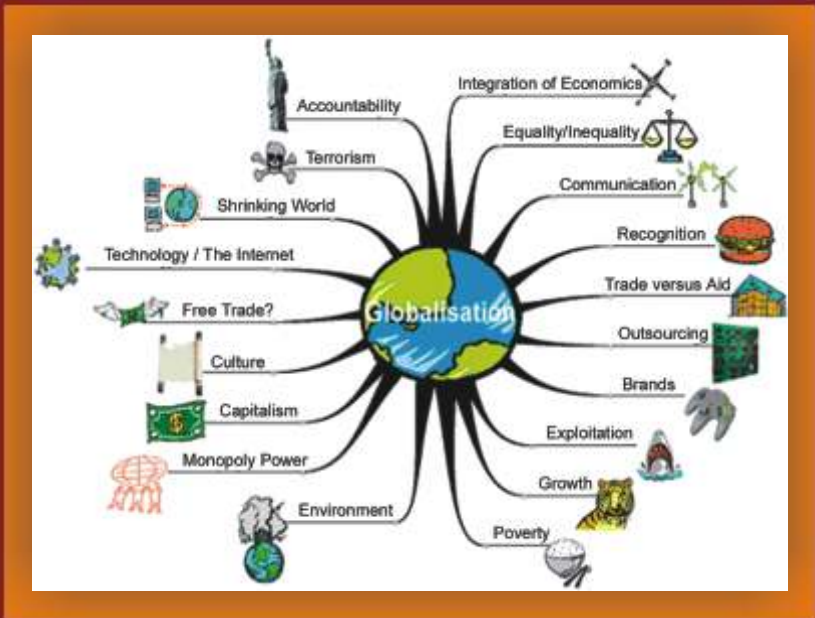


# Youth and Globalisation



*Edited by*

Vasanthi Rajendran  
&  
P. David Paul

**RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT**  
*(An Autonomous Organisation of the Ministry of Youth Affairs & Sports, GOI)*  
Sriperumbudur 602 105.



Prof. Usha Nayar, TISS, delivering the keynote address



Workshop Inaugural Session

# **Youth and Globalisation**

*(Proceedings of the Workshop on Youth and Globalisation  
held on 22 – 23 September, 2005)*

*Edited by*

Vasanthi Rajendran  
&  
P. David Paul

*Jointly Organised by*

**RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT**

Sriperumbudur 602 105

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## Foreword

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*It is obvious that young people face a lot of challenges in the face of globalisation. Declining joint family system, rapid urbanisation, influx of information without proper knowledge about how to utilise it and stagnant inequality level, all put young individuals at great stress during the globalisation era. Therefore, it is essential to understand the impact of globalisation on young people from various backgrounds and on different facets of their development.*

*Rajiv Gandhi National Institute of Youth Development for the first time collaborated with Tata Institute of Social Sciences to organise a Workshop on Youth and Globalisation in September 2005. This workshop deliberated on the various themes viz., Status of Indian Youth, Impact of Globalisation on Employment, Education, Rural Youth, Role of NGOs and CBOs in the context of globalisation. Eminent academicians, youth experts, representatives from the Corporate Sector and NGOs/CBOs presented their views and emerged with several recommendations.*

*RGNIYD and TISS are keen that the deliberations and the recommendations of this workshop are disseminated widely to ensure its follow up. I am sure this report will be of use to policy makers, academicians and others working for youth development.*



**(G. Rajasekaran I.A.S)**  
Director, RGNIYD



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# Globalisation and Youth – Background Paper

– *Vasanthi Rajendran, G. Balamurugan and P. David Paul\**

## Introduction

The process of deregulation and liberalisation of Indian economy started in 1980s and got a big boost in 1991 when the dramatic changes were introduced. The economic reforms were mainly introduced with a view to overcome the serious economic crisis generated by the regime of centralised planning with various controls and regulations. The licensing for the domestic manufacturers was abolished for all, but the import tariffs of only few industries were reduced. Rupee was devalued significantly. The tax rates have been lowered and trade has been further liberalised. In financial sector interest rates have been freed and private banks are permitted.

In course of more than a decade of economic reforms there have been various mention worthy achievements like the restoration of growth rate, rising foreign exchange reserves and current account deficit has remained at comfortable level.

India is emerging with its liberalisation and market reforms, as one of the dynamic major Asian economies. It is a world leader in several areas, its indigenous-built communications satellites have been successfully launched, it has the best computer software in the world, its telecommunications technology has successfully reached the remotest rural areas, and it has a strong army. Yet it is one of the poorest countries in the world, with a population crossing one billion in the year 2000, and a high illiteracy rate".

Globalisation usually benefits young people who can play the game, but the chances are that the many who are resourceless, uneducated, and making a living through traditional occupations, will come under various kinds of pressures. We need to educate people about the nature and implications of globalisation and its different impact on different sections of Indian population especially the youth, and we need to formulate popular strategies to influence state policies. The emphasis is on the need to wipe out illiteracy, to develop educational facilities, and to train in skills for young people according to the new trends.

## Globalisation and its Effect on Youth in India

“Youth” is defined as people in the age group of 13-35 years. Youth in India constitute 40 percent of the population of India. India has embarked on economic, social, and political changes. Youth in India are affected by

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globalisation of media, travels, fashions, and economic changes. Our productivity has increased a lot, but we are not keeping up with our population growth. The economic growth has helped our upper and middle class grow, but the poor still remain poor, and there is a large group of young people in this category.

Youth in increasingly larger numbers have a high level of unemployment particularly in the urban centers. Urban poverty is growing faster, and the causes are the increased rural-urban migration, mismanagement of scarce available resources, corruption, untapped and wasted population, severe natural calamities, civil and ethnic conflict leading to acts of violence, and denial of fundamental rights of humanity in different states. Among the Scheduled Castes and Dalits, our youth are still struggling to come up. There are quotas in educational institutions and in employment, but even to reach that level, the environment prohibits them. In the highly competitive private sector Dalits cannot compete on an equal footing due to lack of opportunity, skilled training, and education. Globalisation adversely affects Dalits in many ways.

Young people living in the poverty level are malnourished and impaired in health. Political parties misuse them for their purposes. They are the ones taught and used to throw stones at public property, to conduct strikes and to become engaged in mob action instigated by politicians.

There is intense concern in India about the divisive impact of globalisation on the country's economy, society, culture and even its democracy itself.

What impressions do youth have of globalisation? How do they experience it? What do they think of this process and how do they interpret its impact on their lives? These are questions, which need to be addressed.

The majority of people in India are young people. India's population is growing fast. There are many pressing problems our youth face. The impact of globalisation on youth in terms of effects on the different sectors of the economy, on employment, on poverty have been dealt with in this paper.

### **Indian Economy**

The growth rate of employment in agriculture which was 1.51 percent from 1983 to 1993-1994 decline to 0.34 percent during 1993-94 to 2000. In secondary sector, only construction sector showed improvement in the employment growth (5.32 percent) during 1983 to 1993-1994 and 7.09 percent during 1999-2000). In tertiary sector, trade and transport employment showed increase in growth rate but financial sector witnessed a marginal decline in the growth rate of employment while community, social and personal services witnessed a sharp decline in employment growth rate from 2.90 percent during 1983-1994 to merely 0.55 percent during 1993-94 to 1999-2000. This was clearly the result of shedding of the load of excess employment in the public sector by imposing a continuous ban on recruitment and not filling up even the positions vacated by the retirement of public sector employees (Planning Commission, 2001).

Thus, there is deceleration of growth rate of employment during the post liberalisation period (1994-2000). In the secondary sector, the combined effect of manufacturing and construction resulted in the modest improvement in the growth rate from 2.9 percent in pre-liberalisation period to 3.14 percent in post-liberalisation period. Whereas in the tertiary sector there is a decline in growth rate of employment in post-liberalisation period (2.24 percent) as compared to pre-liberalisation period (3.53 percent). Another interesting fact to note is that the percentage share of agriculture in employment has been declining which shows that agriculture has been neglected in the post-liberalisation period.

The unemployment rate for the educated in 1999-2000 is three times more than unemployment rates for the population as a whole. As the level of education improves, unemployment rates also increase. The logic is that illiterate and literate up to primary level are prepared to take up any job that comes their way, but this is not the case with educated. The main cause of educated unemployment is the mismatch between the job expectations generated by educational system and the job opportunities available in the labour market. Educated unemployment in 1993-94 among educated youth was 18.5 percent and it declined to 14.8 percent in 1999-2000. But incidence of unemployment among the educated youth with some technical education was much higher at 27.3 percent in 1993-94 and slightly declined to 23.7 percent in 1999-2000 (NSS Survey, 43rd round, 1987-88; 50th round, 1993-94 and 55th round, 1999-2000). This indicates that absorption capacity of the economy to provide jobs to technically educated manpower is low.

The employment in organised sector usually refers to employment in the public sector and the private sector establishment employing 10 or more persons. Organised sector provides greater job security, wages and other benefits. Within the organised sector, the job seekers prefer the public sector as it provides greater job security and other benefits. In the organised sector, employment was 24.01 million in 1983 and increased to 27.73 million in 1994, indicating a growth rate of 1.20 percent per annum during 1983 - 94.

However during post reform period (1994-2000) organised sector employment grew slowly from 27.37 million in 1994 to 28.22 million in 1999 - 2000 indicating a growth rate of 0.53 percent per annum (Planning Commission, 2001). The decline in the growth rate of employment in the organised sector was mainly due to stagnation of employment in the public sector during 1994 - 2000 for which growth rate was - 0.03 percent per annum but private sector employment showed a small increase from 7.93 million in 1994 to 8.70 million in 1999 - 2000 indicating a growth rate of 1.87 percent per annum. The growth rate of enterprises during 1998 - 2000 declined from 2.26 percent to 2.23 percent while the growth rate of employment in these enterprises also came down (GOI, 2003). The contagion of low employment growth in organised sector also.

Computerisation has helped the middle class youth in India get more jobs in that field. Many people are migrating to other countries where job opportunities are better. India has been one of the leading countries for supplying programmers to many other countries for computer Y2K problems. India has computerised every field or work to be a global competitor. IBM, Hewlett Packard, and Compaq have established extensive networks in India. Computers have flooded the market and prices have dropped drastically in recent months. Internet and e-mail facilities are easily accessible in all work places, and for homes it is just becoming possible, though at a price". Liberalisation has helped in reducing unemployment for middle class and upper class young people to some extent, but not enough.

### **Employment**

In India, the growth of population has slightly declined from 2 percent in 1983 - 94 to 1.95 percent in 1993-2000. The employment rate has come down from 2.7 percent to 1.07 percent in the same period. The decline in the rate of growth of employment during 1990s was associated with higher growth rate in GDP, indicating a decline in labour intensity of production. The sharp decline in the employment raises the fears that economic growth in 1990s has been of jobless variety (GOI, 2003). The decline of growth of employment is also associated with declining growth of labour force. More over the number of unemployed and incidence of unemployment (unemployed as a percentage of the labour force) increased during this period.

The unemployment rates are higher in urban areas than in rural areas. As against unemployment rate of 9.64 percent in 1983 in urban areas the rural unemployment rate was 7.96 percent (current daily basis). There was a significant fall in rural unemployment rate in 1993-94 to 5.61 percent, but urban unemployment was of the order of 7.19 percent. After 1993-94 the period of liberalisation, the rural unemployment rate again increased to 7.21 percent while the urban unemployment increased marginally to 7.65 percent in 1999-2000. The growth rate of unemployment from 1993-2000 in rural areas is much higher (5.26 percent) than the urban areas (3.45 percent) (GOI, 2003). This shows that the rural areas are neglected in post reform period as compared to urban areas.

Although the reform process resulted in the improvement in the growth rate of GDP, increase in foreign exchange reserves and slower inflation rate, but it was not accompanied by increase in employment. The overall rate of employment has been steadily decreasing. Thus, the claimed improvement in the growth rates, foreign exchange reserves and slower inflation are mere cosmetic than real. It says little about the soundness of Indian Economy. Total omission of employment from the macro economic approaches raises serious doubts about the relevance of liberalisation in India.

If foreign capital brings in new technology, it may either increase employment, or more likely reduce employment. New capital that comes in is likely to go into the production of goods that cater to the needs of those who have high purchasing power because the profits are likely to be higher in such spheres. This may create an impression that there is growth and prosperity. But the needs of the bulk of the population may tend to be neglected. There will be no sense of accountability to Indian people in this process. The local manufacturers and workers may be replaced. This is happening to the handloom weavers in different parts of India.

The public sector employment was halted because the public sector began to withdraw from several areas. Moreover, the public sector units started the process of downsizing by getting rid of the redundant labour. Faced with the process of liberalisation and of globalisation, even in the private sector the industrial units started shedding the excess labour to compete with the foreign players. New technology was increasingly introduced resulting in the further loss of jobs.

Many youth lost their jobs due to closure of uneconomic units, shrinkage in public sector employment, and drastic reduction in expenditure in different activities of governments. Increased competition amongst the domestic industrial units and with units outside the country forced restructuring of many units, which invariably involved labour restructuring with shrinkage in employment. All these factors contributed to the loss of jobs and increased unemployment in different forms. The unskilled youth in the informal sector, who are the most disadvantaged group and less capable of bearing the burden of the restructuring process, ended up by doing so. Some skilled youth replaced the semi-skilled one and the semi-skilled replaced the unskilled. Youth also suffered by a cut in social service expenditure, particularly, expenditure on account of health and education. The most vulnerable sections of the society the poor, women, children and the old suffered the most.

The need to ensure adequate growth in employment opportunities to provide productive employment for the continuing increase in the young labour force is widely regarded as one of the most important tasks facing the country. There is widespread concern that the acceleration in GDP growth in the post-reforms period has not been accompanied by a commensurate expansion in employment. Public sector employment is expected to fall as the public sector withdraws from many areas. There are fears that the process of internal liberalisation and globalisation are creating an environment, which is not conducive to expanding employment in the organised private sector. Existing industrial units are shedding excess labour in order to remain competitive and new technology, which is essential to ensure competitiveness; is typically more automated and therefore not job creating. The net result of these forces, it is feared, could be a very slow expansion in employment opportunities in the organised sector, with a rise in unemployment rates and growing frustration among the

youth. The problem is perceived to be especially severe for educated youth, who have high expectations about the quality of employment opportunities that should come their way.

### **Poverty**

It is widely believed that the incidence of poverty in India has increased during the decade of 1990s. According to some studies, the caloric-based poverty has in fact increased to a greater extent. Similar results are obtained on approaches based on basic needs and poverty of opportunity trends. Social indicators such as literacy rate, infant mortality rate, population growth rate, access to water, nutritional intake etc., all corroborate the above findings that poverty and weak social and human development are not only at an unacceptable level in absolute terms but also have worsened over the last decade.

Poverty in this era of globalisation has assumed new dimensions. Globalisation and marginalisation go hand in hand. What prospects are there for the millions of poor peasants, rural labourers, urban unemployed, slum.-dwellers, 3 million refugees, 100 million street children, the disabled and the millions displaced by 'the development' projects?

The Vikas Adhyayan Kendra (VAK) report in 1997 brings out many realities of India. For example, the reduction of fertiliser subsidies most severely affected the marginal peasants who cannot afford the higher prices. The quota of PDS foodgrains was seriously cut down. Rice was reduced from 20 to 13 Kg per cardholder. The victims most seriously affected by these changes were Adivasis and Dalits. Many women and children died as a result.

Health care also was cut. The sharpest cuts occurred in preventive disease control programmes such as those for malaria, tuberculosis and leprosy. The poor suffered most. This cut-down of rations has led to an increase in the number of persons below the poverty line from 310 million in 1989-90 to 355 million in 1991-93. Agricultural as well as industrial unemployment increased especially in rural areas. Prices of major commodities increased. From 1991-94 the price of rice increased by 61 percent and fish by 137 percent. Impoverishment exacerbates gender inequality within each household. Cut backs in personal consumption affects primarily women and girls.

Land has been taken away from the poor and they have been displaced from their traditional employment without being provided any alternative. Pollution of drinking water is another problem. Due to uncontrolled industrialisation, globalisation intensifies the problem of safe drinking water. The mechanisation of agriculture through use of tractors and harvesters displaces labour. So the workers sell their labour power cheaply. Migrant labour is also increasingly used. Unemployed Adivasis, Dalits, and OBCs are given small advances during lean periods and are then compelled to work as seasonal migrants at very low wages. Bonded labourers are the result of globalisation. Most of these are young people.

Globalisation has brought insecurity and restlessness to young people and when they have no jobs and future, they become agitated and crime-oriented. Parental authority has also been weakened, causing a lack of control and guidance.

Globalisation had introduced to India new technology and economic opportunities, and greater sensitivity to efficiency. But, surprisingly, a consensus also emerged that it produces massive problems. Unemployment had risen steeply. Equally significant was the deterioration in the quality of jobs. Thus, along with exclusion from the economy, it was felt that globalisation brings with it what one called 'negative inclusion'.

Exclusion from the economy was accompanied by exclusion from whatever little public space was available for deliberation and negotiation. A corollary of this is that globalisation has a negative impact on participation, access, and transparency.

## **Media**

Youth constitute the most vulnerable group to the influence of the media. Three characteristics of youth - a search for identity, the craving for freedom, and the push and pull of sexuality - make them very exploitable. The teenagers are the most global market of all. Studies reveal the startling fact that in all major cities of the world teenagers and young adults between 20 and 25 have the same tastes. A study of urban youth in India revealed that youth viewers make up approximately 31 percent. From the media young people get the inspiration for their lifestyles, patterns of behaviour, dress codes and jargon. Rural India is not too far behind. TV and film culture has invaded even our village youth. Youth are the target of media campaigns. Media uses youth more than any other group.

Media's impact is very high on the cultural values of youth who are already in a stage of identity crisis where they reject adult authority. So when extra push and freedom is given to them, they misuse the freedom. In the urban areas without proper guidance, youth may reject the authority of elders and make serious mistakes in their lives.

The face of India is changing. Changes are occurring in our culture, social institutions, and interpersonal relationships as well. The market-oriented, media-driven western influence has affected India in no small measure. With the advent of satellite connections, almost all the international news, commercials, soap operas and games can be seen. If America has its Hollywood, India has the Bombay-based Bollywood. It has its fair share of sex, crime, and violence. It sets the fashions, attitudes and lifestyle of people today, especially of the youth. Western songs and rhythms have influenced Indian films and changed our taste of music, particularly, for our youth. Even in Hindi films words in English are used side by side with Hindi.

Consumerism has permeated and changed the fabric of contemporary Indian society. Buying the latest cars, TVs, electronic gadgets, and trendy

clothes has become quite popular. Levi and Lee jeans and T-shirts, ladies' dresses, from midis to maxis and skirts have almost replaced the traditional Indian sari. TV commercials and advertisements have influenced the buying habits of our youth. When the poor cannot respond to these ads, they get frustrated and as a result crime increases.

### **Young Women**

In a country like India, productive employment is central to poverty reduction strategy and to bring about economic equality in the society. The policies for globalisation adopted in India would definitely have significant implications for employment and the labour market in addition to their impact on overall economic growth of the country. But the results of unfettered operation of market forces are not always equitable, especially in India, where some groups are likely to be subjected to disadvantage as a result of globalisation. Young women constitute one such vulnerable group and globalisation has both positive and negative effects on their status.

Under the New Economic Policy (NEP) as well as the Policy of Structural Adjustment (SAP) there has been considerable retrenchment of the staff in the organised sector and women are affected whether the men folk lose their jobs or they themselves theirs. Retrenchment of males from jobs has also thrown men into the unorganised sector thus leading to competition for women who worked in large numbers in the unorganised sector. The impoverished women spend more time and energy providing food or looking for food that they can afford to buy. They work longer hours if they have paid work or stay longer in market to trade.

Usually uneducated - in spite of a large Total Literacy Campaign (TLC) launched by the Government and a positive response from women, census data show that female literacy rate (for women in age 6+) is only 44.3 percent and varies from 26.4 in the state of Rajasthan to 83.4 in the state of Kerala - women are obliged to accept whatever work they can find, often the most dangerous, back-breaking and least desirable. The consequences for their health and that of their families can be disastrous. At best they face a slow, inevitable decline in vitality and premature aging.

Women are denied opportunities of availing education and it is found that half, as many women are literate as the males. However this is true for the younger age group of 10 to 14. At higher ages the girls drop out of the school and for 100 literate males in ages 15 to 19 the numbers of literate girls is only 45. Similar patterns are seen for urban-rural populations, with urban population having more literates than the rural ones. This is true for both the sexes but more so for the girls. Relatively more girls go to school now than they did earlier and the gap between the two sexes is gradually narrowing, however much has yet to be achieved.

Under SAP the Government expenditure on the health services has been reduced and women who have traditionally taken care of the health of the family members are strained looking after the family members and have



also to economise on expenses on the service in cases of their own need. International Labour Organisation (ILO) in the report of the Copenhagen Mid-Decade Conference on Women in 1980 said that women are half the world's population, receive one-tenth of the world's income, account for two-thirds of the world's working hours and own only one-hundredth of world's property. This is true for the Indian women too. Women's movement has been able to get several laws passed including rights to property for women as well as laws against violence.

The pivotal role traditionally played by women in Indian agriculture and the recent decline in their status is mainly due to the shift in policy-making agriculture a commercial operation run along corporate lines.

Most farm operations in India are traditionally women centered our food security depends mainly on the work of women, women's knowledge and women's skill in varied operations like seed-saving, agricultural production, food processing, local marketing and cooking. Women are the providers of food and custodians of our crop biodiversity heritage and food diversity.

But this scenario is being undermined and a male-dominated, corporate-oriented new food culture is being imposed on the country thanks to the new global order under the World Trade Organisation. The Trade Related Intellectual Property Rights (TRIPs) agreement would transfer control over knowledge of seed and biodiversity from rural women transfer control over knowledge of seed and biodiversity from rural women to global corporations, while the corporatised agriculture promoted by the Agreement on Agriculture (AoA) would deprive women of their livelihoods in food production and food processing.

The traditional central role of women in the food chain, from seed-keeping to food-making, is being broken with the onset of the globalised food industry led by multinational giants. This has been ensured through the three major WTO agreements The TRIPs, the AoA and the Sanitary And Phyto Sanitary agreement (SAP). As globalisation shifts agriculture to a capital-intensive chemical-intensive system, women bear the disproportionate costs of both displacement and health hazards.

Women carry the heavier work burden in food production, but because of gender discrimination they get lower returns for their work. When the WTO destroys rural livelihoods it is women who lose the most. When the WTO allows dumping, which leads to a drop in farm product prices, women are hit the hardest because their incomes go down further.

