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**DIRECTORATE OF DISTANCE EDUCATION**

**MASTER OF SOCIAL WORK**

**III SEMESTER**

**34934D - WELFARE OF THE YOUTH AND THE AGED**

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**SYLLABI – BOOK MAPPING TABLE**  
**34934D - WELFARE OF THE YOUTH AND THE AGED**

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Syllabi	Mapping in Book
<b>BLOCK I: YOUTH: CONCEPT, DEMOGRAPHIC PROFILE IN RURAL AND URBAN, PROCESS OF SOCIALIZATION OF INDIAN YOUTH AND YOUTH AS SPECIAL</b>	
<b>UNIT I</b> Youth: concept, demographic profile in rural and urban: youth in Indian society: a historical over view of their role.	<b>Pages 1-13</b>
<b>UNIT II</b> Process of the socialization of Indian youth; aspirations of the youth in contemporary Indian society; role of youth in social change and national development.	<b>Pages 14-23</b>
<b>UNIT III</b> Youth as special category: basic needs of youth: problems of youth in relation to family life; social relation, education, recreation, leisure, recreation, employment, sex, marriage, political status, adjust mental problem of the youth.	<b>Pages 24-30</b>
<b>BLOCK II: YOUTH MOVEMENT IN INDIA, YOUTH WORK, YOUTH WELFARE</b>	
<b>UNIT IV</b> Youth Movement in India: YMCA, YWCA, SFI, DYFI and other youth movements of various political parties in India, ideologies of youth movements and its role in nation building; youth unrest; need for youth policy in India.	<b>Pages 31-44</b>
<b>UNIT V</b> Youth work: concept, objectives, approaches to youth work in tribal, rural and urban areas: training programmes.	<b>Pages 45-53</b>
<b>UNIT VI</b> Youth Welfare: definition and scope: philosophy and evolution of youth welfare programmes in India	<b>Pages 54-58</b>
<b>BLOCK III: SERVICES FOR STUDENT YOUTH FESTIVALS AND YOUTH CAMP, YOUTH WELFARE PROGRAMMES UNDER GOVERNMENT AND VOLUNTARY AGENCIES</b>	
<b>UNIT VII</b> Services for students youth: education, physical education, physical education, sports, recreation; vocational guidance, youth services, bharath scouts and guides, national services scheme, community and social service, national cadet corps.	<b>Pages 59-63</b>
<b>UNIT VIII</b> Youth festival and youth camp; student counseling; need, services, for non-student youth; non-formal education for school drop outs; Nehru yuvak Kendra.	<b>Pages 64-74</b>

<b>UNIT IX</b>	<b>Pages 75-77</b>
Youth welfare programmes under government and voluntary agencies; organization by and for youth- youth policies, strategies and programmes in India's five year plans.	
<b>BLOCK IV: AGED: DEFINITION, TYPES, DEMOGRAPHIC PROFILES, THEORIES OF AGING, SERVICES FOR THE AGED</b>	
<b>UNIT X</b>	<b>Pages 78-86</b>
Aged: definition, types, demographic profiles; aging population in rural and urban gerontology	
<b>UNIT XI</b>	<b>Pages 87-92</b>
Theories of aging; dimension of aging; changing status of aged in India society; problems of the aged- health, family, social relation and employment; perspective on the population of aging in India; retirement as a social and economic event; family, social, economic and religious life of retired people.	
<b>UNIT XII</b>	<b>Pages 93-103</b>
Services for the aged: geriatric services in India; social work and social services and the aged; family social work with the aged.	
<b>BLOCK V: SOCIAL WELFARE SERVICES FOR THE AGED, NATIONAL AND INTERNATIONAL AGENCIES FOR AGED WELFARE, POLICIES, STRATEGIES AND PROGRAMMES</b>	
<b>UNIT XIII</b>	<b>Pages 104-114</b>
Social welfare services for the aged: old age social security measures in India and other countries; physical activity, rehabilitation and community linkage programme; gerontophenotime- an aging reversal agent	
<b>UNIT XIV</b>	<b>Pages 115-120</b>
National and international agencies for aged welfare, policies, strategies and programmes for the elderly in India's five year plans.	

## CONTENTS

### **BLOCK I YOUTH: CONCEPT, DEMOGRAPHIC PROFILE IN RURAL AND URBAN, PROCESS OF SOCIALIZATION OF INDIAN YOUTH AND YOUTH AS SPECIAL CATEGORY**

#### **UNIT- I YOUTH 1-13**

- 1.1. Introduction
- 1.2. Concept of Youth: Concept and Characteristics
- 1.3. Demographic profile in rural and urban
- 1.4. Youth in Indian Society
- 1.5. Historical aspects of youth
- 1.6. Let Us Sum Up
- 1.7. Check Your Progress-Possible Answers
- 1.8. References and Suggested Readings

#### **UNIT- II PROCESS OF THE SOCIALIZATION OF INDIAN YOUTH 14-23**

- 2.1. Introduction
- 2.2. Objectives
- 2.3. Process of the socialization of Indian youth
- 2.4. Major Areas of Aspirations
- 2.5. Participating in National Development
- 2.6 Let Us Sum Up
- 2.7 Unit-end Activities
- 2.8 Answers to Check Your Progress
- 2.9 Suggested Readings

### **BLOCK II: CHEMICAL, INDUSTRIAL AND NUCLEAR RELATED, PHASES OF DISASTER, PSYCHOLOGICAL FIRST AID, CRISIS AND EMERGENCY MANAGEMENT**

#### **UNIT-III YOUTH AS SPECIAL CATEGORY 24-30**

- 3.1. Introduction
- 3.2. Youth as an Age Category
- 3.3. Challenges to the Youth in a Changing Society
- 3.4. Let us Sum Up
- 3.5. Answer to Check Your Progress
- 3.6. Unit End Exercise
- 3.7.Suggested Readings

### **BLOCK II: YOUTH MOVEMENT IN INDIA, YOUTH WORK, YOUTH WELFARE**

#### **UNIT - IV YOUTH MOVEMENT IN INDIA 31-44**

- 4.1. Youth Movement in India and Youth unrest
- 4.2. Ideologies of youth movements and its role in nation building
- 4.3. Need for youth policy in India
- 4.4. Let Us Sum Up
- 4.5. References and Suggested Readings
- 4.6. Check Your Progress

<b>UNIT – V YOUTH WORK</b>	<b>45-53</b>
5.1. Youth Work Concepts	
5.2. Approaches to youth work in tribal, rural and urban areas	
5.3. Let Us Sum up	
5.4. References and Suggested Readings	
<b>UNIT- VI YOUTH WELFARE</b>	<b>54-58</b>
6.1. Youth Welfare	
6.2. Philosophy and Evolution of youth welfare programmes in India	
6.3. Let Us Sum up	
6.4. References and Suggested Readings	
6.5. Check Your Progress	
<b>BLOCK III: SERVICES FOR STUDENT YOUTH FESTIVALS AND YOUTH CAMP, YOUTH WELFARE PROGRAMMES UNDER GOVERNMENT AND VOLUNTARY AGENCIES</b>	
<b>UNIT -VII SERVICES FOR STUDENTS YOUTH:</b>	<b>59-63</b>
7.1. Youth Service	
7.2. Services for students youth	
7.3. Let us Sum Up	
7.4. Answer to Check Your Progress	
7.5. Suggested Readings	
<b>UNIT – VIII YOUTH FESTIVAL AND YOUTH CAMP</b>	<b>64-74</b>
8.1. Youth Festival	
8.2. Student counselling; need, services, for non-student youth	
8.3. Non-formal education for school drop outs	
8.4. Nehru Yuva Kendra.	
8.5. Let us Sum Up	
8.6. Answer to Check Your Progress	
8.7. Suggested Readings	
<b>UNIT – IX YOUTH WELFARE PROGRAMMES UNDER GOVERNMENT AND VOLUNTARY AGENCIES</b>	<b>75 -77</b>
9.1. Youth welfare programmes	
9.2. Youth Scheme Components	
9.3. Let us Sum Up	
9.4. Answer to Check Your Progress	
9.5. Suggested Readings	
<b>UNIT – X AGING</b>	<b>78-86</b>
10.1 Aging	
10.2. Demographic Profiles of Aging	
10.3. Aging population in rural and urban gerontology	
10.4. Let us Sum Up	
10.5. Check Your Progress	
10.6. Unit End Exercise	
<b>UNIT-XI THEORIES OF AGING</b>	<b>87-92</b>
11.1. Introduction	
11.2. Dimensions of Aging	

- 11.3. Theories of aging
- 11.4. Problems of the aged
- 11.5. Let us Sum Up
- 11.6. Check Your Progress
- 11.7. Suggested Readings

**UNIT – XII SERVICES FOR THE AGED**

**93-102**

- 12.1. Services for the Aged
- 12.2. Geriatric services in India
- 12.3. Social Work and Social Services for the aged
- 12.4. Family social work with the aged
- 12.5. Let us Sum Up
- 12.6. Check Your Progress
- 12.7. Suggested Readings

**BLOCK V: SOCIAL WELFARE SERVICES FOR THE AGED,  
NATIONAL AND INTERNATIONAL AGENCIES FOR AGED  
WELFARE, POLICIES, STRATEGIES AND PROGRAMMES**

**UNIT – XIII SOCIAL WELFARE SERVICES FOR THE AGED**

**103-114**

- 13.1 Introduction
- 13.2 Need And Importance Of Social Welfare Service For Aged
- 13.3 Social Welfare Services For The Aged:
- 13.4 let Us Sum Up
- 13.5 Answer to Check Your Progress
- 13.6 Unit End Exercise
- 13.7 Suggested Readings

**UNIT – XIV NATIONAL AND INTERNATIONAL AGENCIES FOR 115-120**

**AGED WELFARE**

- 14.1. Introduction
- 14.2. Meaning Of Ngo And Nature
- 14.3. Various Ngos Working In India And The Role Of Ngo's In The Protection And Promotion Of Interest Of Aged People.
- 14.4. Let Us Sum Up
- 14.5. Answer To Check Your Progress
- 14.6. Unit End Exercise
- 14.7. Suggested Readings

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# **BLOCK I: YOUTH: CONCEPT, DEMOGRAPHIC PROFILE IN RURAL AND URBAN, PROCESS OF SOCIALIZATION OF INDIAN YOUTH AND YOUTH AS SPECIAL CATEGORY**

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## **UNIT I YOUTH**

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### **Structure**

- 1.1. Introduction
- 1.2. Concept of Youth: Concept and Characteristics
- 1.3. Demographic profile in rural and urban
- 1.4. Youth in Indian Society
- 1.5. Historical aspects of youth
- 1.6. Let Us Sum Up
- 1.7. Check Your Progress-Possible Answers
- 1.8. References and Suggested Readings

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### **1.1. Introduction**

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It is people who define, make influence, modify processes of development, and hence, an understanding of the different population groups in society enables us to gain insights into the factors which define development. Youth are a very significant proportion of the population in India, and are critical to the pace of social change. This Unit will help you to understand the salient features of this constituency, and the various societal systems which influence them. This understanding would enable you to analyze the development process and the impact of the development model adopted by the country on the youth. The status of youth is often seen as a sign of the state of the nation. The state and civil society, therefore, feels the need to control and influence the activities of this group. India has a youth policy, schemes and programmes, and these too will be briefly described in this unit.

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### **1.2. Concept of Youth: Concept and Characteristics**

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Youth is the time of life when one is young, and often means the time between childhood and adulthood (maturity). It is also defined as the appearance, freshness, vigor, spirit, etc., characteristic of one who is young. Its definitions of a specific age range varies, as youth is not defined chronologically as a stage that can be tied to specific age ranges; nor can its end point be linked to specific activities, such as taking unpaid work or having sexual relations. (Furlong, Andy, 2013)

Definitions of Youth According to An “Official” definition of youth, created by the United Nations General Assembly in 1999 for the International Youth Year, and refers to youth as “all persons falling between the ages of fifteen and twenty- four inclusive.

Curtain (2002), quoted in the U.N. World Youth Report 2003, and defines it as a phase when a person moves from a time of dependence (childhood) to independence (adulthood) and identifies four distinct aspects of this move: Leaving the parental home and establishing new living arrangements; Completing full-time education; Forming close, stable personal relationships outside of the family, often resulting in marriage and children; Testing the labor market, finding work and possibly settling into a career, and achieving a more or less sustainable livelihood. Around the World the terms `Youth`, `adolescent`, `teenager` and `young person` are interchanged, with the same meaning.

### **General Features of Youth / Characteristics of Youth**

R.A.Anderson (2014) has listed the general characteristics of youth Social and Emotional Development as follows:

- Labile Emotions
- Personal Identity
- Peer Relationships
- Independence and Testing Boundaries
- Self Centered Attitudes

The other attributes and development in youth can be explained in the words of Tanvi Jain (2011) in her article regarding “General Characteristics of adolescents among students”

- 1) Rapid physical growth and development- Change in voice change in weight, height and strength.
- 2) Physical, Social and psychological maturity, but not all at the same time. Physiological change means change in the internal system of the body. Some of them gain weight, height later. So, they feel inferior.
- 3) Sexual maturity and the onset of sexual activity
- 4) Experimentation
- 5) Development of adult mental processes and adult identity.
- 6) Interpersonal Harmony: Good behaviour is that which pleases or helps other, based on family and cultural code. Intentions, not just effect, become significant. Approval of others becomes significant.
- 7) Authority and social order/law and order: The child respects authority by doing what are required and protecting social and religious codes because they are there. As development continues, the individual moves from concerns of other to a more generalized orientation to follow societal rules and law

## Classification of Youth

Youth may be broadly classified into the following categories

- Student and non student
- Rural and Urban
- Rich and Poor
- Male and Female

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### 1.3. Demographic profile in rural and urban

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It would be useful to examine the population of youth in terms. of sex-composition, rural-urban distribution, marital status and educational attainment.

It is significant to note that the population of youth in the country at the turn of this century was 40 million. The proportion of youth in the total population since 1901 remained unchanged, it was around 17 per cent till 1971.

In 1981 the youth population was 122 million, i.e., a little less than 18.5 per cent of country's total population. During 1951-1981 the population almost doubled (from 62 to 122 million). According to 1991 census youth constituted 18.3% of the total population

#### Sex-Ratio of the Youth Population

According to 1981 Census, of the total population 52% was of male youth. In terms of sex ratio it comes to 929 female per one thousand male. It is significant to note that male youth per 1000 female youth in India has been increasing during the last 20 years showing a deficit of 7 per cent of female youth.

#### Urban Distribution

In 1991 of the total rural and the urban population 17.7 and 20.1% respectively were the youth.

#### Marital Status

By and large the youth remain unmarried till they reach 20 years. But in India the situation is different, for a sizeable number of youth population is married. In 1981 most half of the girls in the age group 15-29 years were unmarried in urban areas. As compared to the previous Census years, the current mean age at marriage has gone up. However, a sizeable number of girls in rural areas still marry at young age. During 1961-81 the proportion of the youth remaining single has increased both in urban and rural areas. Category wise age at marriage in India for youth has been indicated in the following table:

#### Educational Attainment of the Youth Population

The overall youth literacy rate in 2002 was 72.6% in India. In other words, in terms of sex and residence illiterates are predominant in the population.

Overall the literacy rate has gone up from 24 per cent to 36 per cent during the

past 20 years. Youth educated up to matriculate were 3.6 million in 1961 and 20.2 million in 1981. In other words, a six-fold increase is apparent. The increase was obvious among the young women. In spite of the increase half of the male youth and three-fourth of the female youth in the country cannot read and write even today.

### Working Population of the Youths

Usually the proportion of working population is expressed in terms of employment- unemployment rate. The National Sample Survey Organisation (NSSO), in its periodical survey provides data in this respect.

#### i) Incidence of Unemployment

Analysis of unemployment figures in the country clearly shows that the youth form a relatively significant group among the total unemployed persons. According to Visaria, the share of youth among the employed population in 1977-78 ranged from 48.5 per cent for the rural female youth to 79.8 per cent for the urban male youth.

When we analyse the unemployment rate among the educated youth, we get that among all educated youth the proportion of unemployed Secondary educated youth, both in urban and rural areas, is higher than others

**Table 1: Unemployment Rates by Educational Attainment 1977-78**

	Rural		Urban	
	M	F	M	F
All	3.6	4.1	7.1	4.4
Illiterate	2.5	3.6	3.6	4.4
Secondary	10.6	28.6	10.0	33.6
Graduates	16.2	32.3	8.8	31.0

It is obvious from the above table that overall employment rate among the urban youths is less than the rural youth. It has reached a critical stage among the educated youth population.

Analysis of data on youth unemployed in the country indicates some useful trends, namely:

- Unemployment rates among the rural female youth in states of Karnataka, Orissa, Tamil Nadu, West Bengal, Andhra Pradesh and Kerala were higher than the national average which, for the year under consideration (1977-78), was 5.6 per cent.
- Among rural male youth, this rate was higher than the national average of 6 per cent in Orissa, Bihar, Haryana, West Bengal, Tamil Nadu and Kerala. :
- Among male youth in urban areas, the rate of unemployment was higher

than the national average in Orissa, Bihar, Andhra Pradesh, Maharashtra, Tamil Nadu, West Bengal and Kerala.

- d) The incidence of unemployment was the highest among the urban female youth. In states like Assam, Tamil Nadu, West Bengal, Kerala and Maharashtra this rate was higher than the national average, and
- e) The rural unemployment rates in many states were significantly lower than those of urban unemployment.

### **Implication of the Increase in Youth Population**

The rate of increase in youth population has serious implication both for educational and work opportunity. Despite the differences existing between these characteristics of the youth in different regions, certain common problems can easily be identified.

The bulk of the rural youth in India is out of school. Some are drop-outs. However, among the different social strata education is spreading. The out-of-school youth exhibit a different character. These children are forced in one way or the other to enter the work in production cycle prematurely.

Despite the numerical preponderance of rural youths this sector has been exposed very little. It is obvious that rural youth have less opportunity for receiving education, self-expression and enjoyment compared with other young people.

### **Other problems associated with youth**

Majority of Indian youth (73%) live in the villages. When villages do not provide them the opportunities of life it is quite natural that most of them migrate to the cities for bare subsistence. Youth both rural and urban suffer from anxiety, worry, loneliness and lack of self – confidence. They feel that they are cut off from the mainstream of national development. All because of fears of avenues of employment, most of them are in need of guidance and counseling. Rural youth are less educated and misguided by the dominating leaders of that particular area, which they are engaged like communalism, groupism and casteism. The causes of frustration in rural youth are poverty, unemployment and lack of proper guidance. Urban youth, whether male or female are known for their modern dressing pattern and craze for fashions. Their age, education and exposure to mass media influence their way of life to a greater extent. The urban youth can be divided into two categories such as urban and suburban groups. The accessibility of urban youth to kinds of mass media is different than the rural youth. Also the urban youth group gatherings are not in view of social development/involvement based except some faith based youth gatherings. There are different kinds of gangs with highest technologies rather social groups. The suburban group gatherings are more or less social groups and they can be addressed through youth clubs, faith based organization and sports & arts related clubs or forums. Rural youth can be divided into two one is the mobile population and the other one is the static group in the village itself. There are different kinds of youth in the mobile group. A major group is the group with regular visits to the urban centres for

daily jobs. They are moving from the village at morning and coming back to the village at late evening or night. The others are staying at the work place for one week or one month and visiting their source villages at a frequency of once in a week or once in a month. The mobile group is at more risk than the static group, at the same time the mobile group is difficult to address.

Rich & Poor Rich youth have energy, idealism and intelligence. They are not worried about job, future plans, marriage and settlement. They resort to experimentation. They actively sort out their values and may shift back and forth several times among differing kinds of psychosocial, political, economic, religious and moral attitudes before they decide which attitudes are most consistent with their basic philosophy of life. The poor youth on the other side are deprived of youths. They are mostly uneducated, unemployed and are socially backward. Most of the rich youth or the creamy layers are the members of youth clubs

**Check Your Progress 1**

i) How is youth defined? Answer in four lines.

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.....

ii) State some important dimensions of study of youth in India. Answer in about three lines.

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iii) Briefly describe some demographic features of Indian youth. Answer in eight lines.

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**1.4. Youth in Indian Society**

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Youth Today India today has one of the largest populations of young and skilled professionals. More than 60% of India's population is below the age of 35 years and skilled in one field or the other. The advent of modern science and technology brought the changes in the social strata the western way. Social transitions become the order of the day. All societies are susceptible to social

change and this change has had influence on the lifestyle, value system, achievement levels, career aspirations and social expectations in general among youth and in particular in this study area namely the Coimbatore district. Youth represent energy, enthusiasm and vigor which are valuable but untapped human resource. Youth constitute almost a third of the world's population. The youth of today, seem to be very mature and responsible and the exposure that they undergo through the pressure to excel in this very competitive age has made them more mature than they were ever. In early ages the youth were considered adults and had to take the responsibilities of the whole family and was already parent in his teens. The definition of youth has changed and now groups in their twenties and early thirties are considered as youth. The 20th century considered the youth as those that had to educate themselves on emerging streams of knowledge and were exonerated from demanding jobs and responsibilities. But this padding did not last in the 21st century when younger and younger people started taking charge of situations and the traditionally old sectors like management were taken over by the youth. Earlier there were limited fields where young people achieved one being sports, but now we see young people achieving everywhere.

A new kind of maturity seems have taken over the youth of today. It implies that young people are more energetic and over enthusiastic. Today youth is taking part in making our country development in technology. Today India is world class recognition in Information Technology. India has the second largest pool of engineer and doctors in the world. India is getting attention of whole world, cities like Bangalore, Hyderabad are world's IT hub this is because of our youth's talent and hard work. Youth of India in the 21st century What is true for the larger canvas is also true for the world of Indian youth, a fascinating section of the population that is existentially located across different regions, social groups, economic segments, educational levels, and even sartorial choices. There are multiple worlds in which youth reside. These worlds

socialize them in different ways. The worlds are not static since they too have been impacted by the processes of modernity and the forces of globalization. The challenge that we confront is, therefore, to map the dynamics of this change, to see how the processes that are producing transformation are being refracted through the lens of Indian youth. After recognizing that there are multiple life-worlds, and multiple responses to the encounter with modernity and globalization, we need to set about exploring the world of Indian youth. The changes taking place in the world of Indian youth will, it is believed, have a global impact in areas that range from economy to security, from culture to politics. Exploring the attitudes of Indian youth is therefore valuable to understand the present and also to prepare for the future. India offered itself as an ideal location because it is currently on the threshold of a significant 'demographic dividend', a historical chance for the society and polity to convert an unharnessed resource into a major societal asset. In recent times studies have established a positive association between what is termed the age structure transition (specifically, a rising share of working age people in a population) and economic growth in India and China. Indeed, demographers and economists have predicted higher growth prospects for India compared to China over the next thirty years, since, as they put it, the effect of the fertility decline and the bulge of

population age cohort in the working age group will sharpen in India in the coming decades. According to current estimates, India is and will remain for some time - one of the youngest countries in the world. The following population figures from the World Bank gives a clear picture of the potential of India's demographic dividend. In 2000 India, Brazil and China had nearly 34% of their population as youth as compared to less than 28% in Germany and the USA. In 2020 India alone will be 34% while all the other large countries will have dropped below 31% including China which will be 28.5%. In 2020, it is estimated, the average Indian will be only 29 years old, compared with the average age of 37 years in China and the US, 45 in west Europe and Japan

This demographic process entails a massive and growing labour force which, it is held, will deliver profound benefits in terms of growth and prosperity. The changed age structure of India's population also means an overall younger population as something more than simply a statistical fact since it has political and social consequences for India and the world. Exploring the attitudes and perspectives of India's young population, therefore, becomes as much an exercise of historical curiosity as it is a political and economic necessity. There are, therefore, several reasons for this study: Descriptive, in that it helps us see how Indian youth share or diverge from the attitudes and perspectives of youth elsewhere; and academic, in that we can contribute to the interesting and rich debate on whether there is a single or whether there are multiple routes to entering, encountering, and engaging with modernity in the life's of female youth. This was at variance with the youth group in most countries of the global north where it is 14-25 now the lower end is 12 years because of the early onset of puberty. In India, in contrast, and also interestingly in many other countries of the global south, the age group considered youth is the same as that of India, which is 15-34.

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## 1.5. Historical aspects of youth

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The Real Indian Youth Indian youth come in so many different forms that it is difficult to have one picture that would fit all. Television serials, advertisements and the media portray our youngsters as some kind of westernized nuts, frequenting disco clubs and pursuing single objective of having fun. The boys who get interviews on TV channels are the ones who sport pony tails and ear rings, while the girls wear revealing dresses and dance away the night in trendy discotheques.

Is that the real picture of our youth? On the other hand, there are parents also who complain about the tremendous workload on their children due to studies right from school, these young person's rush from one tuition class to another in the quest for high marks or to get into some good institute.

The real character of Indian youngsters probably lies somewhere in between - yes, there is hard work, but there is also fun. Spending time with friends, going for a movie and having an occasional party are as much a part of life as is the desire to get ahead and to make something of one's life. These youngsters also respect Indian values and may be more interested in their culture than their elders. Being young is also a battle for survival; many things are stacked against Indian youth- an outdated education system, reservations in jobs, and

admissions to institutes that discriminates against the hard workers, an environment that does not encourage creativity and innovations. But in spite of all this, many young people often shine in their chosen fields

### Changing Value System

In this section, we shall be dealing with the phenomena of changing value system and the facts of alienation among the youth.

