Youth is Power of Nation Building:
A Conceptual Framework and Issues of Youth in India

1.1 Introduction:

The present chapter focuses on the theoretical and conceptual premises of Youth as well as the issues and challenges faced by today’s Youth in society. The chapter also compares the stated expectations in policy documents with the reality faced by youth. It discusses government initiatives in the area of youth development in India and the issues that pertain to it.

PART-I

1.2. Concepts of Youth:

Each period of a human’s life has its different features. Childhood is known for its innocence, Adolescence for spurt in growth and for its characteristic enthusiasm of energy, aggressiveness, the will to fight and overcome difficulties and to do brave activities. It is the uncertain period of man’s life when enthusiasm is in peak, and man has active and vigorous co-operation of the body to fulfil his dreams, good or bad. (Jagdish chander, 2001) described the period of youth as “characterized by the spirit of adventure and the shine of energy, tempered by a growing sense of responsibility and maturity. A man in the span of his youth can thus make a lasting contribution to the cause of understanding the inner and outer nature, invention, courage, creative art and architecture and bring to bear his energy on the toughest issues of life, and find keys to their solution. This period on man’s life is, therefore, of unspeakable significance”.

“Age is basically a biological factor, contributes to social differentiation. It distributes privileges, and responsibilities, rights and duties, in term of separate statuses. Age statuses, like sex statuses are ascribed and not achieved. In almost all societies following age groups are recognized: 1- infancy 2- childhood 3- adolescence 4- adulthood 5- old age (Rao, 2001, p.281).

However, from historical times in India, the subject of “Youth” has been largely ignored. The “youth” stage of a person’s life was generally considered as unimportant and not of much use for society. This belief remains largely unchanged even today. Thus, India’s youth form a neglected and vulnerable segment of society.
Youth are a nation’s strength. Their characteristic energy and capabilities support the body politic. They are the backbone of an institution (Jagdish chander, 2001, p. 126). But they also form a sensitive age group that harbour dreams for important social changes. The development of nations is fully dependent on the abilities of youth. The power of youth must be positively utilized in all areas like education, trade, business, etc. and integrated with moral value education to spread peace and welfare throughout the world.

1.3 Definitions:

Several definitions of youth have been proposed by philosophers, experts, sociologists, anthropologists and social scientists. The ones that are referred here are relevant to the present study.

(The Concise Oxford Dictionary of Current English, 1986, p.1252) describes ‘youth’ as the period between childhood and full manhood. Youth is the period between childhood and adulthood, described as the period of physical and psychological development from the beginning of puberty to maturity and early adulthood. Definitions of the specific age range that constitutes youth vary. An individual's actual maturity may not correspond to their chronological age as immature individuals exist at all ages. The age in which a person is considered to be a "youth" and is thus eligible for special treatment under the law and in society varies around the world.

As stated by (Nicholas, Stephen, & Baryan, 1994, p. 465) Since the Second World War, there has been increasing emphasis in many countries on describing ‘Youth’ as a distinct Social category. In many countries, young people between the ages of 12 and about 20 have acquired a distinctive social identity.

The United Nations General Assembly defined “Youth” to mean “those persons between the ages of 15 and 24 years”. As per the World Bank “youth” is the “…time in a person's life between childhood and adulthood. The term "youth" in general refers to those who are between the ages of 15 to 25”. The Commonwealth Youth Programme “works with young people aged 15-29” (http://en.wikipedia.org/wiki/youth#city_note 4,5,6).

According to (Misra V. D., 1993, p. 29) “Sociologically, the term ‘Youth’ has cryptic characteristics that include and refer to psychological and biological state of
any personality. There cannot be any firm plinth to lay down the word’s lineage in an
endeavour to define youth”.

Basu stated that under Fundamental Rights and Duties, Article 326 of the
Constitution of India, voting rights at elections shall be on the basis of adult suffrage
i.e., every person who is a citizen of India and who is not less than 21 years of age
shall be entitled to vote at the election. The voting age was lowered from 21 to 18
years by the 61st Amendment, 1989. Thus, a person who has attained the age of 18
years is considered to be an adult according to the provisions of Article 326 of the
Indian Constitution (Singh, 2005,p.3). In other words, the Indian Constitution
considers all Indian citizens above the age of 18 years to be eligible to vote without
discriminating on the basis of religion, caste, class, etc. It may, therefore, be
concluded that a person who has completed 18 years as a youth in India.

According to the Annual Report of NYKS (Nehru Yuva Kendra Sangathan an
autonomous organization by Govt. of India catering the needs of non-student rural
Youth in the age group of 15-35 years), Part – III (1995-1996:5), a person from the
targeted population who is in the age group of 15-35 years is considered as Youth.

The Indian national youth policy (1998) also defines youth as people in the
age group of 15 to 35 years. The NGO, Alternative Homes for Youth working in India
for Youth considers "Youth" as individuals from 13 to 19 years of age" for their
programmes.

1.4 Youth Population in 21st Century:

Pandey (1985) stated in his paper presented at the National seminar on Youth
that its Youth is the major human resource strength for a country like India. A U.N
Publication refers to the population in the age group 15-24 years as youth. India’s
youth population in 2001 was estimated to be 189.86 million which consisted of 97.49
million males and 92.37 million females as against 128.03 million (66.38 million
males and 61.65 million females in 1981).This means an annual growth is
2.2%.Pandey also noted that proportion of youth in the 15-19 years age-group is
higher than that in the 20-24 years age-group. Thus, the youth population always
constituted about one-fifth of the total Population in all these years (p.393-410).

(Acharya, Acharya, & Patra, 2010) The United Nation defined youth as ‘the
time of life when a person is in the age group of 15-24’ (UN, 2003). It is estimated
that approximately half of the world’s Population is under age of 25 (UNPF, 2000).
1.5 Youth as a Force in India: Demographic Scenario of Youth population in India.

Youth are a valuable human resource in every country. They carry the aspirations and bear responsibility for change, progress and innovation. Youth can make or mar society. There is always a tussle between tradition and modernity because of which youth are often misunderstood by the older generation. Immaturity, inexperience and thoughtless actions are some of the characteristics attributed to them by their elders.

But youth also have the zeal to initiate revolution. A reading of Indian history shows that youth played a significant role in the freedom struggle. Today, Indian youth make up about a third of our Population and constitute a vital and vibrant human resource. They have the right and an obligation to participate actively in national development and in shaping the destiny of the nation which is, in point of fact, their own destiny (Samantroy, 2009, p. 10).

According to Rajiv Gandhi National Institute of Youth Development (RGNIYD), India is a Young Nation and its youth form an integral and essential part of the country’s development process. As per Census of India 2001, the size of youth population in the country is 422.3 Million (219 million males and 203 million females), which is above 41% of India’s population. The youth population in the age group 15-34 years is expected to increase over the coming years as per population projections. In the 2011 census, the youth population is expected to increase by 77 million. In the period 2011-21, this number would increase by a further 34 million (Rajiv Gandhi National Institute of Youth Development (RGNIYD), 2010).

According to the (CENTRAL STATISTICAL ORGANISATION, 1998) Central Statistical Organization’s (CSO) Department of Statistics share the youth population in total population has been increasing continuously (See Table No.1). From 30.6% in 1971, it is expected to peak at 36.8% in 2006 after which it will decline to 35.5% in 2016. Eventually, this proportion of youth will stabilize at about 1/3rd of the total population. In absolute numbers, the total youth population will increase from 167.64 million in 1971 to 448.08 million in 2016.

(Acharya, Acharya, & Patra, 2010, p. 76) also confirmed that youth form a large chunk of India’s working population. This is a significant finding. As per the projection of National Commission on Population (NCP), the total population of India would be 1400 million in 2026, out of which the youth population would be 20
percent i.e., 280 million. The growth rate of youth population is faster than any other age group.

Youth represent the most vibrant, vocal and voluble section of society. They play a pivotal role in socioeconomic changes and development of society and country. A Nation can only progress when the energy of youth is constructively and productively channelized. Nearly 70% of India population is less than 35 years of age. Therefore, there is the need to create increasing opportunities for them to develop their capacities and capabilities, thus making them economically productive and socially useful (Singh R., 2005, pp. 38-39).

1.6 Power of youth:

The Government of India is conscious of the need to tap youth power. With lowering of the voting age to 18 years, India’s youth have become politically important because they can determinedly slope the political scales in an election. This realization has encouraged all political parties to attract the youth by including related issues in their political agenda. However, it is important that youth exercise their political choices judiciously as they are likely to play a decisive role in choosing their leaders.

(Govt.of India (RGNIYD), 2010)“A significant feature of our changing society is the transformation taking place in the country’s demographic profile. As a people, we are growing younger. Youth in India constitute a sizable, vibrant and resourceful segment of our society who is fired with the desire to scale greater heights. Children and youth are our hope for tomorrow. There can be no greater cause, no better investment, and no greater priority for development consensus than bringing the needs, rights and expectations of the youth to the centre-stage of development concern. It is our duty to rekindle the imagination of our youth so that the nation surges ahead with added strength and vigour”. (Her Excellency, Pratibha Patil, President of India’s address to the nation on the eve of 60th anniversary of India’s Independence – 15 August 2007).