As the income of farmers in general and women in particular are eroded they are displaced from productive roles and the patriarchal power system that controls the assets further erodes the status of women leading to their marginalisation and increased violence against them.

There has been a spurt in the various forms of violence against women like rape, female foeticide, dowry deaths and trafficking in women, etc, as the

impact of shifts in the rural economy is felt. Women are the ultimate sufferers of increased incidents of farm suicides as they are left to look after the household with no assets and the burden of indebtedness on their shoulders.

Studies prove that, in the past five to seven years, there has been a steady decline in employment opportunities in the rural sector ranging from 20 percent to as much as 77 percent. This has resulted in men migrating to other areas in search of work, leaving a lot of the farm operations to women who are paid much less for their work, often less than half of what men get.

Another impact of the commercialisation of agriculture is increased consumerism even among rural households, leading to aggressive demands for dowry both in the form of cash and assets. A study on women's land rights in West Bengal found that 39.9 percent of households surveyed had sold land to raise money to pay dowry. It also found that of these families, 79 percent were Muslims (a community that does not traditionally practise dowry) showing how deeply entrenched the practice has become.

The introduction of herbicides and weedicides, as part of commercial farm operations, has badly affected women, as they have a monopoly over weeding and hoeing. Women farm workers are also more exposed to health hazards like gynecological infections, arthritis and intestinal and parasitic infections, with no medical allowances for treatment, due to the increased use of agro-chemicals.

Instead of helping women, new technologies in the farm sector are working to their disadvantage. For example, the introduction of biological technologies to develop high-yielding varieties and tissue culture technology are robbing women employed in farm nurseries of their jobs. This is a process that will only worsen in the coming days.

The disastrous impact of globalisation is everywhere. In the plantation sector, tea plantation workers in Kerala, West Bengal and Tamil Nadu are facing starvation following the closure of several small and medium plantations. The reasons: unrestricted imports and a sharp decline in international tea prices.

A substantial part of farm operations in Kerala involves various types of plantations including tea, rubber and coconuts. Ever since economic liberalisation became the development mantra, Kerala has been at the receiving end. Flooded with cheap, highly subsidised agricultural imports, Kerala's agrarian economy has been thrown out of gear. Whether it is imports of palm oil, rubber, coffee or tea, almost every aspect of the state's socio-economy has been negatively impacted.

Population control programme, which is advocated under the new policy of globalisation and SAP, exploits the patriarchal structure of the society and promotes contraceptives, even when they are known to be hazardous to the health of the users. In traditional societies such that of India, girls are

discouraged from getting educated, are married young and to partners selected by the elders in the family. NFHS shows that, even when the law does not permit marriage of a girl, before age 18, 92 percent of the girls in the age 20 to 24 were married before age 18 years. There have been very little improvements in the status of women.

The population control programme in India coerces women to accept contraception and it is observed that over 90 percent of the contraceptors are women and substantial majority is sterilised. National Family Health Survey (NFHS), that claims to represent about 99 percent of the population, reports that the average age of the sterilised women has consistently decreased and it is now about 26 years. The survey also reports that a large majority of the sterilised women have never used any other non-permanent method, indicating that the decision to use contraceptive was not taken by the women themselves but by the programme implementors. The population control programme promotes contraceptives even when it is known that the users develop health complications. The survey reported that about 24 percent of the sterilised women, about 20 percent of the pill users and the same proportion of the IUD users have complications. NFHS reports that TFR or the average number of children that women bear, has reduced from 5.2 in 1971 to 3.39 in 1992. And this reduction is in spite of the fact that, as observed by NFHS, over 16 percent of the children die before age 5 years. Child mortality is observed even by states like Kerala where, on an average women bear 2 children, and the state claims to have achieved demographic transition.

Globalisation has attributed to displacement, commodification and modern day slavery of women in India. Those that are greatly affected are industries of predominantly young women who work in jobs dealing with textiles and clothing, electronics, food and other assembly type industries. Technological advances in computers and robotics has pushed even more young women out of the production processes, adding greatly to unemployment. This depresses even more of the already low workers' wages. Young women workers must contribute to the family's income and have no choice but to accept low wages.

The worsening poverty has led to thousands of young women going to other countries to find better opportunities. Migration policies by sending governments have encouraged the trafficking in young women, as trading in women's bodies has become a very lucrative industry at a very limited investment. Modern-day slavery of young women brought about by globalisation is clearly seen in commodification of women's bodies through prostitution.

With regard to AIDS in India, "The first group of sero-positive individuals in India, detected in April 1986, included many prostitutes. Within a short span of 18 months, it became obvious that the sero-positive rate was low (4/1000) and that heterosexual promiscuity was the major mode of transmission of AIDS in India". Pune Plus in The Times of India, November

28, 1991, reported that 5,131 persons were found to have AIDS and 17 were women. There are a lot more untested people with AIDS in India. Most of the spreading is happening through heterosexual activities. Women are the main victims in this situation. Women and men need to be educated on prevention and care of AIDS.

Abuse of women was prevalent in India before globalisation. But globalisation has caused the increase of it because of the stress and strain of the community and the changes in the traditional life style. In the joint family system there were social control systems, which helped women in these issues. But in the individualistic life styles now, women suffer more.

### **Threats of Globalisation**

#### **Flood of Cheap Imports**

The majority of the youth in rural areas in India belong to agricultural families. Most are small and medium farmers with a few acres of land. Competition from developed countries and cheap imports from other developing countries has forced the farmers out of farming activities. Moreover, the competition comes through both the commercial channel and dumping. The developed countries are ready to sell their unsold products at below the cost of production in order to dispose of their surpluses, which are dumped in the developing nations markets. The cheap import of foodgrains will adversely affect the small and medium farmers.

#### **Higher Prices of Farm Inputs**

Another important problem that arises as a result of the globalisation process is higher prices of farm inputs, which results in higher cost of production of agricultural products. Thereby the small and medium young farmers are dragged into cent percent loss. In economic terms globalisation appears to have worsened both inputs and outputs. Of course, the supporters of globalisation might argue that the consumers will gain from cheap food imports. But they can gain only if they have money to buy. Generally, in developing countries, people do not have sufficient money. Therefore, the globalisation process leads to concentration of more economic power in a few monopolists.

#### **Most Priority for Exports Crops**

The third impact of globalisation on Indian agriculture is that more land and resources are being devoted to export crops and less to domestic food production. The developed countries give many much incentives to export oriented cultivation, which has lead to an increase in land under cultivation. But exports have increased at the cost of food production, affecting food security.

The developed countries have been giving huge export subsidies and thereby the farmers in the developed countries are able to sell their products at lower cost in the international markets, whereas the situation is entirely different in the developing countries like India which do not give any export

subsidies. Consequently the developing countries are not able to compete with the developed countries.

### **Benefit goes to Multinational Corporations**

The process of globalisation will enrich the multinational corporations. The multinational corporations from the developed countries like the US and the EU have been insisting that the member countries should buy seeds and other inputs from them only. This has been proved in many countries such as India, Philippines, Uruguay and Cambodia. For instance, in India cottonseeds were bought from one of the MNCs in US (Monsanto), which has derived huge benefits while Indian farmers have not benefited. The process of globalisation is aiding MNCs at the cost of India's farmers. The FAO has also pointed out that this process is leading to the concentration of land ownership “in a wide cross-section of countries” and to the marginalisation of small and medium producers, adding to unemployment and poverty.

### **Environmental Degradation and Pollution**

Yet another important problem that will emerge as a result of the process of globalisation is a serious environmental problem. The process of globalisation insists that farmers should cultivate only cash crops for export purposes. This has imposed considerable amount of environmental costs. The extensive use of agro-chemicals in export crop production has led to extensive soil degradation and loss of natural bio-diversity. In fact, the process of globalisation encourages producers to abandon time tested traditional and ecologically sound agricultural practices. Moreover, it also encourages high-tech agri-based export cropping patterns in areas designated as special development zones. By setting up such zones, the developed countries have interfered with critical watersheds massively and caused the depletion of groundwater resources in irrigated areas where food crops were previously cultivated.

### **Increasing Unemployment**

Unemployment is a chronic problem in most of the developing countries. The process of globalisation will adversely affect the availability of job opportunities. Actually there are no universal figures on people who have lost their jobs as a result of globalisation over the last 10 years. There are a number of evidences. In India, there are 3 million edible oil processors who have lost their jobs as a result of the implementation of process of globalisation.

### **Subsidies for Export of Agricultural Produce**

Export of Indian agricultural produce is a driving force towards the global market. In fact, it is extremely difficult because of massive subsidies (Total subsidies amount to more than one billion dollars a day given to domestic farmers in developed countries thereby generating surplus of production. The surplus produce is dumped in the global market with the help of these

massive subsidies, the developed countries' farmers are able to sell their produce at low prices in the international market, which denies the prospects of developing countries' small and marginal farmers.

### **Conclusion**

This is not to say that globalisation has no beneficiaries. The point is rather that it has differential impact on different categories of people, especially, the youth. Plainly, globalisation throws up winners and losers. Generally, big businessmen, professionals and the young living in cities benefit from it; the rest lose.

The percentage was abysmally low: a mere 3 percent of the population! Those who suffer most, are the Dalits, tribals, women, poor peasants, unorganised workers and minority populations. Globalisation, in short, increases economic and political inequalities. So, globalisation has to be combated, tamed or at least given a more human face.

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# Youth and Globalisation: Perspective

## Keynote Address by Prof. Usha S. Nayar

*Deputy Director and Professor, Tata Institute of Social Sciences, Mumbai  
at The RGNIYD-TISS Collaborative Workshop on  
Youth and Globalisation, 22-23 September, 2005 at TISS, Mumbai*

### **Perspective**

“Youth” are frequently a focal point for debate, they are considered as highly emotional, high on risk taking behaviour, vulnerable, treated as power for future and “energy to be harnessed” as popularly politicians refer it. Personally, I feel this expression does not cover the creativity, innovativeness and cheerfulness of youth that is positive energy. Young people, by and large, are known to be rebellious and devoid of sense of accepting the realities, living in their own world. Though the voting age is 18 years in India, young people are still treated as less than full political subjects. In our country, youth are still perceived as actors in training, raw material, flexible, waiting to be given form through careful socialisation by the members of the family, community, society and organised institutions like educational systems, community organisations, religious organisations, political parties and economic/financial institutions.

In my view the category of youth is romanticised, marginalised, pathologised and de-politicised in our country; very few organisations, individuals in power and appropriate positions accept this group as responsible, mature and independent entity for decision making on issues that affect them directly and issues of national and international concern. In this address I am covering the youth as an age group of 15-24 years as per the United Nations' definitions although, according to the Youth Policy in India all those in the age group of 13-35 years are considered as youth.

The selection of this topic as globalisation and youth for the workshop is extremely relevant. Perhaps, young people are the ones intensely affected by globalisation and in my view they are also influencing globalisation process. I am defining youth vis-à-vis globalisation both as an active category of bringing change as well as being influenced by this process of globalisation. I do not consider youth as passive receiver; I see youth involved in social movements for global change for peace, social justice, equity, and creating space for the mankind to live with dignity in diversity. I also see youth facing negative consequences of globalisation in employment, education, gender discrimination particularly for those who are living under vulnerable conditions in low income countries.

### **What is Globalisation?**

Globalisation is a summary term for the increasingly complex interaction between individuals, enterprises, institutions and markets across national borders (Report of the Secretary General 54<sup>th</sup> Session Supplement No.1

(A/54/1), 2005). It is roughly defined as the global integration of economies and societies and affects many aspects of young peoples' lives.

The assumptions are that globalisation is an attempt for homogenisation. The "local" resistance is in opposition to the "global". However, globalisation, as a political, economic and cultural force, operates as much through the production of difference as sameness. Likewise "local" might collude with and resist structures of globalisation.

While youth as a category may get influenced both positively and negatively by globalisation process, the severity of consequences would also depend on the social security preparations made ahead with specific aim to minimise the negative effects by its nation state. In my view, at present, youth have ambiguous relationship with the globalising world economically, psychologically and culturally.

In this presentation I shall try to highlight the linkages between some of the areas of youth development and globalisation in everyday life.

### **Increased Youth's Migration**

There is growing reality of increased youth's mobility across states within India, across rural and urban areas, as well as crossing nations' borders. This has become a twenty-first century major phenomenon. Youth leave their secure childhood spaces in villages, small towns and move to big cities and also across nations primarily for education and employment. They get exposed to uncertainties, anxieties, variety of stresses of alienation, isolation, sometimes discrimination and challenges for adaptation to the culture they move in.

Our vision of globalisation and youth will be very much enhanced if we understand that migration affects not only those young people who move but also those who stay behind. Globalisation has not only made migration for young people more possible, but, has affected the decisions of young people and their families.

By leaving their rural lives and getting into urban slums, leaving villages, cities and going to various countries in Middle East, U.S.A., U.K., Australia, New Zealand for work is the common trend. Very often, these young migrants both skilled and unskilled stay not for a few months, but, for many years.

In our country, many states eg., Kerala, Punjab and Gujarat have faced the direct impact of globalisation back home, as a new cultural force initiated by this migration phenomenon. It has significantly influenced those families, siblings and the near relatives who took the decisions to stay back. Whether this migration has made positive or negative impact on youth is still an unanswered question.

### **Youth Consuming Globalisation**

Youth is seen as a consuming social group, the first to bend to what is understood to be the homogenising pressures of globalisation. Some scholars see globalisation fundamentally tied to Americanisation. The



equation between, youth, consumption, and globalisation is also made within scholarly debates (Lukose, 2005).

Cultural studies of youth across nations have highlighted the role of consumption practices in the **formation of youth cultures**, particularly, in music and clothing styles. Generally, youth have resisted the local dominant cultures and created sub cultural youth identities.

It is argued that consumption is a privileged site for the study of globalisation (Appadurai 1988). An interesting analysis has been cited by Lukose (2005) how new, globally-infected patterns of consumption among young people in the state of Kerala through clothing practices, movies and the staging of beauty pageants are configured in relation to the colonialist and nationalist projects. How they were concerned with the place of women within the public/private and tradition/modernity dichotomies.

While the colonial and earlier nationalist construction of the woman in public was one who was educated, respectable, and modest, spaces of consumption marked by more contemporary forms of globalisation portray a more aggressive, confident, sexualised, and aggressively public figure.

I do not see globalisation as a straightforward case of homogenisation. I see young people negotiate new globally inflected spaces of consumption, however much these spaces seem to be structured. They would certainly have differential consequences for young women and men depending upon where do they come from in terms of their caste, class, gender, rural-urban background. These spaces have created new consumer identities rather differentially.

More research is needed in India in this area to understand the engagements with colonial nationalist and traditionalist preoccupations with globalisation vis-à-vis young population in particular.

### **Revolution of ICT (Information, Communication Technology) and Youth**

The revolution in information technology and communication has opened up world for youth. Television channels, internet sites, e-mail facilities, cell phones all have facilitated opening up external world to our local youth. The accessibility is even to our rural youth. Of course, the competence to use these facilities, to some extent, gets determined by economic, educational levels and family cultural norms of young people. However, some of the young people even surpass these sociological limitations by sheer diligence, innovations and use of their youthful imaginations. This is one significant impact of globalisation on young people's life. This has pervasive affect on their academics, access to formal education, extra-curricular activities, social life and their relationship with adult world across generations.

Studies [Nayar 2003, Ferran et al.(2001)] have indicated that young people are sharper and faster in acquisition of skills and adaptation to information technology and communication than their counterparts in adult world. This

has opened up challenges for inter-generational relationship, education systems and recruitments in the business world. This is one area in which Indian government and our young population have to work to take advantage of globalisation in favour of young people and country as a whole.

Liberalisation of economy, privatisation of certain sectors like health and education are being experienced by population differentially. While "accessibility" in literary sense may be open to all but in real sense the quality services are available to those who have the power of purchasing the services. Thus, in a democratic society unless a value of social justice is practiced, these quality services are notional for all be it education, health and employment - the essentials for young people.

One of the upside of globalisation for our young people had been that India is recipient of "outsourcing" from higher economies.

Thus, there are innumerable BPO Centres in various cities in India where young people have the opportunity for getting jobs. However, there are questions related to such an opportunity. Does this employment provide job satisfaction to our youth? does it have chance of mobility? is it not in disguise form that again the exploitation of cheap labour in India is on the increase as compared to high income countries?

Besides this, the knowledge of English with some English/American accent limit the employment opportunities in these centers to those youth who have such language proficiency. Since these jobs are open even to secondary education pass students, at times, our Bachelor degree holders are over qualified for such jobs - adding to their frustration for both higher education and employment.

On the downside of this outstanding recipient country, India was not at all prepared for receiving outsourcing from other countries. Our education system has not prepared the students for the skills that are required for such jobs and nor we have the wide-spread infrastructure to take full advantage of the market. Still, we have not accepted this reality to bring this to our educational system. For example medical transcriptionists jobs are coming to India, there are no training in our +2 education for equipping for such a job. Similarly for infrastructure, we have not prepared locations for setting up such innumerable centers. In short, we as a nation are not geared up to deal with such consequences of globalisation.

Apart from the resource constraints for dealing with the issue, our generalised negative attitude towards globalisation interferes with preparation for consequences. There is overall negative attitude towards globalisation in our minds. To some extent, this attitude has some practical negative examples. However, we need to take a rational and scientific approach towards this compelling and significant issue. Globalisation does require international linkages with private and governmental institutions. We can, with our human resource strength, turn this globalisation to our

advantage. In higher education, working for dual degree programmes, opening up on-line courses and raising standards of education to international level and developing intellectual property rights are some of the illustrations.

### **Globalisation as a Concept - Thinking Beyond Immediate: Appeal to Youth**

As a developmental stage of life, with life-span perspective, international openness appeals to young people. They do welcome opening up to external world both for competition and developing their own competencies to international levels.

Recent data on use of communication technology - internet, SMS, television and mobile phones indicate that youth are the maximum users of these modes of communications. This has opened up avenues for cultural exchanges and connections with wider world.

The popularity of music programmes viz., Indian Idol, Fame Gurukul on T.V. are some of the examples of mix of multi-media, tradition and youth coverage to compete nationally and internationally in the entertainment world of music.

### **Youth Activism and Globalisation**

We are also witnessing the Youth Activism on Global Concerns during this period. Youth, world wide are taking issues of social justice, democracy, terrorism and how best to organise economic, social and political relations in a world beyond corporate globalisation and militarism. One such big organisation is World Social Forum (WSF). World Social Forum (WSF) came to existence with the initiative of Brazilian President Ignacio Luis da Silva (Lula). The fourth World Social Forum was held at Mumbai in the year 2004. We, from the Tata Institute of Social Sciences, both faculty and students participated. The most recent WSF involved more than 150,000 participants including 35,000 in the Youth Camps. Such youth world over are working for alternative development model for the world with the values of equity, justice and egalitarian humanism. They do conceive youth as active political change agent in the world. This can be seen in the selected themes for recent forum. Themes included in this forum of 2005 were: Autonomous Thought (Knowledge and Technologies); Diversity; Art and Creation; Communication; the Common (Land and People); Social Struggles, Peace and Anti-militarism; Democratic Order; Alternative Economies; Human Rights and Dignity; and Ethics, Cosmo visions and Spirituality.

There are other people's movements such as the Movement for Global Resistance (MRG) in Barcelona, Peoples Global Action (PGA) at the global scale where youth are actively involved that facilitate communication and coordination among diverse groups, including economic justice activists, environmentalists, squatters, feminists, anti-racists, indigenous rights

advocates and pro-immigrant supporters. There are a large number of youth involved in various movements working in India and other countries to bring these values to reality.

### **Vulnerable Youth Groups and Civic Organisations**

In countries like India where the extent of poverty is high and the number of young people belonging to various vulnerable sections viz., disability, HIV/AIDS, rural, urban homelessness, unemployment, illiteracy, etc., is great. The negative effects of globalisation can have severe influence on development of youth belonging to these categories. Social security and basic food security measures are grossly missing. This would mean further marginalisation of the vulnerable groups - in the present case the youth belonging to these vulnerable sections.

In the human rights perspective, the progress of the process of globalisation has resulted in recognising these facts and has led to an understanding about the need to protect the vulnerable from the negative effects of globalisation. The activities of civil society organisations and NGOs, while recognising the effect of globalisation on human rights, have not succeeded yet to appropriately address the issue of how to reduce the negative effects on population groups particularly for the vulnerable youth.

The challenges of globalisation are too great for Governments, international organisations to deal on their own. UN in 1999 set up an Action Plan in four broad areas of activity – (1) monitoring the impact of the crisis, particularly on vulnerable groups, (2) assisting individual countries to carry out the necessary structural and institutional reforms, (3) helping to strengthen and build basic social services and safety nets for the least fortunate and (4) for giving closer links with the World Bank.

**World Youth Report of 2005** is going to be released in October 2005 where what was planned in the year 1995 for youth is evaluated. The interaction with youth groups is also included. A short version of the report has already been released. This evaluation has centred around the areas of direct concerns to youth. For the constraint of time here, I would just highlight some findings and recommendations of the Youth Report 2005 (Youth Report 2005).

1. Youth policy is driven by negative stereotypes of young people e.g. delinquency, drug abuse and violence. Young people as a positive force for development, peace and democracy seems to be forgotten.
2. There has been greater awareness of gender issues among Governments. Negative stereotypes of women have continued to persist, both in old and in new media.
3. Youth are most flexible and perhaps best able to adapt to and make use of new opportunities offered by globalisation. Yet many youth especially in developing countries have not benefited. Globalisations has had an impact on global youth employment

opportunities, and on migration patterns; it has led to deep changes in youth culture and consumerism and in different manifestations of global youth citizenship and activism.

4. ICT has presented both opportunities and challenges for young people.
5. The share of youth in the world's total population is gradually shrinking and youth development will increasingly be viewed for the potential benefits it can bring to other generations. Despite its changing structure, the family remains the first social institution where generations meet and interact.

India has chance to offer to the world on this account by doing evidence-based research, how inter-generational communications, positive relationships and partnership lead to progressive and peaceful living among generations. There are some negative examples too, however, the cultural norm and policy emphasis is on inter-generational care.

Ordinary, I must say that “youth and globalisation” has to be studied from fresh perspective, from the perception of human rights, human values and youth as the active present partners in the development. It is important to recognize the process of globalisation as a challenge to convert into an opportunity for and with our young people instead of taking it as a given “curse” and work on defense. We require research on various components of this broad theme in India. The information on this issue is more anecdotal, attitudinal and subjective expressions of citizens based on their every day local experiences and generalised to global themes rather than based on research. I am very sure that the inter-generational partnership would lead to better decisions. Sharing and caring for each other is an integral part of democratic society. Let this knowledge creation and dissemination begin from India.