In the last two centuries, there have been enormous changes in our traditional value system. Let us explain this phenomenon and find out whether it has any impact on the youth of our country with special reference to the alienation of the youth.

In the traditional Hindu system life is viewed in terms of four well-marked states with social obligations. The youth enjoyed no authority, but were given some tasks in the second stage (i.e. Grihastha).

It should also be noted that in Hindu society education was restricted to certain caste levels; therefore, socio-economic and occupational mobility was almost restricted. Viewed against this value today specially after Independence this phenomenon regardless of religion and region has changed. One of the important contributing factor to change in value system is of course development in mass education. New ideas and values are inculcated through education. This makes youth student receptive to change. Several sociological studies support the view that youth student are/keen on social change in the areas of family, caste, notions of hierarchical status (including untouchability), rationality, secularism, equality, social justice, position of women and so on (Damle, 1977:203). It should be emphasised that although there is difference between rural and urban youth, their traditional value system is almost the similar.

### Alienation

The term 'alienation' denotes a feeling of estrangement from other people and of confusion about existing norms. Many writers include in the concept of alienation, to explain notions such as lack of power, meaninglessness, sense of isolation and self- estrangement. The causes of alienation are many. In the present context a few factors seem to be important.



## Youth Alienation

1) According to Barker (2000) wrote way of life – maps of meaning youth, adolescent, young person are youth in a unitary category, with certain psychological characteristics on the social need common to an age group.

2) youth is a specific formative stage of development, where attitude and values become anchored to ideologies and remain forced in their mould of life.

3) The Sensitive from childhood dependence to adult autonomy normally involves a rebellious phase which itself part of a cultural transition transmitted from one generation to the next.

4) Young people in modern societies experience difficult in making successful transition and professional help, where and support to do so.

Youth is a social category

Industrialisation, Training and education has led to categories youth as social category.

At the height of industrial revolution, new forms of production and social organisation gave rise to elements education, secondary school education, compulsory schooling which develops in training and preparation of the youth group.

Talcott Parsons united that youth in a changing social construct with the development of capitalisation.

Eisenstadt 1972 stated that youth group or youth culture tend to develop in .... where the family plays a minimum role while the political, economical, social, and religion ..... are performed not by family members but specialisation group.

Youth is considered of an inter duty sphere between family and the social institution. Goffman 1977 referred to the rise of youth to the development of technologies, youth considered as a social category in an industrial society.

### Youth in Indian Society.

India is fifth of the world's youth and it is the fastest growing economy today. Half of the population of India which is 1.3 billion is below 25 years of age and a quarter is below the age of 14 years. The young population is the most valuable asset of India. This also a very pressing challenge to the country the demography. Youth proceeds India with great advantage. But their opportunity will be lost if we do not invest in Human Capital. Rapid Economic demographic, social and technological changes are taking place in India unless adequate provision is made for the development of youth its productivity will be lost. Education and skill training of our youth is extremely important. How

is their motion fulfilling the aspirations and discuss of the youth. The youth in our society are ambitious and are seeking education to improve skill to value their versatility. The Youth would like to be involved in productive employment and also in entrepreneurship. They are constantly upgrading their education and skill. At this , they need more guidance and career counselling.

They are constantly seeking information for self development career guidance is now very important to the youth of today's India. There is great aspiration among the youth in Indian social for university education and the youth do realise this and are helped through talk, seminars and conferences, they are seeking greater exposure to industries through apprenticeship. Yet there are many challenges the youth must face to achieve these goals. Difficulties, rural/urban migration , caste structure, they have greater opportunity while this has not been lost in the competition.

The poor, rural and those of their lower castes do have a great struggle in our Indian society. But these youth are fighting all odds and coming to the forefront of the society. The youth are passionate of their goals, full of ideas willing to face challenges and are enviable, they fight corruption and terrorism and overpower everything that was hindering their development. The youth are aggressive as well as a force of power to reckon with. If this aspiration of their youth is united or deemed India can overcome violence and involves opportunities denied to the youth such as a hot-bed of crime, juvenile delinquency, prostitution and trafficking. Suicides too will be on the rise.

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## 1.6. Let Us Sum Up

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Young people in the developed world have been the subjects of an enormous amount of research over the last 40 years. In general, this research assumes that young people constitute a separate and significant category of people: as non-adults. A central and recurring theme in the studies is the problematic nature of being a young person and the even more problematic nature of becoming adult. Much of the literature about youth has inherited assumptions from developmental psychology about universal stages of development, identity formation, normative behaviour and the relationship between social and physical maturation. Yet very little work has been done to clarify the theoretical basis of this categorisation based on age.

This unit highlights certain important issues related to youth in India. We pointed out the difficulties in defining the term youth. Though the term was defined as 'age-group' category, the emphasis was also on socio-cultural variables. These were treated as identifiable criteria in the study of youth. We discussed at some length a few demographic variables of youth, namely, age-sex, urban-rural distribution, marital status, educational attainment and unemployment rate.

Confrontation of youth with the traditional value system, alienation and identity crisis were touched upon briefly. Discussions on the situation and problems of youth were held at some length. Lastly, observations of sociologists on future

programme for youth, were indicated.

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### 1.7. Check Your Progress-Possible Answers

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iv) How is youth defined? Answer in four lines.

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.....

v) State some important dimensions of study of youth in India. Answer in about three lines.

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vi) Briefly describe some demographic features of Indian youth. Answer in eight lines.

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### 1.8. References and Suggested Readings

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Damle., Y, B. 1977. "Youth". In S.C. Dube (Ed.) *India Since Independence*, Vikas: New Delhi.

De Mellow, R.C., 1978. "Youth". In Romesh Thapar's (ed.) *Change and Conflict in India*. Macmillan India: Delhi.

Sachchidanand, 1988. *Social Change in Village India*, Concept: Delhi.

#### Answers to Check your Progress

##### Check Your Progress 1

- i) Youth is defined both as social and statistical category. Usually persons between 15 and 24 years age are considered youth.
- ii) Important dimensions of the study of youth in India are social demography and: cultural variables.
- iii) Demographic features of the youth can be expressed in age-sex-residence

distribution in the general population.

Rural-urban ratio is 3.1 (urban male 33 million, rural male 92 million). Youth mean marriage age is 22. Half of the male youth and three-fourth female youth are still illiterate.

- iv) Main usages are related to the areas of educational expansion and creation of job opportunities.

### **Check Your Progress 2**

- i) The causes of the student unrest can broadly be categorised under two broad headings: on-campus and off-campus. The on-campus issues are related to examination fees, residential facilities etc. The off-campus issues are sympathetic strikes (Bandh), and confrontation between student youth and non-student youth. In general the feeling of frustration, unemployment and political interference have contributed substantially towards this unrest.
- ii) Rural youth must be given the opportunity to play their role, Hence they are to be educated adequately, to bring change in the society. The educational policies, must be flexible and sensitive to regional tradition. The further educational planning should take particular account of the situation and prospects of the employment including linking work with study.

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## UNIT II PROCESS OF THE SOCIALIZATION OF INDIAN YOUTH; ASPIRATIONS OF THE YOUTH IN CONTEMPORARY INDIAN SOCIETY; ROLE OF YOUTH IN SOCIAL CHANGE AND NATIONAL DEVELOPMENT.

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### **Structure**

- 2.1. Introduction
- 2.2. Objectives
- 2.3. Process of the socialization of Indian youth
- 2.4. Major Areas of Aspirations
- 2.5. Participating in National Development
- 2.6 Let Us Sum Up
- 2.7 Unit-end Activities
- 2.8 Answers to Check Your Progress
- 2.9 Suggested Readings

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### **2.1. Introduction**

Socialization is the process through which individuals integrate in society through various agencies such as family, peer-group and educational institutions. In the most general sense, socialization is the process through which individuals acquire the social knowledge and skills necessary to enable them to interact with others.

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### **2.2. Objectives**

This unit is related to socialization process of the youth in relation to the contemporary Indian society and role of youth in national development

### **Definition of Socialization**

Socialization is the process by which an individual learns to behave in specific manner that is acceptable to the society. Elkin and Handel (1972) said that socialization is the social learning of beliefs and behaviour typified by the individual's adaptation and conformity to social norms. This also includes learning of expectations, habits, values, motives, skills, beliefs that are necessary to interact with one's own social groups. Thus, this definition sees socialization as a process that familiarizes us with, and makes us skilled at, the rules for living in society in an effective manner.

Gecas (1981) emphasized the development, or change, of the individual as a consequence of social influences. In support of Gecas, Strykes (1979) viewed socialization as the continuous process of negotiating identities and shaping one's concept of self, identity, various attitudes and behaviours.

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### 2.3. Process of the socialization of Indian youth

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Socialization is the process through which individuals integrate in society through various agencies such as family, peer-group and educational institutions. In the most general sense, socialization is the process through which individuals acquire the social knowledge and skills necessary to enable them to interact with others. The process by which an individual develops through interaction with other people, his specific patterns of socially relevant behaviour and experience is called 'socialization'. It is the family's primary responsibility to socialize children in the norms of society. In all human groups, the family is an important agent of socialization. It has flexible human relationships in which family members interact informally and deal with common concerns in an atmosphere of mutual respect and love. The family teaches the child his or her first lessons in social living and helps him or her form basic attitude patterns, ideals and style of life. It creates feelings of social responsibility and teaches the importance of cooperation and mutual respect (refer Appendix- 7). Children possess great ability to imitate and the family provides supportive conditions in which customs, values and traditions can be learned through imitation.

Socialization is the process by which an individual learns to behave in specific manner that is acceptable to the society. Elkin and Handel (1972) said that socialization is the social learning of beliefs and behaviour typified by the individual's adaptation and conformity to social norms. This also includes learning of expectations, habits, values, motives, skills, beliefs that are necessary to interact with one's own social groups. Thus, this definition sees socialization as a process that familiarizes us with, and makes us skilled at, the rules for living in society in an effective manner.

The child's personality is formed accordingly and a social identity develops. Socialization develops the child's ability to control him or herself and helps him/her to realize his/her responsibility towards family, community and society.

The impact of modernization on educated Indian youth.

1. **Society and modernization:** Modernization implies that an underdeveloped society is traditional value-oriented and a modern society is oriented towards modern values.
2. **Youth revolt:** Youth revolt or rebellionism means that they usually seek rapid advances and sweeping changes in the various aspects of life. Broadly speaking, youth revolt has to be understood as a product of (and reaction to) the authoritarian rules imposed on the younger generation by the preceding one (Jaiswal, 1992, p. 39).
3. **Revolt as an atavistic sentiment:** In developing societies, youth is prone to build up a contra-culture that is opposed to the world of norms and values created by their elders. (Jaiswal, 1992) Presented the results of a research aimed at finding the impact of modernization on educated Indian youth. The study viewed both the problems of youth and impact of modernization from a new perspective. In particular, social change, modernization and sociology of youth, concepts like cosmopolitanism,

empathy and fatalism or predetermine and activism were discussed as the emerging dimension of the modernization process. The most distinguishing feature of the study is that it attempted to reveal the social reality in terms of the values of youth in India.

### Youth Culture

Euro-American sociologists such as Bennett Berger (1963) and many others often talk about 'Youth culture'. In Western societies youth culture is identifiable and hence it is considered to be a sub-social system like *Black culture*, *America-Mexican culture* etc., But in a country like India, the youth are intimately linked with certain other features of social system. Therefore, Indian sociologists reluctantly accept the very notion of youth culture as employed by foreign scholars. In our discussion on youth we shall treat youth as "socio-demographic or statistical categories" of Indian society, which has enormous sociological importance and relevance.

Sociological studies on youth in India involve a discussion on several dimensions, namely demographic, social, cultural, economic and political. It would be useful here to examine demographic characteristics of Indian youth in terms of residence, education and working force.

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### 2.4. Major Areas of Aspirations

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The world, today, has entered the new millennium, India too, has come a long way after breaking away from the shackles of colonialism. Today, India is a force to reckon with in the global scenario. Be it science, technology, economics or fashion, India has made a mark, made its presence felt in the world. From defence to agriculture, India has made tremendous progress and has emerged as a super power in the developing world. But there is a flip side to this very rosy picture - in the first decade of the millennium, India is going to be the most populous country of the world, with 40% of its population below poverty line and at least 50% of it functionally illiterate. Contemporary India is grappling with its own share of problems arising out of indiscriminate modernization. There is cultural turmoil going on, and the present generation is facing an identity crisis. A frightening picture indeed! So, it's time to sit up and take stock. What is the Indian society heading for? What are the basic ideas that we Indians have to aspire for and achieve, to be able to face the difficulties and emerge as winner? What role does education- have to play in this regard? In this unit, we shall try to answer some of these questions.

A country's value isn't circumscribed to the weightage of its heritage but depends on its people. A nation fits itself in the proper definition of fortune and splendor only when it has its people as the combined intellect backing its worth. Ultimately, when observed reasonably, it is the youth who incidentally or directly determine what global standard their country must aim to achieve. The new-fangled generations can offer two aspects to their countries - they either fail to keep up the pace of innovation, creativity and drive with their forefathers or boost their country's welfare with insightful development. It now depends on the nations on how they exploit their young minds into shaping a desirable future.

Basically the youth carry new beliefs and outlooks and act as the proxies of

human, social, economic and political changes. This is their age of unearthing and dreaming which are filled with soaring ambitions and to underutilize their ability is a nation's biggest failure. The curiosity here is over what does the young generation think of their family, social flexibility, education or everything that concerns the nation? It has been found that despite upsetting factors like class, gender and caste discrimination, the youth's eagerness to combat the problems of society has slightly developed, if not at all. This is an indication that the grasp of education has suggestively improved but education sector in India has lots to do yet. However, an optimist pat on the back is never uncalled for.

After going through this unit, you will be able to:

1. describe the various aspirations of Indian society;
2. relate the aspirations to the prevailing scenario of India;
3. discuss the linkages between the various areas of aspirations;
4. Expostulate the role of education in achieving these aspirations.

## **Aspirations of Indian Society**

### **Social Order**

The very core of human civilisation comprises certain institutions. An institution is an interrelated set, complex in nature, both formal and informal, that governs human activities, relating either, to people or to social facilities or resources. In India, we have a certain social structure or social order, which is more or less, a distinctive arrangement of specialized and mutually dependent institutions. The components of the Indian social order may be classified as follows:-

1. **Family and Kinship** - The family has all along been given a very high regard in this country. The family performs some essential social functions such as care and socialization of the young as well as management and integration of adult life and personality. The family may also be an economic producing and consuming unit as well as a procreator of succeeding generations. Unfortunately, contemporary India is witnessing an erosion of the family values, indicators being increased divorce rates, extra-marital affairs, single parent children, live-in relationships etc. The result is that our youth is suffering from loss of identity and lack of socio-emotional integration. The aspiration of Indian society today should be to preserve and reinforce the Indian family ideal, which has always been an inspiration to the world social order.
2. **Economic Order** - Social order can retain its integrity and vitality if it creates resources that meet the various demands of its population. These resources might be in the form of basic needs (food, clothing and shelter) or qualitative needs (education, wealth, property etc.) The manner of resource distribution in a society, too, relates to its economic order. ! The Indian economic order indicates unequal generation and distribution of resources, I though there are constant attempts at alleviating these inequalities. The Indian society has to

aspire for the revamping of the economic order, which will have far reaching implications on the other forms of social order as well.

3. **The Political Order** -The political order of a society, collectively called the Government of the state, performs the functions of integration, domination, mediation and mobilisation, essential for the very existence of society. In a democracy like India, the political system is the prime agent for ensuring equitable distribution of resources, respect for the rule of law, curbing of anti-social activities, punishment for illegal activity and correction of The present political order in India, has unfortunately become too self obsessed, and is misusing it's power for fulfillment of vested interests. In fact, an ineffective political order has been the breeding ground for almost, all of India's problems. Thus, one of the major aspirations of Indian society has to be the sensitisation of the political order, and this can be achieved through social will.
4. **Religious Order** - Religion may be defined as an organized system of beliefs and rituals oriented towards a reality different from and believed to be superior to that of the ordinary life. Religion provides peace, solace and fulfillment to human existence and is a potent force of control and order. But it can also be misused to create terrorism and fundamentalism. India should aspire to continually guard against these influences and maintain religion as a tool of discipline and spiritual upliftment.
5. **Legal Order** - Laws are essential for any society as rules that have been devised for the conduct of social life. Obedience to law is mandatory and violations of law are punished by the organized force of the community or redressed by the judicial machinery. The Indian aspiration in this regard has been in strengthening the legal order for efficient action and early redressal, so that the citizens have faith in it for their protection and security from the nefarious elements of society.

### Check Your Progress

Notes: a) Write your answers in the space given below

b) Compare your answers with those given at the end of the unit

1. How would you define social order?
2. What are the components of social order?

### Universalism

The world today is referred to as a global village. The unprecedented expansion of information and communication technologies has cut across geographical boundaries and cultural barriers. No nation can shy away from being a part of this new world order, which thrives on the principles of globalisation or universalism where every country is a productive part of the world order. Pt. Jawaharlal Nehru, India's first Prime Minister had envisaged this scenario rather early. Thus, right after independence, India's attitude

towards the world order was wholly positive. The principal constituents of Nehru's foreign policy were: friendship with all countries, support for independence movements in order to bring about rapid decolonisation, international co-operation, partnership in a reformed commonwealth, support for the United Nations, non-alignment and the preservation of peace.

Such a policy has led our country to a distinct position in international relations. According to the document 'Challenges of Education (1986)' - "We have always maintained amicable relations with all countries without aligning with any power block. Our place in the Third World is based on a philosophy of mutual respect, non-interference and active co-operation. We have fully supported the idea of solidarity among the non-aligned, and stressed the importance of the New International Economic Order. While this policy has promoted international peace and co-operation, it has given to our country a place of honour in the comity of nations."

What is noteworthy is that despite suffering a great deal due to border conflicts, external aggression and war, India has been able to maintain its ideology of universal harmony and brotherhood. However, this certainly does not mean that India has perpetuated the image of one who buckles down under pressure. Time and again, India has shown to the world that it can dare to create conditions that would, as far as possible, preclude harm being done to its own interests. The cases in point are India's refusal to sign the NPT (1968) and more recently the CTBT, on the ground of their discriminatory character.

The aspirations for the future would be the establishment of a new information order. Networking and collaborative endeavours in the international arena for expanding the technical, professional, educational and cultural knowledge base have to be taken up in a big way. Then India can stand true to its ideology. "Knowledge and friendship know no boundaries; they are indeed, universal in nature".

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## **2.5. Participating in National Development**

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Role of youth in social change and national development explained based on following aspects

### **Social change:**

Social change may be defined as the notion of social progress or sociocultural evolution. i.e: the philosophical idea that a society moves forward by evolutionary means.

As regards to the two words coined together 'social 'change', societal change or social change simply means the process by which a country changes or develops economically, culturally, religiously, scientifically or technologically.

The social changes in India are traceable since we became independent back in 1950 till this present day. Some of these changes includes:

- Shift from regions to state (that is today 36 state)
- Shift from Agriculture to Oil production
- Transition towards a Democratic government
- Education

- National identity
- Utilization of the various platforms and groups
- Existence and development in the country's cultural heritage
- Forging a strong alliance with what is left of the judiciary
- Executive influence and coercion over process of governance

**Moral System of belief:** This can be defined as the set of beliefs or rules that governs an individual action from what is right and wrong. Sometimes these rules are backed up by religious belief whereas our own believe can go a long way in achieving our set goals. A form of shibboleth exist in this country whereby many youth still believe that those that are successful are born rich or uses charms for their development which is ideally not. These believe and individual mindset makes the youth of nowadays engage in one fraudulent activity or the other. Regardless of the prevailing circumstances, we should strive and make something work out of nothing.

**Potential Values:** The potential values are an individual overall uniqueness or talents which makes him different from others. It is a form of self worth that occurs through the individual abilities and capabilities.

**Social innovation:** Social innovation can be defined as the creation of new ideas through individual experiences, knowledge and abilities for positive impact. A social innovation is also regarded as a novel solution to a social problem that is more effective, efficient, sustainable, or just present solutions and for which the value created accrues primarily to society as a whole rather than private individuals (Stanford Business centre for innovation). As a youth, we all have one innovative sense and therefore bringing this sense together in a creative way resolves existing social, cultural, economic, and environmental challenges.

### **Role of youth in Social Change and Social Innovation**

**Politics:** I was told and I believed in the past that all these government establishments traversed university campuses in search of prospective employees, even before they graduate. Today in Nigeria, the story is vice versa; in fact even those who have reached the highest academic echelon find it difficult to secure a good job and at times homeless.

In spite the fact that politics is the terrain of participation where most influential decisions are made, youth should play a major role in the political participation through voting their right choice of candidate that will represent them in government. There is lack of youth-friendly structures and method of work. Imagine in a country where the youth are being used as political thuggery and mostly engage in politics because of money.

**Education:** Education is not an excuse for an individual not to be successful or not to contribute to the development of the nation. Though, without adequate education there would be limited vacancies in the job market whereby youth faces difficult transition to adulthood and independence as they are likely to experience unemployment, poverty and social exclusion. In reference to what Mr Kazeem Noibi said in the youth symposium that we should move from our

comfort zone and develop our potential values (talents) towards the development of the nation.

Define yourself and be creative enough to be self employed instead of seeking unnecessary job opportunities. Wizkid, Olamide, Brymo, Falz, e.t.c are examples of Nigerian youth who move away from their comfort zone to be productive. Some of them might have been a drop out in their early stage in life but on the long run they went back to school in other not for their achievement to be limited.

### ***Agriculture:***

*“If all the youth in Nigeria want to go into farming, there’s enough land to do so” – Ogunlolu Yemi.*

India is a country that is blessed with agriculture and come to think of it what is the benefit of these farming to youth? Though it is being used as a source of generating income/revenue to the government. However, if the youth can play a major role in agricultural produce, the rate of poverty in the country will reduce. In a situation where there is no enough expertise in agricultural sector there would be:

- Low quality of farm produce
- High cost of farm produce (inflation)

### **Engagement of youth in accountability mechanism**

This country needs more qualified Engineers, Fashion Designers, Economists, Journalists, Doctors, Teachers, e.t.c. to lead us to our developmental aspiration. However to help us as youth to where we want and enable us to become effective contributors to nation building, all hands must be on deck to achieve this objectives as we all need more trainings, motivations and support from our parent. It is true that today’s youth are facing many challenges relate to unemployment, drug abuse, human trafficking, tribalism piracy but there also exits opportunities to gradually overcome some of these challenges. Having said all that, it is also important for we the youth to believe in ourselves so as to be accountable both individually and collectively to nation building.

### **Check Your Progress**

Notes: a) Write your answers in the space given below

b) Compare your answers with those given at the end of the unit

1. What do you mean by the term 'Universalism'?
2. What have been the main constituents of India's foreign policy?
3. What are the universal aspirations of India in the figure?

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## **2.7 Unit-end Activities**

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1. Assuming you are a teacher in a rural area, how would you

spread the message of family planning among the masses?

2. Discuss the ill effects of globalisation in the context of Indian aspirations?
3. Despite efforts, communalism is on the rise in India. What could be the reasons?
4. Discuss in the light of current happenings in the country.
5. The political order leaves a lot to be desired in this country. Comment providing examples.
6. There is a lot of hypocrisy in contemporary India concerning women empowerment. Do you think so? Why/Why not?

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## 2.8 Answers to Check Your Progress

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The binding together of all citizens of a nation by a group consciousness 'i.e. attachment to a nation as an integrated whole.

1. For maintaining its sovereignty, territorial integrity, peace and social fabric.
2. A distinctive arrangement of specialized and mutually dependant institutions in a society. Family, economic, political, religious and legal.
3. Political system is the prime agent for ensuring economic development, equality, respect for law, religious tolerance, subversion of anti-social activity and correction of personal and social and prestige.
4. Property, power and prestige.
5. Movement of populations from lower strata of society to higher strata with the help of education.
6. Education promotes social mobility, alleviates povehy, minimises economic inequality and exploitation.
7. The ideal to be a productive part of the world ratio. Friendship with all countries, support for independence movement, international cooperation, support to UN, Non-alignment, partnership in a reformed commonwealth and preservation of peace.
8. Common core curriculum (India's freedom movement, Constitution, Cultural heritage, Secularism) and a flexible component, Implementation of 10+2+3 system and three language formula. Instruction in mother tongue at the primary level of education.
9. Mutual respect fulfils man's emotional, intellectual and spiritual needs, which are also important of human personality.
10. By providing proper employment, inculcating the ideal of dignity of labour and women empowerment.
11. For being able to maintain sovereignty and independence.

12. Poverty, ignorance, illiteracy leading to growing population and malnutrition. Also depletion of non-renewable natural resources.
13. Area-specific curriculum generates localised employment leading to equitable distribution of population.
14. Prevention of environmental degradation, enhancing the physical and spiritual quality of life, and population control.
15. Physical Quality of Life Index (PQLI) focusses on biological well-being of mankind and freedom from manual labour in a society.