As mentioned earlier, youth are critical for the continued economic development and demographic evolution of a nation. Typically, the youth population constitutes the cohort entering the country’s workforce and is expected to bring new learning and updated skills that will help renew and improve the country’s stock of
human capital. Youth also represent the age group that forms the basis of demographic renewal, as these young people form unions and begin child bearing.

A study by the (International Institute for Population Sciences, 2008) Youth in India: Situation and Needs showed that India will remain for some time, one of the youngest countries in the world. This "demographic dividend" is seen as offering a window of opportunity to accelerate the country's rate of growth. The population in the 15-24 age groups is growing. In 2020, the average Indian will be only 29 years old, compared to 37 for a Chinese and a US citizen, 45 for Western European and 48 for Japanese. A population "bulge" in the working age groups, however large the total population, is seen as an inevitable advantage and characterized as a "demographic dividend". But if this "window of opportunity" available when the population bulge enters the working age groups is leveraged to achieve an acceleration in growth, the processes of development which in part created this bulge must have been such so as to ensure that the quality of those entering the workforce is of the desired level; and that these workers find employment opportunities as and when they enter the labour force.

Youth is also the spring of Life. It is the age of discovery and dreams. India has one of the largest youth population in the world today. The whole world is eyeing India as a source of skilled low cost technical manpower. Indian youth has the capacity to become a forceful political power if it works in close unity with the working class. They have the potential to make India a developed nation. Indian youth has the power to make our country from developing nation to a developed nation. This possibility is not in the realm of dreams.

Maharashtra is one of India’s most developed states. It is the second most populous state (the growth rate during 2001-11 is 15.99% in the state is less than the same at national level which is 17.64% as per the 2011 census)(Office of the Registrar General and Census Commissioner, 2011).

Maharashtra contributes 19% of India's industrial output, 15% of service sector output and 13% of India's GDP (Maharashtra Development Report, 2007). In 2001, the youth population of Maharashtra was, 41,347,821 (42.68% of total state population). However, a significant proportion of the youth are socially marginalized. Globalization has brought about changes in the youth’s perceptions, aspirations, functions and roles, which often highlight their anxieties.
The youth Population in Maharashtra (those aged between 15 and 24 years) numbered 18.7 million and accounted for about 19% of the state’s population (Office of the Registrar General and Census Commissioner, 2001b).

1.7 Human development index:

The human development index was developed by economists Amartya Sen and Mahbub-ul-Haq to replace the purely economic indicator, the per capita GDP, used until then to measure the development of countries. The youth development index YDI, on the other hand, attempts to cast youth as a representative group with unique developmental needs (Rajiv Gandhi National Institute of Youth Development (RGNIYD), 2010, p. 30).

1.8 Youth Development index:

The Youth development Index was developed by RGNIYD. The YDI study also acknowledges that youth are now a population group which is particularly vulnerable to social and economic issues of the country. This study not only throws light on the situation of India’s youth and their needs; it will also help to recognize that they need special consideration.

1.9 Policies and Programmes for Welfare of Youth in India:

Realizing the gravity of the growing unrest among the urban youth, the set-up a “National Advisory Board on Youth” in 1969 and redesigned the Ministry of Education as the Ministry of Education and Youth Services. They accepted the Deshmukh Committee Report and launched the “National Service Scheme” for university students (Sachdeva, 1995). The launch coincided with the birth centenary of Gandhiji and the scheme came to be popularly known as NSS. The objective of NSS was to develop personality through and promoting the role of students in Community Service (Govt. of India, Ministry of Human Resource Development, 1996, p. 2). Prior to the NSS, after Independence, the “Bharat Yuvak Samaj”, the youth wing of Bharat Sewak Samaj, a National Voluntary Organisation was set up to mobilize Youth energy in the development process.

After 1950, the National Cadet Corps (N.C.C) was setup for the college and university students under the Ministry of Defence. Rural Youth Clubs (“Yuvak Mangal Dal”) were set up by the Department of Community Development to spread the message of new techniques of agriculture and the different rural upliftment
schemes that were operated by various departments of the government. The most significant programme was the establishment of Nehru Yuva Kendra Sangathan in 1972 to serve as a focal point in the districts for development activities for non-student youth, particularly in the rural areas. The year 1978 marked yet other important initiative to promote youth welfare with the launch of the National Adult Education Programme (NAEP) (Govt.of India, Ministry of Human Resource Development, 1996).

The Commonwealth Youth Programme (CYP) was first proposed at the Commonwealth Heads of Government meeting in 1969. However, the programme came into being only in 1974 with the overarching objective of promoting the development of young men and women in the Commonwealth (Govt.of India, Ministry of Human Resource Development, 1996).

1.10 National Youth Policy:

Considering the energy and human resource potential of youth, the United Nations Organisation passed a resolution in 1980 designating the year 1985 as the International Year of the Youth. The United Nations Organisation directed its member countries that IYY programme should begin in 1980 itself and that the year 1985 should see the culmination of the programmes. The UNO also requested member countries to work out the programme details themselves. The UNO also provided meaningful themes for the IYY programmes Peace, Participation and Development (Rao, International Year of the Youth, 1984).

In line with the UNO’s principles and directives on the implementation of IYY programmes and with objective of fulfilling the aspirations of youth and empowering them as the active and constructive agents of positive change, a separate Department of Youth Affairs & Sports was established under the ministry of Human Resources Development in 1985. This department is responsible for implementing several programmes for Youth.

The Government of India, State Governments and the Governments of Union Territories observed 1985 as the International Year of Youth. Every year, January 12 is commemorated as Youth Day, which coincides with the birth anniversary of Swami Vivekananda, the thinker-reformer who inspired the youth of his time and whose teachings continue to do so even today. Weeks 12 to 18 remind the nation about its
obligations to its youth and the youth about their duties to society and the nation (Sachdeva, 1995, p. 350).

1.10.1 National Youth Policy (NYP) -1998

In 1998, the National Youth Policy was formulated to fulfil the following objectives:

1) To instil in youth awareness of and respect for the principles and values enshrined in the Indian constitution.
2) To promote among youth awareness of India’s historical and cultural heritage and fill a sense of pride and national identity.
3) To help youth to develop the qualities of discipline, self-reliance, justice and fair play.
4) To provide youth with maximum access to education; this, apart from developing their all-round personality, would equip them with suitable professional and vocational training to enhance employment and self-employment opportunities.
5) To make youth aware of international issues and involve them in promoting world peace.

Fulfilment of these objectives would result in transforming India’s youth into a force that would drive the country’s progress and development.

1.10.2 National youth policy- 2003:

The National Youth Policy, 2003 is designed to galvanize youth to rise to the new challenges and aims at motivating them to become active and committed participants in task of National Development.

1.10.3 The Draft of National Youth Policy - 2010:

The National Youth Policy, 2010 was framed after a review of policies in respect of school curricula and the non-formal education Sector. It stressed on popularization of science among all sections of youth and provided for support mechanisms to enable youth to develop a scientific temper. It also proposed the development of mechanisms within the system to identify and train gifted youth in the fields of science and technology.

The Policy promoted a multi-sectoral approach involving, inter-alia, the private sector and NGOs, to orient the youth towards scientific and technological studies and research; and ensuring co-ordination between the various Government
Ministries/Departments and Scientific Organizations / Institutions dealing with youth development programs. Also envisaged were upgrading of science curricula in institutions of learning to inculcate the scientific approach in the younger generation, linking the projects of the young scientists to the issues relevant to the people and ensuring better interaction between laboratories and industry. It proposed documentation of the large repository (depot) of physical and knowledge-based resources within the country to prevent their piracy by vested interests (Govt. of India (RGNIYD), 2010).

1.11 Youth Rights and Privileges:

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

a. Appropriate education and training to enable them to become socially useful and economically productive.

b. Gainful employment and adequate opportunities for personal development and advancement for those not currently in employment.

c. Requisite shelter and a clean environment, as also basic health services of quality.

d. Social defence and protection from all kind of exploitation;

e. Suitable participation in decision-making bodies concerned with issues relating to socio-economic and cultural matters.

f. Sufficient allocation of public funds for youth development.

g. Access to Sports, Physical Education, and Adventure and Recreational opportunities.

1.12 Role and Responsibility of Youth:

The Policy exhorts the youth to fulfil their responsibilities, which are enumerated below:

• To contribute to sectoral, family and self-development; and to promote social and inter-generational understanding as well as gender equality;

• To extend respect to teachers, elders, parents and family in consonance with our cultural norms and traditions;

• To uphold the unity and integrity of the Nation, maintain peace and harmony, observe Fundamental Duties & respect the Fundamental Rights and Freedoms guaranteed under the Constitution to all sections of the people;
• To respect others’ faiths and beliefs in the religious, cultural and social spheres and different schools of thought; and to neither exploit nor be instrumental in the exploitation of fellow citizens and other persons, especially women;

• To promote and practise 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.