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# Youth and Globalisation

*Devendra Agochiya\**

## **Globalisation – Varied Perspectives, Different Voices**

Globalisation as a phenomenon has been accepted the world over though it has been commended and slammed in equal measure. It is applauded for opening world markets to developing world through increased movement of goods and services and enhancing capital flow to these countries. It is criticised for increasing the gap between the rich and the poor nations and also for helping the rich and marginalising the poor country. Developed countries are blamed for exploiting the economy of the developing world and increasing their dependency on them. The critics point out that the political fallout of globalisation developing countries are compelled to toe the political line of the rich nations. It is contended that even the international trade and development-related agreements are also drawn in a manner that they favour the rich nations.

Globalisation has a very strong economic component especially for the developing world resulting from increased international trade, heightened economic activities across the globe, flow of funds from the developed world and setting up of industries and service units in developing countries due to access to cheap and often skilled Labour. It also signifies free movement of goods and services. It promises the integration of developing nations in to the global market. It is, however, necessary that for more inclusive understanding of globalisation, its impact on other sectors, such as, social and environmental, is also highlighted.

It is important to recognise that globalisations has varied dimensions and it depends what facet becomes more pronounced in the case of a nation or a particular group. The perspective may also differ in accordance with the political ideology a group or party subscribes to. For instance, in India, the communist parties are quick to condemn economic reforms of the present government if they are seen to be contrary to their political ideology or affecting their electoral constituency. Multinationals are welcomed or shunned depending on which side of the political divide you are. The detractors of multinationals view the opening of the economy as a licence to them to increase their wealth by exploiting the developing countries while those championing their cause contend that they generate employment and contribute to the economic well- being of the people of the country.

Globalisation has the potential of fostering enhanced cooperation among nations, encouraging them to work towards a common mission progress of the human race. It provides a window to modern, progressive life of the west and to rich culture and heritage of the east. This helps in removing misgivings about other nations and promoting better perception of the

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culture and life of their people. It contributes to the cause of world peace through bilateral and multilateral exchanges, underscoring the principle of greater interdependence of today's world. As a result of globalisation, a number of regional organisations have emerged the last two decades. Though, ostensibly, for economic cooperation they provide a forum for cultural exchanges and people-to-people contacts, emphasising the wider spectrum of globalisations. In fact, many believe that improved trade and commerce ties and strong people-to-people communication can lead to better understanding among the nations, helping them to resolve political issues.

It needs to be emphasised the returns of globalisations depends, to a great extent, on the policies and the system of governance of the government of the day. If the policies and actions of the government contribute to the creation of a gulf between the rich and the poor, it will inappropriate to put the blame on the forces unleashed by globalisations. The impact of globalisation has to be carefully calibrated and it needs to be ensured that national interests are not sacrificed in its name and for achieving fast economic growth. While following the path of economic reforms, it is still possible for a government to promote social development and can go hand in hand if the policies are formulated appropriately.

Global structures and norms have been created in areas that were earlier exclusive domains of national governments. For example: human right, women's empowerment, poverty alleviation, environment, AIDS, fight against cancer, etc. There is increased global accountability in these areas.

## **Impact of Globalisations on Indian Youth**

### ***Alienation of Youth Groups***

Globalisation is not an inclusive phenomenon. To some extent, it has contributed to the alienation and marginalisation of youth belonging, to communities or ethnic groups that find it difficult to keep pace with rapid technological advancement and consequential economic and social changes. They are not partners in enjoying the full benefits of globalisation. In our country, the situation gets further aggravated because our policies and programmes are not geared for equitable and balanced development, especially, with regard to infrastructural facilities, foreign investment, capital formation and setting up of industrial ventures. Often, rural and tribal communities get a raw deal from planners and policy makers though there are promises galoring for the disaffected communities by our political leaders. As a result, youth groups belonging to these communities do not have equal access to the kind of inputs required to help them make optimum use of the benefits flowing from globalisation or face challenges of the modern world as their counterparts from urban areas. A notable example is of youth from the North-East region of our country. They are still struggling to become a part of the national mainstream. It is, however, heartening that the present government has shown some concern on these issues and is now taking steps to correct this imbalance.

### ***Changing lifestyles of Young People***

Globalisation has led to substantial hike in salaries, raising the purchasing power of the young in a recent survey carried out by a global human resources firm Hewitt Associates, the data showed that India recorded an annual salary increase of 14 percent the highest in the Asia-Pacific region, including Japan and Hong Kong and business concerns are also forced to offer generous salary packages to the young graduates, especially, those with high level of technical and business skills. The enhanced purchasing power had led Indian youth, especially in urban areas, to model their lifestyle on western youth.

Pattern of consumption and expenditure is also undergoing changes. All the foreign brands that were out of the reach of the Indian youth are now easily available across the counter. Wearing designer clothes is considered the ultimate statement of fashion. Designer who were not heard of earlier are now getting the necessary upgrading mainly because of the emphasis on fashion, glamour and glitz. Multinationals and Indian firms are using youth icons to boost the sales of their products. Business firms are keen to project young people as their brand ambassadors. Young people are now willing to spend a substantive part of their income on maintaining a lifestyle consistent with their job and salary package. Living with style seems to be the mantra for the young these days. Personal grooming is acquiring unique significance. The mushrooming of beauty parlours and gym is indicative of these changes. New products are entering the market focusing on youth.

As a result of globalisation, youth have easy and almost instant access to a wide variety of information. Internet services have revolutionised information sharing and its accessibility. Downloading a wide variety of information and materials is now only a click away. Surfing of net is fast becoming a popular pastime of youth emphasising the emergence of 'cyber culture'. There are numerous cases when young boys and girls have been found to be downloading pornographic materials. These materials contribute to the shaping of their sexual behaviour.

There are substantial changes in values related to sex and relations between opposite sex, especially, in metros and other Indian cities. Pre-marital sex is no longer a taboo as it was a decade back. Prospective grooms are not stressing on virginity. In recent studies conducted among the college girls in Delhi and Chandigarh, it was revealed that between 25-30 percent of the respondents had pre-marital sex. In a recent study carried out by the Hindustan Times, the data showed that due to changes in the life style of the young people, the age of puberty among the Delhi girls has come down to 10. Perhaps, data from other metros and major cities will also reflect similar trends. Marriage as an institution is also undergoing substantial changes. How these changes will impact is a matter of conjecture and speculation.



Use of drugs is now seen even in school-going youth. A recent study in Delhi has shown that children studying in class VIII are also targeted by drug peddlers. This is a very disturbing trend.

Young people are also facing a crisis of 'cultural identity'. In the present world of shrinking distances, fast communication and blurring of cultural identities there are immense pressures on the youth to move from a 'traditional culture' to a 'modern' one that is more in harmony with the values and lifestyle and is seen as reflecting their aspirations. Indian youth are keen to model themselves on the style of western youth. However, the period of transition, marked by uncertainty and dilemma, is impacting the psyche of the youth of the country and harmony of the family. The young are not able to determine what values and practices to adopt and what to repudiate. The pressures of the parents, the society and the media add to their predicament.

### ***Educational Opportunities for the Indian Youth***

As a result of globalisation, there is perceptible diversification in the employment opportunities for young women and men, offering new hope to them. Besides the much publicised boom in the IT sector, we are also witnessing the emergence of other equally viable sectors, such as, manufacturing, financial services, tourism and hospitality, fashion designing and TV and cinema entertainment. The Indian corporate sector has been influenced by the culture of multi-nationals that have entered the industrial arena in the country and the emphasis is increasingly on engaging professionals. This has impelled educational institutions to have a rethink on the courses they were traditionally offering. They are coming forward with courses that respond to the employment needs not only of India but of other countries as well. Human resource of India is truly showing results though one has to contend with the flight of human capital as a consequence of globalisation.

In view of these developments, the non-formal education sector has been booming as the private educational institutions are in a position to offer courses that directly prepare young men and women for present day jobs. Of course, it has led to commercialisation of education but Indian youth are in a position to exercise their options in pursuing the courses of their choice. One hopes that this small beginning, pursued with the present vigour and earnestness, will bring about changes in the education system that educational planners have been talking for years. The government-run educational institutions will also be compelled to follow the lead of the non-formal sector if they have to stay in business.

### ***Status of Young Women***

Globalisation has economic, social and cultural ramifications for the status of women in our society. It has impacted the way the society looks at them. The issues related to the position of women in society and their empowerment, transcend national boundaries and have assumed

worldwide dimensions. They no longer remain in the domestic realm of a country. People across the world are being exposed to new thoughts and views on these issues, as information on global situation of women is easily accessible to all. And, not surprisingly, young women are occupying the centre stage. An important spin-off of globalisation is that international agencies are providing a platform to discuss the issues related to the empowerment of women and are playing a dominant role in setting the agenda for action, influencing policies and enactment of legislations across the world. Their problems are becoming the concern of the world community. And what is more significant is that the countries cannot afford to ignore the call of these agencies for affirmative action as certain standards are being set for global accountability. In India, the state and the voluntary sector has been quite active in taking affirmative action to enhance the status and position of Indian Women.

The economic and social changes triggered by globalisation have brought about a change in the psyche of young women in India, especially, those living in urban areas. They appear to be more confident, ready to face the challenges of life and keen to evolve their own identity. More and more young women are qualifying for professions that were hitherto considered the exclusive domain of males. With the coming of multi-national companies in India, the culture of the corporate world and its functioning has assumed a distinct international character and as a result of these changes women are now being increasingly considered for top and senior positions in Indian business firms.

The attitudes that guided the behaviour of people towards women are also changing, though slowly, as people are exposed to new ideas and viewpoints about the situation of women in other countries.

### ***Youth in Conflict with Law and Society***

During the last two decades or so, we have been witness to globalisation of terrorism. The events in one country often affect the life and property of the people in other countries as the terrorists seek to justify their acts of murder and destruction. A very effective network of terrorist organisations has been established across the globe that provides mutual support and assistance in carrying out their acts of violence and killings. Unfortunately, there is an increased use of youth for these reprehensible and as they are easily fired by idealism and are vulnerable to the persuasions and enticements of religious fundamentalists, ideological demagogues or political activities.

Internationalisation of terrorism has also affected the political and social ethos of the country. Consistent with this global phenomenon, the ultras in India are also under young women and men in pursuance of their political, religious or ethnic age. They are recruited, trained and supplied arms for committing acts of murder and violence against the targeted groups or communities. Unfortunately, the political parties in India are also

unhesitating in using their youth brigade for the demonstrations, vandalism of public property or acts of violence, not realising the encouraging their participation in these acts they are fostering in them value patterns of behaviour that are against national interests and in the longer run, can bring them into conflict with law on other matters of life as well. It is, therefore, not surprising that we are already seeing an upsurge of the involvement of youth in robberies, extortion, murder and rape. If immediate measures are not taken to address this issue we will see political and social activism of the worst kind in the country, affecting the future of Gen X.

There is another aspect of globalisation that is contributing to the rise in youth crime graph in our country. As indicated earlier, the media, especially, electronic, bombard the young women and men with advertisement blitz, features, serials and episodes that focus on fashion, glamour, glitz and modern lifestyle. This lures a significant number of youth who make it their mission to enjoy that lifestyle, regardless of what it takes to achieve their objective. They want to be on a fast tract to get rich to be able to afford these luxuries. Statistics indicate that youth crime is showing a steady rise and a number of young people in the age group 20-30 years are finding themselves in conflict with the law of the land. There are frequent reports about young women getting into the flesh trade to support a lifestyle that they cannot otherwise afford. Not surprisingly, a number of these young women and men belong to economically well-off families.

### ***Social and Mental Health of Young Indians***

In the present-day highly competitive world, those young women and men who do not possess the ability to take up the gauntlet of competition are left out in the race of life. The benefits of globalisation in term of education and / or job opportunities have been garnered by a small section of youth those belonging to upper strata of society, living in metros or urban areas, or having connections in the corridors of power and position. To some extent, this has led to increasing alienation of a large section of the youth population. This is the recipe for frustration, affecting the mental and social health of young women and men. So while globalisation opens up new horizons for some, a certain degree of despair and pessimism have engulfed a large section of Indian youth.

While, it is relatively easy for those who are pursuing professional courses to plan their career, others go through a period of anxiety, apprehension and stress, unsure of what would happen to them once they complete their academic career. They are even uncertain about the kind of life that awaits them outside their educational institutions. Consequently, their emotional health suffers, leading to frustration and decline in their self-esteem and self-belief. Their ability or even the desire to effectively confront the life challenges gets diminished. Life becomes stressful. An attitude of apathy and even resignation takes over.

### ***Loosening of Family Bonds***

Family as a key social institution in Indian social structure has not remained insulated from the realities of modern world and, over a period, has undergone a lot of changes, both in its structure and functioning. As the process continues unabated, family is still struggling to accept and come to terms with these changes. It remains in a state of flux. This state of affairs has far reaching implications for the young women and men. Family bonds appear to be loosening and emotional support that youth could expect from the parents and other elders is eroding. As a result, the social and psychological safety nor the family provided for the young is fading away. Because of the exigencies of the present-day world, the parents are so engaged in their social and economic pursuits that they are not in a position to extend guidance and support to the young of the family. The peers are not always the most appropriate persons to fill this gap. The teachers, for their own reasons, relinquished this role long back. Thus, the void created in the family support system persists.

# Globalisation and the Marginalised Youth in India

## – A Discussion Paper

– A. K. Mittal\*

In this presentation, we shall briefly touch upon various interpretations of the term 'globalisation' and also have a bird's eye view of who constitute the population of our young people subsisting on the fringes of economic development. We shall also examine and analyse the plight of these young people in the backdrop of growing globalisation and consequent expansion of market forces. We shall then move on to point to the road ahead and also raise some pertinent questions and issues, which warrant urgent consideration and solutions.

### **What is Globalisation?**

A critique of related literature gives us various points of view in respect of the process of globalisation. Critics of globalisation having leftist leanings contend that globalisation is the rapid increase in cross-border economic, social and technological exchange under conditions of capitalism. In pure economic parlance, it is seen as a primarily economic phenomenon, involving the increasing interaction, or integration of national economic systems through the growth in international trade, investment and capital flows. From the sociological point of view, globalisation is defined as 'a decoupling of space and time, emphasising that with instantaneous communications, knowledge and culture can be shared around the world simultaneously'.

The outcome of globalisation, thus, would or should be to bring the world closer through better world-wide communication, transport and trade links to create a 'Global Village', as once envisaged by Marshall McLuhan, the late Canadian media philosopher, where members of the same industry from around the world interact on a large scale.

### **Evolution**

The end of the Second World War brought about a phenomenal expansion of capitalism with the emergence of Multinational Corporation interested in producing and selling in the domestic markets of nations around the world. The emancipation of colonies created a new world order. Air travel and the development of international communications enhanced the progress of international business.

The fall of the Berlin Wall and the collapse of the Soviet Union ended the cold war between the forces of capitalism and socialism with capitalism

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emerging victorious. The development of the internet has made possible the organisation and conduct of business on an enhanced global level with greatly increased speed.

Thus, the market system, liberalisation and privatisation have become the basic corner stones of globalisation. Clearly, one needs skill and money to participate in the growing market-dominated economic system of today and those who do not have the requisite inputs are marginalised.

### **The Marginalised Youth**

The next natural point of consideration, then, is who these marginalised young men and women are and where they come from. Clearly, they belong to the poorest of the poor strata of our society and belong to the weakest sections - the scheduled caste, the scheduled tribe and the backward classes, who have been relegated to the so-called 'non creamy layers' of these communities. They are the rural and the urban poor; they live either in remote forests, hilly tracts or desert areas, or in the ghettos of urban slums. They are also person with disabilities whose numbers have never been accurately and decisively brought forth. In short, they are those who subsist below or just on the verge of the much-publicised 'poverty line' who are estimated to constitute anything between 26 to 40 percent of our total population. Can there be any genuine growth and development in real terms without taking these large numbers on board with us towards economic and social well-being? Can these hundreds of millions of deprived and ostracised sections of our population be left to fend for themselves and the heavy burden of the gnawing social costs of globalisation?

### **The Present Scenario**

Yes, the country has witnessed a veritable revolution in the fields of communications and information technology. We are said to be getting ready for a quantum jump to rank among the most powerful economic in the world. Our foreign exchange reserves are stated to be higher than before. The sensex is breaking new records every day.

Yet, there is a flip side of the coin also. According to the recently released Human Development Index of UNDP our country ranks 127 among 177 countries covered and has stagnated there for the second year. A recent survey has revealed that we lag far behind many developing countries in our attempts to strive for the attainment of five of the eight Millennium Development Goals. Epidemics like Japanese Encephalitis take a heavy toll of human life from time to time. The growing rural-urban divide is a matter of increasing concern with 80 percent of our youth with limited means attending professional institutions run by the government and only 20 percent being able to go to high-cost privately managed institutions of higher learning.

Indigenous small scale and cottage industries which are run mostly by women and youth from weaker sections are becoming easy prey to market

forces, with the entry of foreign players. The toy and the silk industries are cases in point. Declining investment in irrigation, declining bank credit and falling employment have hit livelihoods badly in a country where seven hundred million people depend on agriculture. Their plight is most starkly confirmed in a recent study by one of India's eminent economists, Utsa Patnaik. She states that an average family in India eats 93 kilos less food grain a year nowadays than they did five years ago, when the economic reforms really began to be felt on the ground, when one considers that this figure includes urban food consumption, where it is increasing and diversifying, one can imagine the state of the rural poor. Currently, food absorption for 40 percent of India's rural poor is as low as Sub-Saharan Africa. Which is why more and more people are forced to leave their families behind and come to Delhi, Mumbai and other urban centres.

The plight of these marginalised youth is far more pronounced and alarming in our so-called metropolitan cities. Take the case of Delhi. It has a huge slum cluster on both banks of the Yamuna with about seventy five thousand jhuggies (shanties), housing three hundred thousand people. And, look at the state of employment or the lack of it! According to the National Sample Survey Organization's figures, Delhi had 5.69 lakh unemployed person in 1999, little over half a million. In less than five years, this figure has doubled to 1.1million. Of these, the NSSO states, 42 percent are migrants from States.

### **The Way Ahead**

Where do we go from here then? Can we, though the waving of some magic wand, suddenly abandon these ever-increasing forces of globalisation and market systems? Can we set the clock back, reverse the trend? No way!

Globalisation is here to stay. It is a process from which no country, whether in South Asia, Latin America or Sub-Saharan Africa could either wish or afford to be excluded. Yes, there are problems, but these need to be countered head-on. We cannot but strive whole-heartedly to use the effects of globalisation to provide our people opportunities to improve their living conditions. Isolation is no longer an option for us, especially since many other low income countries have marched way ahead.

However, we cannot allow these processes and phenomena to overwhelm us, to deter us from our proclaimed goal of 'wiping every tear from every eye. What is of prime significance is that we strive ceaselessly to ensure that globalisation works 'with a human face. That is not just a political slogan, not a mere cliché not a matter of rhetoric only. We cannot escape this overriding consideration of a humane touch, if we want a genuinely equitable distribution of gains, income and wealth.

Bringing millions of our deprived youth into the mainstream of economic activity and social development, calls first and foremost, for ensuring universalisation of education at all levels. Here, we are pleading not just for a quantitative increase in educational facilities. What we seek is really good

quality and meaningful educational activities, which are compatible and consistent with the growing needs and requirements of these vulnerable sections of our society. We need to replace mere bookish information levels with highly practical and activity preparation for life leading to true empowerment.

This is a tall order, yet something, which is very much desired and also achievable. As the noted economist and member, Central Advisory Council, Jayaram Ramesh, has observed in recent interview with the BBC Hindu Service, the government alone cannot take on this stupendous task. We need the collective social consciousness and national commitment for this purpose, something akin to the self effacing spirit dedicated of the freedom struggle and the period immediately following the dawn of our independence.

Along with a really rewarding and absorbing system of education, we also need to a socio-economic environment conducive to real growth and development for all. We have before us the Chinese model of market socialism, which could be suitably amended to meet our specific indigenous requirement. We might 'think globally' but we must act 'locally' to ensure that our native genius is not wiped out, be it in industry or agriculture or the service sector. Our tribals and 'girijans' have a whole treasure of ancient biodiversity, which must be preserved and nurtured.

The role of the state can in no way be undermined, while recognising the vital contribution of community-based organisation and civil society partners. The state has in a situation like ours, to perform the roles of both a regulator and a facilitator regulator shorn of burgeoning and red tape facilitator for enabling benefits of globalisation to be more evenly distributed. State and market cannot be substitutes for each other and must complement each other. State is the only institution that can create room for introducing correctives.

In the national context the state must endeavor to create the necessary condition for more equitable development, bargain with international capital to improve the distribution of gains from cross border economic transactions, practice prudence in the macro management of the economy and intervene to minimise the social costs associated with globalisation.

Our government must invest optimally in the development of human resources though education, agrarian, development of technological and managerial capabilities at a micro level, as also establish mechanisms that would keep a watchful eye on the functioning of markets.

Direct Foreign Investment apart from prudent state interventions, holds the key to promoting all- round development and enhancing opportunities for all, including the less privileged sections of our populations. For a labour-surplus host country like India where unemployment is a serious problem, Direct Foreign Investment will have the most favorable impact under the following conditions:



1. Finance is not raised locally, so that domestic investment is not crowded out.
2. The technology used by the subsidiaries is labour intensive or not too capital intensive.
3. There is strong linkage with domestic suppliers ensuring quick learning and technology diffusion.
4. The output is not sold in the domestic market, so that local producers are not adversely impacted.

Permit me now to state a word about the position of young people with disabilities with whom I work. The number of persons with physical, sensory or mental disabilities has been varyingly estimated in our country ranging from about 2 percent to over 6 percent of our population. Through their own examples, a number of such persons have proved conclusively that disability need not be a barrier to success in education and productive output. Further, technology is now available to enhance the work-speed and efficiency of persons with disabilities. It is, therefore, imperative that youth with disabilities are enabled to play their rightful contributory roles in the country's socio-economic development.

We have also to emphasise, at this stage, that providing support to persons with disabilities, is no longer a charitable or a mere welfare-based dispensation. We must include persons with disabilities in all our developmental agenda and do so with a 'rights-based' approach. Children and adults with disabilities need services, not just because of feelings of pity or condescension from the community, but because they have a basic human right to such services, like everyone else.

### **Some Important Issues**

What we have indicated above is just a list of illustrative suggestions, not intended to be exhaustive or inclusive in any way. We have no doubt that a lot more refreshing and stimulating ideas would emerge during the discussion, which is to follow. We wish, however, to draw attention here to some of the more relevant and topical issues which call for urgent and thought-provoking analysis in the context of the present-day globalisation and interplay of market forces vis-à-vis the hitherto neglected or less attended sections of our youth population. Some such questions which come to one's mind immediately are:

- Should giant multinationals be allowed unrestricted entry into our country?
- Is foreign capital an unmitigated evil?
- Should government regulation of economic activity be totally done away with or does our government have some role in this?
- What is the case for privatisation in a labour surplus country such as ours?