*Process of the socialization  
of Indian youth*

*NOTES*

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## **2.9 Suggested Readings**

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1. "Society Today" (1971); CRM Books.
2. Gould & Culb, "Dictionary of Social Sciences" (1964); UNESCO.
3. Towle Charlotte, "Common Human Needs" (1987); NASW.
4. "Redeining the Good Society" (1995); Wiley Eastern Limited.
5. Mithaug Dennis E., "Equal Opportunity Theory" (1996);

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# UNIT III YOUTH AS SPECIAL CATEGORY

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## Structure

- 3.1. Introduction
- 3.2. Youth as an Age Category
- 3.3. Challenges to the Youth in a Changing Society
- 3.4. Let us Sum Up
- 3.5. Answer to Check Your Progress
- 3.6. Unit End Exercise
- 3.7. Suggested Readings

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## 3.1. Introduction

In the previous four chapters, we have discussed issues related to human growth and development. We paid special emphasis to the stages of adolescence and youth, since that is the time when the maximum number of changes takes place within an individual. A person matures, biologically, intellectually and socially, and gradually his/her dependence on his/her parents and elders decreases. Though individuals face a lot of hardships and problems in this process of growing and evolving, they try to manage their lives on their own and thus, learn the art of living by 'trial and error'. There are a wide array of issues which gain precedence during this period and are a cause of serious concern for the general well-being and healthy all-round development of youngsters. In this chapter we will study the concept of 'youth', and various ways in which one can perceive and explain it. We also discuss the personal and environmental factors which are a cause of concern with regard to youngsters, and the challenges faced by youth in the changing society. As we have read in the earlier units, sex related issues gain a lot of significance in this phase of life and so we will also pay attention to various such issues. Youth has always been the major concern of every society, therefore, empowering the youth for the betterment of the society is one of the most vital challenges for any country. For this purpose, it would be appropriate for us to define youth. The concept of youth can be perceived in different forms i.e.

- As an age category
- As a transitional stage between childhood and adulthood, and
- As a social construct

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## 3.2. Youth as an Age Category

Youth as an age category is the most convenient, popular and common sense way in which youth has been defined. It is argued that this category defines youth more significantly than any other category. The experience common to all young leads them to defining themselves in certain ways as sharing the same fate.

### Youth as a Transitional Stage from Childhood to Adulthood

Mitteraeur, a social scientist, identifies four significant happenings that mark

the transition from childhood to adulthood. He maintains that these transitional markets have remained fairly stable over time. They are: Leaving home Finding employment Setting up home Marriage Mitterauer, however, points out that these transitional markets have limitations in helping us to define who youth are. The timing of these aspects of transition, their meaning, their order of occurrence differ for young men and young women, and from one region to another. For example, some transitional markets are traditionally applicable only to young men. Until recently, in many societies or cultures, recruitment into the army was for males only. Also, the very concept of youth is embedded in the practices of patriarchy --- the use of the term youth usually brings a mental image of a young man. Thus, we need to, sincerely, broaden our outlook.

### **Youth as a Social Construct**

Each and every society has its ways of seeing youth. These social constructs are not necessarily true, nor do they always show youth the way they really are. One of the best ways of understanding the social construction of youth is to study how other societies construct views of them. These views differ from society to society. A comparison of different view can help us to understand our own views. Youth can be astonishing brief period in some societies such as those where people live by hunting and gathering, because the skills required for survival are usually acquired in childhood itself. These skills are usually needed as early as possible in adult roles. In other societies, particularly late capitalist economies such as those of present-day Europe and the United States of America, the concept of youth, or at least young people, is being stretched further and further. The reason for this can be found in structural adjustment. As structural adjustment continues to create extended periods of unemployment, especially for school leavers, people tend to remain longer in the category of youth. Today, in many western countries, the category of youth even seems to include people in their early thirties.

**Primary Factors** Causing Concern Whenever we talk about youth, we discuss issues which are usually acute problems related to youth, like unemployment, alcohol and drug abuse, juvenile crimes, vandalism etc. These perceptions of the youth present them more as a challenge than an asset to any society. We ought to remember that youth are the most dynamic part of the society. To develop is their basic demand and main trait. The path for their development depends on the selection and the integration of the social goal of youth development with personal ideas and aspirations. Youth problems in the modern society and social problems with which youth are concerned are closely related to the subject of youth development. During this process of developing and evolving, the youth go through a number of changes, which affect them in various ways. They might not be prepared to accept these changes very easily and may react in different ways. Therefore, rather than perceiving youth in a negative manner we ought to pay appropriate emphasis on the factors which are a cause of concern in this regard. We can divide these factors of concern to the youth into personal factors and environmental factors.

**Personal factors** are those which, in general, have little to do with the environmental conditions of the individual. They are in many instances related to the behavioural, biological and economic dispositions of the individual

himself/herself. We are already aware that the process of growing up is a very difficult phase for all adolescents. They are not prepared to see and experience such drastic changes in their physiques. Emotional disturbance accompany these physical changes in their physiques. Emotional disturbance accompany these physical changes because of hormonal changes and they generally become irritable and uncompromising. It is in this period of development that youngsters tend to get very concerned about the normalcy of their physical characteristics. They are very conscious, all the time, of their appearance and sex-appropriateness. Based on these feelings about normalcy and sex-appropriateness, they develop 'Self-concepts' and hold to them for a long time. Just like acceptance of the changed body, the desire of acceptance of sex-roles causes the youngsters to play 'near adults', and this is one of the major developmental tasks of this age. Because of the advantages and prestige associated with the traditional male sex-role, most boys are not only willing but also eager to play it. This however, is not often true of girls. They often enter youth with a somewhat blurred concept of the sex role they will be expected to play as adults, and are now confronted with the problems of accepting the traditional stereotype of the female. For some girls who have learnt to play the traditional female sex-role throughout childhood, it will not be a problem. But for others this may be a major psychological hazard to good personal and social adjustments. As adolescents attain legal maturity, they are anxious to shed the stereotype of teenagers and to create the impression that they are near adults. They often discover that dressing and acting like adult is not enough. So, some of them begin to concentrate on behaviour that is associated with the adult status – smoking, drinking, using drugs, and engaging in sex, for example. They believe this behaviour will create the image they desire.

**Role of Family:** Family also has an important role to play with regard to the personal factors in their development. First of all, a child's parents are his/her first role models. He learns initial behaviour by merely imitating them and later, it develops into a habit. Also the values and moral that the family members inculcate in the child affect his/her life in a big way. Often in single child families, the child gets all the attention at home, and therefore, he/she is likely to become more demanding in other social settings, in terms of relationships and even material gains. Therefore, such parents should make a conscious effort to teach their child attributes like sharing, respect for others etc. On the other hand, in families where there are two or more children, there are chances of sibling rivalry. One of the children might feel that the other gets more affection and favour from the parents, and therefore, become stubborn and rebellious in nature. It is the hands of the parents to handle these circumstances carefully and also make the children realize their mistakes and rectify them. Another very important role of family, especially parents in a child's life is their expectations from him/her. If the parents are very ambitious for their children, they might directly or indirectly pressure them to perform well, some times even to over perform, unrealistically so. When the child is not able to meet the expectations of his/her parents, he/she might begin to lose his/her self confidence. Therefore, it is always advisable for parents to know the aptitude and capacity of their child and encourage, and not push him/her to

work hard in order to achieve his/her goals. By the time children reach adolescence, they tend to take their own decisions. Most overprotective parents stop them from doing so, thinking that they are not mature enough. But, the right approach would be that of 'permissiveness'; and then guiding them from time to time. This will encourage them and boost their selfconfidence. They will learn how to be independent, from their own experience. There is another section of children who have been rendered homeless and familyless. Their families have a negative role to play by their absence in the children's life---orphans, destitutes and street children who have practically nobody to guide them live their own life from one day to the other. At times, some anti-social elements with vested interests take advantage of their situation and involve them in crime, violence etc. of which they become a part very soon. In order to prevent this, governmental and non-governmental efforts are crucial.

**Environmental Factors:** The most significant impact on a child's personality, after family, is the educational institution. In schools, the teacher's role is the same as that of parents at home. They help in building a child's personality by guiding them and even by reinforcing their behaviour with rewards and punishment. That is how a child learns that he/she is not supposed to do something for which he/she is rewarded for. In co-educational schools, children also learn gradually with the process of growing up what their relationships with members of the opposite sex be like. In segregated schools, they deprived of this aspect of socialization. But, in any case, peer influence is very strong, particularly during adolescence, when children tend to identify more with peer group behaviour. Such behaviour continues till college age.

### **Realities in a Changing Society**

Among the indicators of the changing society visible around us are access to information technology, satellite communication etc. On the one hand, this opens up innumerable avenues for the young generation. But on the other hand, we cannot refuse to see the 'turbulence' in the changing society. As well all know too well, the youth of today is exposed to all kinds of information and knowledge which is crucial for his/ her healthy growth and development as an individual. But we should always be ready to accept that as a transitional stage to adulthood, adolescence seems a particularly vulnerable period for such exposure. This is of specific significance in a country like India where the society itself is undergoing major transition due to influences from the west, particularly in this era of liberalization. We are fast turning into a consumer society where the influence of sex, violence and materialism is only too evident. The circumstances thus created, besides being highly stressful are continuously posing a vital question: Does our young generation know how to face and adapt to these changes? A sizeable number of educated Indian youth find themselves being along by the tide of fast growing consumer and materialistic culture. They are caught in the race for jobs and success in a world little concerned with values and morality. There is also a growing number of youth in our towns and cities who are unemployed and marginalized, and consequently at high risk of being trapped by the communalism and crime promoted by various vested interest. Many young people are also victims of sexual abuse, oppression and violence. They

struggle to cope with such situations, but they also show tremendous resistance. There is also a whole category of working youth who are occupied in menial jobs; they live on the streets or in dingy places, are exploited by others, and have little or no security. In our villages and slums, where live the vast majority of the youth of our country, the general picture is one of poverty, illiteracy and unemployment. But, there are sections of the dalits and tribals who are beginning to assert their identity. Their young people are engaged in a struggle for their self-identity; they are beginning to demand – forcefully, and at times, even violently their due share of the benefits of development. We cannot also forget the present day scourge of the evils of alcoholism and drug-addiction afflicting many of our young people. Many young women are in the process of undoing, the victimization, discrimination and injustice to which they have been subject for a long time.

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### **3.3. Challenges to the Youth in a Changing Society**

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The society today is becoming more and more competitive in all aspects. A mere academic qualification does not take anyone very far; one is asked to prove his/her calibre in getting things done, in working together with others, in increasing productivity and wealth. This competitive atmosphere is also visible in the personal life-styles of people – in the way one tries to present oneself to the public. We shall discuss some of challenges that the youth are faced with in this section.

#### **Self-confidence**

In this context, one of the first challenges before a young person is one of self-confidence. A growing up young person is trying to find his/her feet amidst the turmoil of the physical and emotional changes that he/she has to deal with. Added to this is the external pressure to perform and to prove. Very few young people get the kind of support and guidance to grow in the kind of self assurance and confidence that is needed to see them through this high pressure. The fear of not measuring up lurks deep within. Parents today add to this pressure on the young forcing them to take up various programmes of study and exams that would ensure that the wards stand a chance in this highly competitive environment. The surge in the number of suicides among the young is part of the expression of the exasperated ones who feel they cannot reach the high expectations of their dear ones and are made to feel that they are a failure.

#### **Family Relationships**

Relationships with family members is another challenge of the young people. They are more and more pulled towards their peer groups and friends with whom they would like to spend most of their time. Suddenly, the doting father and the ever attentive mother may be considered a bit of a nuisance. The young boy and girl can do with some support and guidance in balancing their affection towards their parents and the external pull towards their peer groups.

#### **Health Hazards**

Health hazards facing the youth are much more than ever before. The threat of HIV/AIDS, the dangers of drug addiction, alcoholism, smoking and chewing

pan, the increasing number of road accidents, adverse effects of environmental pollution, and the build up of stress at all levels claim more young victims each year. At the same time, the access to correct information on these health hazards and to affordable and quality health care, and counselling and guidance services is very limited to the youth. This is a cause of major concern in this present age. Young people are eager to make their mark on the society. They need the space and the opportunity to do it. They also need guidance to make positive contribution. Adults, who are concerned for the young would ensure that the youth play their role responsibly, and walk with them to the mature adult world. Youth can do it. The society should not adopt a negative attitude towards the youth by “under estimating them”.

### **Exploitation and Oppression of Youth**

Over the ages, our society has been witness to various forms of oppression and exploitation directed towards certain section of the community, or at certain communities in general. Now, we are trying to break these shackles of oppression and come out to stand together. But still many groups face oppression, including working class people, women, adolescents, scheduled castes and tribes, certain religious groups, people who are differently labeled like eunuchs, lesbians and homosexuals, people surviving with HIV, drug users, single parents, unwed mothers, street children, devadasis, blood, semen and milk donors, people who have used the mental health system etc. Though all these kinds of oppressions exist for different reasons and social practices, they share certain features. Some of the shared features of oppression include exclusion from the mainstream process of decision making in the society, social and financial injustice, misinformation of facts which distorts one’s perception of life and keeping one’s group bound to the status quo. People of the working class are oppressed on the basis of their position or designation nature and position of work, place of work---public versus private sector, hours of work, poor pay and perks, poor housing and opportunities for education, and limited access to lawful means of improving these needs and conditions. Women on the other hand are oppressed on the basis of their gender, discrimination in pay, limitation in opportunities for education, political participation, religious participation and job opportunities, perpetuating of unpaid care work, limitation of choice regarding pregnancy and abortion, limitations in decision making and instilling a sense of inferiority and lesser worth in comparison to men.

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### **3.4. Let us Sum Up**

Apart from this, we understand how youth have been and are being exploited in various sections of society, and finally suggest certain strategies to deal with these significant issues in order that the youth can live in a healthy and worthwhile society.

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### **3.5. Check Your Progress**

- Note:**
- Write your answer in about 50 words
  - Check your answer with possible answers given at the end of the unit

- 1) Explain briefly the education status of youth.
- 2) Describe the exploitation and Oppression of Youth

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### **3.6. Suggested Readings**

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Grugni, A. (1988), Sex Education, Better Yourself Books, St. Paul's Publications, Mumbai.

Grugni, A. (1997), Exercises in Education to Love, Tejprasarini, Don Bosco Communications, Mumbai.

Thomas, G. (1995), AIDS and Family Education, Rawat Publication, New Delhi.

Moore, S. Rosenthal, D. and Mitchell, A. (1996), Youth, AIDS and Sexually Transmitted Diseases, Adolescence and Society Series, Routledge. Youth and their Concerns 323

Veeraraghavan, V and Singh, S. (1999), HIV and AIDS: An Interdisciplinary Approach to Prevention and Management, Mosaic Books, New Delhi.

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# **BLOCK II: YOUTH MOVEMENT IN INDIA, YOUTH WORK, YOUTH WELFARE**

*Youth as special category*

*NOTES*

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## **UNIT IV YOUTH MOVEMENT IN INDIA:**

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### **Structure**

- 4.1. Youth Movement in India and Youth unrest
- 4.2. Ideologies of youth movements and its role in nation building
- 4.3. Need for youth policy in India
- 4.4. Let Us Sum Up
- 4.5. References and Suggested Readings
- 4.6. Check Your Progress

### **Objective**

In this module, you would learn about

- The nature of youth and student movements in India,
- Common factors leading to these movements,
- The role of these movements in society

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### **4.1. Youth Movement in India and Youth unrest**

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Social movements may be defined as organized movements by a significant number of people to change or resist change in some major aspect or aspects of society. The term was first used by Saint Simon (Scott 2009: 704). The objective of this module is to introduce you to the study of youth and student movements in India.

The term "Youth" in Sociology is regarded as an ascribed status or socially constructed label rather than the biological condition of being young. Youth is the stage of life between childhood and adulthood. Students in the present context refer to those who are studying in schools, colleges and universities. For our present purpose, we will define a student as a youth between the ages of 15-29 years studying in an educational institution.

Youth movements may be defined as political or religious or social reform movement or agitation consisting chiefly of young people ([http://www.vocabulary.com/dictionary/youth %20movement](http://www.vocabulary.com/dictionary/youth%20movement)). Youth movements have played a key role in social transformation. As Chock (2012) quite rightly pointed out, "Young people are key actors in powerful social movements that transform the course of human history. Indeed, youth have been deeply important to every progressive social movement, including the United States Civil rights movement, the transnational LGBTQ movement, successive waves of feminism, environmentalism, and environmental justice, the labour, anti-war, and immigrant.

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*Self-Instructional Material*

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In this section, we will study the factors leading to student and youth movements at two levels:

- a) Socio-political and
- b) Psychological.

The major sociological factors leading to youth and student movements are as follows:

- i) Quest for freedom
- ii) State policy
- iii) Unemployment
- iv) Deprivation and injustice
- v) Education system
- vi) Generation gap
- vii) Social background
- viii) Alienation
- ix) Use of quick information system like Internet

Let us discuss these in some detail.

- i) Quest for Freedom  
Students and youth have time and again stood for their quest for freedom. For instance, during the National Liberation Movements in India (and many other countries), participation of students and youth was seen in large numbers. Indian student and youth movements began on an anti-colonial note during the early twentieth century. During the Emergency in India (1975-77), students of Jawaharlal Nehru University, Delhi University etc., played a major role in keeping the spirit of defiance alive in their quest for freedom (Banerjee 1998).

- ii) State Policy  
Government policy is to a large extent responsible for student and youth protest. The government policy in the education sphere, for instance, directly affects students. Similarly, absence of policy related to employment generation is a major agenda for many youth movements. So, any policy which adversely affects the students or youth is bound to lead to student and youth agitations. For

example, the reservation policy pursued by the Government of India has time and again led to student and youth movements in 1990, 2006 and 2015.

iii) Unemployment

Unemployment often leads to student or youth unrest. As Rudolph Gyan D'Mello pointed out: "The unemployed, whatever their economic condition, are focal points of tension in society. When unemployment is fuelled by the educated, the situation can become potentially inflammable" (Quoted in Banerjee 1998: 103). Thus, on 29th October, 2014, The Telegraph reported that the students of Aliah University in Kolkata started an indefinite class boycott demanding job placements. The university runs job oriented courses, like B. Tech, MBA, MCA, etc. The students claimed that the job fair held by the university was a flop show. Of the 30 companies which were invited, only two turned up and they offered jobs with salaries of Rs.4000/- or Rs.5000/-, they alleged.

iv) Deprivation and Injustice

Social deprivation and injustice also provoke youths to launch social movements. Under the rule of the tribal king, in the 1930s and 1940s, the tribals of Tripura were suffering from a host of social evils. Starvation deaths were common, various superstitions and evils blighted the lives of the tribals. Land alienation occurred as a result of the dowry system. Some progressive youths in Tripura under the banner of Janasiksha Samity launched a literacy campaign that continued in spite of royal opposition. Two tribal youths, Rajkhiram Thakur and Oakhiram Thakur, set up tribal hostels so that tribal students would not have problems with their schooling (Roy 1998: 134). Jagat Jyoti Roy observed that social injustice and deprivation were the main factors that seriously provoked a section of tribal youths in Tripura who were affected by the modern way of life to launch movements to launch movements to modernize the tribal's (Roy 1998: 136)

v) Education System

The education system naturally affects the students the most. In most countries, the education system is authoritarian and bureaucratic. Due to structural conditions prevailing in our education system, the teachers often deliberately distance themselves from students and becomes like a banker doling out knowledge (Freire 1986). The net result is that students become alienated from the teachers. At the same time, the education system introduces critical elements in the thinking of our students. This may induce them to become radicals or revolutionaries. Metta Spencer (1967) has observed that students in humanities and social sciences have the greatest potential to be radical or revolutionary. Those who study such subjects have greater chances of becoming critics of their societies.

- vi) **Generation Gap**  
A generation may be defined after Feuer (1969: 25) as "persons in a common age group who in their formative years have known the same historical experiences, shared the same hopes and disappointments, and experienced a common disillusionment with respect to the elder age group towards whom their sense of opposition is defined." Since the sixties, many scholars have sought to explain virtually every student and youth movement in terms of generation gap. They range from the youthful bohemianism of the hippies in the sixties much more sophisticated ideology based movements like the New Left or Civil rights Movements in the sixties of the last century.
  
- vii) **Social background**  
The social background of students or youths greatly affects their chances of becoming an activist. Philip G. Altbach (1968) has drawn our attention to two types of leadership found in Indian universities. One is the respectable non-political leadership, from upper class families which gives leadership in the social and cultural organizations. On the other hand, the political leadership comes from the middle and lower class students. While the snobbish and sophisticated rich students enjoy all the good things in life, the middle and lower classes suffer from all the disadvantages - poor housing, lack of textbooks, etc. Naturally, they are discontented.
  
- viii) **Alienation**  
Alienation may be regarded as a major factor leading to youth movements. According to Oommen (1990: 199), "an overwhelming majority of Indian youth are in the clutches of the over organized social structure, are not aware of their role and consequently alienated from the wider society". Reasons for such alienation could also be the fact that current system of education to a large extent fails to generate employment.
  
- ix) **Use of quick information system like Internet**  
The 21st century has seen extensive use of the social media in organizing protest movements. The Egyptian Revolution, which overthrew President Hoshni Mubarak, may be cited as an example. Linda Herrera, who studied the role of the Egyptian youth in the movement, made a case study of the role of social media by youth in organizing movements for political change. According to Herrera (2014: 23), 1) youth in Arab countries live under authoritarian and militarised regimes which took power long ago and are still clinging on to power. 2) Youth unemployment is highest in Arab countries. 3) Young, educated Arabs, make an exceedingly disaffected group. According to Eid, "Wired youth in

Egypt have been in the global vanguard when it comes to using communication tools as 'a weapon of opposition' (Eid, cited in Herrera 2014: 24). The first uses of the term "Facebook Revolution" and "Twitter Revolution" in western media were in relation to Egypt in 2000. Herrera traced four phases in the emergence of Internet linked youth activism. In the first phase, which she termed "Opening Frontiers", Egyptian youth started using the Internet for leaning or other activities, like gaming. In the second phase, the phase of "Cultural Revolution", profound changes were noticed among the youth using the Internet. In the third phase, "Citizen Media", scores of Egyptian youth were using computers, and mobile phones, exchanging photographs, passing on jokes and flirting. In this phase, youth also began to acquire political sensibilities. The fourth phase "Becoming a Wired Generation", was the phase in which youth began to interact for political activism. This phase was marked by extensive use of social media (Shabab al-Face) for political organizing. Youths rallied around the cause of Mohammed El Baredai, who founded the national Association of Change in Egypt to advocate electoral reforms and pave the way for representative democracy. Using digital tools, members of the wired generation emboldened each other to challenge the status quo. Herrera concluded by saying that Egypt's wired generation 'contributed in no small measure to the success of the first stage of the revolution, namely toppling President Hoshni Mubarak (Ibid.: 34)

Indian youths have also extensively used the social media. Anna Hazare's Movement and the Nirbhaya Movement may be cited as examples (See 6.2).

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## **4.2. Youth Movement in India Today**

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Throughout the world, scholars see youth movements as a major force for social change. Let us first look at youth movements from a global perspective. I present here two perspectives. Citing Eisenstadt, Edmunds and Turner (2005: 560) observe that youth movements have been critical in national liberation movements in Middle East India, Indonesia. They conceptualise generational shift as being from a passive cohort ('generation in itself') to an active cohort ('generation for itself') when they are able to exploit resources (political, educational, economic) to innovate in cultural, intellectual and political spheres (Ibid.: 562). They trace the history of generational rebellions from the 1960s which they regarded as the first global generation to the 21st century. All along, there have been generational shifts - the 1960s generation was the first to have a global consciousness. The war in Vietnam was the major focus of their protests. The seventies saw ecological concerns becoming a central theme. The eighties focussed on health and lifestyles. The 1990s marked the period of the use of electronic communication

which played an important role in the creation of a radicalised youth movement alienated by the military strategy of the Bush administration (Ibid.: 569). The power of the Internet to bring about political change was demonstrated in case of Serbia when the country's student youth used websites to communicate their dissatisfaction with the Milosevic administration and ultimately contributed to his fall (Ibid.: 569). Finally they observe that the attacks of September 11,2001 could create a 9/11 generation that would be conscious about the negative effects of terrorism on their life chances (Ibid.: 571).

Fexia, Pereira and Juris (2009), on the other hand, developed a new conception of social movements - new social movements. They claim that these movements were not regarded as specifically as youth movements. Citing Juris and Pleyers, they claim that the new social movements are intergenerational struggles. The anti-corporate globalization movements involve several features that facilitate participation by younger activists. Firstly, they are organized around informal networks. These are facilitated by new information and communication technologies (ICT). Secondly, they are global in reach and thematic in scope, as activists increasingly link their locally rooted struggles to diverse movements elsewhere. Thirdly, they involve non-traditional and highly theatrical direct action protests (Ibid.: 427)

From an analysis of the global scenario, let us now discuss some movements which have acquired sociological and political importance in contemporary India.

### **Youth Protest in Kashmir**

Kashmiri youth have played a major role in political conflict with armed forces prevailing in that part of the state for the last two decades. Ahmed Dar (2015) feels that the counterinsurgency offensive by Indian troops has resulted in more than 70,000 killings and around 8000 enforced disappearances. But the opposite view of young militants being trained and supported by Islamic fundamentalist organization and even Pakistan is equally aired. Interestingly, in all insurgent mobilization, like those led by the Maoists, youth participation is seen as an important strategy to fight the repressive forces of the state. Researchers have however pointed out that only a small percentage of youths have been attracted to radical Islamic ideologies and that the majority of Kashmiri youths do not depend on Pakistani channels. Chadha's (2012: 33) research suggests that despite growth in radical influences, 75% of the Kashmiri people have indicated their preference for peaceful protests, while 75% decidedly rejected the option of the gun. To him, the main factor behind youth protests is the demand for azadi or Independence. But most Kashmiri youths view azadi as extension of political and civic rights, not separation

from India. They are also disillusioned with Pakistan. They have seen through the ISI strategy that views Kashmir as part of a larger game plan. We also find that a large chunk of Kashmiri youths are educated and modern in their outlook and depend extensively on social media for information and mobilising for protest movements. These findings have great sociological and strategic implications. The sociological significance of the findings is that despite the tilt of a minority towards radical Islamic ideologies, the majority of Kashmiri youth view themselves as integral components of Indian society.