• To preserve and protect the Environment

• To commit themselves to creating a discrimination and exploitation-free environment, and to devote their time and energy in nation-building activities.

1.13. Role of Youth in Nation Building:

It is estimated that India’s present youth population is about 65 crores. Those between the ages of 15 to 35 form more than 50% of the total population.

A large number of them are capable, devoted, dedicated idealists and are ready to work. Their frustration is a result of their being without any worthwhile job. It is a great national waste if these energetic hands and brains are not provided with some sort of productive work to meet the needs of the nation. No country can afford to permit such wastage. What is needed is that they should be taken into confidence and given a direction with some constructive work. This massive manpower can achieve wonders provided its enthusiasm and energy are harnessed for development work.

Indian youth have never lagged when called upon to meet a challenge. It is for the national leaders to play their part by mobilizing their abilities and providing them with a direction.

The potential for transformation is enormous. Youth in other countries have succeeded in changing their politics. Indonesian youth brought down the government of President Soekarno. Young Czechs stood up to the military assault of their country. More recently, youth in Cambodia, Cuba, France and Pakistan proved their potential to change.

Indian youth played an inspiring role in the freedom movement. Post independence, youth power changed the fate of several state governments. The Gujarat and Bihar agitations are notable examples. More recently, Anna Hazare’s movement against Corruption could not have gained momentum without support from Youth, which lead to quick government action on the Ant corruption Bill.
Without youth, India’s population will comprise old people and children. The first group is past the productive phase of their lives and the latter not yet ready to contribute. They cannot be considered as India’s useful manpower resources. Therefore, it is essential that our youth be energised to participate in the task of national reconstruction. Failure to do so would mean a waste of national resources.

Nation building is an enormous task and, to achieve the desired results, must be done in stages. There will be some work for everyone. All the young people can be involved in a manner that will suit their capacity and capability. They should be made to understand the given project and its importance to society; and the part they are expected to play. With enthusiasm and commitment, they are sure to work hard for its fulfilment. Success results in a sense of fulfilment with the realisation that they have played an important role. This will motivate them further. This is not a difficult task.

A number of schemes, projects and programmes are possible wherein their total involvement will bring quicker and better results. Youth can play a pivotal role them to bring about the socio-economic regeneration of the society. For example, youth power can be mobilized to work towards ending several evil practices that still persist in India.

They can participate in projects aimed at raising agricultural output. The youth may be assigned the job of dissemination of knowledge for better farming, new techniques and proper use of fertilizers and pesticides. What is required is that they should be given adequate training in these tasks. In a drive against economic offences, their energy may be used in moulding public opinion in favour of eradication of such offences. Another potential area of youth involvement is adult education and universalization of education. Youth can take on the responsibility of meeting performance targets set by the government.

By enlisting the massive youth army, an otherwise idling man-power will be mobilized for productive purposes. Doing so would prevent youth from being influenced by negative forces, which result in unrest and violence. It is, therefore, in the national interest that these young people are attracted to work for development.

Such involvement of the young people would generate a sense of pride and self-confidence in them. A sense of achievement of being appreciated as being useful to society is the most powerful deterrent to going astray. This will also help them to develop a nationalist outlook. The result will be an accelerated process of socio-economic regeneration and democratic decentralization.
The government spends large amounts of money directly or through various organizations on schemes and programmes for national development. Involving youth in these activities would cost less and also accelerate the meeting of development objectives.

The young people should be inspired and encouraged to adopt villages or other suitable units of operation, where they can concentrate on improving the physical and social environment. This will help to channelize their energies and enthusiasm and result in socio-economic progress. There should be no doubt that India’s youth will make full use of the opportunities offered to them.

1.14 Role of Ministry of Human Resource Development (HRD):

The Government of India has constituted a Committee on National Youth Programmes (CONYP) as per the guidelines of National Youth Policy. This committee replaced the earlier National Youth Council and consisted of 55 members with the Prime Minister as its Chairman.

1.14.1 The National Service Scheme (NSS):

The National Service Scheme (more popularly known as the NSS) is a major youth activity with the objective to engage the students of colleges and universities in community service on voluntary basis. Its aim is to inculcate the social values like welfare of society, community welfare, helping those in need, etc. among the youth. It was launched in 1969, Mahatma Gandhi’s birth centenary year. It was Gandhi who conceived the idea of involving youth in constructive service.

The NSS is a great opportunity for reaching out to the growing number of young people to help them in their self-growth and to achieve the vision of creating a just and equitable society. It is in this context that the NSS must be seen as an opportunity to groom youth confident of themselves with empathy and responsibility to the people and the nation. The young people are willing to learn and are looking for opportunities to contribute to the common good of society (Tata Institute of Social Sciences, 2009, p. 28).

The value orientation of the NSS is to instil a sense of obligation for community service, while promoting self-growth in the youth. The country is committed to substantially enhancing the proportion of young people entering higher education in the XIth Plan. The twin advantages of higher number of young people in
the society and in the education system needs to be better harnessed to provide for the overall well-being of all the people.

1.14.2 Nehru Yuva Kendra Sangathan: (NYKS)

Nehru Yuva Kendra Sangathan was started in 1972 by the then Ministry of Education with the objective of providing the non-student rural youth an opportunity to help them grow and be involved in nation-building-activities. In 1987, all the existing Kendra’s under the NYK scheme were re-organized into an autonomous body that was formed by a resolution issues by the Department of Youth Affairs. This body was named the Nehru Yuva Kendra Sangathan (NYKS). The NYKS has since grown to having a presence in 501 districts with a network of about a quarter (0.25) million youth clubs in nearly as many villages.

The objectives of Nehru Yuva Kendra Sangathan (NYKS) are twofold:

1. To involve the rural youth in nation-building activities.
2. To develop such skills and values in them with which they become responsible and productive citizens of a modern, secular and technological nation.

Nehru Yuva Kendra Sangathan has been working on various fronts for youth development with a range of youth programmes of the Ministry of Youth Affairs; and certain special programmes in coordination with and the cooperation of other ministries. Its main focus has been on developing values of good citizenship, secular thinking and behaviour, skills development and assisting to youth to develop productive attitudes. NYKS functions with a long-term vision for strategies to promote good citizenship and youth leadership at the grass root levels. Youth Clubs are formed and encouraged to participate in sports, cultural and local development activities. Youth leadership is developed in the course of participation in these activities.

NYKS programmes and activities are designed to achieve the following goals (Singh R., 2005):
i. Self-employment Project
ii. Youth Leadership
iii. Cultural Awareness
iv. Work Camps
v. Sporting Competitiveness and achievement
vi. Celebration of National and International milestones and events
vii. Vocational Training
viii. Block Level Campaigns
ix. Social Campaigns
x. Youth Awareness

Some of the innovative Programmes taken up by the NYKS are
a. Local need-based programmes
b. Folk-Media Workshops on AIDS Education and awareness
c. Youth Development Centre
d. Health Awareness Units
e. National Service Volunteers Scheme
f. Scheme of awards to Outstanding Youth Clubs
g. Scheme of Financial Assistance to Youth clubs
h. Youth Action Goal 2000: Education for all, Health for all
i. National Youth Festival
j. Mass awareness Campaign on GATT
k. Manavta Yatra
l. Youth Against AIDS Campaign in North-Eastern States
m. Training Programme in Science and Technology Communication
n. Vande Mataram Campaign

1.14.3 The National Cadet Corps: (NCC)

The NCC has its genesis in the "University Corps", which was created under the Indian Defence Act 1917 to make up for the shortage of soldiers in the Army. In 1920, when the Indian Territorial Act was passed, the "University Corps" was replaced by the University Training Corps (UTC). In 1942, the UTC was renamed as the University Officers Training Corps (UOTC). The need to create a youth
organization at the national level to train young boys and girls to become better citizens and future leaders of India, including the defence forces, was realized by our leaders. A committee under Pandit HN Kunzru was set up in 1946 at the order of our first Prime Minister, Pandit Jawaharlal Nehru and the NCC of Independent India was inaugurated on 15 Jul 1948.

**Values inculcated by the NCC:**

The NCC is a responsive, learning and continuously evolving organization. Its activity is guided by certain core values that seek to instil among all ranks of the NCC. These values are:

a. To encourage patriotism in the cadets and to contribute to national development.

b. Respect for diversity in religion, language, culture, ethnicity, lifestyle and habitat and to instil a sense of national unity and social cohesion.

c. An abiding commitment to learn and adhere to the norms and values enshrined in the Indian Constitution.

d. Understanding the value of just and impartial exercise of authority.

e. Readiness to participate in community development and other social programmes.

f. A healthy life style free of substance abuse and other unhealthy practices.

g. Sensitivity to the needs of poor and socially disadvantaged fellow citizens.

h. Inculcating habits of restraint and self-awareness.

i. Understanding the values of honesty, truthfulness, self-sacrifice, perseverance and hard work.

j. Respect for knowledge, wisdom and the power of ideas.