- Will globalisation necessarily ruin the environment with reference to biodiversity and herbal wealth?
- What is the scope for introducing competition in public utilities and network industries with reference to increasing work opportunities for the weaker sections?
- What is the role of civil society organisations in addressing issues of immediate concern to the vulnerable sections of our youth population?
- How can persons with disabilities be mainstreamed?

We look forward to a most enlightening and rewarding interchange of opinions on these and other related crucial issues.

My sincerest thanks to the organisers of this programme for giving me an opportunity of sharing my thoughts with you.

# Globalisation, Inequality in Education and Youth

– *Karuna Chanana\**

Youth is considered to be most receptive to social change, i.e. their ideas, views and patterns of behaviour are expected to change in response to the new forces unleashed by the mass media, education, internet and information technology etc. However, this generation is also sandwiched between children and adults, between primary and higher education and is the most neglected. While attention is being paid to primary education through programmes such as the DPEP and EFA and higher education is also receiving a fair share of attention, secondary education is not a part of the public discourse on education. Apart from its absence in the official discourse, social scientists working in the area of education have also not given much attention to this sector of our population. This is so at a time when the youth are under a lot of stress, especially, a few years before they complete their school education. The psychological and social pressures to achieve are immense. The sources of stress are evident in the newspapers twice a year first, when the results of the board examinations are announced; one reads about suicides committed by the youth. Second, at the time of admissions to colleges the problems that face them are highlighted in the newspapers and the media. Therefore, I am glad that this workshop is focusing on this neglected section of our population.

Globalisation means many things to many people. According to some, colonialism was globalisation while others refer to modernisation as globalisation. I refer to it as the impact of economic liberalisation on some aspects of education, especially with reference to equality in education, since 1991. 'At the heart of the relationship between globalisation and education in the current historical conjuncture is the relationship between globalised political economy and the nation state....' (Carnoy and Rhoten 2002: 3).

Economic liberalisation and globalisation are changing the relationships between the governments and the education systems all over the world. Some of the changes pertinent to the school system and which affect the youth in contemporary Indian society are: liberalisation of rules and procedures to establish private for-profit very expensive schools which offer certificates and qualifications of foreign countries; schools which provide facilities such as air conditioned classrooms, buses and hostels; franchising of school education; the increase in the number of Indian students who are going abroad for higher education especially after completing school, the emphasis on specific and a narrow ranges of skills and subjects; the devaluing of humanities and social sciences from the school level; introduction of new job oriented courses during school hours

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and after school hours; meeting all the cost of the schools from the tuition fees paid by the individual student; the emphasis on performance (Apple 2002) efficiency and accountability; high cost tuition and coaching centers, etc. This is happening when the social demand for higher education is increasing. We are told that these developments provide more choice to the parents and the students. The two pertinent questions are: what kind of education and to whom is this choice available? I shall try to focus on the second question.

What is pertinent is that issues of equality and social access are no longer part of the public discourse on education in India. The educational entrepreneur has quickly occupied the spaces in the whole education sector, starting from the preschool to post secondary sector. Moreover, the emphasis on higher education as a private good, since only primary education qualifies as a public good in our country, has diverted the focus away from equality in and through education.

### **Globalisation, Education and Equality**

Since the end of the 20th century, globalisation and privatisation have greatly impacted the goals of education which has invariably become more closely linked to markets, industry and corporate business. According to Carnoy and Rhoten 'Globalisation forces nation states to focus more on acting as economic growth promoters for their national economies... and much less to promoting equal treatment experienced nationally by various ethnic groups living within the country's boundaries.' (2002: 3). Additionally, globalisation has increased income differentials as well as educational differences within and across countries. In fact, the differentiating power of schooling has increased (Stromquist, 2002: iv).

Globalisation has changed the world into a global market, unrestricted by geographical boundaries. Direct ties between industry, corporate world and higher education has altered the skills required on-the-job and the subjects to be taught in the schools. The boundaries between arts and science subjects see a corresponding change. Stratification between arts and science has been strengthened further, whilst the sciences are subdivided into applied/emerging Vs pure. In the hierarchy of disciplines, new disciplines such as management, media and mass communication, fashion technology etc., have taken their place towards the higher end of the spectrum. Private for-profit institutions, schools, colleges and universities are very quick to respond to these demands. Therefore, most of the emerging subjects are expensive because they are self-financed.

However, the crisis is not just financial. The long held goals of education, namely, equality and social justice; democratisation of education and social mobility take a back seat (Stromquist, 2002:vii). In fact, the social movements which represent civil society have been questioning the dominance of technology in higher education and at the marginalisation of social issues and the social policy research areas in which the women academic staff and students are generally disproportionately located.

According to McKinnon and Brooks (2001) information technology, advanced telecommunications and innovation etc., are central to globalisation. An increased focus on techno sciences has classed and gendered implications because students from the deprived sections and women have been less involved in those areas which are front-runners in the new economy and the market; they have also been at the lower levels; and now they may also be unable to adjust to the time-space compression that IT demands or fosters (Harvey 1993).

### **The Indian Context**

Indian society is characterised by diversity and hierarchy. The main parameters of diversity are: religion, caste, ethnicity, rural/urban residence, regional culture, class and gender. Historically, some of these provided extreme handicaps to large sections of Indians and prevented them from moving up socially, economically and educationally. The Indian Constitution recognised caste and tribe as major indicators of backwardness and evolved a policy of positive discrimination in public sector education and employment in favour of those who belonged to the categories of Scheduled Castes/Dalits and Scheduled Tribes/Adivasis (Chanana, 1993). This is popularly known as the policy of reservations. Until very recently, education was projected as a major instrument of equal educational opportunity and social mobility in India, as in the other democratic nations, in the hope that education would be the main equaliser and promoter of social change. Equality and social access became major goals of education.

It has to be noted that after independence higher education was fully under state control while the private sector was allowed to continue in school education. There has been a lot of criticism of the dual system of schooling, i.e., of the government vis-a-vis the private schools which reinforced the stratification in the school system. However, the government schools were still in a majority wherein tuition was free or almost non-existent. Nevertheless, during the last five decades even with a highly or fully subsidised regime the non-enrolment and drop out rate has been consistently very high from the public or government school system. Quite a few of those who do not enroll or dropout are first generation learners. The proportion and the number of the disadvantaged groups and those from the rural areas also remain small in the enrollment statistics. Women from among these groups are almost invisible. The problem of regional imbalances is also acute. Again, the connection between merit and elite institutions excludes the disadvantaged groups from the best government institutions of higher education, especially of professional education.

Moreover, there has been the problem of clustering of women and students from the deprived sections in general education, namely, humanities and social sciences - subjects which either lead to low end jobs or unemployment. However, the clustering of women in specific subjects and their occupational segregation later in life (Sharpe, 1976; Deem, 1978; Wolpe, 1978) has been the focus of women's studies. One of the main concerns has been the imbalance as seen in arts vis-a-vis science at the school level i.e. girls' enrolment in science subjects is much lower in comparison to boys. They tend

to cluster in arts, humanities, social sciences-subjects which are not directly related to jobs (Chanana, 2000). Social Scientists contended that this imbalance in subjects had to be redressed to remove inequality (Kelly, 1981; Harding, 1986; Whyte, 1986). The argument is that that the subject choices of women from among the upper and middle strata of society are linked to their socialisation as well as to their future social roles, that is, to their reproductive role. The women from poor families have not been focussed upon for whom the production value of education is relevant.

This argument can be extended to students from the marginal groups, namely, dalits, adivasis, those residing in remote and rural areas and those suffering from social and economic handicaps. These students also have tended to concentrate in the liberal arts subjects because they are the cheapest and the shortest. These courses do not need long term investment of time and heavy financial resources to the extent that specialised and professional courses require. In addition, these students also do not have necessary cultural capital or habitus, as Bourdieu (1996) would call it to get maximum advantage of the schooling process. The outcome is that their employability prospects are low.

Thus, equality and social access in the current situation of globalisation and privatisation of education in India refers to increase in inequalities and variation in the quality and cost of education in the institutions. Additionally, intra-regional disparities, differential access, outcome of ethnic minorities, the disadvantaged and the women have also to be seen.

Since 1991, the policies of the Indian government have involved restructuring of the economic institutions and the educational system. At the time the existing system had become too large and ineffective. It was characterised by a few high-quality institutions at the top while the majority at the bottom were of poor and indifferent quality. It was also not expanding rapidly enough to meet the rising social demand for higher education especially of the skill oriented professional education. Additionally, the existing public system of education, the schools and the higher education, which provide reservations, had become too large and dysfunctional.

With the introduction of economic reforms in the nineties the situation has changed. Globalisation and liberalisation impacted on the economic policies of the Indian government. Economic reform meant not only restructuring of the economic institutions but also the educational system. In addition to the international pressure for economic reform, the increasing demand for higher education and for specific courses also became push factors. The government relaxed its regulations and allowed the entry of private sector more freely. All these developments impacted the school system directly and indirectly.

First there has been expansion of the private for-profit schools which offer foreign and Indian certificates, franchising of these institutions, tie-ups with foreign institutions for some or part of the academic or extra academic programme, the coaching centers for the entrance examinations and

interviews to the elite institutions such as the IITs and IIMs, part time market oriented courses, pre-eminence of the professional courses such as IT, media and communication, medicine, engineering, etc, clamour to go abroad for higher education. All these facilities are concentrated in the urban areas and are very expensive.

Furthermore, the stratification between private and government schools, between those which offer Indian and foreign certificates, the expansion of private coaching and tuition, the coaching for all elite courses and institutions, the coaching for entrance examinations have increased the cost of secondary education because parents start investing in the last two years of schooling for the college education. Also the difference between the very exclusive and expensive private for-profit schools at one end and the government schools have increased and become very vast. In fact, now there is a stratification among the private unaided schools. So when we talk of choice, the choice has increased for the families who have the economic resources and the social and cultural capital. Those who were in any case excluded from enjoying the benefits of the education system are being further marginalised in this hierarchy of the educational choices. In fact, there is no choice for those at the bottom of the heap -they can only send their children to the nearest government schools-good or bad. Therefore, the question: who has the choice?

The new developments have also led to the devaluation of disciplines which have been the choice of students from the marginal and deprived groups and of women. As mentioned earlier, they are generally located in the humanities and the social sciences, subjects which are devalued in the market. Now-a-days, it is quite common to hear the question: why should students study history or sociology or the languages? What are the job prospects of those youth who finish education in these subjects and who are they who get left out of the new job opportunities?

Additionally, the issues of social access and equity or of quality receive little attention in the new institutions which are too costly. There is enough data to assert that parents, even those who can afford it, are reluctant to spend too much on the education of their daughters. Those who have to make a choice do so in favour of the sons. Would parents spend on the expensive school education and dowries for their daughters? Again, the question: how far do the new arrangements provide more choice to girls?

## **To Conclude**

Issues of equality and social access in education have been pushed into the background at a time when India has a vast illiterate mass, a very high non enrolment and dropout rate at the primary level and when very few of those who enter the schools reach class X. The classed and gendered impact of the changes requires attention if the goal of social change and equity has to be achieved. The study of class, caste, tribe and gender is, in effect, the study of inequality (Thomas 1990:2) and social differences are critical to understand the impact of globalisation on modern youth. In the

present circumstances, it is expected that education, instead of being the instrument of equality and social mobility for Indian youth, is more likely to enhance social and economic differences, increase inequality in education and become a tool of reproduction of the existing hierarchical system. The alternative is in making the government school system equally good not only in social access but also in outcomes. It should offer the same choices as are available to those who have the economic, social and cultural capital to take advantage of the new opportunities offered by globalisation so that inequality in education replaces equality in and through education.

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# Young People, Partners in Development – A Reality?

– *Saraswathy Rajagopal\**

Young people of today are nurturing in an environment completely different from past generations. Today, we are connected globally by trade, by information technology, by the television in our living rooms, by the internet, by coco cola and MacDonal'd's and of course by an environment which we share collectively. Today, we are also linked globally by poverty, famine, homelessness, by child labour, diseases like HIV / AIDS, by unemployment, by crime, by war, and by natural and manmade disasters. Moving away from our current challenges to humanity to a more sustainable future means we cannot continue with our current development practices. Why? Because it would mean taxing on the resources of future generations. Do we want to do that? Do we want to deprive the younger generation of resources that they rightfully deserve? This is the soul searching that is going on not only among leaders and politicians at large but also among the various sectors of society.

Much has been said and written about Globalisation. Many export led countries have become prosperous with the populace consequently benefiting from a better quality of life. Information technology has linked and empowered people throughout the world. Foreign aid has benefited many be it through health, education or technical means. While the removal of barriers to free trade and the closer integration of national economies has the potential for enriching everyone, however this can only become a reality if, and only if globalisation is managed effectively through the international trade agreements and appropriate policies are adopted to help countries grow and ensure that growth is shared more equitably.

Unfortunately, in reality, one finds that on many occasions, decisions are made; actions are pursued that fit with the interests or beliefs of people in power, be it politicians or technocrats in the national or international arena. If one views the impact of Structural Adjustment Programs which many developing countries facing an economic crisis are subjected to, one wonders how such measures are being continuously imposed, especially when it drastically affects the supply of basic needs to the populace at large. In fact, such measures tend to widen the poverty gap and drive more below the poverty line. This is ironical especially when one reflects on the rationale of the IMF's creation. It is not a Private Commercial Bank but a Public Institution, an institution that was set up to help the needy and the troubled.

The impact of the IMF aid and its conditions on Indonesia and its people during the financial crisis of 1997-98 is a case in point. It was to say the

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least, the handing over of Indonesia's economic sovereignty to IMF. The social and political consequences were far reaching. When food and fuel subsidies were drastically cutback, to conform to one of the conditions of the structural adjustment program imposed by the IMF, there were massive riots. It was for this very reason that Malaysia decided to handle the financial crisis without IMF assistance. Being a multi-racial country, Malaysia did not want to put its social stability at risk. By introducing capital controls which many pundits initially suggested will be a failure, Malaysia managed to address its problem effectively.

This brings to mind the writings of Pierre Bourdieu, the French intellectual who talked about the need for politicians to behave more like scholars when addressing issues. They, he stated should view problems in a dispassionate way, engage in debate based on facts and evidence, before making a decision on what is the best course of action. Sadly, in most cases, the opposite happens often when academics involved in making policy recommendations become politicised and tailor the evidence to fit the ideas of those in charge.

The global financial crisis of 1997-98 also taught many governments that while financial liberalisation was important for promoting economic growth; it does not absolve the government of its responsibility. The government also has a critical role to play. In fact the relationship between government and market is complementary and so the need for them to work in partnership. While governments cannot remedy every market failure as the 1997 financial crisis showed; neither can markets solve all social problems such as inequality, unemployment, poverty and social abuse because these are issues only governments can address adequately. Today, even IMF agrees that financial liberalisation contributed the financial crises of 1997-98 that wreaked havoc on several developing countries.

Today, globalisation has become a controversial issue. It is being challenged by people from both the developed and the developing countries and people from all walks of life. Many young people from all over the world have been protesting be it at the World Trade Organisation meetings or at the G8 forums regarding the need to address issues such as hunger, poverty, pollution, unemployment, diseases, gender disparity and its impact on the populace at large. In fact, this has provoked a lot of soul searching, especially, by those in power and in fact President Chirac of France has commented that Globalisation is not making life better for those who really need it. For millions, it has not worked. Many are worse off today as job opportunities move to low cost centres, environments become more polluted paying thus a higher price in terms of health costs, traditional values become eroded and children are deprived of schooling.

Development is about people having access to healthcare, education, food, accommodation, civil liberties, political and religious freedom and social security. It is about transforming societies, it is about eradicating hunger, poverty and gender disparities and ignorance. Globally, the

Millennium Development Goals (MDGs). The intention is to ensure that globalisation becomes a positive force for all the people in this world. Has this promise been fulfilled? Not as yet.

Since the launch of the goals at the Millennium Summit in September 2000, the MDGs have become a widely accepted yardstick of development efforts by governments, international institutions as well as civil society. Basically, the MDGs commit the international community to vigorously promote human development as the source of sustaining social and economic progress. It also recognises the importance of creating a global partnership for nurturing development. The MDGs are a set of numerical and time bound performance indicators or targets related to key achievements in human development by 2015 from their levels in 1990. 161 countries have committed themselves to attaining the targets contained in the MDGs. These goals have been accepted as the criteria for measuring development progress.

It cannot be achieved if issues are worked on in isolation without realising the linkages among them. In order to understand and take appropriate action, we need to consider social and economic issues from a holistic and open approach that listens to the voices of different stakeholders in society be it government, the private sector, non governmental organisations, civil society and young people in particular. Change is inevitable. It involves new ways of thinking, new ways of doing things. We will require an integrated vision, which blends reason, emotion and intuition to address these issues. We will require a leadership style, which is open and consultative, marked by self-confidence to take on challenges. What role can young people have in a time of globalisation? How do we create a participatory role for them in the development process? How do we build bonds and bridges not only between young people of different cultures, religion, race and gender but also between other stakeholders and members of society?

The responsibility for creating a more equitable and peaceful world lies in the hands of our young people. Currently, nearly half the world population amounting to 2.8 billion is below 25 years of age. Nine out of ten of them live in developing countries. A billion of them need jobs in the next decade. More critically, the majority of the developing world's poor will be children and young people. The issues they face i.e. unemployment, lack of education and skills, risky behaviours and violence on others represent enormous economic and social costs to society at large and nations in particular. Being excluded from any form of participation in the decision making process that affects their future and that of their community and country can bring about extremely negative consequences.

We need to understand the wants and needs of young people and we need to empower them to achieve their aspirations because they are the resource for their own development. They must therefore be the architects and agents in designing ways and means of meeting contemporary and new challenges. Youth empowerment includes the participation of young

people in decision-making and in issues such as economic, social and cultural development, access to information and advice, vocational training, employment and leisure. By giving them the opportunity to incorporate their views, their perspectives, one can also earn their commitment in implementing the programs so planned. Thus the responsibility for creating a more equitable and peaceful world lies in the hands of our young people.

Participation and empowerment of young people as stakeholders, decision makers and beneficiaries at all levels of development from strategy to design of programmes, from implementation to evaluation is very critical as it relates to policies and interventions that directly affect their lives, that of their communities and their nations. This will ensure both the ownership of the development process as well as improve the effectiveness of interventions. Through partnerships, the conditions are created by which young people have choices and opportunities to positively impact their own lives as well as that of their families, communities and countries thereby enabling them to participate in their own future.

Building and sustaining partnerships with young people is therefore a critical strategy to achieve the Millennium Development Goals which are as follows:

- i. To eradicate extreme poverty and hunger
- ii. To achieve universal primary education
- iii. To promote gender equality and empowerment of women
- iv. To reduce child mortality
- v. To improve maternal health
- vi. To combat HIV/AIDS, Malaria and other diseases
- vii. To ensure environmental sustainability
- viii. To develop a global partnership for development

Partnerships are essential for attainment of the MDGs. At the international level, the World Bank, the IMF, regional development banks and other international bodies like UNDP are key partners in the international arena to implement actions agreed upon collectively by them. Credibility of global initiatives to achieve the MDGs hinges on the generosity and commitment of wealthy countries to fulfill their promises such as more aid, sustainable debt relieve and increased trade opportunities for the developing countries. Last week the G8 met at Gleneagles and talked of the various measures to relief poor countries of Africa of their debts, to increase aid to address poverty and provide more opportunities for trade.

At the national level, governments are very critical players in achieving these goals. They play a very important role in creating the necessary conditions and the conducive environment and appropriate policies for progress in development initiatives. This is because national level

campaigning is very important. Why? Because, it allows for strategies and goals to be designed and adapted to local needs and aspirations. Some countries like Vietnam have set goals higher than the global targets. Latin American countries goal of universal secondary education is higher than the MDG of universal primary education. However, focus is on the rights of the poor people. Key issues include appropriate policies in place, institutional response to the legitimate aspirations of poor and marginalised people, adequate public accountability and transparency in decision making. In designing and operationalising the development vision, one of the important stakeholders who should be incorporated in the initiatives should be young people through their respective organisations.

Many may ask, what are the benefits of involving young people in national issues, in addressing the millennium development goals such as poverty eradication, promoting gender equality, improving access to education, combating diseases and ensuring environmental sustainability. By involving young people, the advantages are manifold. By involving young people, they develop an increased awareness of issues that affect their nations in general and society in particular be it poverty, AIDS, debt, trade or unemployment; their relationship with other stakeholders involved in national building improves thus leading to succession planning and participating in the decision making process improves their self esteem, confidence, self discipline and ability to analyse, negotiate and present issues thereby creating a sense of responsibility and accountability. They become result oriented rather than activity focused, willing to take calculated risks to achieve potential results, effective communicators as they learn to express their needs and desires explicitly, able to build networks and partnerships that assist them in getting things done and able to have a macro view of things thus benefiting the cause as a whole rather than restricted to their own limited boundaries.

Although governments generally claim that young people are the rich reservoir of a country's resources and wealth and that they are the most important tangible and intangible wealth of nations, yet, not many have incorporated them in the decision making mechanisms. In such situations, it tempts one to ask some pertinent questions such as:

- a) Are young people mere recipients or active initiators of and contributors to national development?
- b) Are they practioners of social responsibility by responding to the needs of the community or are they part of state programmes?
- c) Are their memberships and leadership in youth organisations self earned or handed down as tokens of reward?
- d) Do they have the opportunity to participate actively in the nation building process?

Development of young people cannot be separated from development of society as a whole. Young people cannot succeed in fulfilling the roles and

expectations of society if complementary social changes do not take place to empower and support them. Therefore, it is imperative that collaboration of all sectors of society must be devoted to transforming young people as our engine of growth of nations both currently and in the future. Why? Because the future of nations lies in the hands of its values and contributing to development. Youth empowerment and investing in young people, therefore, is a critical pre-requisite for the progress of nations.

As Franklin Roosevelt said “We cannot build the future for youth; but we can build youth for the future”.

# Some Sociological Reflections on Dalit Youths

Vivek Kumar\*

The term *Dalit*, in this paper has been used for ex-untouchables of Indian society. Though in the annals of Indian history they were addressed with different nomenclatures like-Chandalas, *Avarnas*, *Achhuts*, *Namashudra*, *Parihas*, *Adi-Dravida*, *Ad-Dhamis*, Depressed Classes, Oppressed Hindus, Harijans etc. at different point in time. But they themselves preferred to be called as *Dalits* especially after the emergence of *Dalit Panthers'* movement in 1970s in Maharashtra. But the definition of *Dalits* as propounded by Dalit Panthers was a class definition and they included members of SCs, OBCs, Minorities. Women and members of Upper Castes who were economically suppressed and religiously exploited.