### **Youth Protests over sexual violence and corruption**

Two youth movements in recent past have highlighted the role of the youth: 1) youths joined Anna Hazare's crusade against corruption, and 2) the Nirbhaya protests. Both these movements involved 1) large scale participation of middle class youths, and 2) extensive use of the social media by the activists. Social media played an important role in Anna Hazare's crusade against corruption. Sitapati (2011) observed: "The foot soldiers of the Anna Hazare movement were educated and urban. The methods used - Twitterupdates, SMS campaigns, candlelight vigils and media management – also suggest that Hazare was able to fire the idealism of the 21st century India's burgeoning middle class (Ibid.: 39). Dasgupta (2013) observed that 2012 witnessed the awakening of Indian youth in the postliberalization era and gave a clear message to the political establishment - that the distance between them and the young generation is increasing, and 2) the political establishment will face the anger of the youth. The Nirbhaya Rape and murder case not only ignited youth protests throughout India, internationally, it also gave a bad reputation to India. The Nirbhaya case forced the government to make draconian laws on sexual violence and sharply increase the quantum of punishment for various offences. Bose (2013) saw in these protests a rare hope in the younger generation that often forces political establishment to come to its senses. The Nirbhaya Movement also involved extensive use of the social media. Narang (2012) correctly observed that that the Nirbhaya protests were the expression of middle class angst rising out of a collapse between them and the liberal state (Ibid.: 1212). There was no leader in this movement. No common ideology was shared by the participants. Narang supports Gladwell's thesis that there is a Generational Paradigm shift from a notion of social organization, hierarchy and expertise to a social organization around a network (Ibid.: 1217).

### **Patidar Protests**

The Patidars of Gujarat are a farming caste having considerable landed property. But, their position has declined due to economic reasons.

In August 2015, they started a movement demanding OBC status. However, the government, till now, not responded to their demands. The movement was led by 23 year old Hardik Patel under the banner of Patidar Anamat Andolan Samity (Mallet 2015).

### Self Check Exercise 1

#### 1) What is youth?

By youth, we mean young people between childhood and adulthood.

#### 2) What are the major features of Indian youth?

According to T. K. Oommen, Indian youth have the following features:

- a) It is an age group between 15-30 years.
- b) Youth is full of psychic energy;
- c) Youth is neither progressive nor conservative in nature. The uniqueness of youth lies in their potential for a new start; their willingness to penetrate into a new world of experience;
- d) Youth are 'unattached to' and 'unsettled' in society; they have not yet developed any vested interest in the maintenance of the status quo.

#### 3) What are the major psychological factors behind student and youth movements? The major psychological features of student and youth movements are:

- 1) desire for power; 2) anti-establishment feeling, and 3) radical attitudes.

### Features of Student Movements

A student movement is distinguished from the youth movement by the fact that it is led by incipient intellectuals. Intellectualism is a major component of these movements. Student movements are mostly built around ideal issues. All people belonging to a certain age group (15-30) are youths. But all youths are not students. School, college and university students form a fraction of the total youth population of a country. Students occupy a very important place in the youth population of every country. They are the most organized and enlightened section of our youth. College and university students mainly spearhead such movements. But today, school students also actively participate in such movements. The main features of student movements are as follows: First, student movements deal with ideal issues. Second, student movements are elitist in character because students comprise only a microscopic minority of the total population. Third, student movements are international in outlook. Fourth, all students are not activists. In 1903, the Russian newspaper, The Student, identified four groups of students in the campus. They are 1) the indifferent crowd-persons completely indifferent to the student movement; 2) the 'academics' - those who favour movements of a purely "academic" type; 3)

opponents of student movements in general-nationalists, anti-Semites, etc; and 4) the "politically minded" - those who were fighting to overthrow the Tsarist despotism. It is the politically minded students who participate in movements to bring about radical social change (Banerjee 1998: 1-3). Fifthly, political parties play an important role in fomenting student unrest, on and off campus.

### **Student Politics in India:**

An Outline History In this section, you will learn about the history of the student movement in India. The history of Indian student activism is more than one hundred and fifty years old. At the outset, let us first examine the main features of student movements in India.

#### **Features of Indian Student Activism**

i) Indian student activism has a strong anti-colonial stance. ii) An anti-establishment stance is also the hallmark of Indian student activism. iii) The Indian student movement generally has a progressive stance, though conservative or reactionary tendencies are also present. The student movement has always championed the cause of democratic rights and fundamental freedoms of the people. Let us cite an example here. Recently, the Manipur Assembly passed three bills - the stated purpose of which was to protect the rights of the indigenous Manipuris. But tribal people strongly protested against these bills as they claim that these seek to curb their freedom. Within hours of the bills being passed, tribal student's organizations launched violent movements questioning the motive behind the amendment of the Manipur Land Revenue and Land Reforms Act 1960 (Laithangbam 2015: 38). Philip G. Altbach's (1974) distinction between 'norm oriented' and 'value oriented' movements applies to Indian students. A norm oriented movement is concerned with achieving specific goals. Thus, the recent student movement in Manipur is concerned with undoing the laws, which the students think are anti-people. A value oriented movement, on the other hand, is concerned with ideological issues. Thus, the Indian Red Guard Movement, which formed part of the Naxalite Movement in the seventies, was a value oriented movement because it was concerned with ideological issues. The ongoing student movement at the Pune Film and Television Institute is both a norm oriented and value oriented movement. It is norm oriented because it seeks removal of the Director who is unacceptable to them. It is value oriented because it seeks to resist the imposition of the right wing ideology of the government on the organization.

#### **Phases in the history of Indian student activism**

The history of Indian student activism may be divided into three parts.

1. The Proto-Historical Stage. At this stage the movement was in a dormant form. This period embraces the entire 19th century and continues till 1905.
2. The Stage of the Freedom Struggle. In this stage, the students joined hands with the masses and contributed to the national effort to overthrow colonialism.
3. The Post-Independence Phase. In this phase, the students joined and supported mass movements which were concerned with resisting the anti-student and anti-people policies of the Central and State Governments

(Banerjee 1998).

Obviously, the focus of the student movement changed from fighting the colonial ruler to fighting for democratic rights and freedom of the people, to combat authoritarian onslaughts of the central and state governments on the rights of the people, and to support the genuine demands of the oppressed.

a) Conflict between the State and the people

In a changed situation, students started increasingly targeting the state and its institutions for its failures on different fronts. The AISF organ, The Student, estimated that there were at least 60 police firings during the one year period of 15th August, 1948 and 15th August, 1949 (Bharater Chattra Federation 1986: 40). The student movement at this stage devoted itself to several key issues including 1) the problem of refugees; 2) the problems of workers and peasants, and 3) the problems of education. The AISF, in spite of being a proscribed organization, gave good leadership to the student movement during this period. Among the major student movements during the 1950s were the protest against tram fare increase in 1953; solidarity with Goan freedom fighters in 1956; and dismissal of Kerala government in 1959. But the most significant event during this period was the students' participation in the food movement of 1959. On 1st September, 1959, police opened fire on students protesting against food crisis, killing 4 students. From this time onwards 1st September is observed as Students Martyr Day (Banerjee 1998: 94).

The sixties witnessed the stormiest period of student activism. Altbach (1970) estimated that during this period, 2206 student demonstrations took place in 1966 alone, of which 403 were violent. Issues like imperialism, language policy, corruption, Chinese war were the agenda of many student movements in the country. Students also supported a host of movements of tram workers and factory workers of Kolkata, teaching and non-teaching staff of educational institutions in West Bengal.

b) The Naxalite Movement and Student Power

In the history of Independent India, the Naxalite Movement stands out as the first attempt to usher in socialism through armed revolution. Initially, Charu Majumdar tried to mechanically copy the tactics of peasant war, so successfully used by Mao-Dze Dong in the Chinese Revolution, and usher in armed revolution in India. Later, it relied heavily on the student and youth power. Charu Majumdar was heavily influenced by the Cultural Revolution of Mao and tried to build up a cadre of 'Red Guards' to spread the revolution in the countryside. He soon found recruits to his ideology in the extreme section of the student movement, the BPSF(L), which had become extremely popular among the students, capturing 65% of the student unions (Democratic Student Centre 1986: 26). But Majumdar's order to boycott the student unions was suicidal as it alienated the revolutionary student leaders from the mass of students and enables the State to effectively throttle the revolutionary student movement. The mid-seventies witnessed an organized student movement that went hand in hand with a wider political movement that sought to dislodge the Indira Gandhi government from power. The opposition movement was led by Jayaprakash Narayan, the Sarvodaya leader. A number of factors led to the

student movements: food crisis, rising prices and corruption, and the like. Throughout India, student organizations, irrespective of ideological inclinations, rebelled against the government. In Gujarat, the Navnirman Samity, in Bihar, Chattra Sangharsh Samity, in Delhi University, the Akhil Bharatiya Vidyarthi Parishad and in Jawaharlal Nehru University, the Student Federation of India led the resistance movement. According to Jayaram (1981: 215), it was only in 1974 that the student agitations started manifesting the characteristics of an articulated movement. The movement originated in Gujarat, spread to Bihar and engulfed the whole country (Banerjee 1998: 101). In the eighties, right wing radical movements prevailed. The origin of both the right wing and left wing movements lies in a number of factors. One of them is unemployment. Secondly, the fanning of religious fanaticism by politicians for their political gains can become counterproductive, as it happened in case of the Khalistan Movement. Thirdly, the porous border between Assam and Bangladesh, which resulted in alleged migration of a large number of Bangladeshis led to a fear in the mind of the Assamese that they will be swamped by Bengalis. This fear, among other factors, precipitated the Assam Movement. We will first briefly study the Assam Movement and then the Khalistan Movement.

#### c) The Assam Movement (1979-1985)

The Assam Movement had originated in the context of issues like i) low economic development; ii) presence of a culturally superior minority, i.e., the Bengalis; iii) the foreign hand, which has been suspected of fomenting the movement (Banerjee 1998: 104). It was led by two organizations namely, the All Assam Students Union (AASU) and the All Assam Ganasagram Parishad (AAGSP). The two important features of this movement were: i) wholesale pogroms of minorities at Mongoldoi and Nellie on the eve of the 1983 elections, and ii) economic blockade (picketing the installations of Indian Oil and blocking the movement of major and minor forest products to the rest of India). The Assam Accord of 1985 did not satisfy the student leaders of the movement. Yet, it paved the way for the assumption of power by the Asom Ganaparishad which emerged out of the alliance of leaders affiliated to AASU and AAGSP. Prafulla Mahanta, one of the main leaders of the movement, became the Chief Minister. It was the first student led government in India. Prafulla Mahanta was technically a student when he assumed the mantle of the Chief Minister.

#### d) The Khalistan Movement (1980-1990)

The origin of Khalistan Movement may be traced to factors like i) desire of Congress leaders to cling on to power; ii) open patronage of religious fundamentalists like Bhindranwale; iii) economic frustration of middle class Sikh youths . The Khalistan Movement was the first terrorist student movement in India. Its ideology was religious fundamentalism. It was avowedly anti-India. The militants had their bases in foreign countries like USA, UK and Canada. They usurped the Golden Temple, and sowed the seeds of dissention among the Hindu and Sikh masses. The typical terrorist was a

male, aged 20-30 years, with at least a partial university education, with an affluent middle class family background and motivated by frustration and nihilist notions, says E. A. Vas (Cited in Banerjee 1998: 108). The All India Sikh Students Federation (AISF) played a big role in the movement.

#### e) Student Movement

In Globalised India Since economic globalisation in India, one could notice changes in the issues of student movement in India. The ideologically committed active student movement became a matter of the past. The focus rather on the issues directly affecting the student community: facilities provided by the institution, higher rates of tuition fee charged, poor examination result, training and placement facilities of the students and the like. The term 'business unionism' referred to identify trade unions relating themselves only with bread and butter issues might also be applied to characterise student movement of this period. In most instances, these movements remained confined within the four walls of the academic intuitions. Absence of political and ideological agenda of these movements also resulted in bright students shunning politics. This is despite the fact that most of the known organisations of the students had open or secret link with political parties. Political affiliation of the student bodies also resulted in violent classes among students belonging to rival organizations for the control of union. Another interesting turn in student (and youth) politics of this period is the use of ethnic and caste affiliation to organise young people. Thus, in Assam and the entire North-Eastern Indian states, student including disaffected youths were seen engaged in terrorist activities and violent conflict. While the United Liberation Front of Asom (ULFA) was openly anti-national, having independence of Assam as its single point agenda, the Bodos were divided about the path to be followed secessionism or a separate state within India. Ethnicity also played a major role in agitations led by All Arunachal Pradesh Students Union and All Manipur Students Union. Recently, we found that Indian youth are taking increasing interest in terrorist organizations abroad, like the Islamic State. The use of casteism as a facilitating factor in the student and youth movement was also seen in North India in the 1990s. The acceptance of the recommendations of the Mandal Commission (27% reservations for Other Backward Classes), led to a political storm among the upper caste educated students and youths. Such agitation was also marked by demonstrative self-immolations, which cost the lives of some young people. Interestingly, the role of 'free media' at that point of time became critical in either popularising or criticising a movement. It is worth noting here that in a period of 'media led globalization', television, newspaper and computer network have gradually allowed students and youth greater access to information and allowed them to see an extensive variety of forms of life than previously possible (Ghosh 2011).

One of the direct consequences of this is that organized, broad based student activism, with a specific goal or set of goals, is nearly missing now. Most of the movements are sporadic and based on local issue. The ongoing movement by the students of Film and Television Institute of India shows that students are resisting the attempt on the part of the central government to foist its

ideology through its nominee, the Director. This is not to deny that use of electronic communication has made it possible for the students to build up broad based unity on wider issues. For instance, in 2006, under the banner of Youth for Equality, the upper caste students, studying professional courses like medicine or engineering, tried to garner support to protest against reservation granted to Other Backward Classes (OBC) in admission to professional educational institutions. It may therefore be argued that even local college/university based student movements of today try to draw support from wider public at large. This may appear contradictory, yet real that 'local' issues are now becoming 'global'. Like other neosocial movements like environmental and women's movement, student and youth movement of today draw sustenance from media reports, social media campaign and opinion of people at large. In a global network society, we should not lose sight of this aspect of social movement.

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#### **4.4. Let Us Sum Up**

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In this module, we have studied the main factors leading to youth unrest and student movements and reviewed the major trends in student and youth activism. A student movement differs from a youth movement in that it is based mainly on ideal issues, rather than bread and butter ones. While students remain mostly concerned with educational issues, the demands of the youths include wider issues like employment or development that also affect the students. Youth movements are therefore more broad based and more inclusive than student movements. In India, we often find that student and youth movements are closely linked. Student and youth activism had their roots deep in the western education system introduced by the British. Organized student activism took a definite shape during the Freedom Struggle in the first half of the 20th century. It also exhibited a more or less progressive role, fighting for the rights of various sections of society. Feuer (1969) termed this trend as the 'back to the people spirit' of student movements. But from the eighties onwards, we find student and youth activism in India taking a right wing turn. But students and youths have always protested against any form of injustice taking place in society. Despite changes in the issues of student and youth movement in contemporary India, there is increasing use of internet and social media to popularize a local issue to garner wider support. As a constituent of neo-social movement, both student and youth movements today reflect the social, economic and political tension of modern living.

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#### **4.5. References and Suggested Readings**

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Tilted the Balance, Arab Media and Society 13(1):35-46.

Willard, Terri (2009) Social Networking and Governance for Sustainable Development, International Institute for Sustainable Development, Winnipeg, Manitoba Canada, [www.iisd.org](http://www.iisd.org)

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## 4.6. Check Your Progress

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### Self Check Exercise 2

1. How do student movements differ from youth movements? Student movements differ from youth movements in the sense that they have an intellectual component and are mainly concerned with ideal issues.
2. How do right -wing and left-wing attitudes differ? Left-wing student leaders are ideological committed to Marxist-Leninist ideas like class exploitation and class struggle. They believe in uniting poor and marginalised people to fight for their rights or resist oppression. Right-wing leaders, on the other hand, give importance to local issues and often organise students on the basis of identities like caste, religion, or ethnicity.
3. What type of movements were the anti-Mandal agitations (1990 and 2006)? Both these movements were right-wing movements. The students participating in these movements fought to undo the progressive measures of the government which were in accordance with the constitutional provisions.

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# UNIT V YOUTH WORK

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Youth as special category

NOTES

## Structure

- 5.1. Youth Work Concepts
- 5.2. Approaches to youth work in tribal, rural and urban areas
- 5.3. Let Us Sum up
- 5.4. References and Suggested Readings

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## 5.1. Youth Work Concepts

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Definitions of youth work are offered in several UK texts and IDYW, and include varying degrees of specificity. Common features include informal educational intent, and the use of techniques such as trust-building, conversation and dialogue as dominant methods (Batsleer, 2013; Jeffs & Smith, 2005; Sapin, 2013). Based upon an analysis of common themes in youth work, Smith (2013) pro-posed that 20th-century youth work can best be described as a ‘form of informal education’ that involved:

- Focusing on young people.
- Emphasizing voluntary participation and relationship.
- Committing to association.
- Being friendly and informal, and acting with integrity.
- Being concerned with the education and, more broadly, the welfare of young people

### What is the Purpose of Youth Work?

Youth work is all about helping young people’s personal and social development, usually those aged 11 to 25. Your duty is to help them achieve their full potential and develop important life skills through non-formal educational activities. You’ll also help them gain a better understanding of themselves, others, and society.

According to the **National Occupational Standards (NOS) for Youth Work**, the purpose of youth work is to:

*“Enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential.”* (NOS 2008)

### Core Principles of Youth Work

To carry out youth work in an effective, productive way, there are three principles you should follow. These ensure that you successfully engage with young people in activities and give them equal opportunities.

Self-Instructional Material

### The three principles of youth work are:

- **Voluntary attendance.** Young people will feel much more compelled to take part when it's their choice. They'll feel more invested in activities and get more out of them, particularly if they have the opportunity to have fun and socialise. It also ensures you focus your resources and time on those who actually want it.
- **Partnership.** Youth work should always be centred on the individual's needs. Furthermore, they should be partners in their development, which means you should work together with, rather than for, them. Doing so helps you understand their personal background and circumstances and helps to build mutual understanding. It enables you to develop their programme in a way that focuses on their individual capabilities and areas that need improvement.
- **Accessibility.** Most young people can't and won't want to travel long distances, so you should aim to run your events locally, with access to public transport. Accessibility refers to more than physical access however. You should have a culture of acceptance for people from all walks of life and accommodate them however you can.

### Benefits of Youth Work

Your work will provide a range of benefits that can improve the prospects and lives of the next generation, and even beyond.

Youth work helps to:

- **Build young people's confidence, self-esteem, and identity.** Youth work can encourage young people to interact with others, learn about their own strengths, and gain a sense of accomplishment.
- **Develop new or existing skills and abilities.** Your programmes may prompt young people to adopt new hobbies or find new passions. This will in turn help them feel more fulfilled in and positive about life.
- **Help them improve and better understand social relationships,** as well as the community and world they live in. Social skills will help them progress in their personal and professional life and form meaningful relationships.
- **Give young people the opportunity to be creative and express themselves.** They may not be able to do so in school or at home, so this can be incredibly liberating for them and help to build their confidence.
- **Help them develop a respect for others,** including differences in opinions, beliefs, identities, and values. This can give young people new perceptions that they never considered or were taught, meaning they'll be more accepting of others.
- **Help maintain or achieve positive mental health.** By developing all these other aspects, such as confidence, respect, and creativity, young people can feel more fulfilled and self-assured. This will improve their mental health and happiness. Furthermore, you can be someone to talk

to if they have concerns or mental health issues. You can also help them seek external support if they need it.

- **Celebrate and nurture young people's unique strengths and abilities.** Young people often compare themselves to others and may feel less capable as a result. Through youth work, you can promote the value of people's differences and unique strengths. Doing so will help young people realise their potential and feel more confident in themselves.
- **Create a sense of community and a positive group atmosphere.** This also improves their understanding of interdependence – the idea that different lives interlink and rely on one another in many ways. It can also help them recognise and get involved in issues in society, including local projects and politics.
- **Provide a safe, non-judgemental environment.** They can relax, be themselves, and potentially have an escape from the struggles they face at home or school.
- **Develop their decision-making abilities.** You'll help them think about the consequences of their actions so they can make positive, well-informed choices. This will benefit them in every aspect of their life, from social activities to professional work.

Ultimately, youth work can help young people learn about themselves and others, and channel their energy into something enjoyable, constructive, and personally rewarding. It will help them find the motivation and inspiration to develop their abilities and a positive frame of mind, so they can overcome struggles and live life to its fullest.

### Check your progress - 3

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1. What is youth work
2. Explore the principles of youth work

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## 5.2. Approaches to youth work in tribal, rural and urban areas

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Tribal youth constitute a numerically dominant, potentially resourceful and also adventurous segment of the population. Unlike urban youth who are mostly educated, organize in many forms and have access to facilities and institutions meant for youth services, Tribal youth are mostly illiterate are burdened with the needs of their families, lack of opportunities for organizing them to engage in constructive work and also lack guidance for participation in development activities. Though tribal youth have different fields of activities, they have not been involved and motivated to convert their might in the social contribution. This is due to several reasons, such as lack of nation-wide youth Programmes of training and guidance, lack of interdependence, lack of an appropriate network for youth organizations, lack of adequate youth organizations and efficient programme in tribal sectors. In recent times, socioeconomic conditions, changing families, modernization, social media and

many other factors led tribal youths into the youth risk behaviors. In National Youth policy 2014, the broad lagging indicators are: create a productive workforce, develop a strong and healthy generation, instill social values and promote community services, promote participation and civic engagement and ensure inclusion and social justice.<sup>14</sup> So, knowledge, education and training have become even more important in order to have effective tribal youth development. Further, to convert such youth development into societal contribution activities. However, a Positive Youth Development (PYD) framework might be able to provide the template for building successful and active tribal youth that will produce resilient, educated, fully capable youths and social contributors.