**1.14.4 Government of India programmes for youth welfare**

Some of the more prominent programmes are:

1. National Service Volunteer Scheme
2. Promotion of Adventure
3. Assistance to Youth Voluntary Organisations Working in the field of Youth
4. Promotion of National Integration
5. National Youth Festivals
6. National Youth Awards
7. Assistance to Rural Youth and Sport Clubs
8. Training of Youth
9. Exhibition for Youth
10. Youth Hostels
11. Scouts & Guides
12. Youth Development Centres
13. Awards to Outstanding Youth Clubs
14. Rajiv Gandhi National Institute of Youth Development
15. Special Scheme for the Welfare of Tribal Youth.


There are schemes targeted at poor and SC&ST youth for their rehabilitation and employment generation. A few of these mentioned in brief below.

1. Swarnjayanti Gram Swarozgar Yojana (SGSY): The SGSY aims at improving the family incomes of rural poor, who are living below the poverty line, through the promotion of micro-enterprise clusters in the rural areas (Singh R., 2005, p. 57).

2. Employment Assurance Scheme: The primary objective of this scheme is to create additional wage earning opportunities through manual work during periods of acute shortage for the rural poor living below poverty line. The secondary objective is to create durable community, social and economic assets for sustained development (Govt. of India, Ministry of Human Resource Development, 1996, p. 429).

4. Jawahar Gram Samridhi Yojana
5. Pradhan Mantri Gramodaya Yojana (PMGY): This includes Prime Minister’s Rural Roads Scheme, Pradhan Mantri Gramoday Yojana-Rural Drinking Water Scheme and the Pradhan Mantri Gramoday Yojana (Gramin Awas).

1.4.5 Schemes/Programmes for Urban Areas:

1. National Slum Development Programme (NSDP): This programme aims to provide adequate water supply, sanitation and health care facilities, primary education facilities, adult literacy and non-formal education facilities etc. The focus is on building community infrastructure, provision of shelter, empowerment
of urban poor women, training for skills upgradation and involvement of NGO’s, CBOs and other voluntary bodies (Govt.of.India,2001).

2. Swarna Jayanti Shahari Rozgar Yojana (SJSRY):
   All three poverty alleviation scheme viz, urban basic services for poor (UBSP), Nehru Rozgar Yojana (NRY), and Prime Minister’s Integrated Urban Poverty Eradication Programme (PMI-UPEP) were subsumed in the new scheme with effect from 1st December, 1997. The (SJSRY) seeks to provide gainful empowerment to the urban unemployed or under-employed by encouraging them to set up of self-employment ventures or providing employment.

3. Urban Self-Employment Programme (USEP):This programme targets the clusters of urban poor. The benefits to SCs and STs must be in proportion to their local population. Development of Women and Children in Urban Areas.

4. Urban Wage Employment Programme: This programme aims at providing wage employment to the beneficiaries living below the poverty line in urban areas by utilizing their labour for construction of socially and economically useful public assets (Singh R., 2005, p. 63).

1.15 NGO’s Contribution
   NGO’s contribution in the field of youth development is very vast. All NGO’s work with own aims, objectives and areas (geographical and Issue) but there activates are differ to each other. Though all NGO’s are working for youth has a common goal that is Positive Development of youth. Achieving this goal these NGO’s take Support and help from various sources (financial and knowledge base) like forms or through use of various activities. These all activities are based on the formal and Non-formal way. The national policy on education has already counter the need of inculcating values among youth. With the reference to that various NGO’s found the need of era to impart values among youth, and for that they use formal and Non-formal activities but still not any single NGO’s found to work in the area of inculcating values among youth through informal way.

1.16 Youth Development
   (Tata Institute of Social Sciences, 2009, p. 48)One can define ‘youth development’ as the ongoing growth process in which all youth are engaged in attempting to (1) meet their basic personal and social needs to be safe, feel cared for,
be valued, be useful, and be spiritually grounded, and (2) to build skills and competencies that allow them to function and contribute in their daily lives.” by Pittman.

Pittman’s definition accurately describes youth development as the process that all young people go through on the way to adulthood. As the definition imply, it is a process or journey that automatically involves all of the people around a youth family and community. It is also the process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent (Tata Institute of Social Sciences, 2009, p. 49).

Youth development, then, is a combination of all of the people, places, supports, opportunities and services that most of us essentially understand that young people need in order to be happy, healthy and successful. Youth development currently exists in a variety of different places, forms and under all sorts of different names (http://wch.uhs.wisc.edu/08-youth/08-YouthMain.html).

People, programmes and institutions involved in youth development are working toward positive results in the lives of youth. Some have clearly defined the desired positive results or outcomes in an attempt to work more effectively toward them. There are many efforts to define the outcomes of youth development. While language may differ from place to place, most express the results that most people want for their own children. These outcomes include, but move above and beyond the academic skills and competencies which are the focus of most schools (Tata Institute of Social Sciences, 2009, p. 49).

**Supports:** Motivational, emotional and strategic supports are needed to succeed in life. The supports can take on many different forms, but they must always be affirming, respectful, and ongoing. The supports are most powerful when they are offered by a variety of people, such as parents and close relatives, community social networks, teachers, youth workers, employers, health providers, and peers who are involved in the lives of young people.

**Opportunities:** These are chances for young people to learn how to act in the world around them, to explore, express, earn, belong, and influence. Opportunities give young people the chance to test ideas and behaviours and to experiment with different roles. It is important to stress that young people, just like adults, learn best
through active participation and that learning occurs in all types of settings and situations.

**Quality services:** Quality must be reflected in the services in such areas as education, health, employment and juvenile justice. The services must exhibit: 1. Relevant instruction and information, 2. Challenging opportunities to express oneself, to contribute, to take on new roles, and be part of a group and 3. Supportive adults and peers who provide respect, set high standards and expectations, and provide guidance and affirmation to young people.

(www.allenandunwin.com/publicsociology/files/ch6RETHINK.pdf)

Youth development is about people, programmes, institutions and systems that provide all youth, "troubled" or not, with the supports and opportunities they need to empower themselves. For a nation with such a rich diversity of youth, this requires youth development in all shapes and sizes.

1.17 **A Chronology of Government efforts in Youth Development:**

1. 1957: The Lakshmibai National Institute of Physical Education was established.
2. 1961: The Arjuna Award was instituted.
5. 1972: The Nehru Yuva Kendras came into operation for improving the personal and employment capabilities of non-students and rural youth.
6. 1977-78: The National Service Volunteer Scheme was launched.
8. 1984: The Department of Sports was re-designated as the Department of Youth Affairs and Sports; establishment of the Sports Authority of India (SAI) set up.
12. 1994: Sports Fund was instituted to provide for Pension to Meritorious Sportspersons.
13. 1994-95: Scheme for setting up of Youth Development Centers for groups of 10 villages each.
India has enormous human resource of young population, so called demographic dividend of country. At the same time it is need to harness and use this power for the development of country at various levels. Numerous youth specific programmes and policies has framed by state and central govt. for getting maximum benefit to all young people, it help them to became a capable human resource for country as well as their development get enriched. But only by framing programmes and policy it doesn’t mean govt. could be able to reach to single young person of this country. By framing these various policies young people’s all issues and problems will not get automatically resolved. For the development of young people, need to give them alternatives for free and smooth growth, their issues need to study by being a young mind.

Next part of this chapter focuses on youth issues which need to understand in the light of various policies pertaining to youth development and able to address with delightful manner as they want.
2. The meaning of issue:

Issues mean something that cause difficulty. Bottomore (1962) described issues as, “social problems that exist when organized society's ability to order relationships among people seems to be failing, when its institutions struggle, its laws are being disobeyed, the transmission of its values from one generation to the next is breaking down, and the framework of expectations is being shaken”. In other words, issues are seen as a sign of breakdown in society itself (p.331).

2.1 Issues of Youth:

An individual issue is one which affects one individual or a single group. Its impact lies within the immediate situation and surrounding of the individual/group. When an individual or group’s issues become a matter of serious public concern, it affects large sections of society or even the whole society.

It is the responsibility of a social worker, in the course of his or her study, to understand how issues arise in different social settings. It is also important to understand how these issues affect the upbringing of youth and develop into major social problems. It is also necessary to understand the various dimensions of the Youth issue. Audinarayana commented on youth issues from the dimensions of health. Due to their physical and intellectual capacity, youth are considered to be the most productive members of the society. However, most youth are unable to utilize their potential in an appropriate manner due to lack of guidance and motivation.

