

- Understand the concept of democracy and examine critically the forms of democracy
- Question the deficits in democracy
- Comprehend the concept of participatory governance and examine critically the links between democratic citizenship and good governance
- Understand various initiatives to strengthen participatory governance
- Discuss the ways to deepen democracy
- Understand the links between state institutions and global market institutions with governance

Content Outline

1. Concept of democracy
2. Questioning democracy
3. Democratic citizenship & Participatory governance
4. Deepening democracy
   4.1 Building civil society
   4.2 Strengthening participatory governance
   4.3 Promoting active citizenship
   4.4 Creating More Deliberative Forms of Democracy
   4.5 Empowering People to Participate in Governance
5. Globalization and governance: case studies
6. State Institutions and Governance: case studies

Recommended for further reading

Fung Archon & Erik Olin Wright (2001) "Deepening Democracy: Innovations in Empowered Participatory Governance" in *POLITICS & SOCIETY*, Vol. 29 No. 1, March (pp5-41)

Gaventa, J. (2006), *Triumph, deficit or contestation? Deepening the 'Deepening Democracy' debate*. IDS Working Paper No 264, Institute of Development Studies, University of Sussex (pp 7 – 20 only)

Joseph Sarah (2001). 'Democratic Good Governance', in *Economic & Political Weekly* Vol 36 No. 12 March 24 - March 30, 2001

Knight, B, Tandon, R and Chigudu, H. (2002), *The Good society in a global context* (Chap 1) in *Reviving Democracy: Citizens at the heart of governance*, , Commonwealth Foundation/Earthscan, London (pp 7 – 29)

References

Ackerman, J. (2004), *Co-governance for accountability: Beyond Exit and Voice,* World Development 32:3, London

America speaks (2004), *Millions of Voices*, Washington DC

Carothers, T. (1999), *Aiding democracy abroad: The learning curve,* Carnegie Endowment for International Peace, Washington DC

Chambers, S. (2003), *Deliberative democratic theory*, in Annual Review of Political Science 6

Cohen, J and Fung A. (2004), *Radical Democracy*, in Swiss Political Science Review 10.4, Geneva

Cornwall, A. (2000), *Beneficiary, consumer, citizen: Perspectives on participation for poverty reduction*, Stockholm, SIDA

Crenson, M and Guisburg, B. (2002), *Downsizing democracy: How America sidelined its citizens and privatised its public*, Baltimore, Johns Hopkins University Press

Dagnino, E. (2005), '*We all have rights, but…..': Contesting concepts of Citizenship in Brazil,* in Kabeer N (Ed), Inclusive citizenship: *Meanings and expressions*, London/New York, Zed Books

de Tocqueville, A. (1988), *Democracy in America*, New York, Harper Row

Dryzek, J. (*1996). Political inclusion and the dynamics of democratization*, The American Political Science Review, 90.3

Fung, A and Wright E. (2001), *Deepening Democracy: Innovations in Empowered Participatory Governance*, in Politics and society, 29:1

Gaventa, J. (2006), *Triumph, deficit or contestation? Deepening the 'Deepening Democracy' debate*. IDS Working Paper No 264, University of Sussex Institute of Development Studies

Knight, B, Tandon, R, and Chigudu H. (2002), *Reviving Democracy,* London, Commonwealth Foundation/Earthscan

Lister, R. (1998), *Citizens in action: Citizenship and community development in Northern Ireland*, Community Development Journal, 33.3, London

Luckham R et al. (2000), *Democratic institutions and politics in contexts of inequality, poverty and conflict: A conceptual framework,* IDS Working Paper No 104, University of Sussex, Institute of Development Studies

Narayan D et al. (2000), *Voices of the poor: Crying out for change.* Washington DC, The World Bank

Putnam, R. (2000), *Bowling Alone: The collapse and revival of American community*, New York, Simon and Schuster

Skocpol, T. (2003), *Diminished democracy: From membership to management in American civic life*, Norman, University of Oklahoma Press

The World Bank. (1994), *The World Bank and Participation*, World Bank Operations Policy Department, Washington DC, World Bank

UNDP. (2000), *Human Development Report 2000*, New York, UNDP

UNDP. (2004), *Ideas and contributions: Democracy in Latin America – Towards a Citizens' Democracy*, New York, UNDP.

Course 3: Accountability and Transparency

This course focuses on aspects of participatory citizenship. The notion of citizenship as agency raises issues of accountability and transparency. Accountability and transparency, within the framework of inclusive citizenship, promotes a new dynamic relationship between good governance and citizen participation agendas. This course looks at the various meanings of the term 'accountability' and its features. It raises issues of multiple and complex accountabilities in the context of state, market and civil society sector. It focuses on the accountability strategies, and with illustrative case studies describes the steps taken by citizens to secure greater accountability from a major company. The relevance of accountabilities in rights-based development discourse is also explained.