**Schemes/Programmes for Tribal Youth Population**

There are several schemes/programmes for the tribal youths in India from State and Central government but most of these programmes are need based programmes only. Most of the policies and programmes related to tribal youth development have focused on the following domains: (a) education; (b) Welfare; and (c) Employment. The list of the schemes/ programmes is as follows (Table 1):

S. No.	Particular	Activity
1	Special Central Assistance to Tribal Sub-Plan for employment-cumincome generation activities	This is a special area programme and 100% grants are provided to State based on annual allocation made by the Planning Commission. This is treated as an additive to the State Plan, for areas where State Plan provisions are not normally forthcoming to bring about economic development to tribal.
2	Grant under Article 275 (1) of the Constitution of India	Such sums as Parliament may by law provide shall be charged on the consolidated Fund of India in each year as grants in aid of the revenues of such States as Parliament may determine to be in need of assistance, and different sums may be fixed for different States. A part of grant under Article 275 (1) of the Constitution is used for setting up of “Ekalavya Model Residential Schools” for providing quality education to ST students (both girls and boys) from class VI to XII.
3	Scheme of Strengthening Education among Schedules Tribe (ST) Girls in Low Literacy Districts	The scheme is for promotion of education among tribal girls in the identified low literacy districts of the country. The scheme also aims to improve the socioeconomic status of the poor and illiterate tribal population through the education of women.
4	Scheme of construction of hostels	The scheme is to provide Hostels for Scheduled Tribes including PTGs in an environment

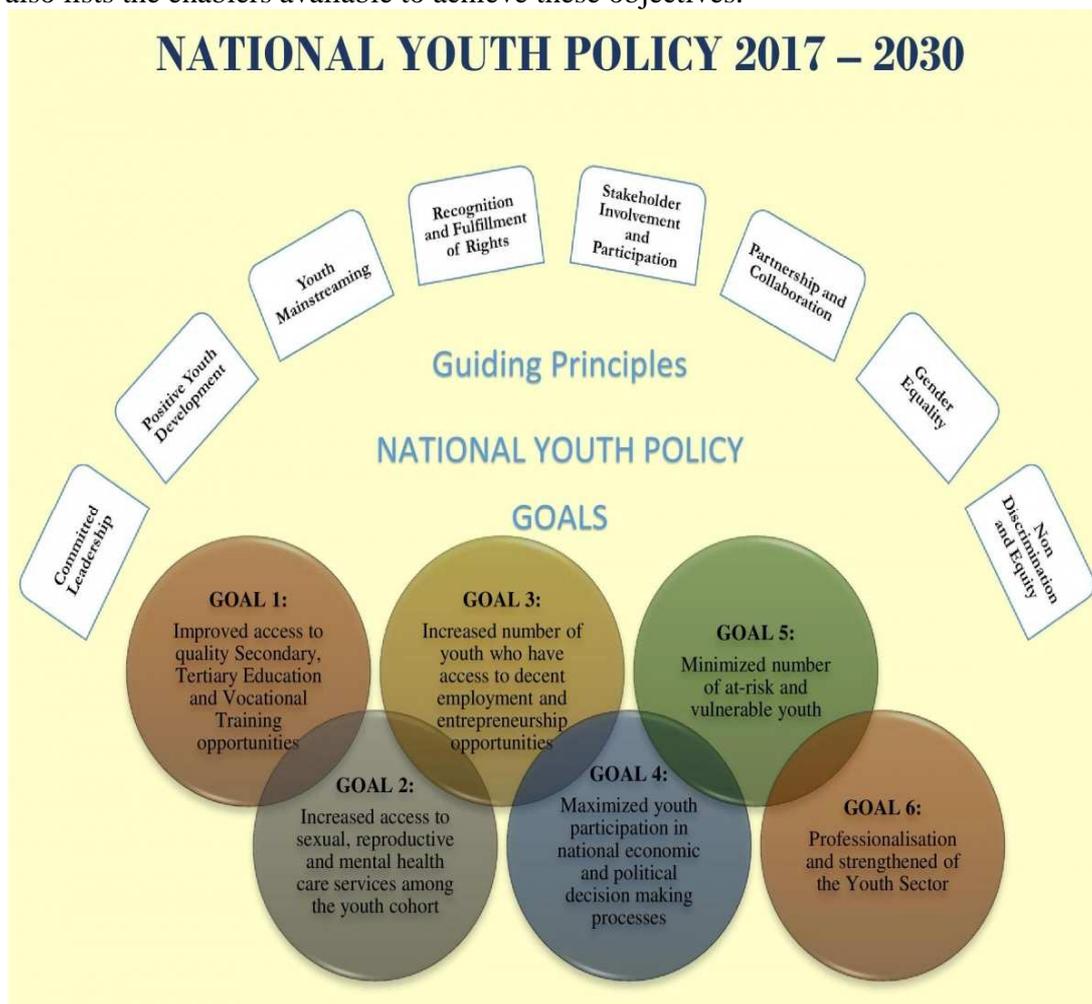
	for ST Girls and Boy	conducive to learning to increase the literacy rate among the tribal students and to bring them at par with other population of the country.
5	Scheme of Establishment of Ashram Schools in Tribal Sub Plan Areas	The scheme is to provide one time grant residential school infrastructure for Scheduled Tribes including PTGs in an environment conducive to learning to increase the literacy rate among the tribal students and to bring them at par with other population of the country.
6	Vocational Training in Tribal Areas	The Schemes of Vocational Training in Tribal Areas is a self-employment or increasing employability of ST boys and Girls equally.
7	Post-Matric Scholarship for ST Students	The scheme covers professional, technical as well as non-professional and nontechnical courses at various levels including correspondence courses covering distance and continuing education.
8	Pre-Matric Scholarship for ST Students	The scheme is intended to support education of children studying in classes IX and X so that the incidence of drop-out, especially in the transition from the elementary to the secondary stage is minimized.
9	Up gradation of Merit of ST students	The scheme is to upgrade the merit of ST students by providing them remedial and special coaching in classes IX to XII.
10	Rajiv Gandhi National Fellowship for STs	To providing fellowship to Scheduled Tribe students for pursuing higher studies such as M.Phil and Ph.D.
11	Scheme of National Overseas Scholarship for STs	To provide financial assistance to meritorious students for pursuing higher studies in foreign university in specified files of Master Level Courses, Ph.D and Post-Doctoral research programmes, in the field of Engineering, Technology and Science. Level Courses, Ph.D and Post-Doctoral research programmes, in the field of Engineering, Technology and Science.
12	Top class Education for ST students	The Scholarship Scheme for ST students was introduced from the academic year 2007-08 with the objective of encouraging meritorious ST students for pursuing studies at Degree and Post Graduate level in any of the Institutes identified by the Ministry of Tribal Affairs for the purpose.
13	Grants-in aid to Voluntary	Under which residential, nonresidential schools, computer training centers and knitting,

	Organization	weaving and handloom training centers run by NGOs for ST students are supported, apart from hospitals, mobile dispensaries etc.
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### National Youth Policy

The National Youth Policy, 2014 (NYP-2014) seeks to define the Vision of the Government of India for the Youth of the Country and identify the key areas in which action is required, where not enough is being done, to enable youth development and to provide a framework for action for all stakeholders. It is intended to serve as a guiding document, and should be reviewed in 5 years, so that GoI may re-focus its priorities for youth development, as may be necessary.

NYP-2014 provides a holistic Vision for the youth of India which is “to empower the youth of the country to achieve their full potential, and through them enable India to find its rightful place in the community of nations”. In order to achieve this Vision, all stakeholders must work towards meeting 5 key objectives. This requires specific action in one or more of 11 priority areas, identified as important for youth development. The following Exhibit summarises the Vision, the objectives and the priority areas of NYP-2014. It also lists the enablers available to achieve these objectives.



## **Training Programmes for Youth**

### **Pradhan Mantri Kaushal Vikas Yojana (PMKVY)**

#### **Approved for another four years (2016-2020) to benefit 10 million youth**

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE). The objective of this Skill Certification Scheme is to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL). Under this Scheme, Training and Assessment fees are completely paid by the Government.

### **Key Components of the Scheme:**

#### **1. Short Term Training**

The Short Term Training imparted at PMKVY Training Centres (TCs) is expected to benefit candidates of Indian nationality who are either school/college dropouts or unemployed. Apart from providing training according to the National Skills Qualification Framework (NSQF), TCs shall also impart training in Soft Skills, Entrepreneurship, Financial and Digital Literacy. Duration of the training varies per job role, ranging between 150 and 300 hours. Upon successful completion of their assessment, candidates shall be provided placement assistance by Training Partners (TPs). Under PMKVY, the entire training and assessment fees are paid by the Government. Payouts shall be provided to the TPs in alignment with the Common Norms. Trainings imparted under the Short Term Training component of the Scheme shall be NSQF Level 5 and below.

#### **2. Recognition of Prior Learning**

Individuals with prior learning experience or skills shall be assessed and certified under the Recognition of Prior Learning (RPL) component of the Scheme. RPL aims to align the competencies of the unregulated workforce of the country to the NSQF. Project Implementing Agencies (PIAs), such as Sector Skill Councils (SSCs) or any other agencies designated by MSDE/NSDC, shall be incentivized to implement RPL projects in any of the three Project Types (RPL Camps, RPL at Employers Premises and RPL centres). To address knowledge gaps, PIAs may offer Bridge Courses to RPL candidates.

#### **3. Special**

#### **Projects**

The Special Projects component of PMKVY envisages the creation of a platform that will facilitate trainings in special areas and/or premises of Government bodies, Corporates or Industry bodies, and trainings in special job roles not defined under the available Qualification Packs (QPs)/National Occupational Standards (NOSs). Special Projects are projects that require some deviation from the terms and conditions of Short Term Training under PMKVY for any stakeholder. A proposing stakeholder can be either Government Institutions of Central and State

Government(s)/Autonomous Body/Statutory Body or any other equivalent body or corporates who desire to provide training to candidates.

#### **4. Kaushal and Rozgar Mela**

Social and community mobilisation is extremely critical for the success of PMKVY. Active participation of the community ensures transparency and accountability, and helps in leveraging the cumulative knowledge of the community for better functioning. In line with this, PMKVY assigns special importance to the involvement of the target beneficiaries through a defined mobilisation process. TPs shall conduct Kaushal and Rozgar Melas every six months with press/media coverage; they are also required to participate actively in National Career Service Melas and on-ground activities.

#### **5. Placement Guidelines**

PMKVY envisages to link the aptitude, aspiration, and knowledge of the skilled workforce it creates with employment opportunities and demands in the market. Every effort thereby needs to be made by the PMKVY TCs to provide placement opportunities to candidates, trained and certified under the Scheme. TPs shall also provide support to entrepreneurship development.

#### **6. Monitoring Guidelines**

To ensure that high standards of quality are maintained by PMKVY TCs, NSDC and empaneled Inspection Agencies shall use various methodologies, such as self-audit reporting, call validations, surprise visits, and monitoring through the Skills Development Management System (SDMS). These methodologies shall be enhanced with the engagement of latest technologies.

The scheme will be implemented through the National Skill Development Corporation (NSDC).

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### **5.3. Let Us Sum up**

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Young people flourish in every aspect of their life – whether it's their education, personal wellbeing, relationships, participation in their community, or professional development

#### **Check your progress- 1**

1. What are the approaches to youth work in tribal, rural and urban areas

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### **5.4 Suggested Readings**

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- Kumar.A, Tribal development in India, New Delhi: Sarup & Sons, 2002.

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*Youth as special category*

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## UNIT VI YOUTH WELFARE

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### Structure

- 6.1. Youth Welfare
  - 6.2. Philosophy and Evolution of youth welfare programmes in India
  - 6.3. Let Us Sum up
  - 6.4. References and Suggested Readings
  - 6.5. Check Your Progress
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### 6.1. Youth Welfare

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Youth welfare 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

The objectives of the National Youth Policy are:

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;

to develop Qualities of Citizenship and dedication to Community Service amongst all sections of the youth;

to promote awareness, amongst the youth, in the fields of Indian history and heritage, arts and culture;

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;

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;

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; 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; 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

1. 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.

*Youth work*

*NOTES*

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## **6.2. Philosophy and Evolution of youth welfare programmes in India**

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In recent years attention has been focused on the need for organising and comprehensive programme of youth welfare with a view to providing the youth opportunities for creative self-expression and disciplined action. These opportunities are mainly provided through the educational system. Both governmental and non-governmental agencies are the YMCA, YWCA, the Bharat Scouts and Guides, the Bharat Sevak Samaj, etc.,

During the First Five-Year Plan, provision was made for labour and social service camps and campus work projects, the expansion of the Scout movement, the National Cadet Corps, the Auxiliary Cadet Corps, etc., Among other programmes, mention may be made of the vocational guidance and youth employment service, scholarship scheme, the National Loan Scholarship Schemes, Scholarships for Technical Education, the U.G.C. Fellowships for Research, the Poor Students' Aid Fund, Book Banks and textbook libraries, cultural activities such as youth festivals, film societies, record clubs, physical check-up, recreational clubs, hobby workshops, etc., In the rural areas, the Yuvak Mandals have been given importance and encouragement.

Furthermore, on the basis of the Deshmukh Committee's Report, the National Social Service Scheme (NSS) has been introduced in college and universities all over the country. In 1970 a National Youth Board was set up; and the State Governments have set up State Youth Boards or Directorates of youth Welfare. In States like Karnataka, separate Ministries for Youth Welfare have been created. And the Vishwa Yuvak Kendra was established in Delhi as a national centre for the training of youth workers. This centre provides training at the state level also to may rural and urban youth. In 1972, Nehru Yuvak Kendras were set up by the Central Government to serve as "the vanguard of national effort to recognise the needs and problems of youth and provide them with opportunities to make a fuller contribution to the development of the country".

**The Policy recognizes the following areas as key sectors of concern for the youth:** Education; Training and Employment; Health and Family welfare; Preservation of Environment, Ecology and Wild life; Recreation and Sports; Arts and Culture; Science and Technology; and Civics and good Citizenship. The areas of focus of this Policy, in so far as health of the youth is concerned, are: General Health; Mental Health; Spiritual Health; AIDS, Sexually Transmitted Diseases, Substance Abuse; and Population Education.

*Self-Instructional Material*

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

**The Policy envisions the following implementation mechanism:**

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. 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. 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 Fundraisers for implementation of the Plan of Action of the National Youth Policy

**National Youth Policy** 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. The earlier National Youth Policy was formulated in 1988. The socioeconomic 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 galvanize 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. 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 centers on "Youth Empowerment" in different spheres of national life. **Rationale of the National Policy** 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.

### **National Programme;**

The Working Group has recommended that the restructured scheme should be more focused in terms of emerging needs and requirements as also with reference to the capabilities of implementing organization, programme content and methodology of training. Following these and in the context of zero-based budgeting during 11<sup>th</sup> Five Year Plan all the four schemes have been merged into a single umbrella scheme. The revised umbrella scheme will be operated by the

Ministry of Youth Affairs and Sports as a 100% central sector scheme during 11<sup>th</sup> Five Year Plan

Youth work

NOTES

1. Youth Leadership and Personality Development, .
2. Promotion of National Integration: -- National Integration Camp, Inter-State Youth Exchange Programme Multi-Cultural Activities, National Youth Festival, State Youth Festival, National Youth Awards
3. Promotion of Adventure:- Promotion of adventure at basic and intermediate level in India; Promotion of adventure at advance level including expeditions in India, Grants to Recognised Institutions, Tenzing Norgy National Adventure Awards.
4. Development and Empowerment of Adolescents: - Life Skills Education, Counseling, Career Guidance, Residential Camps.
5. Technical and Resource Development:- Environment Building, Research & Studies on youth issues, Documentation & Publication, Seminars, Conferences, Exhibitions and Workshops on youth or adolescent issues, national integration and adventure.

### Implementation of the Scheme

- a. All India Organisations (AIOs) i.e.,
  1. Nehru Yuva Kendra Sangathan (Head Quarter) for Nehru Yuva Kendra's;
  2. National Service Scheme (Programme Adviser Cell) for NSS Units;
  3. Bharat Scouts & Guides (Head Quarter) for their own Units;
  4. Universities including deemed Universities;
  5. Association of Indian Universities and
  6. Himalayan Mountaineering Institute, Indian Mountaineering Foundation, Jawahar Institute of Mountaineering and Winter Sports and other adventure institutes recognised by the Ministry.
- b. State Level Organisations (SLOs) i.e.
  - i. State Governments, State Departments/Directorates for Youth Affairs/Youth Welfare
  - ii. Panchayati Raj Institutions and Urban Local Bodies;
  - iii. Educational Institutions including Polytechnics and
  - iv. Non-government Organisations (NGOs) and Voluntary Agencies registered under the Societies Registration Act 1860 (or other appropriate state law), public trusts and non-profit making companies who have completed at least 3 years of registration on the date of application and has average annual programme expenditure of 5.00 lakhs or more during last 3 years.

### 6.3. Let Us Sum up

The Youth Welfare is a summary measure of the status of youth that provides insight into how youth well-being has evolved over time.

Self-Instructional Material

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#### **6.4. References and Suggested Readings**

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T.S.N. Sastry, Good Governance : Relevance of Socio Economic Rights, I.J.P.A. jr. Jan-March, 2004. Vol.1, P.287 9.

Swinder Singh, Development Administration in Inaa, New Academic Publisher, Jalandhar, 2001.P.76

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#### **6.5. Check Your Progress**

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- a) Write your answer in about 50 words
- b) Check your answer with possible answers given at the end of the unit
- 3) Explore the importance of youth welfare.
- 4) Discuss the philosophy o youth welfare in India

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# **BLOCK III: SERVICES FOR STUDENT YOUTH FESTIVALS AND YOUTH CAMP, YOUTH WELFARE PROGRAMMES UNDER GOVERNMENT AND VOLUNTARY AGENCIES**

## **UNIT VII SERVICES FOR STUDENTS YOUTH:**

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### **Structure**

7.1. Youth Service

7.2. Services for students youth

7.3. Let us Sum Up

7.4. Answer to Check Your Progress

7.5. Suggested Readings

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### **7.1. Youth Service**

Youth service refers to non-military, intensive engagement of young people in organized activity that contributes to the local, national, or world community. Youth service is widely recognized and valued by society, with minimal or no compensation to the server. Youth service also provides opportunities for youth development, youth voice and reflection. This may take the form of a youth program where young people are recruited, offered leadership opportunities, participate in activities that improve the community, and are trained and mentored.

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### **7.2. Services for students youth**

Service-learning is an educational approach that combines learning objectives with community service in order to provide a pragmatic, progressive learning experience while meeting societal needs.

Service-learning involves students in service projects to apply classroom learning for local agencies that exist to effect positive change in the community.<sup>[1]</sup> The National Youth Leadership Council defines service learning as "a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards".

Author Barbara Jacoby defines service-learning as "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes".<sup>[3]</sup>

Volunteering is generally considered an altruistic activity where an individual or group freely gives time "to benefit another person, group or organization".<sup>[1]</sup> Volunteering is also renowned for skill development and is

often intended to promote goodness or to improve human quality of life. Volunteering may have positive benefits for the volunteer as well as for the person or community served.<sup>[2]</sup> It is also intended to make contacts for possible employment. Many volunteers are specifically trained in the areas they work, such as medicine, education, or emergency rescue. Others serve on an as-needed basis, such as in response to a natural disaster.

In a military context a volunteer is someone who joins an armed force of their own volition rather than being conscripted, and is usually paid.

National service is a system of either compulsory or voluntary government service, usually military service. Conscripted is mandatory national service. The term *national service* comes from the United Kingdom's National Service (Armed Forces) Act 1939.

Many young people spend one or more years in such programmes. Compulsory military service typically requires all citizens to enroll for one or two years, usually at age 30 (later for university-level students). Most conscripting countries conscript only men, but Norway, Sweden, North Korea, Israel, and Eritrea conscript both men and women.

Voluntary national service requires only three months of basic military training. The US equivalent is Selective Service. In the United States, voluntary enrollments at the Peace Corps and AmeriCorps are also known as national service.

### **Nehru Yuva Kendra Sangathan (NYKS)**

NYKS, launched in 1972, is one of the largest youth organisations in the world. NYKS has millions of youth enrolled through lakhs of youth clubs/ mahila mandals. NYKS has presence in 623 Districts through Nehru Yuva Kendras. The Objective is to develop the personality and Leadership qualities of the youth and to engage them in nation-building activities.

NYKS, an autonomous organisation under the Department, is a Society registered under the Societies Registration Act, 1860. The activities of NYKS are carried out through a District Youth Coordinator (DYC) in each District (who is in-charge of the Nehru Yuva Kendra in the District) and 2 National Youth Corps (NYC) volunteers in each Block. NYC volunteers act as an interface between the District NYK offices and the youth clubs/ mahila mandals.

Programmes/ Activities of NYKS broadly fall in the following categories:

1. **Core Programmes:** These are the programmes implemented by NYKS with its own budgetary resources (Block Grants released by the Department). These include Youth Club Development Programme, Training on Youth Leadership and Community Development, Theme-based Awareness and Education Programme, Promotion of Sports, Skill Up-gradation Training Programme, Promotion of Folk Art and Culture, Observance of Days of National and International importance, District

- Youth Convention and Yuva Kriti, Awards to Outstanding Youth Clubs, etc.
2. Programmes organised with funding from NPY AD: These include National Integration Camps(NICs), Youth Leadership and Personality Development Programmes(YLPDPs), Life Skill Training Programmes and Adventure Camps.
  3. Programmes organised with funding from other Ministries/ Organisations: These include Tribal Youth Exchange Programmes, Adolescent Health and Development Project (AHDP), Projects on Awareness and Education for Prevention of Drug Abuse and Alcoholism in Punjab, etc.
  4. Programmes in coordination with various Departments/ Agencies: YKS does not receive any funding, but organises/ participates in various programmes in coordination with various Development Departments/ Agencies. District NYKs and the NYC volunteers closely work with other Development Departments/ Agencies and carry out the activities by actively involving the youth clubs/ mahila mandals. Some such activities are blood donation, plantation of saplings, formation of SHGs, organisation of health/ eye/ immunisation camps. enrolment of children in schools, campaign against social evils. etc.

### **National Youth Corps (NYC) Scheme**

NYC Scheme was introduced w.e.f. 01.04.2010. NYC Scheme is a Scheme of the Department, but the same is implemented through NYKS. NYC Scheme is, therefore, already fully integrated with NYKS. Under the Scheme, youth in the age-group of 18-25 years are engaged as volunteers to serve upto maximum 2 years in nation-building activities. The minimum qualification for NYC volunteers is Class-X passed and they are paid honorarium @ Rs.2,500/- per month. The selection of NYC volunteer is done by a Selection Committee, headed by District Collector/ Deputy Commissioner of the concerned District. The volunteers are given 15-day Induction Training at the time of joining and 7-day Refresher Training in the second year of their tenure. At the end of the 2- year tenure of NYC volunteers, NYKS provides them skill development training so that they can get some employment after their term with YKS ends. After 2 years, another set of NYC volunteers are recruited.

### **National Programme for Youth and Adolescent Development (NPYAD)**

NPYAD Scheme was introduced w.e.f. 01.04.2008. Under this Scheme, financial assistance is provided to Government/ non-Government organisations for taking up youth and adolescent activities. The assistance under NPYAD is provided under 5 major components, namely,

1. Youth Leadership and Personality Development Training
2. Promotion of National Integration (National Integration Camps, Inter-State Youth Exchange Programmes, Youth Festivals, etc.)
3. Promotion of Adventure; Tenzing Norgay National Adventure Awards

4. Development and Empowerment of Adolescents (Life Skills Education, Counselling, Career Guidance, etc.)
5. Technical and Resource Development (Research and Studies on Youth issues, Documentation, Seminars/ Workshops)

### **International Cooperation**

The Department endeavours to create an international perspective among youth in collaboration with other countries and international agencies/ organizations on various youth issues. The Department also collaborates with UN Agencies like United Nations Volunteers(UNY)/ United National Development Fund (UNDP)and the Commonwealth Youth Programme (CYP) on various youth related issues.

### **Youth Hostels**

Youth Hostels are built to promote youth travel and to enable the young people to experience the rich cultural heritage of the country. The construction of the Youth Hostels is a joint venture of the Central and State Governments. While the Central Government bears the cost of construction, the State Governments provide fully developed land free-of-cost, with water supply, electricity connection and approach roads. Youth Hostels provide good accommodation for the youth at reasonable rates. The Youth Hostels are looked after by Managers, appointed by the Central Government. For each Hostel, a Hostel Management Committee (HMC) is constituted to oversee the management related issues for an efficient functioning of the Hostel. The HMC is headed by a State Government functionary (Collector/ DC at the District level/ Secretary, Youth Affairs/ Sports in the State Capital).

### **Assistance to Scouting and Guiding Organizations**

The Department provides assistance to the Scouting and Guiding Organisations, with a view to promote the Scouts and Guides movement in the country. This is an international movement aimed at building character, confidence, idealism and spirit of patriotism and service among young boys and girls. Scouting and Guiding also seeks to promote balanced physical and mental development among the boys and girls.

The financial assistance is provided to scouting and guiding organisations for various programmes such as organization of training camps, skill development programmes, holding of jamborees, etc. The activities, inter alia, include programmes related to adult literacy, environment conservation, community service, health awareness and promotion of hygiene and sanitation. Currently, assistance is being released to two organisations, namely, (i) Bharat Scouts and Guides and (ii) Hindustan Scouts and Guides, for carrying on various scouting and guiding activities.

### **National Discipline Scheme (NDS)**

The Central Government had committed to reimburse liabilities incurred towards pay & allowances of NDS (National Discipline Scheme) Instructors,

when the services of such instructors were transferred to the States. A budget provision of Rs.2 crores per annum (under Non-Plan) is being made for settlement of these liabilities. The outstanding liabilities are, however, much higher at over Rs.200 crores.

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### 7.3. Let us Sum Up

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Programmes related to youth building and empowerment is from grassroots level to the national level. It's an important initiative for national progress. So the learners should understand the need of the progressive policies

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### 7.4. Answer to Check Your Progress

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- Note:**
- a) Write your answer in about 50 words
  - b) Check your answer with possible answers given at the end of the unit
1. Elucidate the need of youth services
  2. Youth services and its implications on Indian Society

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### 7.5. Suggested Readings

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Jacoby, Barbara (1996). *Service-Learning in Higher Education: Concepts and Practices*. Jossey-Bass.

Mahadeven, K. (1986). "A System of Policy for Welfare of the Elderly Citizen", *The Indian Journal of Social Work*, Vol. XLVI, 4. Ministry of Social Justice and Empowerment, Annual Report. 2001. Government of India, New Delhi

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## UNIT VIII YOUTH FESTIVAL AND YOUTH CAMP

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### Structure

- 8.1. Youth Festival
- 8.2. Student counselling; need, services, for non-student youth
- 8.3. Non-formal education for school drop outs
- 8.4. Nehru Yuva Kendra.
- 8.5. Let us Sum Up
- 8.6. Answer to Check Your Progress
- 8.7. Suggested Readings

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### 8.1. Youth festival

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The National Youth Festival in India is an annual gathering of youth with various activities including competitive ones. Celebrated to commemorate the birth anniversary of youth icon Swami Vivekananda, it is organized by Ministry of Youth Affairs and Sports, Government of India in collaboration with one of the State Governments. Thus it is held in a different state each year during National Youth Week, 12 to 16 January every year.

Swami Vivekananda's birthday on January 12 is always celebrated as National Youth Day and the week commencing from that day is known as the National Youth Week. As part of National Youth Week celebrations, the Government of India holds the National Youth Festival every year. This is an event of the Ministry of Youth Affairs and Sports, Government of India and is celebrated annually in one of the States in a joint venture. The youth festival aims to propagate the concept of national integration, spirit of communal harmony, brotherhood, courage and adventure amongst the youth by exhibiting their cultural prowess in a common platform. This is done by organizing gatherings of youth across the country and encouraging them to take part in different activities.

Crucial components of the National Youth Festival are the competitive events. To compete at the national level, the young talents perform their level best to get themselves medals and awards. To conduct these competitions, eighteen in all disciplines, a team of officers was deployed who managed the competitions, helped in creating logistical arrangements for smooth conduct of competitions, collected and collated the results.