We will not adhere to this definition, rather here the world *Dalits* is strictly used for ex-untouchables of Indian Society. This is done, specifically because the class definition of *Dalits* given by Dalit Panthers blurs the difference between economically poor persons and ex-untouchable (*Dalit*). It does so because economically poor may be deprived in economic and political terms. But he may not be necessarily deprived in social-realm. But ex-untouchable is deprived in social, economic and political arena also. As Oommen has rightly pointed out, "If proletarian consciousness is essentially rooted in material deprivations... *Dalit* consciousness is a complex and compound consciousness which encapsulates deprivations stemming from inhuman conditions of material existence, powerlessness and ideological hegemony" (Oommen 1990:256). Hence, we can argue that the social degradation, segregation, humiliation, subjugation etc. of the ex-untouchables based on ideological hegemony of the Upper Castes play an important role in the construction of worldview of others about them. The whole trauma remains alive with ex-untouchables even though they have come out of the economic deprivation and political powerlessness.

The social stigma caste on ex-untouchable is so strong that it remains attached to them even though they occupy highest office of the land as was evident in the case of K.R. Narayanan, the President of India when he visited France, his caste reached there before he landed in France.

## **Structural Basis of Personality and Consciousness of Dalit Youths**

Here we are trying to highlight the construction of differential personalities among the *Dalit* youths in the Indian society. In this context we can argue that Hindu social order plays a very dominant role in the formation and crystallisation of the personalities of *Dalit* youths. This can be inferred on the basis of ambiguous position assigned to them in the Hindu social order.

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On 'the one hand they have not been assigned any specific position in the Hindu social order on the other hand they have been subsumed unconsciously in the system for providing free labour and services to the castes located higher up in the caste hierarchy. The exclusion of the *Dalits* is writ large when we see that they were debarred from following any *varna-asharma Dahrma*. As they had no Varna they were not allowed to perform any social duties prescribed for the upper strata in a particular *Asharma*. The most important of them being *brahmcharya asharam* in which individuals are allowed to develop their 'self' by gaining knowledge through formal education. Kakkar has eloquently portrayed its importance. In his own words... *brahmacharya*, in which the school child, growing into youth, learned the basic skills relevant to his future adult working role while he lived together with other students and the guru. The myriad duties prescribed for this stage can be subsumed under two headings: (a) the social importance placed on the learning of skills and (b) the students unquestioning devotion to the guru's person". Kakkar further pointed-out "The task the *brahmcharya* stage. I would say. lies in the knowing of one's dharma, which would consist in acquiring the skills in one' s caste and in winning an identity based on a caste identity and the identification with and the emulation of the guru. The strength issuing from this stage would then correspond to 'competence' and 'fidelity' (Kakar 1982: 8-9). The *Dalits* were excluded from the right to education and hence we can say that the *Dalit* did not enjoy the freedom of availing "a time period"" in which he is away from the domestic responsibility of procreation and earning a livelihood for the family – an essential role of adult. Hence, we see while the youth of the caste Hindus avail this time period for the development of their self *Dalits* do not get this opportunity. Therefore, a *Dalit* youth enters directly to adulthood from the childhood rather than attaining adulthood via youth as the caste Hindus attain. That is why *Dalits* themselves have been demanding an independent status separate from Hindu Social Order. It is in this context they have also launched number of movements for counter identity.

### ***Dalit* Youth and Crystallisation of differential personalities**

On the socio-psychological basis we can divide *Dalit* Youths into two basic personality types

1. Surrendering and infected with inferiority complex
2. Asserting and invested with superiority complex

These two basic personality types come out from their specific location in the Hindu Social order as discussed earlier and secondly in the socio-political condition in which they grow. It is fact that because of their location in the Hindu social order they have been generally assigned a stigmatised identity and are projected as dirty, drunkard and devoid of any merit. which has been justified by sacred texts of the Hindu Social order. Based on the socio- political and religious realities prevailing in the Indian society, we can conclude that. the *Dalit* youths lack 'cultural capital'. Because of the exclusion and stigma of their community even their personal achievements



are written off and they do not get space where they are readily welcomed or accepted by the general masses or their achievement is recognized. Further, the violence and atrocities against their community and family members in the village, which again are the result of their specific structural location in the Hindu society, also shatters their morale. That is why the *Dalit* youths develop a suppressed 'self' and suffer from inferiority complex. Here a point should be noted that this complex remains even with the educated *Dalit* youths. For instance whenever they are asked about their caste identity they are reluctant to reveal. This is primarily because he is afraid of the society, which is aware of its stigmatised identity. Here we cannot blame the *Dalit* youth for his inferiority complex. It is so because one he lacks 'cultural capital' and secondly his curriculum reinforces his stigmatised identity. There is nothing in the college or University curriculum which can siphon the stigma attached to *Dalit* community from the education curriculum and construct a neutral image of the *Dalits* if not the a positive one.

There is another group of *Dalit* youths which is very assertive and do not feel any shame in declaring their caste identity. The group is assertive in the sense that it is every ready in contributing their bit for the development of *Dalit* society and its movement. This youth is not completely the product of formal school and university education. Rather these assertive youths come out from the womb of social movement and organisations launched by the *Dalit* leaders, Parties and NGOs. These youths are ever ready and give some part of their life for the development of the movement. Not only that they are ever ready to sacrifice their career and life for the movement. The youth leadership of Dalit Panthers falls in this category. This section has been more revolutionary than their elders and retaliates against the existing subjugation and exploitation of the community. Though the elders keep on pacifying them and deny them the opportunity for even contesting the election independently this group has joined the independent *Dalit* political parties and NGOs to launch their movement. Besides, this section of *Dalit* youths has posed its faith in capturing the political power through Ambedkarism rather than depending on the social reform and patronising attitude of caste Hindu political leader. The group highlights its stigmatised identity accorded to them by the caste Hindus and other exploitation forms of the caste Hindus to mobilise the community horizontally. This process has paid rich dividends to the *Dalits* as *Dalits* today have attained a separate political identity. Not only that they have developed self confidence and new enthusiasm. The changed scenario of globalisation in which supra-institutions like UNHRC and *Dalit* Diaspora (Kumar 2004) play a dominant role and the *Dalits* Youth has started relating himself to them as well.

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# Employment and Globalisation

– S.T. Sawant\*

Though the process of globalisation has touched every facet of society, the impact on the employment has been more direct and intense. Liberalisation, FDI and entry of MNCs opened the access to updated technologies and introduced new industries which are supposed to trigger economic growth by bringing about increasing levels of productivity, efficiency, profitability and thereby the GDP. The speed of operation, labour saving, accuracy, variety, quality of product and reliability are the most distinguishing characteristics of new technologies from the entrepreneurs' point of view. Yet major undesirable side effects of the new technologies are related to its negative impact on employment and job impoverishment.

According to the recent round of the National Sample Survey the unemployment rate in India is 7.2 percent. This is despite the fact that about 55 percent of the people are 'self-employed'. But still there is a strong feeling that these figures are grossly under reported, because the poor never get themselves into the registers. According to the latest World Bank report, poverty in India is about 32 percent, which implies that all the employment is not adequately remunerative.

The clashes in Assam and elsewhere in the country on the issue of Railway recruitment is a glaring example showing the acuteness of the problem of unemployment. According to a report, railway officials had received about 74 lakh applications for 2000 vacancies. Though the qualification required for these posts were 'class VIII', yet, graduates and postgraduates including 20,000 engineers and 3,000 MBA degree holders applied for the vacancies. Similar is an example of recruitment of police constables in Maharashtra.

The major reasons for the escalating unemployment are the 'de-industrialisation process' swaying throughout the country and the reduction of jobs on account of 'cutting costs' at a feverish pitch as globalisation is underway. Because of liberalisation policies, Indian markets have been flooded with MNC products. Unable to face the competition from the MNCs many small-scale industries which were a source of employment to many are closing down. It is estimated that during the last few years over six lakh units have closed down and millions of people have been thrown out of their jobs. Even the report of National Commission on Labour (NCL), 2002 which avowedly supported the globalisation process and suggested anti-labour policies too cannot ignore the stark reality: "A large number of workers have lost their jobs due to VRS, retrenchments and closures both in organised and unorganised sector".

Cutting down the wage bill has become the thrust area for several organisations. All the technological improvements and mechanisation are revolving around the concept of 'jobless growth' - increasing production

without generating jobs, in fact, reducing workforce. The new industries established by foreign capital have not been able to create enough jobs to absorb those who lost jobs due to down sizing or right sizing.

The new trends in industrial production are outsourcing, casualisation and multi-skilling leading to unceasingly contractualisation and insecurity in the absence of general social security system and unemployment of even skilled one who are trained in single and that too conventional skills only.

The impact of globalisation is more severe on women. Many supporters of globalisation claim that it is creating more employment opportunities but the fact is that women employment has increased only marginally. The work participation rate continued to be substantially less for females than for males. Majority of women workers continued to be employed in the rural areas. Amongst rural women workers, 87 percent were employed in agriculture as labourers and cultivators. While amongst women workers in urban areas, about 80 percent were employed in unorganised sectors like household industries, petty trades and services and construction etc.

### **Emerging Trends**

Past trends clearly suggest that most of the new employment is likely to have been or will be generated in the non-agricultural sector and these too, primarily in its unorganised segments. Agriculture is not able to productively absorb a significant number of additional workers. Employment in this sector had stagnated during most of the nineties and nothing spectacular has happened since 2000 to make it suddenly demand more labour. This situation is likely to continue in the medium term unless a major transformation in technological and market conditions take place to make Indian agriculture highly commercial and grow at much higher rate than observed in recent years. In the non-agricultural sectors, employment has stagnated and in some years, decline in their organised segments. Over the quinquennium 1994-2000, employment growth in the organised sector was only 0.56 percent per annum, as against 1.12 percent in the unorganised sector. But there seems to have been an absolute decline in the organised sector employment in the post-2000 period. According to the estimates provided by the Director General of Employment and Training (DGET), organised sector employment saw an absolute decline of 0.91 million during the period March 1997 - March 2002; during a single year, 2001-2002 it declined by 0.42 million. One sub-sector of activities where employment is growing fast and a good part of it could be in the organised sector is the information technology (IT). According to Nasscom, IT employed 770,000 workers in 2001 and is likely to employ two million directly and another two million indirectly in IT-enabled services by 2008. These figures have, however, to be seen against the overall size of the labour force of over 400 million.

Domination of the unorganised sector with irregular and insecure jobs, low productivity and earnings and no social protection, has been a well-known feature of the Indian employment scene. Recent evidence of the changes in

the structure of employment points towards a further increase in the share of this sector. Majority of people working in this sector are self-employed and self-employment, which includes small and marginal farmers, those running tiny businesses in rural and urban areas and artisans and craft workers. It is primarily a survival mechanism rather than productive work with decent and progressively rising income levels.

It appears that while the shift from self-employment to wage labour will continue, even though at a slow pace, particularly in the rural areas where workers from the small and marginal farmer households will find it increasingly difficult to get gainfully employed in agriculture, in the urban areas the trend of shift from the regular wage paid jobs to casual work has set in and is likely to continue with increasing pressure for greater labour flexibility to improve competitiveness of enterprises in the liberalised trade and globalising production systems.

Irrespective of whether it is 'forced' or 'facilitated' by legal provisions, flexibility in employment and in use of labour is expected to increase with greater integration of the Indian economy into the global production and trade system. For workers, while it may bring in increased employment opportunities and options and for at least some of them, improvement in earnings, it will also result in an increasingly larger workforce working under unregulated conditions of work without any social protection. Not only will the proportion of workers with legally backed job security decline, but also the coverage of existing social security provisions will become narrower. Already vast majority of workers in the unorganised sector work under unregulated conditions of work and have no job and social security. Employment in the organised sector is stagnating, if not decline and greater use of the non-permanent-temporary, casual and contract-modes of employment by this sector implies exclusion of even those working for enterprises in this sector not only from the job security but also from the social protection net.

# National Youth Policy 2003\*

## 1. Preamble

- 1.1. The National Youth Policy, 2003 reiterates the commitment of the entire nation to the composite and all-round development of the young sons and daughters of India and seeks to establish an All-India perspective to fulfill their legitimate aspirations so that they are all strong of heart and strong of body and mind in successfully accomplishing the challenging tasks of national reconstruction and social changes that lie ahead.
- 1.2. The earlier National Youth Policy was formulated in 1988. The socio-economic conditions in the country have since undergone a significant change and have been shaped by wide-ranging technological advancement. The National Youth Policy - 2003 is designed to galvanise the youth to rise up to the new challenges, keeping in view the global scenario, and aims at motivating them to be active and committed participants in the exciting task of National Development.
- 1.3. The Policy is based on recognition of the contribution that the youth can, and should, make to the growth and well-being of the community and endeavours to ensure effective co-ordination between the policies, programmes and delivery systems of the various Ministries, Departments and other Agencies. The thrust of the Policy centres around "Youth Empowerment" in different spheres of national life.
- 1.4. For India to occupy her rightful place in the Comity of Nations and to meaningfully discharge the manifold obligations thereto, it would be imperative to ensure the effective pursuit of youth development programmes which promote personality development and Qualities of Citizenship and enhance commitment to Community Service, Social Justice, Self-reliance, National Integration and Humanism, an inclusive view of the entire universe as enshrined in our ancient scriptures. The Policy, therefore, recognizes these inter-related values and principles as its basic premise.

## 2. Rationale

- 2.1. Since our national progress depends, crucially, on the ways and means through which the youth are encouraged and nurtured as a positive force for national progress and are enabled to contribute to socio-economic development, it is essential for an appropriate policy framework to be in place to harness the energies of the youth in this task.
- 2.2. Recognising, further, that youth development is a multi-faceted concept, it is equally necessary that all the relevant agencies,

including the Ministries and Departments of the Central and State Governments and local self Government bodies and Panchayati Raj institutions devise their plans and programmes bearing these aspects and features in mind. The Policy will facilitate a multi-dimensional and integrated approach in this behalf, with the State Agencies striving to accelerate the formulation and implementation of programmes.

- 2.3 An important indicator of the success of such programmes being the stake of the beneficiaries in the results of the same, this Policy also stresses that the youth of the country should enjoy greater participation in the processes of decision-making and execution at local and higher levels. Such participation would be facilitated by identifiable structures, transparent procedures and wider representation of the youth in appropriate bodies, with the emphasis being more on working with the youth than for the youth.

### **3. The Definition of Youth**

- 3.1 This Policy will cover all the youth in the country in the age group of 13 to 35 years. It is acknowledged that since all the persons within this age group are unlikely to be one homogenous group, but rather a conglomeration of sub-groups with differing social roles and requirements, the age group may, therefore, be divided into two broad sub-groups viz., 13-19 years and 20-35 years. The youth belonging to the age group 13-19, which is a major part of the adolescent age group, will be regarded as a separate constituency.
- 3.2 The number of youth in the age group of 13-35 years, as per the 1991 Census, was estimated at about 34 crores and about 38 crores in 1997, which is anticipated to increase to about 51 crores by the year 2016. The percentage of youth in the total population, which, according to the 1996 Census projections, is estimated to be about 37% in 1997, is also likely to increase to about 40% by the year 2016. The availability of a human resource of such magnitude for achieving socio-economic change and technological excellence needs commensurate infrastructure and suitable priorities to maximise its contribution to National Development.

### **4. Objectives of the National Youth Policy**

The objectives of the National Youth Policy are:

- 4.1 To instill in the youth, at large, an abiding awareness of and adherence to the secular principles and values enshrined in the Constitution of India, with unswerving commitment to Patriotism, National Security, National Integration, Non-violence and Social Justice;
- 4.2 To develop qualities of citizenship and dedication to community service amongst all sections of the youth;
- 4.3 To promote awareness amongst the youth in the fields of Indian history and heritage, arts and culture;

- 4.4 To provide the youth with proper educational and training opportunities and to facilitate access to information in respect of employment opportunities and to other services, including entrepreneurial guidance and financial credit;
- 4.5 To facilitate access, for all sections of the youth to health information and services and to promote a social environment which strongly inhibits the use of drugs and other forms of substance abuse, wards off disease (like HIV/AIDS), ensures measures for de-addiction and mainstreaming of the affected persons and enhances the availability of sports and recreational facilities as constructive outlets for the abundant energy of the youth;
- 4.6 To sustain and reinforce the spirit of volunteerism amongst the youth in order to build up individual character and generate a sense of commitment to the goals of developmental programmes;
- 4.7 To create an international perspective in the youth and to involve them in promoting peace and understanding and the establishment of a just global economic order;
- 4.8 To develop youth leadership in various socio-economic and cultural spheres and to encourage the involvement of Non-Governmental Organizations, Co-operatives and Non-formal groups of young people; and
- 4.9 To promote a major participatory role for the youth in the protection and preservation of nature, including natural resources, to channelise their abundant energies in community service so as to improve the environment and foster a scientific, inquisitive reasoning and rational attitude in the younger generation and to encourage the youth to undertake such travel excursions as would better acquaint them with cultural harmony, amidst diversity, in India and overseas.

## 5. **Thrust Areas of the Policy**

- 5.1 Youth empowerment: The Policy recognises that in order for the youth to effectively participate in decision making processes, it is essential that they are better equipped with requisite knowledge, skills and capabilities. Towards this end, the Policy envisions the following:

Attainment of higher educational levels and expertise by the youth, in line with their abilities and aptitudes and access to employment opportunities accordingly;

Adequate nutrition for the full development of physical and mental potential and the creation of an environment, which promotes good health and ensures protection from disease and unwholesome habits;

Development of youth leadership and its involvement in programmes and activities pertaining to National Development;



Equality of opportunity and respect for Human and Fundamental Rights without distinction of race, caste, creed, sex, language, religion or geographic location and access to facilities relating to Sports, Cultural, Recreational and Adventure activities.

- 5.2 Gender Justice: The Policy recognises the prevailing gender bias to be the main factor responsible for the poor status of health and economic well-being of women in our society and that any discrimination on grounds of sex violates the basic rights of the individual concerned and it, therefore, stands for the elimination of gender discrimination in every sphere. The Policy enunciates that:
- a) Every girl child and young woman will have access to education and would also be a primary target of efforts to spread literacy.
  - b) Women will have access to adequate health services (including reproductive health programmes) and will have full say in defining the size of the family.
  - c) Domestic violence will be viewed not only as violation of women's freedom but also as that of human right.
  - d) All necessary steps should be taken for women's access to decision-making process, to professional positions and to productive resources and economic opportunities.
  - e) Young men, particularly, the male adolescents shall be properly oriented, through education and counseling to respect the status and rights of women.

5.2.1 The Policy further enunciates that

- a) Action would be pursued to eliminate all forms of discrimination in respect of the girl child, negative cultural attitudes and practices against women, discrimination against women in education, skill development and training, and the socio-economic exploitation of women, particularly young women;
- b) Concerted efforts will be made to promote a family value system that nurtures a closer bond between men and women, and ensures equality, mutual respect and sharing of responsibility between the sexes.

- 5.3 Inter-Sectoral Approach: The Policy recognises that an inter-sectoral approach is a pre-requisite for dealing with youth-related issues. It, therefore, advocates the establishment of a coordinating mechanism among the various Central Government Ministries and Departments and between the Central and State Governments and the community based organisations and youth bodies for facilitating convergence in youth related schemes, developing integrated policy initiatives for youth programmes and for reviewing on-going activities / schemes to fill in gaps and remove unnecessary duplication and overlap.

- 5.4 Information and Research Network: Youth development efforts in India have been hampered by lack of adequate information and research base. The Policy, therefore, suggests the establishment of a well-organised Information and Research Network in regard to various areas of concern to the youth to facilitate the formulation of focused youth development schemes and programmes. The Rajiv Gandhi National Institute of Youth Development (RGNIYD) will serve as the apex Information and Research Centre on youth development issues. The National Youth Centre and the State Youth Centres will also serve as store houses of information for the youth. At the micro level, the Youth Development Centres under the NYKS will be equipped to serve as information centres for the local youth.

## **6. Privileges of Youth**

The Policy acknowledges that the youth of the country should be assured of the following:

- 6.1 Appropriate education and training which enables them to render themselves socially useful and economically productive;
- 6.2 Gainful employment and adequate opportunities for personal development and advancement for those not currently in employment;
- 6.3 Requisite shelter and a clean environment, as also basic health services of quality;
- 6.4 Social defence and protection from all manner of exploitation;
- 6.5 Suitable participation in decision-making bodies which are concerned with issues relating to the youth and with socio-economic and cultural matters;
- 6.6 Sufficient allocation of public funds for youth development;
- 6.7 Access to Sports, Physical Education, Adventure and Recreational opportunities.

## **7. Responsibilities of Youth**

The Policy exhorts the youth to fulfill their responsibilities, as are enumerated below:

- 7.1 To contribute to sectoral, family and self development and to promote social and inter-generation understanding and gender equality;
- 7.2 To extend respect to teachers and elders, parents and the family, in consonance with our cultural norms and traditions;
- 7.3 To uphold the unity and integrity of the Nation, maintain peace and harmony, observe Fundamental Duties and respect the Fundamental Rights and Freedoms guaranteed under the Constitution to all sections of the people;
- 7.4 To respect others' faiths and beliefs in the religious, cultural and social spheres and to different schools of thought and to neither

exploit nor be instrumental in the exploitation of fellow citizens and other persons, especially, women;

- 7.5 To promote appropriate standards of ethical conduct in individual and social life, to maintain honesty and integrity of character and be committed to fight against all forms of corruption, social evils and practices;
- 7.6 To preserve and protect the Environment; and
- 7.7 To commit themselves to create a discrimination and exploitation free environment and to devote their time and energy in nation building activities.

## **8. Key Sectors of Youth Concern**

- 8.1 The Policy recognises the following areas as key sectors of concern for the youth:
  - i. Education;
  - ii. Training and Employment;
  - iii. Health and Family welfare;
  - iv. Preservation of Environment, Ecology and Wild life;
  - v. Recreation and Sports;
  - vi. Arts and Culture;
  - vii. Science and Technology; and
  - viii. Civics and good Citizenship.