Number of the Youths found engaged in antisocial activities that have resulted in issues like alcoholism, drug abuse, sexual abuse, smoking and other negative activities. These weaken their physical and intellectual capabilities and also result in their becoming a burden on society. This is a challenge that requires immediate and effective responses from not only a socially responsible system of education, but also support from other agents of society. University & board of School education must introduce such programmes as are beneficial to youth. Here, life skills education (value education, which is acquired from family) plays a vital role to increase awareness among youth about social issues and to improve them. Life skills education (value education) helps the individual to improve decision making skills, the ability to
take a pragmatic view and to improve their contributions to the society (Audinarayana, 2008).

A study of youth issues necessitates the covering of vast area of interrelated topics, whose impact varies in both severity and scope. However, there a few important issues that affect youth more than the others. These require a detailed discussion and understanding.

2.2 Family-related Youth Issues

According to Singh, (1977) the family system in India has shown high flexibility in terms of its role and structure. It has undergone functional changes while keeping its structure largely intact. It has adapted constructively to new demands of social and economic changes. Significant changes have also taken place in marital practices. The age at marriage has gone up; bride price is giving way to payment of dowry with enhancement in social status (p.227).

Rao raised an important point related to the child-parent relationship and parents’ role in the upbringing of children. Not paying enough attention to their children has resulted in their developing undesirable habits. On a large scale, this phenomenon causes tensions in society. The eventual consequence is that it adversely affects the nation in terms of social unrest and economic loss.

Unemployment among the educated youth is on the increase. Youth have aspirations and ambition. But the education that they receive does not enable them to become economically self-reliant. In time, they tend to lose hope and become frustrated. Eventually, this results in large scale undesirable behaviour and social unrest (Rao, 2001, pp.551-552).

Kapadia (1966) has mentioned that the demands of the young is actually a reorientation of the relationship between the head (and family elders) on one hand and the young men and women on the other in a manner that will provide full scope for the proper and healthy development of the individuality of the young. In other words, due to education and economic independence, young people have become equipped with democratic ideas. They now demand that their elders should stop imposing their views on them. They also expect not only their due attention to their views and opinion, but also that they should be consulted in important family matters.

(Sachdeva, 1995, pp. 390-391) The generation gap is widening and youth attitudes are more individualistic and questioning of authority. Respect for elders is
declining. Family and emotional issues are mainly concerned with neglect and poor upkeep, which give rise to emotional and psychological issues. Dependence on others, especially during sickness, makes worse the situation leading to emotional disturbance. The authors pointed out to the nature of alterations that are taking place in the Indian family system and possible reasons for the changes. This is an alarming situation for everyone.

2.3 Some Common and Important issues faced by youth:

2.3.1 Depression among youth

Literally, depression means lowering, sinking and reduction in vigour, vitality or spirits, excessive melancholy, mood of hopelessness and feeling of inadequacy (The Concise Oxford Dictionary). Depression is affecting an increasing number of people of all ages, including teenagers. In fact, among teenagers, the suicide rate, the ultimate expression of the evasiveness of one’s life experience has shown a significance increase in recent years.

Every person faces a unique pattern of pressures, but generally most of us face the pressures of competing with others, meeting educational, occupational and marital demands as well as coping with the complexity and rapid pace of modern living. The pressures of competition are those of sustained effort pursue from educational, occupational and family demands. The mere complexity and pace of modern living tend to “overload” the human organism; and the stress of living under such highly complicated and demanding conditions can play disorder at both biological and psychological levels. (Coleman James, 1988, p. 367). This is the kind of depression that youth have to bear in modern life.

2.3.2 Involvement with Undesirable Peer Groups:

(Nicholas, Stephen, & Baryan, 1994, p. 312) Technically, a peer group is any collective in which the members share some common characteristics, such as age or ethnicity. From an adult perspective, peer groups are often deviant because delinquency is supported by the rewards of group membership. All sociologists have put emphasis on the environment, social structure and the learning process, while the psychologists consider the individual and his/ her motivational patterns as important in delinquency (Ahuja, 1997).
2.3.3 Drugs and Alcohol abuse. Youth and Alcoholism

(Coleman James, 1988) The issue of alcoholism, until a few decades age, was considered a moral issue and a sign of social irresponsibility. In the present day, however, it is considered by some scholars more as a complicated, chronic and immensely costly disease than a type of deviant behaviour. Alcohol has long been and continues to be the most widely used and popular of “mind bending” drugs. Alcoholism is a condition in which an individual loses control over his alcohol intake in that he is constantly unable to refrain from drinking once he (or she) begins (Johnson, 1973). The craving to consume alcohol is constant. Alcoholism is characterised by the repeated drinking of alcoholism cold drinks to an extent that exceeds customary use or compliance with the social customs of the community. It adversely affects the drinker’s health or interferes with his social and economic function. A number of investigators have pointed out that the typical alcoholic is discontented with his life situation and is unable or unwilling to tolerate tension and stress (AMA committee on alcoholism and drug dependency) (Keller & Efron, 1955).

2.3.4 Drug and Alcohol abuse: Youth and drugs

Sethi et. Al. in a study of college students, found that multiple- drug abusers showed greater extroverted tendencies than tobacco users only. Chopra reported extroversion as one of the prominent personality trait of drug abusers (Mohan & Sehgal, 2004, p. 98).

Krishna while studying male undergraduates, observed that smoking is symbolic manifestation of insufficient libidinal satisfaction. Another significant observation made by Parameshwaran and Mashiuddin was that the youth graduates from soft drugs (tobacco, alcohol etc) to cannabis and other hard drugs. Parikh &Krishna found tobacco abuse in 19.3% cases (Mohan & Sehgal, 2004, p. 121).

(Nair, Vemuri, & Ram, 1989) The drug dependence is increasing in all big cities and it is estimated that 35% of students in Mumbai have consumed drugs at some point. The drug addict population is increasing with 300 new addicts every month.

(Mohan & Sehgal, 2004)The Ministry of Welfare found that the prevalence rate of alcohol intake was highest in Mumbai (15.1%) and lowest in Hyderabad (9.0%). Eysenck, Mohan & Virdi found that among university student 31% consume or had consumed alcohol.
The issue of drug addiction in India presents many features which differ from those of the western countries. The drugs used in the country are mainly in the crude form and are taken orally. It is necessary to understand why young people in some societies take drugs rather than punishing indiscriminately those who do. Young people who became dependent are a minority, but they need special understanding and treatment. This is regardless of whether they are dependent on heroin, alcohol or barbiturates (Nair, Vemuri, & Ram, 1989).

Drug and alcohol abuse are universal phenomenon. This is a phenomenon that has defied all efforts to eliminate and it is unlikely that it will disappear in the future. Drug abuse is associated with various psychological factors such as socio-economic tensions, uncertainty about the future, etc. The attraction of the western style of living is also a contributing factor. These factors are likely to worsen in the future, which may result in an increase in the drug abuse, if strict controls are not applied. Drug abuse not only affects the physical health, but also mental well being. Drug addicts find it difficult to face the various challenges of life boldly. They have a vast potential of affecting others. Thus, the health of most college students can be put at risk because of a single addict (Pandey R. N., 1985).

In Mumbai, demographically the second largest metro in India, the number of addicts are there. (Ahuja, Social Problems in India, 1997) Research also indicates that 60% of the students take to drugs on the suggestion of friends, 5% on the suggestion of family members or kin, 10% on the suggestion of a physician and 25% on their own accord. Today, five drug-related deaths occur in Mumbai alone every day.

2.3.5 Suicide Tendency in Youth:

(Durkheim, 1897) explained how even apparently individual decisions to commit suicide could be understood as being affected by the different forms of social setting. His research indicates that unmarried persons have the highest rate of suicide, followed by married people without children. The greater the number of children in the family, the less likely the parents is to commit suicide. Research has also clearly demonstrated the tragic fallacy of the opinion that those who threaten to take their lives seldom do so. In fact, such people represent a very high risk group with respect to suicide.

(Rudestam, 1971) In a cross-cultural study, conducted extensive interviews with close friends or relative of 50 consecutive suicides in Stockholm & Los Angeles.
He found that at least 60% of the victims in both cities had made “direct” verbal threats of their target. As several investigators have pointed out, most people who are contemplating suicide have been reduced to a state of near hopelessness. But they may feel there is still some hope if they can obtain the understanding & support of significant others. Failing to receive it, they take the extreme step of ending their lives themselves (Coleman James, 1988).

2.3.6 Suicide:

Newspaper accounts of suicides are a daily feature. The victims come from all strata of society and the reasons for ending their lives are varied. Suicides are so frequent these days that they have stopped to make emotional impact.

(Pandey R. N., 1985, p. 399) Suicide is an individual’s most personal action, but there are many social factors that play a significant role in the onset of suicide behaviour. It is difficult to draw a firm conclusion on the basis of reported cases of suicide about the trends because these statistics suffer from the limitation of scope and coverage. A detailed analysis of all reported suicide cases in Delhi during 1975-79 was attempted by Veeraraghvan. The suicides were the highest in the age-group 20-24 years for both males and females, followed by the age-groups 25-29 and 15-19. This shows that the of suicides is highest for youths. Emotional causes such as quarrel with parents, issues in love affairs, quarrel with spouse, etc. constituted 70% of the causes of all suicides below 30 years and followed by economic causes (11%). The causes are expected to aggravate in the future because of the economic development and increase in urbanization. If enough efforts are not made, the problem of suicide may become more serious in the coming years, particularly in metropolitan and urban areas.