The activities held during the festival include competitive and non-competitive cultural events, martial arts, exhibitions, intellectual discourses, young artists camps, seminars and adventure programmes. The presentation of National Youth Awards also takes place

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Objective:

The National Youth Festival began in 1995 as a major activity under the programme of National Integration Camp (NIC). In collaboration with one of the States and institutions like Nehru Yuva Kendra Sangathan (NYKS) and the National Service Scheme (NSS), the Government of India conducts this programme every year. Like the National Youth Festival, States are also encouraged to hold state level, district level and block level youth festivals in the same format as that of the National Youth Festival. The centre of the festival focuses on cultural aspects and a number of other programmes covering a wide variety of activities, which not only reflect the spirit of friendship but also peace and development. Besides all this, this festival provides a nationwide exposure to the youth for the expression and fulfillment of their cultural talents and aspirations.

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## **8.2. Student counseling; need, services, for non-student youth**

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Counselling is an interactive learning process in which the counsellor (sometimes termed therapist), helps the counselees (be they individuals, families, groups or institutions) to understand the cause(s) of difficulties and guides them to sort out issues and reach decisions. The approach in counselling is holistic, addressing social, cultural, economic and emotional issues. Counselling can be sought at any time in life, although many people

reach out only in times of change or crisis. The qualified professional counsellor speaks with the counsellee in a way to help that person solve a problem or helps to create conditions that will cause the person to understand and improve life circumstances. Counselling may be concerned with addressing and resolving specific problems, making decisions, coping with crisis, improving relationships and developing personal awareness. It also involves working with feelings, thoughts, perceptions and conflicts. The overall aim is to provide counsellees with opportunities to work in positive ways so as to live with essence of well being as individuals and as members of the larger society.

Counselling is a process involving responsibility and confidentiality. Therefore, guidance and counselling experts have to follow certain ethical principles.

Act with care and respect for individual and cultural differences and the diversity of human experiences, Must never take any step which is likely to harm the counsellee in any way, z Respect the confidence with which the counsellee places trust in them by not talking about their issues with other people, Encourage the counsellee to increase self understanding, Help the counsellee to increase and discover a range of choices and alternatives for handling the crisis situations effectively Practice within the scope of their competence and refer cases that may need more intensive therapy to experts who are trained to deal with these Be aware of all the services available for people in difficult circumstances so that adequate guidance can be provided in case further referral is required.

### **Levels of Counselling:**

In day-to-day life you may have noticed that the term counselling is being used informally to refer to any kind of information seeking interaction including appraisal of a person for careers. It may be useful to understand that there are different levels of counselling as shown in the box given below. Informal Counselling: It is generally rendered by a person who may be approachable and understanding, but may not be professionally qualified. This empathetic person could be an aunt, uncle, friend or colleague.

### **Non Specialist Counselling:**

It is the help provided by specialists of other areas like teachers, doctors, lawyers, religious preachers who, along with their respective specialisation, also wish to handle psychological problems. They try to provide alternative ways of dealing with the problems of people they come across in their daily interactions at work.

### **Professional Counselling:**

Professional counsellors are the ones who have received special training in counselling and have the required

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### 8.3. Non-formal education for school drop outs;

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Different alternatives are suggested to formal education. They are Informal or Incidental education, Non-formal education, Adult education, Distance education etc. Doubts do arise as to whether all these types of education are one and the same or whether each one is different from the other or whether they are opposed to each other or whether they are complementary to one another. It is, therefore, necessary to know their precise meaning

#### **Definitions of Non-Formal Education**

A general and broadly accepted definition of Non-Formal Education was first given by Coombs (1973). It is an organised educational activity outside the formal system - whether operating separately or as an important feature of some broad activity that is intended to serve some identifiable learning clientele and learning objectives. Non-Formal Education means "an organised systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children" (Philip Coombs).

In the context of Universalisation of Elementary Education (UEE), the need for tackling the problem of drop-outs and non-school going children is being increasingly recognised. In view of the difficulties in expanding facilities of formal education and the failure of the formal education to attract to its fold and keep it in a large number of children in the age group 6-14, the alternative strategy is expected to be provided by the non-formal approach in education.

The UNESCO (United Nations Educational Scientific and Cultural Organisation) has mentioned the following as aims of non-formal education (Pillai, 2000, P.12):

- 1) To develop an understanding that only through education it is possible -- for an individual as well as for a State to progress in this world.
- 2) To create equal opportunities to all citizens in the matter of education and through that to create equal opportunities of employment and also equality in all other fields.
- 3) To satisfy the human resource needs required for the development of the nation.
- 4) To develop in the individuals self-confidence and to make them partners in preparing national plans and take part in implementing the said plans.
- 5) To extend the benefit of new scientific and technological knowledge to the backward in the society.
- 6) To help to identify the available national resources and help to make use of them.
- 7) To mould the educational system to meet the needs of the countries getting rapidly industrialized.

Uses of non-formal education

The non-formal education has the following advantages:

- 1) It can bring education to the door-steps of millions children and adults who are excluded from the formal system of education.
- 2) It can help economizing the resources, physical, financial as well as academic.
- 3) It can prove an effective mode of democratizing education and the life style

of the people.

4) The curriculum context, teacher, methods, learning, media and materials of non-formal education call be made more relevant and meaningful to the learners.

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#### **8.4. Nehru Yuva Kendra.**

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Nehru Yuva Kendras were established in the year 1972 with the objective of providing rural youth avenues to take part in the process of nation building as well providing opportunities for the development of their personality and skills.

In the year 1987-88, Nehru Yuva Kendra Sangathan(NYKS) was set up as an autonomous organization under the Government of India, Ministry of Youth Affairs and Sports, to oversee working of these Kendras. NYKS is the largest grassroots level youth organization; one of its kind in the world. It channelizes the power of youth on the principles of voluntarism, self-help and community participation.

Over the years, Nehru Yuva Kendra Sangathan has established a network of youth clubs in villages, where Nehru Yuva Kendras have been set up. NYKS has targeted to identify areas of harnessing youth power for development by forming Youth Clubs, which are village level voluntary action groups of youth at the grassroots level to involve them in nation building activities. The core strength of NYKS lies in its network of youth clubs. Youth Clubs are village based organizations working for community development and youth empowerment.

The basic objective for creation of youth clubs is to render community support through developmental initiatives involving activities with particular focus on youth empowerment. The implementation of programmes and activities of youth clubs is based on local needs and requirements by mobilizing resources from various government departments and other agencies, which include both national, State level and multilateral institutions. The youth clubs and its member volunteers from the base of the NYKS's vast national rural network.

#### **Objectives of NYKS are twofold:-**

- To involve the rural youth in nation building activities.
- 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 in various fronts of youth development with a variety of youth programmes of the Ministry of Youth Affairs and certain special programmes in coordination and cooperation of other ministries. Main focus has been on developing values of good citizenship, thinking and behaving in secular ways, skill development and helping youth to adopt a productive and organized behaviour.

#### **Vision:**

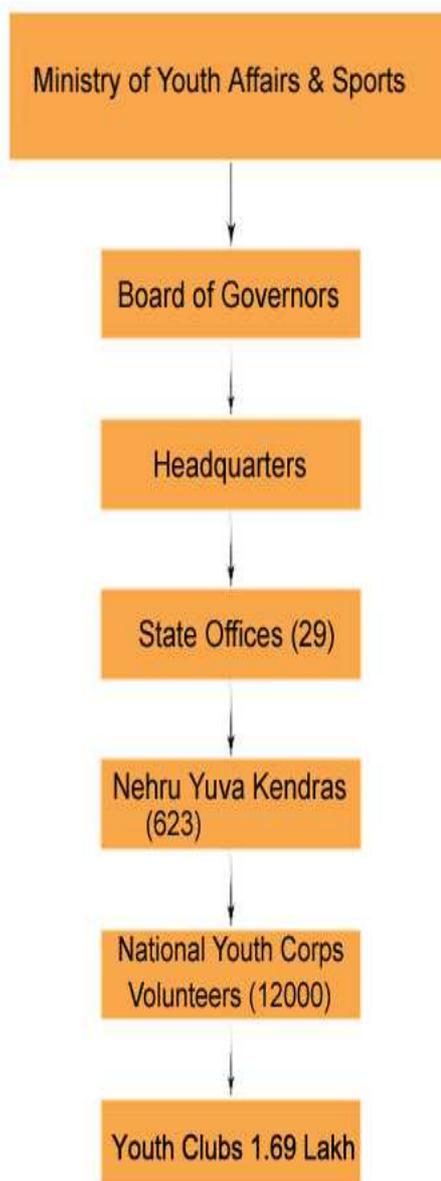
Vision of the organization focuses on developing long term strategies for good

citizenship and youth leadership at the grass root level. Youth Clubs are formed and encouraged to participate in sports, cultural and local development activities. Youth leadership is developed in the course of formation and sustenance of youth clubs. This leadership becomes highly useful in creating:-

- Networks of volunteership.
- Opportunities of participation in fundamental democratic practices of polity and development; and,
- Instruments of empowerment of youth like skill-generation, awareness creation about health, life skills, and self employment.

Considering the fact that almost three-fourth of the Indian population is rural, the development of the nation as a whole depends on their progress and development. Besides, the demographic dividend that the country has enjoyed because of the larger segment of youth population, makes it almost mandatory for the largest youth organization like NYKS to take up more and more of such programmes as will promise empowerment of youth.

Organisational Structure of National Youth Programmes



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### 8.5. Check your progress

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1. What do you understand by the term counselling?
2. What are some of the important principles of counselling?
3. What are some of the common difficulties that students of your age can have?
4. What are the different types of counselling?
5. How can one prepare for a career in counselling and guidance?
6. Describe the role of NYK in youth development

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### 8.6. Suggested Readings

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National Youth Festival. Department of Youth Affairs. Archived from the original on 2014-08-14. Retrieved 2014-08-13.

<http://www.nyf2012.in/nyf/index.php/joomla/history-of-nyf>

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- Ministry of education should provide a policy document on guidance and counseling to all schools.
  - The ministry should strengthen the guidance and counseling units at its national, provincial and district offices. Ministry should organize in-service courses to all teachers on how to offer guidance and counseling services in all areas of guidance, to make schools employ the services in the administration and management of student discipline.
  - Schools should provide facilities like counseling offices, magazines, audio and video tapes among others.
  - Schools should sensitize the students on the importance of guidance and counseling in the management of student discipline.
  - Effective guidance and counseling programs should be put in place as essential part of schools by the school administrators to promote student discipline.
  - Leadership in guidance and counseling should be provided by trained counselors in every school.
  - It should be their duty to co-ordinate efforts of several teachers and students in schools.
  - The school administrators should solicit active co-operation of teachers and students interested in guidance and counseling.
  - School administrators should make arrangements to enlist the support of the parents by introducing them to the idea of guidance and counseling. This is because no program can function successfully in a school unless parents are supportive.
  - School administrators should provide guidance and counseling programs in school timetables as well as in the school budgets.
  - School administrators should facilitate the implementation of decisions made during guidance and counseling. For instance, change in student's program, use of professional counselors, the need for more participation in co-curriculum activities and setting up school guidance and counseling committees.



successfully in a school unless parents are supportive.

→ School administrators should provide guidance and counseling programs in school timetables as well as in the school budgets.

→ School administrators should facilitate the implementation of decisions made during guidance and counseling. For instance, change in student's program, use of professional counselors, the need for more participation in co-curriculum activities and setting up school guidance and counseling committees.

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M.Portman, Educational psychology and the education of teachers: a reaction. Educational Psychologist, 31, 1, 23-28(2009).

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→ Ministry of education should provide a policy document on guidance and counseling to all schools.

→ The ministry should strengthen the guidance and counseling units at its national, provincial and district offices. Ministry should organize in-service courses to all teachers on how to offer guidance and counseling services in all areas of guidance, to make schools employ the services in the administration and management of student discipline.

→ Schools should provide facilities like counseling offices, magazines, audio and video tapes among others.

→ Schools should sensitize the students on the importance of guidance and counseling in the management of student discipline.

→ Effective guidance and counseling programs should be put in place as essential part of schools by the

school administrators to promote student discipline.

→ Leadership in guidance and counseling should be provided by trained counselors in every school.

→ It should be their duty to co-ordinate efforts of several teachers and students in schools.

→ The school administrators should solicit active co-operation of teachers and students interested in guidance and counseling.

→ School administrators should make arrangements to enlist the support of the parents by introducing them to the idea of guidance and counseling. This is because no program can function successfully in a school unless parents are supportive.

→ School administrators should provide guidance and counseling programs in school timetables as well as in the school budgets.

→ School administrators should facilitate the implementation of decisions made during guidance and counseling. For instance, change in student's program, use of professional counselors, the need for more participation in co-curriculum activities and setting up school guidance and counseling committees.

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# UNIT IX YOUTH WELFARE PROGRAMMES UNDER GOVERNMENT AND VOLUNTARY AGENCIES

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*Youth welfare programmes under government and voluntary agencies*

NOTES

## **Structure**

- 9.1. Youth welfare programmes
- 9.2. Youth Scheme Components
- 9.3. Let us Sum Up
- 9.4. Answer to Check Your Progress
- 9.5. Suggested Readings

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## **9.1. Youth welfare programmes**

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### **Rashtriya Yuva Sashaktikaran Karyakram**

The Rashtriya Yuva Sashaktikaran Karyakram Scheme is a Central Sector Scheme of the Ministry of Youth Affairs & Sports and has been continuing since 12th Five Year Plan. The Scheme aims to develop the personality and leadership qualities of the youth and to engage them in nation building activities. Youth represent the most dynamic and vibrant segment of the population. India is one of the youngest nations in the world and is expected to have a very favourable demographic profile in the time to come. In India, youth in the age group of 15-29 years constitute 27.5% of the population. The Department of Youth Affairs has been operating a number of Schemes for development and empowerment of youth. Restructuring of the schemes were done in 2014 in order to improve their effectiveness. In the process 8 ongoing schemes were merged to form the umbrella Scheme called Rashtriya Yuva Sashaktikaran Karyakram (RYSK) with effect from 01.04.2016.

The Scheme is to be continued during 2017-18 to 2019-2020 with budget outlay of Rs.1160 crore. The Scheme beneficiaries are youth in the age-group of 15-29 years, in line with the definition of 'youth' in the National Youth Policy, 2014. In case of programme components specifically meant for the adolescents, the age group is 10-19 years.

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## **9.2. Scheme Components**

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1. Nehru Yuva Kendra Sangathan (NYKS)
2. National Youth Corps (NYC) Scheme
3. National Programme for Youth and Adolescent Devel
4. International Cooperation
5. Youth Hostels
6. Assistance to Scouting and Guiding Organisations
7. National Discipline Scheme (NDS)
8. National Young Leaders Programme (NYLP)

## National Young Leaders Programme (NYLP)

NYLP Scheme was introduced during 2014-15. The objective of the Scheme is to develop leadership qualities among the youth to enable them to realise their full potential and in the process, to contribute to the nation building process. The Programme aims at motivating the youth to strive for excellence in their respective fields and to bring them to the forefront of the development process. It seeks to harness the immense youth energy for national-building. The Programme has 5 components, as outlined below:

1. **Neighbourhood Youth Parliament (NYP):** The objective of Neighbourhood Youth Parliament is to provide a platform to the youth to articulate their views on various socio-economic development issues of concern to them. Youth clubs under NYKS are being enabled to function as 'neighbourhood youth parliament'. The implementing strategy followed is that the Presidents/ Secretaries of the Youth Clubs first participate in Capacity Building programmes in the form of Block Youth Parliaments and thereafter, they are required to organise 'neighbourhood youth parliament' programmes in respective villages. In these programmes, youth discuss/ debate issues of concern and formulate their recommendations, which are presented to local officials/ local bodies, for their consideration. The Programme is helping in developing leadership qualities among the youth and in actively involving them in the governance process.
2. **Youth for Development Programme (YFDP):** The Programme aims at channelising the immense youth energy towards the nation-building, by involving youth in Shramadaan (voluntary labour). The Programme is being implemented through NYKS. Other organisations like NSS, NCC and Eco Clubs are also sought to be involved in the programme. Each youth volunteer is expected to put in 100 hours of Shramadaan every year.
3. **National Young Leaders Awards (NYLA):** The youth are doing pioneering work in all the sectors. The Programme aims at motivating the youth to strive for excellence in their respective fields by recognising and rewarding the outstanding work done by them. It is proposed to confer 2 awards (one male and one female) in about 50 identified domains/ sectors.
4. **National Youth Advisory Council (NYAC):** The Council is being set up to seek active involvement of the young leaders as well as other stakeholders in the decision-making process on the youth related issues. NY AC shall advise the Ministries/ Departments on youth related initiatives/ issues. The Council will give effective representation to young leaders from all States/ UTs in the governance process.
5. **National Youth Development Fund (NYDF):** The objective of NYDF is to mobilise funds from non-budgetary resources also for youth development, in order to enable the Department to fill the gaps in the ongoing programmes as also take up innovative programmes for youth development to create young leaders. The operational guidelines for

NYDF have been finalised and notification has been issued. Further steps are being taken.

*Youth welfare programmes under govern  
and voluntary agencies*

NOTES

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### **9.3. Let us Sum Up**

Youth welfare programmes are important for the national development. Indian youth population is an asset to the development.

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### **9.4. Check Your Progress**

- Note:**
- a) Write your answer in about 50 words
  - b) Check your answer with possible answers given at the end of the unit
  - c) Explain briefly the youth welfare programmes .
  - d) Describe the features of youth programmes in India

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### **9.5. Suggested Readings**

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## **BLOCK IV: AGED: DEFINITION, TYPES, DEMOGRAPHIC PROFILES, THEORIES OF AGING, SERVICES FOR THE AGED**

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### **UNIT X AGED**

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#### **Structure**

- 10.1. Aging
- 10.2. Demographic Profiles of Aging
- 10.3. Aging population in rural and urban gerontology
- 10.4. Let us Sum Up
- 10.5. Check Your Progress
- 10.6. Unit End Exercise
- 10.7. Suggested Readings

#### **Introduction**

The situation of the aged in the world in general and in India in particular poses a dilemma. On the one hand, we find that the life expectancy is growing and the proportion of the aged in the population is increasing, which can be regarded as great achievements of modern civilisation. On the other hand, we also find that becoming old is increasingly perceived as a problem, the aged is finding it more and more difficult to adapt themselves to the changing situation. In this unit we shall discuss all these issues pertaining to the aged in India. We will begin this unit by discussing the nature of the problem of the aged. For any understanding of the problem of the aged, the demographic characteristics have to be understood, which we shall discuss next. We shall then go on economic characteristics, health condition and social adjustment of the aged. Lastly we will focus on and examine the public policies and programmes for the aged.

#### **Objectives**

In this unit we shall acquaint you with the problem of the aged in general and of the aged in India in particular. We shall do this by showing how and why this problem is becoming larger and more difficult, and by pointing out its different aspects.

After reading this unit, you should be able to:

- explain why the situation of the aged is posing problems;
- describe how changes in the society are rendering the problem more complex and difficult;
- discuss the demographic, economic and health conditions of the aged;

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#### **10.1. Aging**

**Aging**, progressive physiological changes in an organism that lead

to senescence, or a decline of biological functions and of the organism's ability to adapt to metabolic stress. Aging takes place in a cell, an organ, or the total organism with the passage of time. It is a process that goes on over the entire adult life span of any living thing. Gerontology, the study of the aging process, is devoted to the understanding and control of all factors contributing to the finitude of individual life. It is not concerned exclusively with debility, which looms so large in human experience, but deals with a much wider range of phenomena. Every species has a life history in which the individual life span has an appropriate relationship to the reproductive life span and to the mechanism of reproduction and the course of development. How these relationships evolved is as germane to gerontology as it is to evolutionary biology. It is also important to distinguish between the purely physicochemical processes of aging and the accidental organismic processes of disease and injury that lead to death.

Gerontology, therefore, can be defined as the science of the finitude of life as expressed in the three aspects of longevity, aging, and death, examined in both evolutionary and individual (ontogenetic) perspective. Longevity is the span of life of an organism. Aging is the sequential or progressive change in an organism that leads to an increased risk of debility, disease, and death. Senescence consists of these manifestations of the aging process.

### **Nature and Problem off the aged**

There is a manifestation of a growing degree of prejudice and discrimination against the aged, so much so, the term "old people" has itself acquired a derogatory connotation and in the English language, other terms such as "aged", "aging", "elderly" or "senior citizens" are used while making a polite reference to old people.

We come up against the complexity of the problem of the aged at the very outset when we ask the question, who are the aged? For practical purposes, people who have crossed a given span of life are regarded as the aged. In the developed countries in which the life expectancy is relatively longer, people who have-crossed the age of 65 are classified as the aged or the elderly. But in developing countries such as India in which the life expectancy is relatively shorter, the cut off point is 60 years. In either case the definition is arbitrary; it is as if you get up one fine morning and find yourself grown old. Growing old does not happen suddenly, it is a complex and gradual process.

### **Dimensions of the Problem**

Growing old is a complex and gradual process having biological, psychological and social dimensions, which not only do not fully correspond with one another but also do not exactly coincide with one's chronological age. It is, however, true that the chronological age is an index of the growing and developmental process that goes on in the biological, psychological and sociological dimensions, and, therefore, the chronological definition of what constitutes old age is useful for purposes of study. But it is important to note that the aged of any given age group, say 60-64 years, do not constitute a homogeneous category as the pace

of biological, psychological and social development again is not uniform in all individuals.

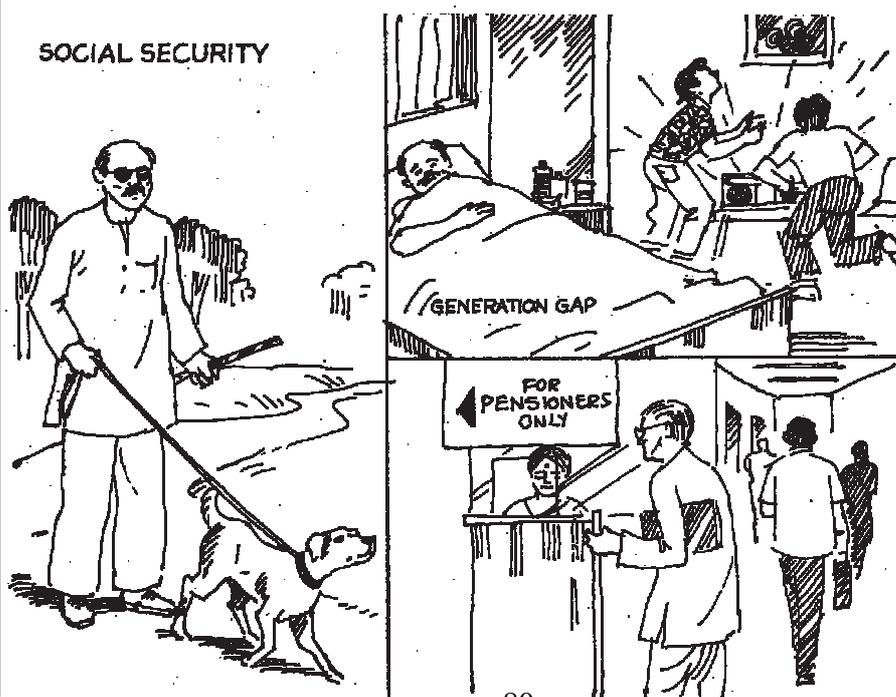
The problem of the aged boils down to their having to adjust in society when they are faced with certain crucial events in their life as they are growing old. Such events can be broadly divided into two categories, one consists of events related to the development of the older individuals, and the other consists of events of the historical time when the individual is growing old. Hence, the processes of demographic transition, industrialization, modernization etc. affect the status of the aged in the society.

## 10.2. Demographic Profiles of Aging

There are sometimes epochal changes in history, which give rise to radical changes in the adjustment of individuals including the aged in their society. One such landmark in history having far-reaching consequences for the situation of the aged, resulting in their growing proportion in the population as well as their increasing difficulty of adjustment in society, is the transformation of the economy from the pre-industrial into the industrial form, with all its changes in the socio-cultural system, which we call modernisation.

### Demographic Transition and the Aged

The growth in the proportion of the aged in the population is directly linked to the phenomenon of demographic transition. It is important to note that although it may appear that the growing proportion of the aged in the population is due to the increasing longevity or life expectancy, which is partly true, the main reasons for this phenomenon is the declining fertility that is a reduction in the average number of children born to women in a society. On the other hand, the change in fertility is an aspect of the demographic transition.



### **Aged and the Changing Society**

India is in a phase of demographic transition. As per the 1991 census, the population of the elderly in India was 57 million as compared with 20 million in 1951. There has been a sharp increase in the number of elderly persons between 1991 and 2001 and it has been projected that by the year 2050, the number of elderly people would rise to about 324 million. India has thus acquired the label of “an ageing nation” with 7.7% of its population being more than 60 years old. The demographic transition is attributed to the decreasing fertility and mortality rates due to the availability of better health care services. It has been observed that the reduction in mortality is higher as compared with fertility. There has been a sharp decline in the crude death rate from 28.5 during 1951–1961 to 8.4 in 1996; while the crude birth rate for the same time period fell from 47.3 to 22.8 in 1996. Over the past decades, India's health program and policies have been focusing on issues like population stabilization, maternal and child health, and disease control. However, current statistics for the elderly in India gives a prelude to a new set of medical, social, and economic problems that could arise if a timely initiative in this direction is not taken by the program managers and policy makers. There is a need to highlight the medical and socio-economic problems that are being faced by the elderly people in India, and strategies for bringing about an improvement in their quality of life also need to be explored. According to a 2016 report by the ministry for statistics and programme implementation, India has 103.9 million elderly, people above age 60, about 8.5 per cent of the population.