1. Concept of Accountability
2. Multiple and Complex Forms of Accountabilities
       2.1 State
       2.2 Market
       2.3 Civil Society Sector
3. Accountability Strategies
4. Case Studies
5. Accountabilities in Rights-based Development Discourse
6.Right to Information and Democratic empowerment.

Learning Objectives

Upon completing this course, the learners' will:

- Understand the concept of accountability
- Examine critically the multiple and complex forms of accountabilities
- Learn about accountability strategies
- Understand the relevance of accountabilities in rights-based development discourse
- Discuss the ways to claim accountabilities.

Required reading

Text Book

Newell, P (2006). 'Corporate accountability and citizen action: Companies and communities in India', in Ranjita Mohanty & Rajesh Tandon (Eds), *Participatory Citizenship: Identity, Exclusion, Inclusion,* Sage Publications, New Delhi. (pp129 – 149)

Recommended for further readings

Abah, O S and Okwori, J Z. (2006), *'Oil and accountability issues in the Niger Delta'*, in P. Newell and J. Wheeler (Eds), *Rights, resources and the politics of accountability,* London/New York, Zed Books, (pp 205 – 222)

Cortez, C and Pare, L. (2006), *'Conflicting rights, environmental agendas and the challenges of accountability: Social mobilisation and protected natural areas in Mexico'*, in P. Newell and J. Wheeler (Eds), *Rights, resources and the politics of accountability*, London/New York, Zed Books, (pp 101 – 121)

Joseph Sarah (2007). 'Neo-liberal Reforms and Democracy in India', in *Economic and Political Weekly,* Vol 42 No. 31 August 04 - August 10, 2007.

Mehta, L. (2006), *'Do human rights make a difference to poor and vulnerable people? Accountability for the right to water in South Africa',* in P. Newell and J. Wheeler (Eds), *Rights, resources and the politics of accountability*, London/New York Zed Books, (pp63-78)

Newell, P. (2006), 'Taking accountability into account: The debate so far'*,* in P. Newell and J. Wheeler (Eds), *Rights, resources and the politics of accountability,* London/New York , Zed Books, (pp37-58)

Novak Paolo (2007). **'**Accountability to Whom?' in *Economic and Political Weekly* Vol 42 No. 30 July 28 - August 03, 2007.

References

Abah, O S and Okwori, J Z. (2006), *Oil and accountability issues in the Niger Delta*, in Newell P and Wheeler J (Eds), *Rights, resources and the politics of accountability*, London/New York, Zed Books

Bond, P et al. (2001), *Water privatization in Southern Africa: the State of the debate*, Environmental Monitoring Group, Cape Town

Bovens, M. (2001), *New Forms of Accountability and EU-Governance*, in Comparative European Politics 2001, 5

Brown, L D et al. (2001), *Civil Society Legitimacy: A Discussion Guide*, Brown L D (ed), in *Practice-Research Engagement and Civil Society in a Globalizing World,* CIVICUS Washington, DC

Cortez, C and Pare, L. (2006), *Conflicting rights, environmental agendas and the challenges of accountability: Social mobilisation and protected natural areas in Mexico*, in Newell P and Wheeler J (Eds), *Rights, resources and the politics of accountability*, London/New York, Zed Books

Gaventa, J. (2006), *Foreword* in Newell, P and Wheeler J (Eds), *Rights, resources and the politics of accountability*, London/New York, Zed Books

Jagadananda and Brown, L D. (2005), *Civil Society Legitimacy and Accountability: Issues and Challenges*, Hauser Center for Nonprofit Organisations, Harvard University with CIVICUS, Johannesburg

Institute of Development Studies. (2006), *IDS Policy Briefing* Issue 33

Mehta, L. (2006), *Do human rights make a difference to poor and vulnerable people: Accountability for the right to water in South Africa*, in Newell P and Wheeler J (Eds), *Rights, resources and the politics of accountability*, London/New York, Zed Books

Mehta, L (2005), *Citizenship and the right to water: Lessons from South Africa's Free Basic Water policy*, in Kabeer N (Ed), *Inclusive citizenship: Meanings and expressions,* London/New York, Zed Books

Mulgan, R. (2003), *Holding Power to Account: Accountability in Modern Democracies*, Palgrave, Basingstoke,

Newell, P. (*2006), *Taking accountability into account: The debate so far*, in *Rights, resources and the politics of accountability*, Newell P and Wheeler J (Eds), London/New York, Zed Books,

Newell, P et al. (2006), *Corporate accountability and citizen action: cases from India*, in Newell P and Wheeler J (Eds), *Rights, resources and the politics of accountability*, London/New York, Zed Books,

Ranga Rao, A and Sampath Kumar, R D. (2004), M*ultiparty accountability for environmentally sustainable industrial development: The challenge of active citizenship*, Study Report No 5, New Delhi, PRIA

Tandon, R. (2007), *Governance of public goods: Local and global*, in *Citizen participation and democratic governance: In our hands*, Tandon, R and Kak, M (Eds), New Delhi, PRIA/Concept Publishing,