According to National Crime Bureau, Maharashtra had the fourth highest cases (453) in which the victims jumped off heights to their death after Bengal (556), Tamil Nadu (527) and Andhra Pradesh (493). An interesting aspect of this statistic is that in Mumbai, most of the women who leaped to their death between 2008 and August 2012 was under 30 showed in table.No.1.2.
Table No. 1.2.
Suicidal Death’s in India Year 2006-2011.

<table>
<thead>
<tr>
<th>City</th>
<th>Year&amp; Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangalore</td>
<td>170</td>
</tr>
<tr>
<td>Mumbai</td>
<td>32</td>
</tr>
<tr>
<td>Delhi</td>
<td>28</td>
</tr>
<tr>
<td>Ahmedabad</td>
<td>16</td>
</tr>
<tr>
<td>Chennai</td>
<td>19</td>
</tr>
</tbody>
</table>


The means chosen varied hanging, self-immolation, consuming poison, jumping from buildings, etc. According to Himanshu Roy, Deputy Commissioner of Police, there is the disturbing trend of people taking the extreme step without thinking about the impact on their families and dear ones.

Table No.1.3.
Snapshot of suicidal deaths seriousness year (2006-2008)

<table>
<thead>
<tr>
<th>SNAPSHOTS</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td>Suicide %age and issues (both sexes)</td>
<td>Family Issues (26.1%) and Illness (22.5%) combined accounted for 48.6% of the total suicides.</td>
</tr>
<tr>
<td>Suicides among females</td>
<td>Suicides due to ‘Illegitimate Pregnancy’ increased by 56.1%.</td>
</tr>
<tr>
<td>Suicidal Tendency in Youth</td>
<td>1 each in 3 suicide victims was a youth (15-29) years and middle aged (30-44) years.</td>
</tr>
<tr>
<td>Statistics for Maharashtra</td>
<td>Maharashtra has reported the highest number of suicide deaths during the years:</td>
</tr>
<tr>
<td></td>
<td>2002</td>
</tr>
<tr>
<td></td>
<td>13.2%</td>
</tr>
<tr>
<td>How Mumbai compares</td>
<td>City</td>
</tr>
<tr>
<td>No.</td>
<td>2,427</td>
</tr>
</tbody>
</table>
Together, these four cities reported 50% of the total Suicides in 35 Cities.
### SNAPSHOTs 2007

**Observation**
Most male suicides were attributable to social and economic causes. For the women, they were driven mostly by emotional and personal causes.

**Suicide %age and issues (both sexes)**
Family Issues (23.8%) and Illness (22.3%) together accounted for 46.1% of total Suicides.

**Suicides among females**
The number of suicides due to ‘Dowry Disputes’ showed a significant increase of 34.8%.

**Suicidal Tendency in Youth**
1 each in every 3 suicide victims was a Youth (15-29) years and middle aged (30-44) years.

**Statistics for Maharashtra**
Maharashtra (12.4%), Andhra Pradesh (12.1%), West Bengal (12.1%), Tamil Nadu (11.3), and Karnataka (10.0%) made up 57.9% of Total suicide victims.

<table>
<thead>
<tr>
<th>How Mumbai compares</th>
<th>City</th>
<th>Bangalore</th>
<th>Chennai</th>
<th>Delhi</th>
<th>Mumbai</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td></td>
<td>2,429</td>
<td>2,313</td>
<td>1,246</td>
<td>1,141</td>
</tr>
</tbody>
</table>

The four cities together have reported 50% of the total Suicides in 35 cities. The suicide rate in cities (13.3%) was higher than the national suicide rate (10.8%).

### SNAPSHOTs 2008

**Observation**
Most male suicides were attributable to social and economic causes. For the women, they were driven mostly by emotional and personal causes.

**Suicide %age and issues (both sexes)**
Family Issues (23.8%) and Illness (21.9%) together accounted for 45.7% of total Suicides.

**Suicides among females**
Suicides due to ‘Illegitimate Pregnancy’ and Ideological Causes/ Hero Worship showed a significant increase of 50.6% and 50.2% respectively.

**Suicidal Tendency in Youth**
1 each in every 3 suicide victims was a youth (15-29) years and middle-aged (30-44) years.

**Statistics for Maharashtra**
West Bengal (11.9%), Tamil Nadu (11.5%), Andhra Pradesh (11.5%), Maharashtra (11.5%), and Karnataka (9.8%) contributed 56.2% to the total suicide victims during the year:

<table>
<thead>
<tr>
<th>How Mumbai compares</th>
<th>City</th>
<th>Bangalore</th>
<th>Chennai</th>
<th>Mumbai</th>
<th>Delhi</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td></td>
<td>2,396</td>
<td>1,309</td>
<td>1,111</td>
<td>1,107</td>
</tr>
</tbody>
</table>

The four cities together have reported 45.3% of the total Suicides reported in 35 cities. The suicide rate in cities (12.1%) was higher than the national rate (10.8%).

Sources: [http://ncrb.nic.in/adsi/data/adsi2008/snapshots](http://ncrb.nic.in/adsi/data/adsi2008/snapshots).

An immediate realization from these statistics is that parents, teachers, school authorities and everyone who has connection with youth cannot ignore the issue any
longer. Children ending their lives because they failed in examinations are too much of a tragedy. Special counselling for both students and parents are necessary to sensitize all stakeholders.

This research shows that the adolescents participating in the study had awareness about various rights to a certain extent. Adolescents from urban areas had better awareness than those from rural places. Urban girls in the sample surpassed boys in awareness of human rights. It is concluded that public awareness, mass education, financial and social independence and the will to safeguard rights and fight for them are necessary for every Indian, particularly adolescents, who are the architects of India’s futures (NFHS-3, 2005-06).

2.3.7 Youth and Crime:

(William, 1997) Any behaviour that violates any law (criminal, civil, military law) that prescribes punitive action against offenders may be defined as a crime. Behaviour that is harmful to an individual or group is also termed as crime. Moral values vary from country to country, change from time to time and even differ from place to place in the same country. This is evident from the fact that same act is not declared as a crime in all countries, e.g. adultery, polygamy etc. Therefore, it is difficult to frame a universal definition of crime. At best it can be defined in relative terms but which changes with time (Misra S. N., 1995, p. 2).

Indians follow different religions and faiths. They are governed by different sets of personal laws in respect of matters relating to family affairs. However, the constitution of India guarantees, besides other rights, protection of life and personal liberty and provides adequate safeguards against the arbitrary deprivation thereof by the state.

2.3.8 Youth and Dowry deaths:

Though the Dowry prohibition Act was enacted long back, the destructive practice has not been eliminated. We hear news of bride burning in various cities on a nearly daily basis. Data on dowry deaths are not available regularly. Only a few cases of dowry death cases are reported to police. Thus, it is difficult to have an idea about the trend and exact magnitude of this issue. Dowry involves youth of both sexes. Because the youth both males and females are directly involved in this issue they can do a lot to remove this evil (Pandey R. N., 1985, p. 400).
2.3.9 Youth and Increasing rate Of Divorces:

Divorce rates in India are amongst the lowest in the world. According to statistics, 11 marriages out of 1,000 (about 1 in 100) end in divorce. This figure was even lower in 1990 (7.40 marriages 1,000). Although divorce rates in India are much lower as compared to the US (50%), the increasing trend is a cause for concern (www.divorcerate.org/divorce-rate-in-india).

Divorce is on the rise. Regardless of location (Delhi, Lucknow, Kerala, Punjab, Kolkata or Chennai), socio-economic status (upper-class or lower and middle-class), metros, semi-urban or rural, the trend is upward. In Mumbai alone, nearly 7,000 divorce cases have been filed at the family court in this (2009) year, and the number is expected to reach 7,200 by year-end, 60% more than the 4,500 cases filed in 2005. Couples in the 25-35 age group accounted for 70 percent of the cases, and 85 percent of them were filed in the first three years of marriage. (Source: Global Times- Article why is the divorce rate increase by Nita 12/11/2009)

2.3.10. Understanding the High Divorce Rates among the Newly Married:

Many young people have unrealistic expectations of marriage and dream of their relationship to be the perfect union. Their parents were poor role models and thus they were not prepared to work at their relationship. Today’s young couples are products of the “Me generation”. They are self-absorbed, focused on getting “my needs” met, but are often insensitive to the particular needs of their partner.

A study conducted by Dr.Sujata Chavan, (2011) Marriage Counsellor at the Family Court, Mumbai, revealed that most couples were from the age group of 25-30 years, which is 27.6% of the cases and 30-35 years (24.8%). 2.7% of the couples belonged to the age group of 18-20 years and 18.4% to 20-25 years age-group. In the age group of 35 years and above, 2.8% more females than males applied for divorce. The notable aspect of the study was that most applicants were well-educated and had at least an undergraduate degree. Evidently, high expectations and ego played a big role in pushing couples to annul their marriages.