### ***Industrialisation, Modernisation and the Aged***

Industrialisation and modernisation, besides leading to demographic transition, also bring about radical changes in the institutional structure of the society, which affects the mode of adjustment of the aged in the society. This can be explained with reference to the changes in the institution of the family which was a major factor in facilitating the adjustment of the aged in the pre-industrial society. It may be recalled that in old age an individual, by virtue of his/her diminishing biological, psychological and social resources, runs the risk of experiencing a decline in his/her security and status in society. This risk, in the pre-industrial society, is covered by the peculiar character of its family and the special position occupied by the aged in the family.

In the pre-industrial society, the family was also the unit of production and the productive assets are controlled by the elders, which ensured their influence and status despite their declining individual attributes. So also in their family enterprise the aged can work as long as their condition permits and on task consistent with their diminishing capacity, which ensures a gradualness in their aging process. On the other hand, in the modern industrial society, as the family tends to lose its production function, the younger tends become economically independent of their elders, giving rise to a change in the family structure.

In the new type of family structure in the industrial society, the aged are often

left to fend for themselves at a time when their capacity for social adjustment tends to decline. At the same time, in the industrial economy, on the grounds of economic rationality, the aged are involuntarily retired from gainful employment while their productive capacity is still intact or only slightly reduced. Such a predicament contributes greatly to their economic insecurity and accelerates the process of aging.

On the background of the foregoing description of the problem of the aged in general, we shall next examine some of the aspects of the problem of the aged in India. The problem can be viewed from some of the trends discernible in the demographic, economic and health situations of the aged, in their living arrangements and adjustment in the society and in the public response to the solution of the problem.

According to the findings of the 60<sup>th</sup> NSSO Round, the proportion of aged persons who cannot move and are confined to their bed or home ranges from 77 per 1000 in urban areas to 84 per 1000 in rural areas. Strengthening the elderly in the process of self-help can be done by means of physical, psychosocial, and vocational rehabilitation. Rehabilitation includes (i) provision of visual aids/mobility aids at geriatric health facilities, (ii) the availability of physiotherapy services, and (iii) imparting health education about staying mobile and providing practical tips. Rehabilitation comprises of provisions for counseling services wherein older persons can benefit from psychological assistance in the face of stressful life events, interpersonal conflicts, and changes imposed by ageing. Under rehabilitation, health care facilities should aim for holistic development by organizing training workshops in accordance with the skills of the elderly. This calls for advocacy with NGOs and charitable organizations. Opportunities for employment should be provided simultaneously.

Increasing proportion of ageing population, a global phenomenon, has hit Indian shores as well. People are living longer. According to 1999 National Policy for Older Persons, expectation of life at birth for males has shown a steady rise from 42 years in 1951-60 to 58 years in 1986-90, it is projected to be 67 years in 2011-16, an increase of about 9 years in a twenty five year period (1986- 90 to 2011-16). In the case of females, the increase in expectation of life has been higher - about 11 years during the same period, from 58 years in 1986-90 to 69 year in 2011-16. At age 60 too, the expectation of life shows a steady rise and is a little higher for women. In 1989-93, it was 15 years for males and 16 years for females. Improved life expectancy in India has contributed to an increase in the number of persons who are 60+ years from only 12 million in 1901 to 20 million in 1951 and 57 million in 1991. According to the May 2006 Report of the Technical Group on Population Projections constituted by the National Commission on Population, the proportion of the older people (60 years and above) are set to more than double from 71 million in 2001 to 173 million in 2026 - an increase in their share to the total population from 6.9 to 12.4 percent (see Table 1 and Figures 1 & 2). According to National Policy on Senior Citizens 2011, the overall population in India will grow by 55% whereas population of people in their 60 years and above will increase by 326% and those in the age group of 80+ by

700% - the fastest growing group in the years 2000-2050 (Figure 1). As can be seen from Figure 1, the growth rates of all the age groups are either stagnant or decreasing, while the growth rate of those over 60 years is increasing. Growth rates are similar for both male and female groups. The 60 plus age group's proportion will reach 10% of the total population by 2021.

The demographic, social, economic and health aspects of population ageing in India presented in this chapter raise important questions about the relationships, roles and responsibilities of individuals, families and the state. In India families remain the main source of support for the elderly. However, the intergenerational relationship is neither unidirectional nor fixed as seen in living arrangements and economic situation of the elderly. The nature, type and direction of support between the generations is determined by the situation and resources of both parents and children, embedded within the wider social and cultural values of support and care, and the expectations and meanings attributed to these values. The family's role and responsibility in taking care of the elderly is reinforced by the government's approach and policies. National Policy of Senior Citizens, 2011, the guiding framework on ageing, strongly emphasizes that the elderly should continue to live with the family and that the family act as primary caregivers; institutional care is seen as a last resort. This blunt emphasis does not consider circumstances of the family. Neither does it provide any meaningful provisions to help the families support the elderly. The policy does mention that families must be strengthened to support the elderly, but none of the provisions in the areas of intervention really strengthen or support the families. Most of the provisions deal with providing support to the elderly in terms of income security in old age, healthcare, housing and welfare needs of the elderly.

**Activity 1**

You must be coming across a few aged people regularly in your neighbourhood. Based on your interaction with or observation on them write a note on the status of the aged in your neighbourhood. Exchange your note, if possible, with other students at your StudyCentre.

**Check Your Progress 1**

- 1) What are the main causes, which give rise to the problem of the aged? Answer in six lines.

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- 2) Explain why the percentage of the aged in the population has been growing in recent times. Answer in four lines.

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- 3) How are the young dependency and old dependency ratios obtained and how are these ratios changing in India? Answer in eight lines.

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### 10.3. Aging population in rural and urban gerontology

The elderly population of India is projected to increase to about 300 million by 2050. Families, the traditional source of support for the elderly in India, are getting smaller as result of reduction in fertility and, in rural areas, due to migration. Changing norms and attitudes on intergenerational relations and filial piety have the potential to weaken traditional social and family support structures that the elderly depend on. As institutional and welfare support systems are lacking in India, changes to the family and social support structures will have serious implications for ageing in India. The demographic, economic, family and health perspectives presented in this Chapter reveal some of the complexities of the ageing in India. They show that the nature, type and direction of support between the generations depends on the situation and resources of both parents and children, embedded within the wider social and cultural values of support and care, and the expectations and meanings attributed to these values. The perspectives presented also raise important questions about the relationships, roles and responsibilities of individuals, families and the state.

Urban themes and issues have also emerged as an important feature of research in gerontology. This emphasis on the urban itself reflects the interaction between the trend towards the spatial concentration of populations (with 60% of the world's population living in cities by 2030) and the impact upon cities of demographic ageing (Thorns 2002; Rodwin and Gusmano 2002). However, the 'turn' towards an urban focus is driven by the influence of at least three other factors. First, cities are themselves undergoing radical change, notably through the processes associated with globalization, this leading to concentrated wealth and prominence for some urban centres while producing an acceleration in the decline of others (Sassen 2000a, 2001). Second, urban sociology as a discipline is going through a period of revitalization, with new approaches to understanding issues such as the dynamics of urban poverty, social relations within neighborhoods, and changing spatial relations between different class, gender, ethnic and age-based groups (LeGates and Stout 2003; Savage et al. 2003). This change within the discipline is presenting a number of issues and questions worthy of application to gerontology, suggesting in the process significant opportunities for interdisciplinary research. Third, as a number of recent studies suggest (Scharf et al. 2002; Newman 2003; Mumford and Power 2003), 'ageing in place' within cities and especially deprived inner city areas creates significant risks both for older people and those concerned with the delivery of services. This has contributed towards a tendency to see urban environments as being unsupportive and potentially hostile to the needs of older people, a view reinforced by the limitations of urban planning and urban regeneration in responding to ageing populations (Riseborough and Jenkins 2004).

#### Box 1

##### Social Security For the Aged

A section of the aged are the retired persons from the organised sector. They are

provided social security by the employers in the form of pensions, provident fund, and gratuity etc. However these sections may not get sufficient emotional support from their families. Their families may not meet their entertainment needs. Hence they have to be accommodated somewhere by the state. Again, a major group of the aged is of those who retire from unorganised sector without any social security benefit. They have also to be accommodated and given social security in case they have no family. In India, there are few state-run homes for aged. The State and the Central Governments provide financial assistance to the voluntary agencies to set up such homes and to take up innovative programmes for providing services to them. There are also schemes of pensions of old age in all states and union territories. Through the criterion of eligibility differs, generally destitute, poor and infirm aged of 60 and above, are provided pensions at rates ranging from Rs. 30 to Rs. 100 per months (India 2000)

*Youth welfare programmes under government  
and voluntary agencies*

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#### **10.4. Let us Sum Up**

The purpose of this unit is to examine current ideas about rural and urban living within gerontological. Both dimensions have a distinguished pedigree in the field of ageing studies. With a particular emphasis in all three on the continued importance of family and community ties.

We may now sum up the main points discussed in this unit. In general the aged are faced with problems, because of adverse events in their biological, psychological and sociological spheres of life. Their adjustment in this difficult period of their life is either facilitated or rendered more difficult by the socio-economic and cultural factors during their lifetime, which are influenced by historical events.

The socio-economic and cultural factors in the past were conducive to a more satisfactory social adjustment of the aged. Their proportion in the population was small and their family was adequate to provide them with the necessary support and care.

In the present times, change in the socio-economic and cultural system has rendered the social adjustment of the aged difficult. Their percentage in the population is increasing, the family as their support system is becoming weaker, and alternative public support systems are not coming up fast enough.

Developing societies, such as India, which are subjected to economic development and modernisation are experiencing an increasing degree of deterioration in the situation of the aged. In India, although the percentage of the aged in the population is not very high compared with the developed countries. It is progressively increasing and their absolute number is enormous. At the same time, the economic, health-care and social needs of this enormous number of the aged are rapidly increasing. These changes are accompanied by the changes in the family structure which is losing its efficacy as a support system for the aged.

The problem of the aged in India has, therefore, clearly become a social problem which makes it incumbent upon the society to assume greater responsibility

*Self-Instructional Material*

for the support of the aged. But the development of the public support system is still in a nascent stage.

In a nutshell, we have discussed the nature of the problem of the aged, demographic characteristics, economic characteristics, health condition and social adjustment of the aged, besides focusing on and examining the public policies and programmes for the aged.

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### 10.5. Check Your Progress 2

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- Note:**
- a) Write your answer in about 50 words
  - b) Check your answer with possible answers given at the end of the unit
1. Explain briefly about Aging.
  2. Describe the democratic aspects of aged

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### 10.7. Suggested Readings

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# UNIT XI THEORIES OF AGING

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Youth welfare programmes under government  
and voluntary agencies

NOTES

## Structure

- 11.1. Introduction
- 11.2. Dimensions of Aging
- 11.3. Theories of aging
- 11.4. Problems of the aged
- 11.5. Let us Sum Up
- 11.6. Check Your Progress
- 11.7. Suggested Readings

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## 11.1. Introduction

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Schroots (1996) has listed the most distinctive 'psychological theories of ageing' since World War II. Theoretical developments are classified into three periods. The Classical period (1940-1970) is represented by Developmental Tasks/Activity Theory, Psychosocial Theory of Personality Development, Counterpart Theory, Disengagement Activity Theory, Personality Theory of Age and Ageing and the Cognitive Theory of Personality and Ageing. The Modern Period (1970-1990), includes theories on Lifespan Development and Ageing, Reduced Processing Resources, Personality and Ageing and Behavioural Genetics and Ageing. And finally the New Period (1980-1990 to date) is represented by Gerotranscendence and Gerodynamics/Branching Theory and the fairly recent Psychogerontological theory.

**The Wear and Tear Theory/Rate of Living Theories:** It states that the human body ages because it wears out over time because of the stresses of life. However, some types of activities are predictive of continued vitality and are essential to long life while some stressful activities are detrimental to longevity.

**The Genetic Mutation Theory/Somatic Mutation Theory:** It states that ageing is caused by changes or mutations in the DNA of the cells, in vital organs of the body. Mutations could be due to internal factors i.e. chance errors in DNA replication, or external factors i.e. toxins in food. The number of mutated cells increases to the point that the efficacy of the cell's functioning is significantly impaired.

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## 11.2 Dimensions of Aging

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*Biologic:* Concerned with answering basic questions regarding physiologic processes that occur in all living organisms over time (Hayflick, 1996).

*Sociologic:* Focused on the roles and relationships within which individuals engage in later life (Hogstel, 1995)

*Psychologic:* Influence by both biology and sociology and address how a person responds to the tasks of their age

*Moral/Spiritual:* Examine how an individual seeks to explain and validate their existence (Edelman, Mandle, 1998)

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## 11.3 Theories of Aging

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### ***The Genetic Switching Theory:***

It suggests that certain genes cease to operate or switch off. So information needed to produce DNA is no longer available, so the cells atrophy. Eventually it causes loss of organ functioning and ageing. The Error Catastrophe Theory: states that ageing is caused by damage to RNA, enzymes and certain other proteins rather than by errors in DNA. Such errors increase with age and decrease the functional ability of enzymes that leads to ageing. (Orgel 1963)

### ***The Free Radical Theory:***

It is one of the biological random damage theories of aging. It states that certain molecules within a cell, display a violent reaction when they encounter oxygen, causing them to break away from the cell and form highly reactive molecular fragments called free radicals. These free radicals are unstable and try to bind with other molecular structures within a cell, which has a deleterious effect on normal cell functions, and can damage DNA. These cellular calamities ultimately manifest themselves as the signs of ageing.

### ***Programmed Theory of Aging:***

The programmed aging theory maintains that bodies age according to a normal developmental pattern built into every organism. This programme present for each species is subject to only minor modifications. Each species has its own life expectancy and its own pattern of aging. This pattern must be predetermined and inborn. Leonard Hayflick (1974) who studied cells of many different animals found a limit on the number of times normal cells will divide, about 50 times for human cells. He holds that this time limit controls the life span, which for humans seems to be about 110 years. People may have genes that become harmful later in life, causing deterioration. One area of deterioration may be the immune system, which seems to become 'confused' in old age, so that it may attack the body itself

### ***Functional Theories of Aging:***

Basically, these theories have explained the process of ageing and the role of the elderly in terms of individual or group adjustment (Olsen, 1982; Marshall, 1987). These theories confirm ordinary life-style liberal or conservative sentiments. Elderly people are treated as a distinct homogeneous group in various stages of adjustment to the ageing process. These theories assume that the status of older people can be explained in isolation from the rest of the social and economic structure in any society. It is as if the influence of class structure ends at retirement age and all those beyond it face common problems. Also, the stereotype of the elderly as a homogenous group with special needs has exerted a considerable influence on both public attitudes and social policies towards this group.

### ***Age Stratification Theory:***

Foner (1975) defines age stratification as a shorthand description of the complex relationship between age and society. Age difference leads to formation of a stratum in which persons differ in both social roles and the culture they carry. Identification of a person as of a specific age leads to their cultural meaning or identification in terms of the constructs associated with

that age. With this, they are subject to certain kinds of behaviour.

### **Life Course Theory:**

The main assumption of this perspective is that ageing is a lifelong process. The ageing process is multidimensional, and consists of three sets of processes - biological, psychological and social; and these three processes are all systematically interactive with one another over the life course. (Riley, 1979)

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## **11.4. Problems of the aged**

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Family, Living Arrangements and Intergenerational Relations Filial piety, a traditional virtue espoused by religion and culture in India, places the responsibility of support and care for the elderly on children (Bhat and Dhruvarajan, 2001; Croll, 2006). The traditional Indian family structure of elderly living with children was seen as a reflection of filial piety. However, structural, institutional and ideational changes have resulted in changes in employment structure, migration, shifts towards consumerism and changing notions of family. These may have weakened the support and care received by the elderly and could have brought about changes in the living arrangements of the elderly (Brijnath, 2012; Medora 2007).

There are differences in living arrangements by sex and marital status of the elderly. About a third of elderly women lived with children in the absence of spouse as compared to about 12 per cent elderly men in a similar situation. The large number of elderly women with no spouse is attributable to the fact that Indian women marry men older than themselves; as life expectancy of women at older ages is higher than men, there are higher chances of women being widowed. This combined with low rates for remarriage for women, leads to a high proportion of elderly women who are not currently married (Rajan and Kumar, 2003; Chaudhuri and Roy, 2009) 5 . When we look at marital status and living arrangements, there is little difference in the percentage of elderly living with children (about 60 per cent). However, currently married elderly were less likely to stay with non-family members.

**Asset-based transfers** are the main source of support for the elderly in India, except for the very old who rely on public transfers (Lee and Mason, 2011). The contributions of intra-family and public transfers are small and do not cover the deficit in old age in any significant way. Evidence from the National Transfer Accounts (NTA) project in India shows that family resources are used to support the young more than the elderly, and intra-family transfers from children to the parents are not high. In total, elderly contribute more than they receive over their lifetime (Ladusingh, 2012; Narayana and Ladusingh, 2011). Elderly in India use income from productive assets (such as farms or house) and savings accumulated over their productive years to support themselves in old age (Lakshmanasamy 2012; Lee and Mason, 2011).

Public transfers to the elderly through welfare or social security remain low and inadequate in meeting the needs of the aged (Dhillon and Ladusingh, 2013). Net public transfers to elders, after taking into account tax and other contributions of the elderly, covers only five per cent of the deficit in old age (Ladusingh, 2012). Public cash transfers to the elderly is mainly through the Indira Gandhi National Old Age Pension Scheme (IGNOPS) which provides

Rs.200/month to elderly living below the poverty line<sup>7</sup> (Kumar, 2003; Pal and Palacios, 2011). IGNOPS is the only nationwide programme to provide cash transfers to the needy elderly. The scheme, funded by the Central Government but administered by the local (state and district) authorities, faces various difficulties: from selecting the beneficiaries based on the laid out criteria without being mediated by personal, political or administrative concerns, to ensuring that funds flow to the intended recipients (Bloom et al. 2010; Vera-Sanso, 2010). Despite these and other challenges, the programme is effective in targeting the elderly with minimal leakage of funds, and for many elderly this is an important source of support (Dutta, Howes and Murgai, 2010).

**Health and wellbeing** are important aspects of ageing. This section assess health and wellbeing of the elderly in India using three broad indicators – WHO's Disability Assessment Schedule (WHODASi score), General Health Questionnaire scale (GHQ-12) to measure mental health, and WHO's Quality of Life Assessment (WHOQOL). The government's role in treatment and care of the elderly is limited in India. About 24 to 42 per cent of elderly with chronic conditions and about 41 per cent of elderly with acute morbidities sought treatment in public hospitals (BKPAI, 2012). The payment for treatment and hospitalization is overwhelmingly borne by the family, with more than half coming from children (ibid.). Even in public hospitals where treatment is free, indirect cost for transportation, bribes, and payment for medicines make treatment unaffordable for many elderly (Balagopal, 2009). Lack of affordable health care puts considerable pressure on elderly households and many elderly might not have the resources needed to seek treatment and care.

Care for the elderly in India falls on family members. One reason for this is lack of affordable public or private institutional care facilities. Another reason is that seeking institutional care is seen as evading family responsibility and is perceived as bringing shame to the family (Evans, Kiran, and Bhattacharyya, 2011). Caring for the elderly might strain financial, emotional, physical resources of many families, but as Brijnath (2012: 15) observes, families attach —deep meaning to care [of the elderly], viewing it through prisms of love, duty and reciprocity. Thus, families continue to be the main (or sole) provider of care to the elderly.

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## 11.5. Let us Sum Up

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Ageing may be functioning well but are at high risk for disease, disability and reduced capacity for functional independence. In contrast, the successful 'agers' are characterized by three interdependent features. They have a low risk of disease and disease related disabilities, high mental and physical function and active engagement with life. This feature of active engagement has become a frequently repeated theme in the field of gerontology problems of the aged- health, family, social relation and employment; perspective on the population of aging in India; retirement as a social and economic event; family, social, economic and religious life of retired people.

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## 11.6. Check Your Progress

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### Check Your Progress

- Note:** a) Write your answer in about 50 words
- b) Check your answer with possible answers given at the end of the unit
- 5) Explain briefly about Aging.
  - 6) Describe the democratic aspects of aged
  - 7) Discuss the problems of the aged in detail

### Answers to check your progress

#### Check Your Progress 1

- i) The problem of the aged arises because the aged have to adjust in society when they are faced with certain crucial events while they are growing old. One type of these events are the changes which take place in their biological, psychological and social spheres of life. The other type consists of socio-economic changes which take place during the historical phase in which they are living.
- ii) The growing proportion of the aged in the population is due to the declining fertility and increasing longevity of the population. These are the characteristics of the demographic transition which is brought about by economic development and modernisation.
- iii) The young dependency ratio is obtained by dividing the percentage of the population in the age group 0-14- by that in the age group 15-59, and by multiplying the quotient by 100. Likewise the old dependency ratio is obtained by dividing the percentage of population in the age group 60+ by that in the age group 15-59 and by multiplying the quotient by 100. In recent times the young dependency ratio has begun to decline and the old dependency ratio has begun to increase.

#### Check Your Progress 2

- i) In general, the aged tend to withdraw voluntarily from the work force when their capacities decline very much. But when the economy gets organised, the aged are non-voluntarily made to retire even when they are capable of performing their duties. Thus, as the Indian economy is becoming more and more organised the percentages of the aged who are withdrawing from the working force are increasing continually. As a result of this process more and more aged are becoming dependent on others.

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## 11.7. Suggested Readings

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## UNIT XII SERVICES FOR THE AGED

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Services for the aged

NOTES

### Structure

- 12.1. Services for the Aged
- 12.2. Geriatric services in India
- 12.3. Social Work and Social Services for the aged
- 12.4. Family social work with the aged
- 12.5. Let us Sum Up
- 12.6. Check Your Progress
- 12.7. Suggested Readings

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### 12.1. Services for the Aged

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Caring for the aged or elderly or senior citizens is the fulfillment of needs and requirements that are unique to senior citizens. Caring for the aged encompasses such services as assisted living, old age homes, adult day care, long term care, nursing homes (often referred to as residential care), and home care. Because of such wide variety of elderly care services found nationally, which is often influenced by different cultural perspectives on elderly citizens, care for the aged cannot be limited to any one practice. For example, many countries in Asia, including India, use government established elderly care quite infrequently, preferring the traditional methods of being cared for by younger generations of family members. Elderly care emphasizes the social and personal requirements of senior citizens who not only need financial assistance but also need some assistance with daily activities and health care, but who desire to age with dignity. It is an important distinction, in that the design of housing, services, activities, employee training and such should be truly customer-centered.

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### 12.2. Geriatric services in India

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#### ***Constitutional Provisions and Government of India Policies & Programmes***

The last two decades have witnessed considerable discussion and debate on the impact of demographic transition and of changes in society and economy on the situation of older persons. The United Nations Principles for Older Persons adopted by the United Nations General Assembly in 1991, the Proclamation on Ageing and the Global Targets on Ageing for the year 2001 adopted by the General Assembly in 1992, and various other Resolutions adopted from time to time, are intended to encourage governments to design their own policies and programmes in this regard. There has for several years been a demand for a Policy Statement by the Governments towards its senior citizens so that they do not face an identity crisis and know where they stand in the overall national perspective. The need has been expressed at different forums where issues of senior citizens have been deliberated. It is desired that a clear articulation of the principles underlying the policy for senior citizens, the directions, the needs that will be addressed and the relative roles of governmental and non-governmental institutions for their areas of operation

Self-Instructional Material

and action in the direction of a humane age-integrated society.

Well-being of older persons has been mandated in the Constitution of India. Article 41, a Directive Principle of State Policy, has directed that the State shall, within the limits of its economic capacity and development, make effective provision for securing the right of public assistance in cases of old age. Schedule VII, list III, entry 24 stresses on the welfare of labour, including condition of work, provident fund, livelihood for workmen compensation, invalidity and old age pension and maternity benefits. Other provisions are mentioned in the state and concurrent list relating to social insurance, pension, social and economic planning and social security. Right to equality has been guaranteed by the Constitution as a Fundamental Right. These provisions apply equally to older persons. Social security has been made the concurrent responsibility of the Central and State Governments. Besides these constitutional provisions, there are some other legal provisions pertaining to senior citizens. These are given below.

Part IX – Personal Law (Hindu) (Chapter III – Maintenance)

Section 20(1): a Hindu is bound during his or her life-time, to maintain his or her legitimate/illegitimate children and his or her aged or infirm parents. o

Section 20(3):- The obligation of a person to maintain his or her aged infirm parent or a daughter who is unmarried extends in so far as the parent or the unmarried daughter, as the case may be, is unable to maintain himself or herself out of his or her own earnings or others property. Code of Criminal Procedure, Chapter IX Order for maintenance of wives, children and parents

Section 125(1) (d): If any person having sufficient means neglects or refuses to maintain his father or mother, unable to maintain himself or herself, a Magistrate of the first class may, upon proof of such neglect or refusal, order such person to make a monthly allowance for the maintenance of his wife or such child, father or mother, at such monthly rate not exceeding five hundred rupees in the whole, as such Magistrate thinks fit, and to pay the same to such person as the Magistrate may from time to time direct.