### **8.2 Education**

- 8.2.1. The Policy acknowledges that the objective of providing appropriate education, which enables the youth to develop into good citizens of the country, should also suitably influence relevant actions of the Government and public behaviour.
- 8.2.2 It is recognised that the need of the educational system to instill, in the youth, an abiding sense of patriotism and in values oriented towards the unity and integrity of the country, equally calls for the elimination of violence in all forms, adherence to good moral and ethical values and respect and reverence for India's composite culture and national heritage.
- 8.2.3 This Policy emphasises that the learning process should minimise the stress and strain, which the system may exert on students, especially in the early years. The thrust of the educational system, particularly in the early years, ought to be on learning, rather than on merely qualifying in examinations and memory-based tests. The Policy lays emphasis on outdoor learning as an integral part of the educational process and on Physical Education, Sports, Games and Adventure activities.
- 8.2.4 Academic institutions should be equipped with adequate sports and recreational facilities.

- 8.2.5 Education, above the secondary level, should have a high degree of vocationalisation so as to enable the youth to acquire such requisite skills as would augment avenues of employment for them; technical institutions need to be strengthened and their number increased keeping an eye on our country's emergence as a major force in information technology.
- 8.2.6 There needs to be greater uniformity in the educational system and standards in various parts of the country.
- 8.2.7 Closer links should be developed between the educational system and prospective employers, on an institutional basis and career counselling should be a part of the educational system, from the secondary level onwards. Programmes need to be undertaken for proper dissemination of information, amongst young men and women, in respect of career options.
- 8.2.8 Programmes should be undertaken to upgrade the existing skills of young artisans of traditional handicrafts and other products and for those who may wish to take up the same as a vocation. Education system should also have a rural orientation to address the varied needs of agriculture, agro processing and other areas of rural economy.
- 8.2.9 Educational curriculum in schools should include information on health issues, including reproductive health, HIV-AIDS and also on population issues.
- 8.2.10 Youth clubs and Mahila Mandals should be encouraged to involve their members in programmes like "Sarva Shiksha Abhiyan" and Total Literacy Campaign for universalisation of primary education, and spread of literacy and to organise activities to promote book reading habits among the youth.

### 8.3 ***Training and Employment***

- 8.3.1 This Policy recognizes that the question of employment is, at present, of very serious concern for the Indian youth and that several social issues arise out of widespread unemployment and under-employment of the youth.
- 8.3.2 This Policy further acknowledges that the incidence of unemployment is more pronounced in the rural areas and in urban slums and calls for appropriate strategies and commensurate efforts to deal with it.
- 8.3.3 The current trends suggest that the growth rate of the labour force has been higher than the growth rate of population and that the growth rate of employment has not been in proportion to GDP growth.
- 8.3.4 The critical issues in this area include a mis-match between skills-requirement and employment opportunities, low technology levels,

low wages and low productivity, occupational shifts in employment, under-employment owing to seasonal factors, excess labour supply in relation to demand, migration of the labour force from the rural to urban areas and limited participation of women in the work force, especially, in the organised sector.

- 8.3.5 The incidence of unemployment has been accentuated by advances in technology and communications, to tackle which, opportunities for self-employment need to be created. Schemes to provide "seed money" to assist viable enterprises initiated by the youth need to be drawn up. A network of youth skill training centres would need to be established to build up the capacities of the young people for income generation activities.
- 8.3.6 Adequate funding for both pre-job and on-the-job training for youth by government as well as other stake holders should be ensured. For proper vocational guidance and career counselling, schools and colleges should pay adequate attention to this aspect as part of their co-curricular activities.
- 8.3.7 Government, in conjunction with youth organisations, will develop training programmes for young people in the rural areas, based on their needs. Special schemes would also be developed for young women, youth with disabilities and for young people returning from the urban to the rural areas, alongside flexibility in training systems and collaboration between training institutions and potential employers.
- 8.3.8 Co-operative schemes involving Self Help Groups of young people in the production and marketing of goods and services would be encouraged and strengthened, with government support. Banks and Co-operatives would be advised to make identifiable allocations of soft credit to young people and their Self Help Groups and micro-credit adopted as a strategy to enable young women and men, in the rural areas, to undertake fruitful economic ventures.
- 8.3.9 A Data Bank will be created to keep abreast of the employment opportunities being generated, as also, the availability of young people with the requisite skills for the same;

## 8.4 **Health**

- 8.4.1 The policy recognises that a holistic approach towards health, mental, physical and spiritual needs to be adopted after careful assessment of the health needs of the youth.
- 8.4.2 As per the youth population projections (based on the 1991 Census), about 21.4 percent of the total population in 1996 was estimated to be in the age group of 10-19 years; of these, about 78.4percent lived in the rural and the remaining ( 21.6 percent ) in the urban areas. The mean age of marriage in the rural areas was 21.56 years for males and 16.67 years for females. In the urban areas, the mean age for

marriage was 24.32 years for males and 19.92 years for females. In other words, most women in India are married during the age of adolescence.

- 8.4.3 The areas of focus of this Policy, in so far as health of the youth is concerned, are:
- a. General Health;
  - b. Mental Health;
  - c. Spiritual Health;
  - d. AIDS, Sexually Transmitted Diseases, Substance Abuse; and
  - e. Population Education.

(a) **General Health**

- 8.4.4 Nutrition: The policy recognises an urgent need for greater concentration on nutritional studies on the youth particularly the young women and the adolescents and advocates all measures to lessen the differences between their daily average intake of energy and proteins and the recommended daily intake allowances ( RDA). The Policy particularly emphasises on reduction of this gap, which is wider among the children of growing age as per Indian National Nutritional Profile, 1998.
- 8.4.5 The growth rate standard of Indian adolescents, measured in terms of Body Mass Index (BMI) viz. ratio between weight and height, is lower in India than in most of the industrialised nations. Iron deficiency and anemia are common, especially, in girls. The growth-related requirements of adolescents often continue beyond the teenage years and overlap with the nutritional needs of early pregnancy, which has an impact on the health of new-born children, in addition to the mothers. Discriminatory practices in respect of girls also lead to lack of adequate nutritional intake, which results in malnutrition, anaemia and other micro-nutrient deficiencies in young girls which are more noticeable in the rural areas. These concerns need to be effectively tackled through appropriate measures, including awareness-generation programmes.
- 8.4.6 The Policy lays emphasis on the importance of hygiene and sanitation in promoting a healthy society. All efforts should be made to inculcate in the youth a sense of hygiene and sanitation right from early education. The youth on their part should be encouraged to organise mass awareness campaigns in their neighbourhood to promote better hygiene and sanitation. Their services should also be utilised in creating better sanitation facilities for the community, both in rural areas and urban slums.
- 8.4.7 Health Education and Health Consciousness: This Policy strongly recommends introduction of health education in the curricula of

regular / formal education in higher classes of schools and colleges, in non-formal education centres and in every other organised interaction with the youth. The policy advocates that every youth of India should clearly understand the what, why and how of good health within his or her socio-economic parameters. A policy of minimum physical exercise for all should be propagated.

(b) **Mental Health**

8.4.8 Lack of proper education often leads to mental depression. In an environment that is becoming complex and competitive by the day, the chances of young minds being afflicted with depression are ever rising. This is particularly so, among adolescents who are showing higher incidence of suicidal traits than even before. Against this background, this Policy advocates a system of education which teaches the youth to fight back rather than give in. It also recommends establishment of statesponsored and free counseling services for the youth, particularly the adolescents.

8.4.9 Adolescence is a period of change and consequently, one of stress, characterised by uncertainties in regard to identity and position in the peer group, in society at large and in the context of one's own responsibilities as an adult. The compulsions of parental approval often encounter the emerging aspirations of independence. Adolescents exhibit mood-swings and might even indulge in self-destructive activities such as use of alcohol, drugs and violence; they need, therefore, to be treated with openness, understanding and sympathy and offered creative channels to harness their energies. This would necessitate training and capacity building of all professional groups including NGOs working with the youth belonging to this age group.

(c) ***Spiritual Health***

8.4.10. Health of the mind should be coupled with the health of the spirit. Towards this, yoga and meditation should be propagated widely among the youth. Yoga, in particular, should be taught in the schools.

(d) ***HIV/AIDS, Sexually Transmitted Diseases and Substance Abuse***

8.4.11 The Policy recognises that the percentage of young people falling prey to substance abuse, STDs and HIV / AIDS being relatively higher, these issues need be tackled as, primarily, confronting the younger generation, particularly the adolescents who are most affected. Being highly impressionable, and, therefore, prone to high risk behaviour, they require proper education and awareness about reproductive health issues, including safe sexual behaviour. The Policy, therefore, advocates a two-pronged approach of education and awareness for prevention and proper treatment and counselling for cure and rehabilitation. It further enjoins that

information in respect of the reproductive health system should form part of the educational curriculum. The Policy also stresses the need for establishment of adolescent clinics in large hospitals and similar projects in rural areas to address the health needs of the young adults.

(e) **Population Education**

- 8.4.12 The Policy recognises that a growing population is a serious national problem that has negated many of our achievements in the field of development. The youth have an important role to play in this sphere and can create greater awareness in this regard through community programmes.
- 8.4.13 Responsible sexual behaviour can be promoted through education in family-life issues and control of population. Pregnancy and childbirth in the adolescent period, particularly for young women below 17 years of age who are living in unhealthy conditions and without adequate access to health services, has been a serious bio-medical hazard. The adolescent age-group has to be sensitised in regard to the correct age for marriage and for the first pregnancy, sufficient spacing between births and limiting the size of the family. It is conceded that in spite of several initiatives taken by the Government, the social climate enjoins the young couple to produce their first child soon after marriage. This scenario is unlikely to change in the near or medium term. Entering into matrimony at the right age assumes critical importance in this context, apart from its healthy impact in checking the high rate of population growth. It is equally imperative that young adults be sensitised to their role and responsibilities as responsible parents. Ante-natal, natal and post-natal services of quality are also necessary for young women.
- 8.4.14 The following strategies should be adopted to provide better health services to the youth :
- a. Government, in co-operation with the Youth Organisations and NGOs, would promote the establishment of Youth Health Associations, at the grass-root level, to ensure proper sanitation, health and hygiene and would, in cooperation with Youth Organisations, develop Family Welfare Services for young people and provide counselling services;
  - b. Programmes would be instituted, with the support of Youth Organisations and NGOs, to sensitise medical and para-medical students on the issues of health and hygiene and also in the IEC component of various disease control programmes; and
  - c. Young people will be recognised as “Health Promoters”.



- 8.4.15 The youth will also be involved in a structured manner in the following health-related activities:
- a. Construction of lavatories, water points, dispensaries and wells; cleaning of public places and related environment protection activities; community surveys and research on health-related matters;
  - b. Safe blood donation, nutrition and food production projects;
  - c. Information, education and prevention campaigns in respect of health concerns, such as malaria, malnutrition, STD (including HIV/AIDS), teenage pregnancy and abuse of alcohol and other harmful substances;
  - d. "Peer Education" will be an important element in promoting health services.
- 8.4.16 This Policy urges upon universal accessibility of an acceptable, affordable and quality health care service to the youth throughout the length and breadth of this country to be made available in close proximity to their places of residence. The youth should have this accessibility for themselves as well as for other vulnerable age groups whom they could help out.

## 8.5 ***ENVIRONMENT***

- 8.5.1 The Policy recognises that children and young people are particularly vulnerable to the ill effects of environmental degradation. Unplanned industrialisation, which leads to pollution and to degradation of rivers, forests and land, adversely affects the young who have a vital stake in a healthy environment.
- 8.5.2 Considering the importance of community involvement in preservation of the environment, the Policy exhorts young people to play an increasingly significant role in mobilising the public, at large, in this national endeavour. The Policy also advocates motivating the youth to develop respect for Nature and to lead lifestyle which are less resource consumptive and more source conservationist.
- 8.5.3 The Policy recognises that women are seriously affected by environmental degradation resulting, inter-alia, in lack of potable water and scarcity of fuel wood. The migration of men to cities to seek employment often isolates the womenfolk who are left to fend for themselves.
- 8.5.4 Having regard to the above, the Policy highlights the following lines of concrete action:
- a. Greater emphasis should be placed on environmental education in school curricula and training programmes should be arranged to inform teachers on environmental issues so as

to enable them to instruct the youth suitably. Environmental education should also be a part of the outdoor learning process;

- b. The participation of Youth Organisations in gathering environmental data and in understanding environmental issues would be encouraged as a means of improving their knowledge of immediate surroundings and accentuating personal concern towards proper environmental management;
- c. Motivating the youth to establish nature and adventure clubs in villages and towns with a view to creating mass awareness towards protection of the country's bio-diversity, and to work with local bodies and NGOs in planning and management of our forests, rural water bodies, common land and natural resources through active local participation.
- d. Vocational training, in recycling of materials and managing waste materials, would be promoted so as to ensure that more young people may find a local source of livelihood and, at the same time, arrest degradation of the environment; and
- e. Youth Organisations, at the grassroots level, would be assisted in provision of training in agro-forestry, agriculture and traditional agricultural practices.
- f. Promotion of both traditional and alternative technologies for water conservation and water harvesting through Youth organisations.

## 8.6 **Sports and Recreation**

8.6.1 Having recognised that the overall objective of the Policy is the all-round development of personality of the youth and noting that Sports, Physical Education, Adventure, Recreation and related activities might often be overlooked, this Policy strongly supports these activities as important areas of human resource development. No system of education could be considered successful, unless it addresses the urges and aspirations of the youth to be creative and appreciative of the manifold facets of nature and of social life.

8.6.2 The Policy, accordingly, enunciates that:

- a. Sports and games be promoted as a mass movement by making it a way of life;
- b. Sports, Games and Physical Education including Yoga, should be compulsory in all Educational Institutions;
- c. Every educational institution should have adequate facilities for recreation, adventure and sports activities, including playgrounds;

- d. Provision be made for common play grounds in the master plans of all civic and municipal areas;
- e. At least one-fifth of the time spent by a student in an educational institution should be earmarked for outdoor activities;
- f. Geographically disadvantaged areas would be extended additional support for the promotion of Sports and Games;
- g. Rural, traditional and indigenous sports would be accorded special attention and it would be the responsibility of the Panchayat Institutions with the help of local youth organisations to develop and maintain infrastructure for this purpose. The involvement of organised youth bodies such as youth clubs under the NYKS, the volunteers of the NSS and the Scouts & Guides in the creation and maintenance of sports infrastructure will go a long way in reducing the high cost of such infrastructure;
- h. A National Youth Festival will be held each year, starting at the Block level and culminating at the National Level;
- i. Youth Hostels would be constructed in as many places of historical and cultural interest as possible, to promote youth tourism;
- j. Youth Organisations devoted to such activities will be encouraged; and
- k. Adventure activities among the youth be promoted to inculcate qualities of leadership, resilience, courage, discipline and love for nature and the environment.

## 8.7 **Arts and Culture**

- 8.7.1 Activities connected with Arts and Culture provide recreation to individuals, sharpen their sensitivities and afford a vehicle to inculcate desirable ideals and values. The Policy recognises the importance of Arts and Culture in a holistic approach to youth development and that young people need to be sensitised to the great heritage of our country and provided with opportunities to understand and follow pluralistic forms of culture.
- 8.7.2 This Policy, therefore, enunciates the following:
  - a. The youth should be better enabled to imbibe the rich traditions and culture of India and sensitised to the need to preserve and enrich this extraordinary heritage. This will be sought to be achieved inter-alia through
    - i. inclusion of learning and appreciation of the country's rich heritage in art, architecture, music and dance etc. in the educational curricula at the school level;

- ii. encouraging and facilitating through financial assistance in association with concerned State Govt./PRIs etc., visits to ancient monuments/heritage sites during which attempt would be made to impress upon the young people the need for preservation of our ancient heritage by involving them in voluntary work for cleaning up the sites and surroundings and educating and motivating the local youth to protect such monuments against vandalism etc. The Ministry of Railways and State STUs will be persuaded to offer concessional fares for such organised educational trips and for organising special services to such places, particularly during holidays;
  - iii. Encouraging and facilitating the visits of well known artists to educational institutions to impart lessons in appreciation through demonstrations/workshops/performances;
  - iv. Encouraging and facilitating in association with State Govts./PRIs/NGOs attendance of young persons at performances by well known artistes in their respective areas.
- b. A National Youth Centre would be established to provide young people with a common platform where they can express their opinions and views on various issues concerning them. Such a Youth Centre will also provide them with ample scope to give exposure to their creative genius and abilities in the fields of various cultural expressions like fine arts, music, theatre, film etc. State Youth Centres would be established, on similar lines, in the various States.

## 8.8 **Science and Technology**

- 8.8.1 As the adaptation of scientific and technological principles and developments, to maximise the use of local resources, are central to empowerment in the quality of life, the Policy recognises the importance of emerging, modern technologies, particularly in the field of information technology and electronic media, in enabling the youth to perform and achieve in all sectors of their interest.
- 8.8.2 The Policy also recognises that young scientists and technologists should be extended adequate facilities for research and that the contribution of the private sector in this field should be encouraged.
- 8.8.3 The National Youth Policy, therefore, provides for:
- a. Review of policies in respect of the School Curriculum and the non-formal education sector so that Science may be popularised amongst all sections of the youth;
  - b. Support to providing exposure to the youth to the scientific temper and way of life;

- c. Development of mechanisms within the system to identify and train gifted youth, as early as possible, in the fields of science and technology;
- d. The best and the most positive use of information and communications technology, as well as all forms of media, including the electronic media, for youth development as well as for promoting and protecting the richness of our culture;
- e. Promoting a multi-sectoral approach involving, inter-alia, the private sector and NGOs, to orient the youth towards scientific and technological studies and research;
- f. Ensuring co-ordination between the various Government Ministries/Departments and Scientific Organisations/Institutions dealing with youth development programmes;
- g. Upgrading science curricula in institutions of learning to inculcate the scientific approach amongst all sections of the younger generation;
- h. Linking the projects of the young scientists to the problems of the people and ensuring better interaction between labs and the industry;
- i. Documentation of the large repository of physical and knowledge based resources within the country to prevent their piracy by vested interests.

## 8.9 ***Civics and Citizenship***

- 8.9.1 Human behaviour is significantly shaped by norms and values, which are a basis for attitudinal growth. The dominant features in the Indian Society, which impinge on the cultural and other values of young people, include areas such as family life, education, work and occupational activities, gender, class and ethnic relations, religion, mass communication, artistic and creative expression, sports, recreation, politics and the economic environment.
- 8.9.2 Anti-social behaviour is a manifestation of the absence of well-accepted values, attitudes and norms in the individual and in society which can reflect itself in crime, violent action, breakdown of parental authority in family life, corruption in public life, obscenity in the media, indiscipline in schools and in sporting activities and low productivity at the workplace.
- 8.9.3 The Policy, therefore, envisages the following strategies:
  - a. Embodying instruction in the values like respect for teachers and parents, adolescent and the aged besides religious tolerance, and compassion towards the poor and the needy. The concept of family as the basic and most important asset of Indian Society will be strengthened.
  - b. To motivate the youth to resist fragmentation of society on the basis of caste, religion, language and ethnicity and for promotion of democratic values enshrined in our constitution.

- c. To mobilise the youth to create local pressure groups within the community to fight corruption at all levels and to ensure that the benefits of development reach those for whom they are intended and are not siphoned off by middlemen and the powerful.
- d. Laying emphasis on the economic and social security of the youth belonging to underprivileged sections of our society and those who are mentally and physically challenged.

9. **Priority Target Groups**

This Policy will accord priority to the following groups of young people:

- a. Rural and Tribal Youth;
- b. Out-of-school Youth;
- c. Adolescents particularly female adolescents;
- d. Youth with disabilities;
- e. Youth under specially difficult circumstances like victims of trafficking orphans and street children.

10. **Implementation Mechanism**

The Policy envisions the following implementation mechanism:

- a. All Ministries/Departments of the Union Government and the State Governments, particularly in the social sector will strive to make identifiable allocations in their budgets for youth development programmes;
- b. A broad based National Committee on Youth Policy and Programmes is contemplated to review and assess various programmes and schemes focusing on youth. It will also advise the Government on measures for implementation of the Plan of Action of the National Youth Policy;
- c. The Union Ministry of Youth Affairs & Sports (with the guidance of this Committee) will be the Nodal Ministry for all such programmes and schemes and will oversee the implementation of the provisions of this Policy;
- d. An effective mechanism to coordinate the activities of the Central Ministries/Departments, the State Governments and Community and Youth Organisations, would be evolved in order to facilitate timely execution of youth development programmes; and
- e. A National Youth Development Fund will be created through contributions, including from Non-Governmental Organisations, which would be utilised for youth development activities. Income Tax exemption would be sought for contribution to the Fund.

11. **Review**

The National Youth Policy, 2003 would be reviewed after 5 years from the date of commencement of implementation.

# Millennium Development Goals

## 1. What are the Millennium Development Goals?

The Millennium Development Goals summarise the development goals agreed on at international conferences and world summits during the 1990s. At the end of the decade, world leaders distilled the key goals and targets in the Millennium Declaration (September, 2000).

Based on the declaration, UNDP has worked with other UN departments, funds and programmes, the World Bank, the International Monetary Fund (IMF) and the Organisation for Economic Cooperation and Development (OECD) on a concise set of goals, numerical targets and quantifiable indicators to assess progress. The new set is known as the 'Millennium Development Goals', which includes 8 goals, 18 targets and over 40 indicators. The UN General Assembly has approved these as part of the Secretary-General's Millennium Roadmap.

The Millennium Development Goals, to be achieved between 1990 and 2015, include:

- halving extreme poverty and hunger
- achieving universal primary education
- promoting gender equality
- reducing under-five mortality by two-thirds
- reducing maternal mortality by three-quarters
- reversing the spread of HIV/AIDS, malaria and TB
- ensuring environmental sustainability
- developing a global partnership for development with targets for aid, trade and debt relief

UN Secretary-General Kofi Annan has asked UNDP Administrator Mark Malloch Brown, in his capacity as chair of the UN Development Group, to be the coordinator of the Millennium Development Goals in the UN system -- helping to make them an integral part of the UN's work worldwide.

## 2. Are we on track to meet the Millennium Development Goals by 2015?

A simple extrapolation of poverty trends since 1990 would suggest that the world is on track to halving income-poverty, by 2015. Unfortunately, the reality is more complicated and decidedly less satisfactory. If one excludes China, progress has been less than half the rate needed. The number of income-poor in sub-Saharan Africa, South Asia and Latin America combined has increased by some 10 million each year since 1990. Dozens of countries experienced absolute declines in average living standards in the past two decades.

At present, an estimated 1.2 billion people have to struggle every day to survive on less than US\$1 per day about the same number as a decade ago.

Progress towards the other goals has been mixed too. In 1990, the 'education for all' goal was set for the year 2000. The good news is that the education gender gap was halved; but the sad truth is that the 1990s saw only a tenth of the progress needed. Not surprisingly, the goalpost was moved to 2015; but at the current rate, this promise to ensure education for all children will not be kept either, unless progress is accelerated fourfold.