2.3.11 Youth and Prostitution:

Prostitution is prohibited under the law. Therefore, data showing the extent and nature of prostitution is not available. However, it is believed that due to modernization, industrialization and loosening of cultural controls, the extent of
prostitution has gone up, particularly in the metropolitan cities. Females engage in prostitution from a young age. Both economic and non-economic factors are responsible for young women taking to prostitution. Increasing migration and mobility of young people is one reason. The lack of family moorings and the sense of freedom is a temptation that many find it difficult to resist. The prospect of an easy source of income pushes many young women to prostitution (Pandey R. N., 1985, p. 401).

A study by Pramilla Kapur found that girls are usually between the ages of 17 and 21 years when they are drawn into prostitution. This may be because of the fact that many teenage girls face issues of psychological adjustments. This is the most difficult phase of a girl’s development and, in an unfavourable family and social environment; she is liable to seek an escape. Moreover, girls of this age-group are in the process of discovering their sexuality; they are full of energy and likely to succumb to temptation (Pandey R. N., 1985).

2.3.12 Youth and Rape:

Rape is a major problem worldwide. Incidences of rape in India are on the rise. A total number of 4919 cases were recorded, an increase of 12.8% from 1981. Delhi has the highest number of recorded rape cases. But not all cases of rape are reported because of the fear of stigmatization of the victims (Pandey R. N., 1985, p. 402).

2.3.13 Youth and Dilemmas of relationship:

Youth need the right guidance about family relationship (Raghuram Ahilya, Sakal Pune, 29th Jan, 2012). Ahilya also said that school or college-going youth often do not get appropriate guidance from their families as a result of which they set unrealistic expectations. Failure to realise the expectations lead to aggressive and violent behaviour. Such incidences are increasing daily. Parents in nuclear families are often not sure of how to nurture and bring up their children. The support system that joint families offer is not available. With both parents at work, children often grow up with little emotional support in the crucial years of their lives. Thus, youth grow into adulthood without understanding the meaning and importance of relationships, how to set and respect the boundaries of relationships and how to live.
2.3.14 Youth and Health:

Today’s youth face new challenges with health issues such as the risk of early pregnancy, HIV/AIDS, substance abuse, conflicts, stress arising from unemployment, political instability and social uncertainties. Parents, families and communities are responsible for providing their children with the necessary life-skills. For the most part, however, this is not being done. In this era of "free sex" and concerns about the impact of a globalized media on children, communicating with children about sex, drugs and HIV/AIDS is essential. But both parents and teachers are not up to facing the new challenges. Several studies have shown that parents are reluctant to talk to their children about sex. They find it difficult to identify with their children's concerns and, hence, have little understanding of their needs (Bharat & Aggletan, 1999).

2.3.15 Youth and sex:

Coping with sex and sexuality is an issue for growing young people. Youngsters are, in fact, often sandwiched between a near obsessive preoccupation with sex in the media and a veritable wall of silence from other sources of information on the subject. In some societies, parents give their sons and daughters information about sex. But sex is taboo in many societies and parents have difficulty in communicating about it to their children. Ignorance of basic facts about sexuality, conception and contraception seems to be the norm among young people (Nair, Vemuri, & Ram, 1989, p. 259).

What young people want is not permissiveness, but understanding and health services that are sensitive to their needs. Sex education, including family planning and reproductive health management should be the corner-stone of youth programmes. Education and counselling in this respect should be provided to young people of both the sexes. The social, psychological and emotional consequences of early sexual involvement need to be carefully explained (Nair, Vemuri, & Ram, 1989, p. 260).

2.3.16 Youth and Reproductive and sexual health:

Reproductive and sexual health is an important component of the overall health of all of the adult population, but is of particular relevance to the youth population. Youth is a period of life when heightened emotions, a sense of invulnerability, and an intensively heightened sex drive often lead to high-risk taking and sexual experimentation. Despite the resulting need for information on sex and
sexual and reproductive health, youth, particularly unmarried youth, face many social barriers to obtaining accurate and complete information on these subjects. As a consequence, many youth enter marriage without even the basic knowledge about sex and reproduction, let alone the knowledge necessary to negotiate a safe and healthy sexual and reproductive life.

(Parshuraman, Kishor, Singh, & Vaidhehi, 2009, p. 3) While limited access to information on sex and sexual health is often more of a barrier for girls than for boys, even boys lack accurate and pertinent information on sexual health issues. As a result, many preventable reproductive health-related issues, including unwanted teenage pregnancies and sexually transmitted diseases (STD), persist. Some research suggests that youth account for a high proportion of new STD infections (Sahni, 2005). The emerging trends in new HIV cases in India shows that nearly two-fifths of new infections are reported among people below 25 years of age (NACO, 2004).

As a result, young couples often lack even minimal information on contraception and the need for birth spacing with consequences for infant and child health and survival, as well as the survival of mothers. Further, ignorance or misinformation on sex related matters can put sexually active youth at a higher risk of sexually transmitted infections, including HIV (Parshuraman, Kishor, Singh, & Vaidhehi, 2009, p. 4).

2.3.17 Youth and Employment:

Article 23 of the Declaration of Human Rights gives everyone a right to work, to free choice in employment, to just and favourable conditions of work, and to protection against unemployment (United Nations, 1948). In India, however, employment, unemployment and under-employment are all challenging youth issues. Adequate and appropriate employment at the appropriate ages is key to successful development and exploitation of the human capital that youth represent.

(Parshuraman, Kishor, Singh, & Vaidhehi, 2009, p. 2) India is faced with a dual challenge in this regard: on the one hand, it needs to prevent youth from entering the labour force and working in exploitative and unskilled jobs before they have had an opportunity to mature, complete their education, and develop marketable skills; and on the other, it must provide for the full and appropriate employment of the youth population that has successfully completed its education or has acquired the requisite skills and is ready to enter the labour force. A large unemployed youth population not
only puts the nation at risk of instability, but also costs the country in terms of productivity and health expenses. Some research suggests that one year of unemployment among youth reduces life expectancy by about five years (Sahni, 2005).

2.3.18 Youth and corruption:

The youth are disappointed with the corrupt and discredited authority. Corruption, craze for power, moral lapses, opportunism, nepotism, discrimination, etc, found among political and social leaders have made the youth to have nothing but distrust and contempt for them (Bhosle, 2007).

2.3.19 Youth and Unemployment:

(Parshuraman, Kishor, Singh, & Vaidhehi, 2009, p. 4) However, as elsewhere in the country, unemployment rates in Maharashtra were much higher among young people than in the general population. Among the population aged 15-29 years, unemployment rates, as measured in terms of principle usual status, were 5.25% and 10.55% among young men in rural and urban settings, respectively, compared to 1.5% and 13.3% among young women, respectively, during 2004-05 (NSSO, 2006).

The youth group is a heterogeneous one with wide variation in educational, health and economic well-being. Youth are generally unskilled and inexperienced; and they enter into the labour market immediately after completion of their schooling. It is a transition phase for them. Unemployment creates a sense of vulnerability, a feeling of uselessness and idleness among young people; and consequently heightens the attraction of engaging in illegal activities. Youth unemployment is an obstacle to economic well-being and poverty reduction. Unemployment among youth creates a number of socio-economic issues.

The issue of youth unemployment was recognized as an important aspect of ‘National Unemployment Issue’ (Visaria, 1998). The policy document recognizes that growth rate of the labour force has been higher than the growth rate of population. The growth of employment has not been in proportion to the growth of gross domestic product. In India, the growth rate of labour force is 2.5 per cent per annum whereas the growth rate of employment is 2.3 percent per annum (Acharya, Acharya, & Patra, 2010, p. 77).
### Table No. 1.4
**Status of Youth Unemployment from NSSO**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
</tr>
<tr>
<td>15-24</td>
<td>4.6</td>
<td>14.06</td>
</tr>
<tr>
<td>Total</td>
<td>1.47</td>
<td>4.74</td>
</tr>
</tbody>
</table>

**Source:** NSSO 55th & 60th Round, MoSPI, GoI.

Above table no.4 shows that unemployment is highest among persons in the age group of 20-24 and followed by the age group 15-19 years. The unemployment among youth (15-24 Years) was estimated at 6.6% in 1999-2000 which increased to 8.61% in the year 2004. This shows that unemployment among youth increased by 33% within a span of five years. It has been observed that the rate of unemployment in India is higher in the urban areas (4.74 and 5.33 per cent) as compared to the rural areas (1.47 and 2.31% respectively) irrespective of age and period of analysis. However, the intensity is more pronounced among the youth (14.06 and 13.93% respectively in urban areas 4.6 and 6.95% respectively in rural areas) (Acharya, Acharya, & Patra, 2010, p. 81).