Progress on child and maternal mortality, malnutrition, access to safe drinking water and adequate sanitation actually slowed down in the 1990s compared with earlier decades. Because, of the AIDS epidemic, the resurgence of other diseases (malaria, TB) and the broken state of health services conditions have worsened markedly in the 1990s.

### **3. Are Millennium Development Goals affordable?**

Yes, they are financially affordable and technically feasible. Several countries, however, will require considerably more development assistance, improved policies and stronger institutions.

It is unrealistic to expect that the poorest countries can meet the Millennium Development Goals without extra international support. Progress in sub-Saharan Africa has fallen further behind; HIV / AIDS is undermining human development.

### **4. Do Millennium Development Goals make good economic sense?**

Returns on investment in human development in low-income countries are very high. Many economies are caught in a poverty trap, due to ill health, poor nutrition, low education, limited access to safe water and often rapid population growth. Many of the poorest countries are burdened by extreme geographical limitations - landlocked and small islands, far from world markets, tropical diseases, extreme environmental degradation, climate change.

These various conditions - some man-made, some physical explain why private capital flows and foreign direct investment largely by-pass many low-income regions. Extra help will be needed to extricate countries from the poverty trap.

Investment in human development will accelerate progress towards the Millennium Development Goals and also stimulate economic growth, create more jobs, enhance people's productivity and generate additional fiscal revenue - making macro-economic stability a more feasible goal. The Millennium Development Goals make excellent economic sense.

### **5. Can the resources gap be bridged?**

Cost estimates by UNICEF, World Bank and the World Health Organisation (WHO) suggest that meeting most Millennium Development Goals by 2015



will require an additional \$50 billion per year in development assistance. This implies a doubling of current aid levels.

Although this figure may appear large in absolute terms, it represents around one-fifth of one percent of income in donor countries.

In light of the expected benefits in overcoming poverty and enabling millions to live healthier, longer and more productive lives, the Millennium Development Goals offer an excellent investment opportunity.

## **6. Can Official Development Assistance (ODA) and debt relief make a difference?**

Aid works, when directed at development needs. The record is clear on one health project after another, exemplified by the disease control programmes supported by the Carter Center (e.g. trachoma, guinea worm, river blindness, schistosomiasis); the eradication of smallpox and polio; and the campaigns to extend immunisation.

ODA and debt relief will be indispensable, especially, for the least developed countries. Total ODA now stands at a mere one-third of the agreed target of 0.7 percent of the combined Gross National Income of developed countries. The shortfall amounts to about \$125 billion per year.

Regrettably, none of the G-7 countries is a member of the 'G0.7' group, which comprises Denmark, the Netherlands, Norway and Sweden - and more recently Luxembourg.

A recent study of budgetary spending in over 30 developing countries found that two-thirds spend more on debt servicing than on basic social services. Some spend three to five times more on debt. In sub-Saharan Africa, governments spend about twice as much to comply with their financial commitment to external creditors than to comply with their social obligation to their people. Debt servicing often absorbs between one-third and one-half of the national budget - making macro-economic stability an elusive goal.

To spend more on external debt than on basic social services when tens of millions of people see their fundamental human rights denied - is ethically wrong and makes poor economics.

The Highly Indebted Poor Countries (HIPC) initiative remains the best hope for solving the debt crisis, but its implementation is painfully slow; the initiative itself should be broadened and deepened. The enhanced HIPC initiative was launched in 1999; it is encouraging that Uganda - the first country to receive HIP support - is spending most of the debt dividend on primary education and AIDS orphans. We need to make sure that debt sustainability is measured against real human needs - specifically against the ability of countries to mobilise the resources necessary to meet the Millennium Development Goals.

## **7. Is trade not more important than aid?**

Yes, but both are needed. Access for exports from poor countries to markets in rich countries - for agriculture, clothing and textiles - would

significantly accelerate growth and create jobs; thereby fostering human development and reducing poverty. But, by itself, more trade will not generate enough resources to enable the poorest countries to attain the goals.

Greater financial resources will be necessary to address the critical areas of health education and the environment. Without more money, the poorest countries will simply be unable to meet the needs for health and education services, sanitation and water and other critical challenges.

While it is encouraging that the 2001 World Trade Organisation ministerial meeting in Doha, Qatar, agreed to place more emphasis on the development implications of future trade agreements; the reality remains that developed countries maintain high levels of protection. Their markets remain closed in areas of specific priority concern of the poorest countries: textiles and apparel, and processed agricultural commodities. Ghana, for example, can export its cocoa beans duty free to Europe, but must pay more than 25 percent tariffs on processed chocolate; food processing is shifted to Europe, leaving Ghana bereft of the manufacturing base to escape from poverty.

Human and institutional capacities are complementary elements that are required for countries to benefit from open trade. Poor countries often lack these elements, so that 'aid for trade' will remain important, even if private capital flows and foreign direct investment continue to increase.

### **8. Are countries' capacities strong enough to handle additional funds?**

True; resources alone are unlikely to be sufficient to ensure that poor countries attain the goals, but donor resources can play an important role in strengthening their ability to use resources effectively. This is a focus of UNDP work in many countries in partnership with governments, donors and civil society. Human and institutional capacities need to be made stronger. Collecting taxes efficiently and equitably, making sure that budget priorities reflect the Millennium Development Goals and influence actual spending, gender-sensitive budgeting and aligning aid with national and sub-national priorities all require strong national capacities. These are political objectives, but also expensive management needs. Donor assistance can dramatically improve service delivery. Of course, it will help those countries keen on helping themselves.

To put this another way, the frequent argument that existing resources have to be used more efficiently before more public money is to be invested creates a false dichotomy. It misses the point that insufficiencies of resources create inefficiencies of service delivery. Policy-makers seldom face a choice between either improving efficiency or increasing budget allocations. In most cases, they have to address both aspects simultaneously. Indeed, inefficiencies and insufficiencies are not independent, but interdependent.

## 9. What are Millennium Development Goals Reports?

UNDP supports Millennium Development Goals-scorekeeping at the country level. The premise is that country reports can help accelerate progress; they can help bring the Millennium Development Goals from the global to the national level, for global target setting and national priority setting have been inadequately linked.

The purpose of Millennium Development Goals Reports is to help countries raise public awareness, promote study, scholarship and debate around the great development challenges; forge stronger alliances; renew political commitment; and help poor countries and donors create the deep, better financed and trusted partnerships that will be needed for success.

Millennium Development Goals' Reports show progress at a glance with a view to help focus the national debate on specific development priorities, which in turn will trigger action in terms of policy reforms, institutional change and resource allocation.

Their main audience is the media and the general public. Millennium Development Goals' Reports are meant to be short and easy-to-read reviews that convey messages quickly in a non-technical way. They should also provoke deeper analysis at the country level. Millennium Development Goals Reports build upon existing reports such as Common Country Assessments, Poverty Reduction Strategy Papers or National Human Development Reports in order to minimise the country's reporting burden.

So far, more than 20 countries have issued Millennium Development Goals Reports. They confirm the mixed picture on progress vis-à-vis the Millennium Development Goals. A dozen others are under preparation. The plan is to have at least one Millennium Development Goals Report per country by the end of 2004.

## 10. Why a global Millennium Development Goals campaign?

A global campaign is needed to bridge the gap between the simple messages needed for advocacy (e.g. the number living on less than a \$1 a day) and poverty's more complex reality. For 'goals on paper' to become a practical reality for millions of people, public attention and public action need to be sharply focused on poverty reduction and human development.

The purpose of the campaign is to keep the eyes and actions of the world focused on the Millennium Development Goals. In developed countries, the campaign will focus on making the case for aid and for urgent debt relief, based on clear evidence of results; ensuring that aid is allocated to sectors and services relevant to the Millennium Development Goals and opening markets more widely to developing countries, especially, the least developed countries.

In developing countries, the campaign will focus on mobilising domestic resources, prioritising budget expenditure on the Millennium Development Goals, and strengthening human rights, democracy and good governance

as specified in the Millennium Declaration. Each of these objectives must be pursued in ways sensitive to country context and target groups. It will be absolutely critical for campaign activities to be tailored to country specific circumstances.

A 'continuous campaign' running all the way to 2015 will help transform the political and intellectual debate at the national and global levels and make the Millennium Development Goals a high priority; create business plans, deeply grounded in evidence, on how to achieve the goals; build informed constituencies for more spending on health and education by demonstrating the enormous returns from such spending; and focus on equity and human rights as part and parcel of the Millennium Development Goals.

Although efforts may start with simple slogans like ending \$1-a-day poverty, if the campaign is to be sustained and change the political debate and hence public policy priorities, it must, like Rowntree did in the early 20th century United Kingdom, get deep into the facts and findings, and generate academic, public policy and political debate around the Millennium Development Goals. If successful, it will quickly grow out of its early simplicity, and demonstrate to the world the amazing things that can be accomplished if we put our minds and hearts to it.

## **The Global Challenge**

### ***Goals and Targets***

The Millennium Development Goals are an ambitious agenda for reducing poverty and improving lives that world leaders agreed on at the Millennium Summit in September 2000. For each goal one or more targets have been set, most of 2015, using 1990 as a benchmark:

#### **1. Eradicate Extreme Poverty and Hunger**

Target for 2015: Halve the proportion of people living on less than a dollar a day and those who suffer from hunger.

More than a billion people still live on less than US\$1 a day: sub-Saharan Africa, Latin America and the Caribbean and parts of Europe and Central Asia are falling short of the poverty target.

#### **2. Achieve Universal Primary Education**

Target for 2015: Ensure that all boys and girls complete primary school.

As many as 113 million children do not attend school, but the target is within reach. India, for example, should have 95 percent of its children in school by 2005.

#### **3. Promote Gender Equality and Empower Women**

Target for 2005 and 2015: Eliminate gender disparities in primary and secondary education preferably by 2005, and at all levels by 2015.

Two-thirds of illiterates are women, and the rate of employment among women is two-thirds that of men. The proportion of seats in parliaments held

by women is increasing, reaching about one third in Argentina, Mozambique and South Africa.

#### **4. Reduce Child Mortality**

Target for 2015: Reduce by two-thirds the mortality rate among children under five

Every year nearly 11 million young children die before their fifth birthday, mainly from preventable illness, but that number is down from 15 million in 1980.

#### **5. Improve Maternal Health**

Target for 2015: reduce by three-quarters the ration of women dying in childbirth.

In the developing world, the risk of dying in childbirth is one in 48, but virtually all countries now have safe motherhood programmes.

#### **6. Combat HIV/AIDS, Malaria and Other Diseases**

Target for 2015: Halt and begin to reverse the spread of HIV/AIDS, malaria and other diseases

Target for 2015: Halt and begin to reverse the spread of HIV/AIDS and the incidence of malaria and other major diseases.

Forty million people are living with HIV/AIDS, including five million newly infected in 2001. Countries like Brazil, Senegal, Thailand and Uganda have shown that the spread of HIV can be stemmed.

#### **7. Ensure Environmental Sustainability**

Targets:

- Integrate the principle of sustainable development into country policies and programmes and reverse the loss of environmental resources.
- By 2015, reduce half the proportion of people without access to safe drinking water.
- By 2020 achieve significant improvement in the lives of at least 100 million slum dwellers.

More than one billion people lack access to safe drinking water and more than two billion lack access to safe drinking water and more than two billion lack sanitation. During the 1990s, however, nearly one billion people gained access to safe water and the same number to sanitation.

#### **8. Develop a Global Partnership for Development**

Targets:

- Develop further an open trading and financial system that includes a commitment to good governance, development and poverty reduction nationally and internationally.
- Address the least developed countries' special needs, and the special needs of landlocked and small island developing States.

- Deal comprehensively with developing countries' debt problems.
- Develop decent and productive work for youth.
- In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries.
- In cooperation with the private sector, make available the benefits of new technologies, especially, information and communications technologies.

### **Indicators**

Many developing countries spend more on debt services than on social services. New aid commitments made in the first half of 2002 could mean an additional \$12 billion per year by 2006.

UNDP, in collaboration with national governments, is coordinating reporting by countries on progress towards the UN Millennium Development Goals. The framework for reporting includes eight goals based on the UN Millennium Declaration. For each goal there is one or more specific target, along with specific social, economic and environmental indicators used to track progress towards the goals.

The eight goals represent a partnership between the developed countries and the developing countries determined, as the Millennium Declaration States, "to create an environment at the national and global levels alike- which is conducive to development and the elimination of poverty".

Support for reporting at the country level includes close consultation by UNDP with partners in the UN Development Group, other UN partners, the World Bank, IMF and OEDC and regional grouping and experts. The Un Department of Economic and Social Affairs is coordinating reporting on progress towards the goals at the global levels.

Monitoring progress is easier for some targets than for others and good quality data for some indicators are not yet available for many countries. This underscores the need to assist countries in building national capital in compiling vital data.

# Proceedings of the Workshop

The Rajiv Gandhi National Institute of Youth Development, Sriperumbudur in collaboration with Tata Institute of Social Sciences, Mumbai organised two-day Workshop on Youth and Globalisation at TISS campus on September 22 and 23, 2005. The participants of the workshop included representatives from different fields of Youth Development, Social Work, Business, Entrepreneurship, Rural Development and the Corporate Sector.

The Workshop commenced with an address by Dr. Vasanthi Rajendran, Faculty Head, Rajiv Gandhi National Institute of Youth Development who extended warm welcome to the participants and invited Dr. Usha Nayar, Deputy Director and Professor, Tata Institute of Social Services to deliver the keynote address.

In her address, Dr. Usha S. Nayar spoke of the International definition of the youth covering the age group of 15 to 24 years, while referring to the Indian definition of 13 to 35 years as general in the Indian Youth Policy Document. She indicated that the youth are seen as highly emotional, high on risk taking behaviour and vulnerable. Youth is seen as energy to be harnessed according to some Politicians. They are known to be rebellious and don't have an acceptability of the existing realities of the world and that they seem to live in a world of their own. In our country youth are still considered as actors in training and like raw material which is flexible and waiting to be given form by some careful socialisation by family, social institutions, by religious and political institutions and sometimes even by finance and economic institutions.

She stated that selection of this subject of study by RGNIYD and TISS is extremely significant. Youth vis-a-vis globalisation both as a active category bringing about change as well as being influenced by the process of globalisation is the perspective she would be addressing. She felt that in reality youth are not passive receivers but rather as being involved in social movements for global change, for peace, social justice, equity and creating space for the mankind to live with dignity in diversity.

Globalisation has various meanings and definitions. It can be summarised as a term for increasingly complex interaction between individuals, enterprises, institutions and markets across national borders. It is also roughly defined as the global integration of economies and societies that affect many aspects of young people's lives directly. Youth as a category may be influenced both positively and negatively by globalisation process. The severity of consequences would also depend on the social safety net as they are being prepared, done or still being done by individual state nations. So at best, there is an ambiguous relationship with the globalising world for the youth both at cultural and economic levels.

She spoke at some length on youth mobility or migration. Particularly, in this century young people leave their small towns and secure homes / environment for the purpose of education or for the purpose of employment etc. As a result they are exposed to isolation, alienation, uncertainties, stress, anxieties and identity crisis and have to face the challenges of adaptability to host culture, be they within the country or outside the country. Migration also affects those that are left behind and hence study of the migration should not only cover those who migrate but also the decisions and effects on those who could not or did not migrate. Database is required to ascertain the negative and positive effects of globalisation and the extent thereof.

Another aspect to be seen is behaviour of consumption. Some scholars even put the impact of globalising culture and impact of consumerism as Americanisation. The equation between youth consumption and globalisation is being debated in academics and scholarly discussions in many seminars and conferences. Youth is seen as a consuming social group.

Globalisation is an attempt of humanisation. There is a local resistance in opposition to the Global. But there is also a local collude with this humanisation culture. Cultural studies across countries have tried to study the formation of youth culture and the impact of music, clothing styles, behavioural styles upon consumption, on formation of such youth culture etc., and such studies have shown that often dominant cultures have been resisted resulting in establishment of sub-cultures of youth identity.

We require more research in our country to understand the long standing engagements with colonial, nationalist and traditionalist preoccupations with this whole concept of globalisation in young people when it comes to the consumption or when it comes to the cultural aspects of young people.

There is another aspect, which is ICT (Information Communication Technology) and youth. Television, Internet, e-mail and cellphones have revolutionised and opened up the external world for the youth and irrespective of their local presence they are able to access friendships across physical boundaries across the globe. It is interesting to see how the youth are negotiating the impact of change brought in by such technological changes.

Liberalisation of economy and privatisation of health and education are being experienced by population differentially. While accessibility is open to all literally, yet, in reality the quality services are available only to those with the purchasing power. Thus, in a democracy in the absence of social justice, quality services; be it in health education or vocational training or technical skills etc. ...end up being notional for vast sections of society. This has resulted in creating a new kind of division among youth called the digital divide.

One of the upside of globalisation for young people is that our country is the recipient of outsourcing from higher income countries. BPO's in various



cities in India engage young people. The question is whether this is a case of higher mobility or another form of exploitation by higher income countries. Particularly so, when our education systems are not geared enough to equip them readily with the required skills and orientation. Thus, our young people are not in a position to take full benefit of these opportunities.

While talking of globalisation and women, she stated that gender restrictions limit the opportunities available to women although there is considerable improvement from the past on this score. Violence continues to be practised in families and communities against girls and young women in all parts of the world. But under-reporting makes it difficult to assess the real level and impact of gender discrimination. In India, measures need to be taken to arrest female foeticide and prenatal sex determination. Stereotyping by media and society encourage restrictive ideas about women in society, and surprisingly so even in areas where the gender equality are supposed to have been stated as guaranteed.

Globalisation, however, appeals to young people. This is because the young have a tendency to be open minded, a tendency to experiment and accept cultural exchanges and a willingness to open up to new curriculum and new connectivity.

Therefore, programmes popular with millions of youth cannot be dismissed as useless or worthless just because the elders do not like them. Their interests need to be noted and studied. Young people are strong partners for globalisation. They are really participating actively in social movements and globally are taking up issues of democracy social inequalities, terrorism etc., and thus taking issues beyond 'Corporate Globalisation'.

Youth are also learning to assess and judge new value systems. Youth are pro-immigrant supporters and anti-racist. They are working for indigenous rights and economic justice across the world. Negative effect of globalisation is maximum on those who belong to the vulnerable sections such as disabled, poor, discriminated castes, tribals and other marginalised groups.

Challenges of globalisation are too great before those who are in the education system, and also those in the Governmental and Non Governmental organisations. She also brought out the significant findings of the World Youth Report (2005).

Smt. Usha Nayar felt that one issue this study group should look at seriously is the issue of inter-generational relations and its impact on society. This is also being spoken at International levels because many countries have come to such a stage where there is complete segregation of young and old generation. We could put up case studies from India to show how to promote inter-generational partnerships, also, how living together and interactions can promote relationships in this globalised era and how other countries can learn from our country in this respect. India has

a lot to offer to the world on this account and can provide evidence-based research to the world on this aspect and many other aspects as well. Such a study will also reveal how inter generational living has helped both generations and how such communications has really helped to sustain certain human values.

She stated that there is also an urgent need to recognise the process of globalisation as a challenge and an opportunity, to convert and lead our young people instead of taking it as a given curse and reacting to it as a defense mechanism for our excuses for taking any action which we are supposed to take as a responsible action for the country's young population. Much research is required to be done on various components of this broad theme in India. Presently, the information at hand is anecdotal, attitudinal and based on subjective expressions of citizens about their every day local and limited experiences and generalising it to global themes and global expressions.

In conclusion, she stated that youth and globalisation need to be studied from the points of view of human rights and human values perspective. Researches are required, she added, to bring out necessary change in attitudes so that youth could be considered not just as future but also present partners and catalyst of change and development.

This was followed by a special address by Shri. C.R. Kesavan, Vice-President of Rajiv Gandhi National Institute of Youth Development, Sriperumbudur.

He said that globalisation is sweeping all around and that we in the twenty first century are living at a time when frontiers are diminishing and boundaries are transcended easily. He was emphatic that in such a situation, exchange of information and experiences and the building of partnerships were extremely crucial.

The ideal intent of globalisation was probably to create increased economic opportunities thereby leading to economic growth and social development. But in reality globalisation has done different things to different people. Though globalisation affects everybody it impacts the youth the most. He stated that youth have creativity, energy and vision and these strengths should be utilised and channelised. They are driving force for the advancement of the societies they live in. As regards percolation of benefits he said that this was not happening all around and hence only some sections were benefited from the effects of globalisation. Some were left out of the benefits and many are negatively affected.

In the Asian context he stated that more than one and half billion live with income of less than Rs. 40 per day. Out of a billion youth in the world 16 percent live in Asia and the unemployed youth in Asia is three times higher than the general average.

This consequence of globalisation puts severe economic restrictions upon Government and requires the Government to spend on social services for

youth. Also the problem is compounded by gender discrimination. He felt that Youth and Globalisation share a common destiny.

He felt that youth should be made key element of social change. They can be instrumental for attaining economical development and achieving technological innovation. We need to invest on youth and empower them in this regard by providing them with enabling environment, which will help them to achieve their fullest potential. He also felt that it was imperative that globalisation of economics should be accompanied by global social action. This requires involvement of the entire spectrum of global civil society. All agencies working on aspects of youth and youth development, be they Governmental or non-Governmental, local or domestic, national or international should work together. Also, that such a process should target at making all sections of society as equal stakeholders and beneficiaries.

He regretted that globalisation has been viewed more as an exclusive phenomenon and not an inclusive process insofar as our country is concerned and added that the digital divide should be converted into digital dividend. He laid stress on proper economic interaction and communication to ensure that the fruits of globalisation are evenly distributed.

He concluded his address by recalling Rajiv Gandhi's vision of New and Modern India powered by the newly empowered youth with the unique message to Indian youth that they should never put themselves in a position whereby the individual wins and the nation loses.

The Inaugural session concluded with the vote of thanks by Prof. G.G. Wankhede, Professor and Head, Unit of Child and Youth Research, Tata Institute of Social Sciences.

The first professional session of the workshop commenced with a presentation by Dr. Vasanthi Rajendran, Faculty Head, RGNIYD who made a brief overview of globalisation and its positive and negative implications on youth. She outlined briefly the major objectives of the workshop and hoped that the deliberations would result in effective interventions. In her presentation she shared the views that several other nations had about India as being a very dynamic economic nation and how along with China she will emerge as a Superpower and also give shape to the new emerging world.