### Table No.1.5
**Unemployment Status of youth with Education and Residential background**

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
</tr>
<tr>
<td>Below primary</td>
<td>0.85</td>
<td>4.05</td>
</tr>
<tr>
<td>Primary</td>
<td>3.92</td>
<td>10.84</td>
</tr>
<tr>
<td>Middle</td>
<td>12.61</td>
<td>20.22</td>
</tr>
<tr>
<td>Secondary</td>
<td>8.02</td>
<td>36.5</td>
</tr>
<tr>
<td>Higher secondary</td>
<td>28.9</td>
<td>36.6</td>
</tr>
<tr>
<td><strong>Graduate &amp; above</strong></td>
<td><strong>35.23</strong></td>
<td><strong>33.79</strong></td>
</tr>
</tbody>
</table>

**Source:** NSSO 55th & 60th Round, MoSPI, GoI.

The data from above table no 5. Reveal that there is a positive relationship between the rates of unemployment and the level of educational standard of youths. This implies that the unemployment issues the educated youth and uneducated youth are different. In the former, it intensifies with the passage of time. The possible explanation for this phenomenon may be that educated youth prefer white collar jobs in the organized sector rather than be engaged in low-productive, low earning jobs in the informal sector (Acharya, Acharya, & Patra, 2010, p. 82).
Unemployment and under-employment are the most serious issues confronting youth today. In the queues of people waiting for jobs, 67 percent in India, 70 percent in Syria and 60 percent in Ghana in the age group of 15-24 years are unemployed (Nair, Vemuri, & Ram, 1989, p. 256).

2.3.20 Hybridized Youth culture and Postmodern-Globalization:

(Samantroy, 2009) Postmodern approaches tend to hold that the self is socially constructed. In the postmodern globalised era, from the viewpoint of the market, youth are consummate consumers. Now, more than ever, youth find their identities and values in the marketplace, rather than in traditional sources such as family, church, educational institutions that comprise a locality. Moreover, that marketplace is an increasingly globalised one.

Since postmodernism is the logic of later capitalism wherein the culture of consumption has taken over from the culture of production, when we talk about youth in the postmodern era, we need to think in terms of them consuming their identities in the global marketplace. In what way could youth be considered to be ‘hybridized’? The notion of hybridization as it applies to youth in the postmodern era refers to their negotiation of the local and the global, and the disturbance, imposition and interconnectedness of these spatial and cultural locations. Youth produce their identities and cultures from images and ideas they receive from the media and new technology (Samantroy, 2009, p. 12).

(Samantroy, 2009) Postmodern youth cultures are emerging due to the impact of globalization, the mass media and information technology, rather than simply as a result of the processes of marginalisation or alienation. Yet, through the impact of the globalizing effects of information technology, postmodern marketing, consumerism and mass media, adolescent perceptions, expectations and experiences in many countries are linked and sometimes become homogenized such that a postmodern youth culture is, arguably, emerging (Giroux 1990). Due to globalization, vital changes are taking place in youth which is standing in front of them as issues.

2.3.21 Youth and Media:

Media such as television and especially the internet, which allows for instant communication with any place in the world, play an important part in developing a global identity. Yet, along with this new global identity, people continue to retain and
develop their local identity for daily interactions with their family, friends and community. Although developing a bicultural identity means that a local identity is retained alongside a global identity, there is no doubt that local cultures are being modified by globalization (Samantroy, 2009, pp. 12-13).

2.3.22 Youth and Growth of self-selected culture:

This means that people choose to form groups with like-minded persons who wish to have an identity that is pure by the global culture and its values. The values of the global culture, which are based on individualism, free market economics and democracy and include freedom, of choice, individual rights, openness to change, and tolerance of differences are part of “western” values” (Samantroy, 2009, p. 13).

2.3.23 Present education system and skills development in youth:

The present education system is not capable of providing the much needed skills to the student. To change this situation, it is necessary to first develop awareness of the need for developing employable skills. Mukesh Modi made several observations in “The Present Education System and Youth Aspirations” : 1. The present education is not sustainable for the working youth population, 2. The license raj still prevails, 3. A teacher must not preach but must facilitate learning, 4. Skill development is neglected in the present education system, which must change, 5. There is a clash between professionalism and values, 6. The system is more or less visionless or has a short-sighted vision, 7. The present day education system does not reflect the aspirations of the new generations, 8. The present day education can only produce ‘fractured citizens’ (Modi, 2009, p. 17). The issues listed here are serious issue and need to be addressed immediately if we do not want to lose our most valuable human resources.

The present education system only encourages rote learning. It does not help the students to progress. The mind is crammed with facts before it can even think. Even when a (graduation) certificate is obtained, the youth cannot heave a sigh of relief. Their problems have only begun. In spite of spending so much money and valuable time, they are unable to earn a livelihood. Job opportunities are few and they are not equipped with the required skills. Corruption and nepotism make the task of finding a job more difficult. Even when the young man (or woman) succeeds in finding work, the wages are enough to make ends meet. High priority must be given
to the task of making education up to the pre-degree level employment oriented (Nair, Vemuri, & Ram, 1989, p. 257).

2.3.24 Youth and Participation:

Young people have shown they are capable of cooperative activity and helping others. A nationwide poll in England in 1984 showed that 78 percent of the youth favoured a voluntary scheme for community service. WHO's rehabilitation unit has pioneered a service in some 25 countries where young people act as local supervisors and motivate, instruct and guide the young disabled and their families. With training, the young can take part in screening people for health programmes and also can provide paramedical help. Indian youth have an amazing capacity for understanding issues and often take principled positions. Today’s youth want to participate in health and development programme as active participants rather than remain passive recipients (Nair, Vemuri, & Ram, 1989, p. 263).

Swami Vivekananda rightly said, “Young men, my hope is in you. Will you respond to the call of the nation? Each one of you has a glorious future. If you dare, believe me. Have a tremendous faith in yourselves. Have that faith that each one of you, in yourself that eternal power is lodged in every soul and you will revive the whole of India” (Nair, Vemuri, & Ram, 1989, p. 264).

2.3.25 Youth and education:

Globalization has an inherently business connotation. In Indian education, which is dominated by the classical ethos, words like ‘business’, ‘marketing’, ‘profit’, etc are still taboo. The objectives and mission statements of educational institutions are captured in the phrase, “providing”. There is no economic statement in the objectives or even part of strategic plan documentation. Economics and business has to be an agenda (though not the only) and part of ethos of educational institution as a pre-education to globalization. The quality, in a competitive market will be taken care of by the market forces. Globalization of education will remain an unfulfilled dream without adequate state patronage (Mukhopadhyay, 1997, p. 2).

2.3.26 Effect of Urbanization on Youth

Urbanization has brought with issues that affect youth.
2.3.26.1 Over-urbanization: Urbanization is taking place at a rapid pace, but the infrastructure required to make urbanization meaningful and sustainable is lacking. Urban values and ethos have not developed. As a matter of fact, urbanization has not yet resulted in economic development and cultural change.

2.3.26.2: Aimlessness: Urban youth are not clear about their goals. What type of society do we want and would like to live in? There is an ever increasing gap between teaching and practice, ideal and actual. There is too much of a gap between the public and the private, which may well be called publicization and privatization of behaviour patterns.

2.3.26.3: Modern Indian youth are completely cut-off from their cultural and traditional roots. This is not only creating issues for the youth, but it is in itself a serious issue (Pant, Problems and Prospects of Urban Youth in the Indian Society, 1995).

Youth development is about people, programmes, institutions and systems that provide all youth, "troubled" or not, with the support and opportunities they need to empower themselves. For a nation with such a rich diversity of youth, this requires youth development in all shapes and sizes.

Table 1.1: Youth (15-34 Years) population and their proportion in total population during 1981-2016

<table>
<thead>
<tr>
<th>Year</th>
<th>Population in 000</th>
<th>Sex Ratio</th>
<th>Proportion % of Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>1971</td>
<td>85,499</td>
<td>82,138</td>
<td>1,67,637</td>
</tr>
<tr>
<td>1981</td>
<td>1,13,433</td>
<td>1,07,235</td>
<td>2,20,669</td>
</tr>
<tr>
<td>1991</td>
<td>1,46,036</td>
<td>1,38,966</td>
<td>2,85,002</td>
</tr>
<tr>
<td>1996</td>
<td>1,61,207</td>
<td>1,53,403</td>
<td>3,14,611</td>
</tr>
<tr>
<td>2001</td>
<td>1,84,278</td>
<td>1,71,650</td>
<td>3,55,928</td>
</tr>
<tr>
<td>2006</td>
<td>2,09,203</td>
<td>1,92,312</td>
<td>4,01,515</td>
</tr>
<tr>
<td>2011</td>
<td>2,25,842</td>
<td>2,08,166</td>
<td>4,34,009</td>
</tr>
<tr>
<td>2016</td>
<td>2,31,582</td>
<td>2,16,496</td>
<td>4,48,078</td>
</tr>
</tbody>
</table>

Source: Office of the Registrar General, India