She placed before the audience in this connection certain facts and figures that highlighted both the positive and negative aspects about Indian economy and social scenario. For instance, the fact that very few countries have been growing faster than India and that it had the fifth largest Foreign exchange reserve while on the negative side, that, it had 25 % of the population below poverty level. There are rising inequalities and rise in unemployment and many social indicators have pointed out to worsening social conditions on many fronts.

The impact of globalisation on women is even worse with many women being displaced from traditional occupations. She dwelt on the negative

impact that the entry of multi-nationals have had on many sections of Indian society be they, farmers, women in cottage industries, etc.

She referred to the available statistics that 40 crore of the population are in the age group of 15 to 35 and that they are the prime movers of the economy.

She also stated that it was important that one should not look at youth as one monolithic block but rather as groups such as:

- Poor young farmers
- Urban unemployed youth
- Slum dwellers
- Street children
- Disabled youth
- Displaced youth

She concluded her remarks by calling for concerted efforts from both Governmental and Non Governmental Organisations in this regard.

In his presentation, Shri. K. Pandiarajan, Managing Director, Ma Foi Management Consultancy Limited, Chennai spoke at length on various aspects of employment with reference to globalisation. In this context, he cited the example of his own company with regard to HR employment opportunities and made a strong case that we should put ourselves into a position to take advantage of the situation now prevailing by being proactive instead of being pessimistic or reactive. He perceived this opportunity particularly in the sphere of human capital which could provide a phenomenal growth in this arena.

He referred to the book “World is Flat” which explains Globalisation down the years as:

- Globalisation by Countries
- Globalisation by Companies
- Globalisation by Individuals (The one that is happening currently)

He indicated Arun Jaitley's presentation of the migration process as a migration diamond wherein four kinds of migration happens and there seems to be an axis around which the wheel of migration moves. He stressed on four kinds of migrations viz., migration of products and services, of talents, of capital and of business processes. He cited that migration offers unique work avenues for the youth in India today.

Migration of Products and Services is the first flank of the migration diamond, which is the oldest kind of migration and happened through times immemorial and now regulated through GATT and WTO. Migration of Talent is another flank of the migration diamond now regulated by Individual

National States through policy making based on political social economic and defence considerations. He spoke of areas in which India has strong skill sets and how the successful culmination of several ongoing international diplomatic processes like MRA (Mutual Recognition Agreement) could help open the floodgates of opportunities for many Indian professionals.

Migration of Capital is the next flank of the diamond wheel. He was referring to George Soros who was at helm of Fortune fund and whose actions resulted in flight of capital enough to collapse the entire Malaysian economy.

The thought that first strikes the mind is therefore the 'Global Financial Architecture' as it exists today as crafted by the victors of World War II through the Bretton woods institutions namely the World Bank and IMF. The global financial architecture therefore needs to be looked at in terms of its effect on various Nation States. Even a nations currency is affected by it. No doubt it is affected by the Global Power game. Almost like the power of the gun. Looking at the banking system, Citibank for instance, earns three times from the speculative currency bids than from all other transactions taken together. So do many other banks. Today the entire currency based speculative trade is far higher than the entire the world trade put together. Who earns out of this ? How does this stabilise the world economy? There are many economists who are asking this question including our own Amartya Sen. What is the value of this entire currency trade? Is this a stabilising influence as claimed by its proponents? Or is it something else?

Migration of Business Processes has huge potential both creative and disruptive. It is new and growing day by day. While it has tremendous potential for employment generation on the one hand the question arises whether this would erode into the social fabric of our country. Value judgments notwithstanding the fact of the matter remains that Indian education systems and standards and service quality are now accepted and recognised by the world at large and this, therefore, opens an entire spectrum of trade opportunities bringing about reverse brain drain and opening up scope for reverse traffic flows in the form of health tourism and back offices for very many world class organisations. He referred to the favorable report given by the task force set up by the British Parliament which talked about long term sustainable business outsourcing to India as a case in point . The British Parliamentary task force had pointed out the Indian value system as one of our unique plus point.

He went on to add that we need to strengthen many of our institutions viz., Educational, Governance, Defence, Cultural and Economic. The war for providing jobs would depend upon how well we develop these institutions. He spoke of the infrastructure as two-fold. One is the soft infrastructure for eg.... social institutions like TISS and the other being hard infrastructure like roads, bridges etc...

He mentioned that according to a study by London School of Economics Indians has a high propensity for entrepreneurship (2nd among 67

nations). However he said that to capitalise on this we need to be nourished by entrepreneurship development institutions. He laid special emphasis on the need for developing entrepreneurial skills among youth in India for which they are specially suited. He also talked of mutually reinforcing processes.

His session concluded with lively discussions on how far migration helps the cross-section of Indian youth. Some observations were expressed with regard to the factors pertaining to ethnic and social values, which could work both ways with regard to migration as potential job opportunity. A view was also expressed that the first workers to migrate from India belonged to the weaker/poorer segments of society and not the more educated ones.

The post lunch session of the workshop commenced with a presentation from Dr. Devendra Agochiya, Former Director, Commonwealth Youth Programme, London who spoke on the status of youth in India, in the backdrop of globalisation. He emphasised the fact that globalisation has led to two types of youth those who are forward looking and globally more assimilated and those who continue to live in condition of deprivation in rural and urban sectors. It is here that the globalisation is yet to make an impact-giving raise often to feelings of alienation and marginalisation in particular in the northeast part of India. He also dwelt upon the changes being brought out through globalisation in the lifestyles of young people in the country resulting from sizeable increase in the salary structure especially in the corporate world and greater interest in observance of various specific vocations, which did not receive any attention earlier.

He highlighted the factors pertaining to the privatisation and expansion of education giving rise to greater emphasis on skill development. Referring to the impact of globalisation on the status of women, he felt that, while a visible change has taken place in the lifecycle of women in the urban areas, yet problems like female infanticides, female foeticides, dowry deaths, etc., continues to persist. This is happening not just in the rural areas but also in the developed states like Punjab and Haryana.

He referred to growing trafficking of young women as a symptom of changing lifestyles and to support the changing styles. He laid particular stress on issues relating to youth in conflict with law as evidenced through growing acts of vandalism and terrorism. He particularly mentioned the youth brigade, which political parties misused for vested interests. He dwelt on the impact of global terrorism, which has affected the social and national sectors of various countries. In this connection, he cited the examples of Afghanistan and Iraq etc. having international reverberations. Organisations like LTTE and those in Manipur used young people to further their militant activities. He also felt that the highly competitive nature of the world today is taking toll on the social and mental health of young people. He concluded by stating that globalisation has also loosened the family bonds and traditions. He recommended that life skills be included in the University curriculum for an independent area of support for young people to develop as balanced and harmonious personalities.

The concluding presentation of the day was made by Prof. N. Jairam, Professor and Head, Department of Research Methodology, TISS. His topic was on the impact of Globalisation on Education. He emphasised that globalisation has led to metamorphosis which has led to four major developments.

1. It has resulted in unipolar world,(to be seen in the backdrop of post USSR scenario before which world was seen to be bipolar) So, now there seems to be only one value system instead of two earlier and the system seems to operate through the institutions that they control.
2. It has given rise to a revolution in the ICT bridging time and space.
3. It has also resulted in Business Process Outsourcing resulting in brain drain without actual physical transfer and
4. It has given rise to the development of monoculture.

Further, he clarified that education by itself does not imply employability. The question of when to enter the job market has changed. Also unlike the past, the employer does not accept the educational qualification as sufficient by itself but assesses the first time job entrant by his own tests and measures. There is also internationalisation of education by way of tie-ups with foreign universities. Also changing pedagogy like distance learning and e-learning throws up opportunities in a stagnated market and as we all know opportunities have multiplier effects.

The first days' session was drawn to a close with a vote of thanks by Shri P. David Paul, Training Officer of RGNIYD.

The second day's proceedings started with the technical session chaired by Prof. Karuna Chanana, (Retired Professor) JNU, on the topic "Globalisation, Inequality in Education and Youth". She laid stress on the point that elementary and secondary education should be the starting point for consideration of the subject. She dwelt upon several factors and causes which give rise to inequality in the field of education. In the present circumstances it is expected that education instead of being the instrument of equality and social mobility for Indian youth is more likely to enhance social and economic differences, increase inequality in education and become a tool of reproduction of the existing hierarchical system. The alternative is in making the government school system equally good not only in social access but also in outcomes. It should offer the same choices as are available to those who have the economic, social and cultural capital to take advantage of the new opportunities offered by globalisation so that inequality in education replaces equality in and through education she concluded.

The next presenter was Dr. Palanithurai, Professor and Head of Rajiv Gandhi Chair on Panchayati Raj, Gandhigram Rural University. He spoke about rural youth in the wake of globalisation. He cited the example of the work being carried out by various organisations and panchayat institutions in Tamil Nadu for providing development opportunities to the youth. He felt

that there was a general lack of synergy among various institutions and Government departments and stressed the role of panchayat institutions in coordinating such programmes. Bringing out the experiences of the Gandhigram Institute on developing micro-plans at gram panchayat levels in Tamil Nadu, he suggested that the same could be achieved through developing similar micro-plans. He emphasised the importance of capacity building for panchayat institutions as also strengthening SHGs and mechanisms to ensure access to the right to information act. It was felt that there was an urgent need for close networking of NGOs working for the youth at the grassroots level and that RGNIYD could play a useful role in this direction. He thought that it was also necessary to develop good practices to harness skills at local levels.

Dr. Nanduram, Professor and Head, Dr. Ambedkar Chair Professor of Sociology, Jawaharlal Nehru University, New Delhi in his presentation deliberated upon the situation with reference to marginalised youth who he felt were located on the periphery of various spheres. The marginalised youth are subjected to fractured identity. He pointed out that there were different levels of marginalisation and this was due to various traditional compulsions and not out of choices. The marginalised youth must assert their own rights. Globalisation has to be community specific and culture specific or else would further marginalise the already marginalised sections.

Dr. Vivek Kumar, Assistant Professor, Centre for the Study of Social Systems, JNU, New Delhi, presented a brief summary of his paper entitled "Some Sociological Reflections on *Dalit* Youth". He indicated that youth are not a monolithic whole. He stated that *dalits* should not be collectively clubbed along with rural, poor or women category because, the aforesaid groups may not be facing social discrimination and deprivation like the *dalits* do and hence the *dalits* are facing a different kind of problem. The *dalit* youth are also different from other youth due to the fact unlike other youth they are related to the production system. Therefore the construction of consciousness of *Dalits* are different from the construction of consciousness of others.

Secondly, he pointed out that there are two types of *Dalits*. The first who are calm, surrendering and suffering from an inferiority complex. This is not totally because of them but due to lack of cultural capital and the role of education. In education there is nothing for them to identify with and therefore the stigma which emerges from their social structure is carried to the educational institution as well and then it is reinforced thus making them resigned and suffer from inferiority complex. The other type of youth are not necessarily emerging out of educational system but emerging out of social movements.

He again divided these youth into three dimensions viz., rural, urban and westernised. He stated that 75 percent of the population lives in villages and out of that 80 percent are youth. Hence, rural structure is important.



These youth are uneducated and unenlightened. They are also overpowered by factors like family, caste, region and religion. The second category is urban youth. These youth are in dilemma. They are attached to the past on the one hand and on the other hand they are faced with the urban culture and as a result they feel alienated. The third type is westernised. They adopt western culture without even understanding the meaning of western culture and values. Thus these youth too eventually feel alienated. He regretted the fact that the services rendered by the dalits often go unnoticed and are not quantified and called for concrete policy decisions on how the sense of alienation could be stopped or reversed.

The next presentation of the session was made by Shri. A. K. Mittal, Regional Director, NIVH Regional Centre, Chennai, who spoke on the situation of the disabled youth in the country.

He narrated how the city of Calicut declared that the city was fully literate but while doing so they did not take into consideration into the number of disabled youth as if they never existed. Therefore, he wondered if disabled youth was even outside the scope of the category of marginal youth.

On a positive note he added that from that state of ostracisation and exclusion, the disabled are trying to move into an era of inclusion and convergence. This is the extended decade for the disabled (2003-2012) declared by UNESCAP and reiterated that the member nations during this decade are striving to create an inclusive, barrier free and rights based society for the disabled.

When we speak of an inclusive society, it is a society, which takes on board the concerns and issues of persons with disabilities in its entire development agenda in all aspects relating to work for the mainstream population. When we talk of a barrier-free society we talk of not only physical or architectural barriers but also to barriers which occur in the path of access to information and when we talk of rights based society we talk of a society which looks at services for persons of disability not as a handout or a dole or not as a dispensation inspired by charity but as a basic human right.

Disability occurs across all social groups and should be part of any discussion on marginalised youth. UN is deliberating the adoption of an UN convention on disabled, which would then be implemented by member nations. The Central and State Governments in India have taken several initiatives in this regard. This has taken a long time to come; however, it is coming through slowly. The Parliament enacted a law in 1995 called the "Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act". This law ensures the right of a child to receive free and compulsory education till the age of 18 in an appropriate environment, 3 percent reservation in jobs and 3percent reservation in all poverty alleviation schemes along with other provisions of affirmative action. However, we all know that mere laws are not enough when it comes to implementation.

In this regard the NGO's have been doing good work including in the rural areas. The lack of awareness or level of ignorance among government officials, however, as regards the disabled is shocking. He talked about work remaining to be done in the field of categorisation of the disabled. These categorisations are not comprehensive enough as on today. He called for institutions like RGNIYD and TISS to work on the attitude of society towards the disabled to help bring about favorable societal changes towards the disabled community. The task is a huge one but it can be managed if we have the right will because the fact remains that the disabled are very much capable of contributing to society at equal levels. Helen Keller and so many others in our country have proved that disability need not be an obstruction in making a contribution to society and thus the disabled need to be looked an integral and equal part of society in every sphere of our thinking.

The post lunch session of the day was devoted to considering the roles of NGOs and CBOs in the era of globalisation. The speaker was Shri. Suderssan, Programme Manager, TNVHA, Chennai. He indicated that globalisation has brought about a liberalised setting for the NGOs and CBOs with a lot of financial support from international agencies. He highlighted the need for close networking of these organisations at different levels and among themselves. He identified specific roles for these organisations such as addressing problems of environment, helping the vulnerable sections etc. He put forward several suggestions for the NGOs to help them perform their task with greater efficiency and speed. He stressed on adoption of professionalism and broad based functioning for these organisations and advised them to include all stakeholders in their work.

## Recommendations

Below are the recommendations, which emerged out of the deliberations of the two-day workshop:

### 1. Employment

- Measures need to be undertaken to minimise the effects of globalisation. This should be done by studying the parameters of globalisation for increasing the extent of employability for the deprived section (rural youth).
- It is imperative to understand the social forces, which are divisive of the rural youth and work to see that young people do not stay away (with respect to employment) on the basis of gender, caste, economic status etc. Measures need to be taken to include and integrate the rural youth in all employment related programmes and to counterbalance alienation and marginalisation through their participation.
- Employment studies need to be undertaken to assess the impact of globalisation on the social structures

- Studies to be undertaken on how globalisation can help and how the disadvantages could be overcome
- Government policies should ensure that advantages should be optimised and that young people are not marginalised.

## **2. Education**

- Personality development programmes (life skills) to be introduced as a part of the curriculum at senior secondary (foundation courses) and college levels (advanced) for fostering self development among student communities and to prepare them to confront various challenges and situations they encounter later in their lives. At college levels, RGNIYD, may initiate measures to add on more modules with the existing package of training. Further, RGNIYD can take up the task of training the trainers on life skills, prepare training material and modules.
- The educational authorities and lead institutions/universities may be persuaded to revamp the existing patterns of curriculum and re-design their education systems to facilitate enhanced employability and self-developmental aspects. Educational systems should attempt at maintaining a balance between job prospects and personal development.
- State's withdrawal from education: Commercialisation and privatisation of education has imposed severe restrictions on the access to education due to escalation of fee, which amounts to alienation at large. The State needs to commission a monitoring system for ensuring quality education and to check the cost of education to fit into the parameter, which is affordable by the marginalised youth. Awareness needs to be created among the private institutions to realise their social responsibility of the affordability of youth.
- Primary education needs to be enhanced and health sector to be strengthened. Incentives for persons migrating from rural to urban should be stopped. Rural institutions should be strengthened with respect to infrastructure and quality of education. Flow of funds to rural institutions should be increased for strengthening rural based skills.
- Youth work should be professionalised as an employment opportunity.
- To identify and recognise the sectors and areas where human brain drain is taking up.

## **3. Marginalised and Rural Youth**

- Capacity building of youth related CBOs: CBOs to motivate youth to assume active leadership and to participation in local governance and developmental processes.

- Networking with organisations: RGNIYD needs to closely work with leading NGOs in the field of youth development for skill development and foster youth related activities.
- Networking of RGNIYD with NYKS across the country for support systems is essential a formalised structure need to be evolved for strengthening skills of rural youth and capacity building and to keep a constant follow-up of such activities and run need based programmes on a continuous basis.
- RGNIYD could also collabourate with specialised NGOs for imparting skill/vocational training and to establish network between the beneficiaries and financial institutions.
- Youth to be trained to draw up a micro-plan plan to develop themselves and to translate it into a village development plan with the help of CBOs.
- Standard models on PRI to be created at various places in the country for other youth to replicate the best practices.
- Fresh modules on participation of young people in PRIs may be evolved.
- NYKS could set up integration committee at rural areas for discussing vital issues and to battle social issues.
- Recognising the existing diversities for nation building is crucial.
- Specific focus should be laid on bringing youth together cutting across caste barriers. The vulnerable (Dalits and Tribals) of the classes need to be integrated with the other sections of youth/mainstream youth, which contributes to nation building.
- Disability issues should form an integral part of the overall developmental agenda of all Government departments.
- All rural-based youth development NGOs must compulsorily cover persons with disabilities in their activities.
- RGNIYD should also focus intensely on disability matters in all its programmes of orientation and sensitisation of different personnel and officials.

#### **4. NGOs**

It was suggested that NGO sector needs to be further strengthened and should continue to work against the evil effects of globalisation. Experts of the workshop felt that the NGOs should create for themselves a self-accreditation process. There is need for accountability to the funding agencies, stakeholders and to themselves. They should constantly involve in updating their professionalism and deliver quality services. The NGOs need to be encouraged to facilitate small business/entrepreneurial projects at their level. Further, the non-performing and corrupt NGOs need to be

identified and punitive action should be taken who spoil the reputation of other NGOs. The NGOs also need to scrutinise and evaluate their services and to undertake follow-up measures.

The workshop concluded with a vote of thanks by Dr. Anil Kumar, Reader, Unit of Child and Youth Research, TISS, Mumbai.

# National Workshop on Youth and Globalisation

## Programme Schedule

22nd September 2005		
Time	Programme	Resource Person / Panelists
10.00 a.m to 10.30 a.m	Registration	
10.30 a.m. to 12.00 noon	<b>Inaugural Session</b>	
10.30 – 10.35	Introduction	Dr. Vasanthi Rajendran Faculty Head RGNIYD
10.35 –11.15	Welcome and Keynote Address	Prof. Usha S.Nayar Deputy Director, TISS
11.15 – 11.30	Self Introduction by Delegates	
11.30 – 11.55	Special Address	Shri.C.R.Kesavan Vice-President RGNIYD
11.55 – 12.00	Vote of Thanks	Prof. G.G.Wankhede Prof & Head, Unit for Child and Youth Research, TISS
12.00 a.m to 12.15 a.m	Break	
12.15 a.m to 1.30 p.m	Workshop Overview Globalisation: Status of Indian Youth	Dr. Vasanthi Rajendran Faculty Head, RGNIYD  Dr.Devendara Agochia Former Director, Commonwealth Youth Programme, London
1.30 p.m to 2.30 p.m	Lunch Break	
2.30 p.m to 4.00 p.m	Impact of Globalisation on Employment	Shri.K.Pandiarajan Managing Director Ma Foi Management Consultancy, Chennai.
4.00 p.m to 4.15 p.m	Break	
4.15 p.m to 5.00 p.m	Impact of Globalisation on Education	Prof.N.Jairam, Prof. & Head Dept. of Research Methodology, TISS

## Programme Schedule (Contd.)

<b>23rd September 2005</b>		
<b>Time</b>	<b>Programme</b>	<b>Resource Person / Panelists</b>
10.00 a.m. to 11.30 a.m	Rural Youth and Globalisation – Need for Human Face <ul style="list-style-type: none"> <li>● Rural Youth</li> <li>● SC/ST</li> <li>● Disabled</li> <li>● Women</li> </ul>	Dr. G. Palanithurai Prof. & Head, Dept. of Political Science, Gandhi Gram Rural Institute, Dindigul  Prof.Nanduram Centre for the Study of Social Systems, JNU Dr. Vivek Kumar Asst. Prof., Centre for the Study of Social Systems, JNU  Shri. A. K. Mittal Regional Director, NIVH Regional Centre, Chennai  Prof. Karuna Chanana Prof. in Sociology of Education (Retd.) JNU
11.30 a.m to 11.45 a.m	Break	
11.45 a.m to 1.30 p.m	Role of NGOs / CBOs in the context of Globalisation	Mr. Sudarssan Programme Manager, TNVHA, Chennai
1.30 p.m to 2.30 p.m	Lunch Break	
2.30 p.m to 3.30 p.m	Conclusion and Recommendations	Dr. D. Agochiya Former Director, Commonwealth Youth Programme, London
3.30 p.m	Vote of Thanks	Dr. Anil Kumar Reader, Unit for Child and Youth Research TISS, Mumbai
	Tea	

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View of Participants



Presentation on Globalisation – Status of Indian Youth

## ABOUT RGNIID

RGNIID, an autonomous organisation of the Ministry of Youth Affairs and Sports, is the apex body for undertaking Training, Orientation, Research, Extension and Outreach besides Documentation and Dissemination activities on youth development in the country. The Institute organises training programmes for key youth functionaries and provides core training material and expertise in youth development. Training manuals and special modules to impart specific techniques are brought out by the Institute. It also undertakes action research and evaluation studies which help in formulating policies and programmes to cater to the current needs and aspirations of the youth. RGNIID endeavours to sensitise youth to the concept, power, functions, role and responsibilities of PRIs. The Institute inculcates time-honoured social values through a series of measures including cultural exchange programmes, youth meets and volunteer squads. RGNIID serves as a national level documentation and information dissemination centre on youth development. As a part of information dissemination, RGNIID brings out a Journal *Endeavour*, a Newsletter, Research Reports and Occasional Papers. The consultancy services of the Institute are available to national and international organisations viz., UNICEF, UNESCO, UNFPA, SAARC, Commonwealth Youth Programme (CYP) and others besides various Ministries/Departments of the Central and State Governments, Universities, Research and Training Organisations, SHGs, NGOs and CBOs concerned with youth development.

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