Section 125(3): If any person so ordered fails without sufficient cause to comply with the order, any such Magistrate may, for every breach of the order, issue a warrant for levying the amount due in the manner provided for levying fines, and may sentence such person, for the whole or any part of each month's allowance remaining unpaid after the execution of the warrant, to imprisonment for a term which may extend to one month or until payment if sooner made:

Based on these constitutional and legal provisions, Government of India has formulated various policies and implemented various programmes and activities for the elderly. Salient features of the National Policy for the Elderly Persons 1999 are described below.

#### ***National Policy Statement-1999 & 2011 for the Aged***

National policy recognises the rich experience 60+ year olds and hence rightly considers them as important human resource; assures dignified life in their last phase; assures physical & financial security, health care, shelter; and acknowledges the need for affirmative action by the government, especially for the elder women, and rural poor. Some salient provisions present in both 1999 and 2011 policies are as follows. Assures older persons that their

concerns are national concerns and they will not live unprotected, ignored or marginalized; aims to strengthen their legitimate place in society to live the last phase of their life with purpose, dignity and peace. Promote the concept of "Ageing in Place" or ageing in own home, Provide income security and homecare services, old age pension and access to healthcare, insurance schemes and other programmes and services to facilitate and sustain dignity in old age. The thrust of the policy would be preventive rather than cure. Institutional care will be the last resort. Being a signatory to the Madrid Plan of Action and Barrier Free Framework it will work towards an inclusive, barrier-free and age-friendly society. Visualizes extending support for financial security, health care, shelter, welfare and other needs of older persons, provide protection against abuse and exploitation, make available opportunities for development of the potential of older persons, seek their participation to provide services so that they can improve the quality of their lives. Recognizes the need for affirmative action in favour of elderly. Special attention will be necessary to older females so that they do not become victims of triple neglect and discrimination on account of gender, widowhood and age. Views the life cycle as a continuum; considers 60+ as a phase when the individual should have the choices and the opportunities to led an active, creative, productive and satisfying life. The Policy values an age-integrated society; endeavours to strengthen integration between generations, facilitate two way flows and interactions, and strengthen bonds between the young and the old. Recognizes that older persons, too, are a resource and hence employment in income generating activities after superannuation will be encouraged. To promote long term savings instruments and credit activities to reach both rural and urban areas, assuring savings attractive enough to take care of the likely erosion in purchasing power.

Recognizes that larger budgetary allocations from the State will be needed and the rural and urban poor will be given special attention. However, individuals, families, communities and institutions of civil society have to join hands as partners. To advise States to implement the Maintenance and Welfare of Parents and Senior Citizens Act, 2007 and set up Tribunals so that elderly parents unable to maintain themselves are not abandoned and neglected. States will set up homes with assisted living facilities for abandoned senior citizens in every district of the country and there will be adequate budgetary support.

***Principal Areas of Intervention and Action Strategies to implement the national policy intent are described below.***

***Financial Security:*** Old age pension scheme It would cover all senior citizens living below the poverty line. Rate of monthly pension would be raised to Rs.1000 per month per person and revised at intervals to prevent its deflation due to higher cost of purchasing. The "oldest old" would be covered under Indira Gandhi National Old Age Pension Scheme (IGNOAPS). They would be provided additional pension in case of disability, loss of adult children and concomitant responsibility for grand children and women. This would be reviewed every five years. Public distribution system (PDS) The PDS would reach out to cover all senior citizens living below the poverty line.

***Income Tax:*** Taxation policies would reflect sensitivity to the financial

problems of senior citizens which accelerate due to very high costs of medical and nursing care, transportation and support services needed at homes.

**Microfinance:** Loans at reasonable rates of Interest would be offered to senior citizens to start small businesses. Microfinance for senior citizens would be supported through suitable guidelines issued by the Reserve Bank of India.

**Settlement of Retirement Benefits:** Prompt settlement of all retirement benefits like pension, gratuity PF, etc. Widows will be given special consideration in the matter of settlement of benefits accruing to them on the demise of husband.

**Pension Schemes:** To facilitate the establishment of pension schemes in nongovernmental employment, with provision for employers also to contribute. Pension Funds will function under the watchful eye of a strong regulatory authority. To consider much higher annual rebate for medical treatment, whether domiciliary or hospital based, in cases where superannuated persons do not get medical coverage from their erstwhile employers.

**Health Care and Nutrition:** The 2011 national health policy recognizes that with advancing age, senior citizens have to cope with health and associated problems some of which may be chronic, of a multiple nature, require constant attention and carry the risk of disability and consequent loss of autonomy. Some health problems, especially when accompanied by impaired functional capacity require long term management of illness and nursing care. Health care needs of older persons will be given high priority to ensure good affordable health services which will be very heavily subsidised for the poor and a graded system of user charges for others. The primary health care system will be the basic structure of public health care. It will be strengthened by larger budgetary support to provide geriatric care facilities and curative, restorative and rehabilitative services at secondary and tertiary levels. Geriatric wards will be set up. Medical and paramedical personnel in primary, secondary and tertiary health care facilities will be given training and orientation in health care of the elderly. Facilities for specialization in geriatric medicine will be provided in the medical colleges. Training in nursing care will include geriatric care.

**Shelter / Housing:** Housing schemes for urban and rural lower income segments will earmark 10 per cent of the houses/house sites for allotment to older persons. This will include Indira Awas Yojana and other schemes of government. Layouts of housing colonies will have to respond to the life styles of the elderly. It will have to be ensured that there are no physical barriers to mobility, and accessibility to shopping complexes, community centres, parks and other services is safe and easy. Group housing of older persons comprising flat lets with common service facilities for meals, laundry, cultural activities, common room and rest rooms will be encouraged. Payment of civic dues will be facilitated. Older persons will be given special consideration in promptly dealing with matters relating to transfer of property, mutation, property tax and other matters.

**Education:** Information and educational material especially relevant to the lives of older people will be developed and widely disseminated using mass media and non-formal communication channels. Access of older persons to libraries of universities, research institutions and cultural centres will be

facilitated. Educational curriculum at all stages of formal education as well as non-formal education programmes will incorporate material to strengthen intergenerational bonds and mutually supporting relationships. Interactions of older persons with educational institutions will be facilitated

**Welfare:** The policy will be to consider institutional care as the last resort when personal circumstances are such that stay in old age homes becomes absolutely necessary. The main thrust of welfare will be to identify the move vulnerable among the older persons such as the poor, the disabled, the infirm, the chronically sick and those without family support, and provide welfare services to them on a priority basis. Services by voluntary organizations will be promoted and assisted to strengthen the coping capacity of older persons and their families. Assistance will be provided to voluntary organizations by way of grants-in-aid for construction and maintenance of old age homes' day care, multiservice citizen's centres, reach-out services, and supply of disability related aids and appliances. Voluntary organizations will be supported to provide helpline and telephone assurance services to help in maintaining contacts with friends, relatives and neighbours and escorting older persons to hospitals, shopping complexes and other places. Senior citizen's forums and centres formed for a group of neighbourhoods / villages. A Welfare Fund for older persons will be set up. It will obtain funding support from government, corporate sector, trusts, charities, individual donors and others. Contributions to the Fund will be given tax relief. States will be expected to establish similar Funds.

**Protection of Life and Property:** Safety and security is given much less importance in 2011 national policy with just three items. The 1999 policy was more elaborate and hence it is reviewed here. Old persons have become soft targets for criminal elements. They also become victims of fraudulent dealings and of physical and emotional abuse within the household by family members to force them to part with their ownership rights. Widow's rights of inheritance, occupancy and disposal are at times violated by their own children and relatives. It is important that protection is available to older persons. The introduction of special provisions in IPC to protect older persons from domestic violence will be considered and machinery provided to attend all such cases promptly. Tenancy legislation will be reviewed so that the rights of occupancy of older persons are restored speedily. Voluntary organizations and associations of older persons will be assisted to provide protective services and help to senior citizens through helpline services, legal aid and other measures. Police will be directed to keep a friendly vigil on older couples or old single persons living alone

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### 12.3. Social work and social services and the aged

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There are various other areas which would need affirmative action of the State to ensure that policies and programmes reflect sensitivity to older persons. Machinery for achieving this objective will be put in place. Issue of identity cards by the administration; Fare concessions in all modes of travel; Preference in reservation of seats and earmarking of seats in local public transport; Modifications in designs of public transport vehicles for easy entry

and exit; Priority in gas and telephone connections and in fault repairs; Concessions in entrance fees in leisure and entertainment facilities, art and cultural centres and places of tourist interest. Speedy disposal of complaints of older persons relating to fraudulent dealings, cheating and other matters. The year 2000 will be declared as the National Year for Older Persons. Facilities, concessions and relief given to older persons by the Central and State governments and the agencies will be complied, updated at regular intervals and made available to associations of older persons for wide dissemination.

#### **Non-Governmental Organizations**

The State alone cannot provide all the services needed by older persons. Private sector agencies cater to a rather small paying segment of the population. The National Policy recognizes the NGO sector as a very important institutional mechanism to complement the endeavours of the State in providing services to the aged. Trusts, charities, religious and other endowments will be encouraged to and supported in a big way. Networking, exchange of information and interactions among NGOs will be facilitated. Opportunities will be provided for orientation and training of the grant-in-aid policy will provide incentives to encourage NGOs to raise their own resources and not become dependent only on government funding for providing services on a sustainable basis. Realizing the Potential The National Policy recognizes that 60+ phase of life is a huge untapped resource. Facilities will be made available so that this potential is realized and individuals are enabled to make the appropriate choices.

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### **12.4. Family and other social aspects with the aged**

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**Family:** Family is the most cherished social institution in India and the most vital non-formal social security for the old. Most older persons stay with one or more of their children. It is the most preferred most emotionally satisfying living arrangement for them. It is important that the familial support system continues to be functional and the ability of the family to discharge its caring responsibilities is strengthened through support services. Programmes will be developed to promote family values, sensitise the young on the necessity and desirability of intergenerational bonding and continuity and the desirability of meeting filial obligations. State policies will encourage children to co-reside with their parents by providing tax relief, allowing rebates for medical expenses and giving preference in the allotment of houses.

#### **Research**

The importance of a good data base on older persons is recognised. Research activity on ageing will require to be strengthened. Universities, medical colleges and research institutions will be assisted to set up centres for gerontological studies. Funding support will be provided to academic bodies for research projects on ageing. Superannuated scientists will be assisted so that their professional knowledge can be utilized. An interdisciplinary coordinating body on research will be set up. Professional associations of gerontologists will be assisted to strengthen research activity, disseminate research findings and provide a platform for dialogue, discussion, debate and

exchange of information. The necessity of a national institute of research, training and documentation is recognised. Assistance will be given for setting up resource centres in different part of the country

### **Training of Manpower**

The policy recognizes the importance of trained manpower. Medical colleges will be assisted to offer specialization in geriatrics. Training institutions for nurses and for the paramedical personnel need to introduce specific courses on geriatric care in their educational and training curriculum. In service training centres will be strengthened to take up orientation courses on geriatric care. Facilities will be provided and assistance given for training and orientation of personnel of NGOs providing services to older persons.

### **Media**

The National Policy recognizes that media have a very important role to play in highlighting the changing situation of older persons and in identifying emerging issues and areas of action.

Creative use of media can The Policy aims to involve mass media as well as informal and traditional communication channels on ageing issues. Opportunities will be extended for greater interaction between media personnel and persons active in the field of ageing

### **Implementation Mechanisms**

The Policy will make a change in the lives of senior citizens only if it is implemented. The 2011 policy states that: "there will be efforts to provide an identity for senior citizens across the country and the ADHAAR Unique identity number will be offered to them so that implementation of assistance schemes of Government of India and concessions can be offered to them. As part of the policy implementation the Government will strive for:

***Establishment of Department of Senior Citizens under the Ministry of Social Justice and Empowerment:*** The Ministry of Social Justice and Empowerment will establish a "Department of Senior Citizens" which will be the nodal agency for implementing programmes and services for senior citizens and the NPSC 2011. An inter-ministerial committee will pursue matters relating to implementation of the national policy and monitor its progress. Coordination will be by the nodal ministry. Each ministry will prepare action plans to implement aspects that concern them and submit regular reviews.

### ***Establishment of Directorates of Senior Citizens in states and union territories:***

States and union territories will set up separate Directorates of Senior Citizens for implementing programmes and services for senior citizens and the NPSC 2011.

### ***National/State Commission for Senior Citizens:***

A National Commission for Senior Citizens at the centre and similar commissions at the state level will be constituted. The Commissions would be

set up under an Act of the Parliament with powers of Civil Courts to deal with cases pertaining to violations of rights of senior citizens.

**Establishment of National Council for Senior Citizens:** A National Council for Senior Citizens, headed by the Minister for Social Justice and Empowerment will be constituted by the Ministry. With tenure of five years, the Council will monitor the implementation of the policy and advise the government on concerns of senior citizens. A similar body would be established in every state with the concerned minister heading the State Council for Senior Citizens. o The Council would include representatives of relevant central ministries, the Planning Commission and ten states by rotation. Representatives of senior citizens associations from every state and Union Territory. Representatives of NGOs, academia, media and experts on ageing. o The council would meet once in six months.

**National Association of Older Persons:** An autonomous registered National Association of Older Persons (NAOPS) was sought to be established in 1999 policy but is absent in 2011 policy. The NAOPS is expected to mobilize senior citizens, articulate their interests, promote and undertake programmes and activities for their well being and to advise the Government on all matters relating to the Older Persons. The Association will have National, State and District level offices and will choose its own bearers. The Government will provide financial support to establish the National and State level offices while the District level offices will be established by the Association from its own resources which may be raised through Membership, subscriptions, donations and other admissible means. The Government will also provide financial assistance to the National and State level offices to cover both recurring as well as nonrecurring administrative costs for a period of 15 years

**Responsibility for Implementation:** The Ministries of Home Affairs, Health & Family Welfare, Rural Development, Urban Development, Youth Affairs & Sports, Railways, Science & Technology, Statistics & Programme Implementation, Labour, Panchayati Raj and Departments of Elementary Education & Literacy, Secondary & Higher Education, Road Transport & Highways, Public Enterprises, Revenue, Women & Child Development, Information Technology and Personnel & Training will setup necessary mechanism for implementation of the policy. A five-year perspective Plan and annual plans setting targets and financial allocations will be prepared by each Ministry/ Department. The annual report of these Ministries/ Departments will indicate progress achieved during the year. This will enable monitoring by the designated authority.

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## 12.5. Let us Sum Up

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This unit is structured based on the caring for the aged encompasses such services as assisted living, old age homes, adult day care, long term care, nursing homes (often referred to as residential care), and home care. Because of such wide variety of elderly care services found nationally, which is often influenced by different cultural perspectives on elderly citizens, care for the aged cannot to be limited to any one practice

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## 12.6. Check Your Progress

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- i) What is constitutional safeguards available for the aged ? Answer in four lines.

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- ii) State some important social services by society to the aged in India. Answer in about three lines.

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## 12.7. Suggested Readings

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# **BLOCK V: SOCIAL WELFARE SERVICES FOR THE AGED, NATIONAL AND INTERNATIONAL AGENCIES FOR AGED WELFARE, POLICIES, STRATEGIES AND PROGRAMMES**

## **UNIT XIII SOCIAL WELFARE SERVICES FOR THE AGED**

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*Social welfare services for the aged*

*NOTES*

### **Structure**

- 13.1 Introduction
- 13.2 Need And Importance Of Social Welfare Service For Aged
- 13.3 Social Welfare Services For The Aged:
- 13.4 Let Us Sum Up
- 13.5 Answer to Check Your Progress
- 13.6 Unit End Exercise
- 13.7 Suggested Readings

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### **13.1 INTRODUCTION**

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The elderly now constitute the largest single client group using personal social services worldwide. In all advanced industrial societies the proportion of infirm elderly is on the increase, and, although they constitute only a small minority of the retired population, their claim on social services is disproportionately heavy. Because social care for the elderly is often labour-intensive, most countries give full support to the promotion of family care and the expansion and rationalization of informal care on a voluntary or quasi-voluntary basis. Services include transportation, friendly visiting, home delivery of hot meals, nurse visitation, and reduced-cost medical supplies. Senior centres sponsor group activities such as crafts, entertainment, outings, and meals on a regular basis. Nursing homes, variously funded, provide medical and custodial care for those who are unable to live independently. Paradoxically, the majority of elderly people lead independent lives, seldom utilizing personal social services. Indeed, fit elderly people are increasingly in demand as a source of voluntary service.

Let us discuss about the Social welfare services for the aged: old age social security measures in India and other countries; physical activity, rehabilitation and community linkage programme; gerontopheno time- an aging reversal agent. **Where, Social Welfare** can be **defined** as the group of assistance programs designed to ensure the well being of a nation's citizens. In other words, it is a system that aims to provide quality care to society participants.

*Self-Instructional Material*

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## **13.2 NEED AND IMPORTANCE OF SOCIAL WELFARE SERVICE FOR AGED**

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As the population continues to age, it is becoming increasingly important to focus on policies and practices that support and enhance the wellbeing of the older population in later life. One sad reality for many seniors in later life and an increasing cause for concern is elder abuse. Elder abuse is one of the most disturbing and rapidly growing areas of crime throughout the global. It is extremely difficult to exactly quantify the extent of elder abuse because many such cases go undetected and under-reported.

The World Health Organization reported that it is generally agreed that abuse of older people is either an act of commission or of omission or neglect, and it may either be intentional or unintentional (Krug et al., 2002). It results in unnecessary suffering, injury, the loss of violation of human rights, and a decreased quality of life for the older person. Like any other form of domestic violence, abuse of the elderly initially remained as a private matter hidden from public view. It was initially seen as a social welfare issue and latter on a problem of ageing, but now has developed into a significant public health and criminal justice concern. The value of loving family institution has been tarnished by greed, position-struggle and impatience.

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### **13.3 SOCIAL WELFARE SERVICES FOR THE AGED:**

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**Social welfare** systems provide assistance to individuals and families through programs such as health care, food stamps, unemployment compensation, housing assistance, and child care assistance. The **social welfare programmes aim** to make opportunities for full-time employment, health care, education and development available to all Indian citizens.

#### **1.3.a AGE SOCIAL SECURITY MEASURES IN INDIA AND OTHER COUNTRIES; INDIA: PHYSICAL ACTIVITY, REHABILITATION AND COMMUNITY LINKAGE PROGRAMME;**

Every second elderly person in India is concerned about his or her social and financial security. Generally, India's social security schemes cover initiatives for the elderly such as retirement pension, family pension, widow pension, old-age pension, health insurance and medical benefits, disability benefits and gratuity. Largely, the study found out that 77% of old men and 50% of old women are utilising some form of social security. However, 53% of the elderly find it difficult in utilizing the social security schemes and 79% found these are not sufficient to meet their basic needs. The majority of the elderly are illiterate and are partially or totally dependent on others for their economic needs.

#### **Policies, Programmes and Major Schemes in India for Social Security of the Elderly- Current Scenario Initiatives by the Government of India**

- i) **National Policy for Older Persons (NPOP), 1999** NPOP 1999, the first major initiative taken by the Government of India for the

welfare of the elderly, provides a broad framework for inter-sectoral collaboration within the government and between government and non-government agencies. The primary objectives of NPOP are:

- To encourage individuals to make provision for their and their spouse's old age
- To encourage families to take care of older family members
  - To support voluntary and non-government organisations to supplement the care provided by families
- To provide care and protection and health care facilities to the vulnerable elderly
- To promote research and training facilities for geriatric care
- To help the elderly to lead productive and independent lives and to create awareness about the elderly.

The Ministry of Social Justice and Empowerment (MOSJE) co-ordinates implementation of the various aspects of NPOP, which are in the jurisdiction of different ministries. The National Council for Older Persons (NCOP), established in 1999, is the highest advisory body for the formulation and implementation of programmes for the elderly. A Review Committee was appointed in 2010 under the chairmanship of Dr. Mohini Giri. Its mandate was to review the implementation of NPOP and assess the status of various issues concerning the elderly, and to draft a new policy for their benefit. The Committee submitted its report in March 2011, which is presently under scrutiny by MOSJE. The approach of the Draft Policy (2011) to social security for the elderly is discussed in the last section of this paper, i.e. 'Critical Issues and the Challenges Ahead'.

**ii) Maintenance and Welfare of Parents and Senior Citizen's Act**

Though the Act was passed in 2007, it was by 2010 that the act was notified by 22 states and in all Union Territories. It enables senior citizens, if they so desire, to claim maintenance allowance of up to Rs. 10,000 per month from their children and specifies the claim procedure. The Act also envisages:

- establishment and management of Old Age Homes for the needy elderly,
- provision of geriatric beds and wards in Government hospitals, partially or fully funded by the government,
- facilities like separate queues for senior citizens,
- action plan for protection of the life and property of senior citizens. It also prescribes penal provision for the abandonment of senior citizens (3 months imprisonment or fine up to Rs. 5000/-).

**iii) Integrated Programme for Older Persons (IPOP)**

The Programme has been operational since 1992. Its objective is to improve the quality of life of senior citizens by providing basic amenities like food, shelter, medical care and entertainment opportunities. Under IPOP, 90% of the project cost is provided to NGOs for building and maintaining old age homes, day care centres and mobile Medicare units. IPOP underwent a revision in 2008 after which several innovative projects for the elderly have

been added. These include Day Care Centres for Alzheimer's/ Dementia patients, physiotherapy clinics, helplines, counselling centres, awareness programmes for the elderly and caregivers, sensitization programmes for children in schools and colleges, formation of senior citizens' associations, etc. Financial support for capacity building in government and non-government organisations is also provided. After a situational analysis of the elderly in 2011, the scheme was made flexible to cater to the needs of older persons of diverse types — destitute, slum dwellers, those living in inaccessible areas, etc.

- iv) **National Initiative on Care for Elderly (NICE)** NICE was launched in 2000 by the National Institute of Social Defence (under MOSJE), which conducts various courses to prepare skilled and committed professionals to provide services to the elderly.
- v) **National Programme for the Health Care for the Elderly (NPHCE)** NPHCE was launched by the Ministry of health and family welfare, during the 11th plan period to:
  - i) provide preventive, curative and rehabilitative services to the elderly at various levels of the health delivery system, ii) strengthen the referral system, and iii) develop specialised manpower and promote research on geriatric diseases. Under the National Programme for the Health Care of Elderly (NPHCE) scheme, financed in the ratio of 80:20 by centre and the state, provision is made for geriatric infrastructure, geriatric wards and OPDs in hospitals, mobile units and regular geriatric clinics.
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- vi) **Facilities, Services, Concessions, Schemes Provided by Various Ministries** These initiatives include (a) initiatives for the general population, which are relevant for the needy elderly, and which the eligible elderly can benefit from and (b) initiatives that are specifically targeted at the elderly.
  - a. **Central schemes** (not specifically targeted at the elderly) The elderly, if eligible, can avail of:
    - Mahatma Gandhi National Rural Employment Guarantee scheme (MGNREGA) guarantees 100 days of employment. All the districts in India are in its ambit since 2008.
    - Indira Gandhi National Disability Pension Scheme (funding shared by the central government and state government) provides for pension of Rs.300 per month to destitute with severe or multiple disabilities and who do not

receive other pension. The eligible age group is 18-79 years. • National Family Benefit Scheme provides the dependent family a lump sum of Rs 10,000 if the breadwinner dies between ages 18-64 years. • Rashtriya Swasthya Bima Yojana (RSBY), which was launched in 2008 by the Ministry of Labour and Employment provides insurance cover to five members (including the elderly ) in BPL families, They are entitled to hospitalisation expenses up to Rs. 30,000. They have to pay only the registration fee of thirty rupees. The premium is paid by the Central government and respective State government. • Indira Awas Yojana (IYA) of the Ministry of Rural Development gives grants for the construction of dwelling units for BPL households. Central: state ratio for funding is 75:25. Elderly persons belonging to the below poverty line households, if in need of a dwelling unit can avail of this scheme.

**b. Central Facilities/Services designed specifically for the Elderly**

- In 2005, an advisory was issued by the Ministry of Home Affairs to the State governments directing police departments to pay special attention to the protection of life and property of the senior citizens, to keep a friendly vigil, to sensitise the police force about the security concerns of the elderly and to formulate action plans for setting up helplines, home visits, mandatory review of old persons' cases by senior police officials, etc.
- Concessions given by the Finance Ministry, Government of India: i) Income tax exemption up to Rs. 3 lakhs per annum for Senior Citizens (It is Rs 5 lakhs for senior citizens over 80) ii) Deduction of Rs. 20,000/- under section 80D for individuals paying insurance premium for senior citizen parents. (In the budget for 2015 -16 this was raised to Rs. 30,000. If the assessee or spouse is 60+, the premium paid for medical insurance entitles the assessee to a deduction of Rs. 30,000/- per annum from the gross taxable income. The same deduction is also permissible for individuals taking medical insurance for their parents above the age 60, iii) deduction of Rs. 60,000/- or actual amount spent, whichever is less, on medical treatment for specified diseases of dependent senior citizens.
- Ministry of Communications and Information Technology: Priority must be given to the complaints of senior citizens (VIP Flag), Telephone connections under special category NOYT (Non- Own Your Telephone) were a few of the actions taken.
- Savings: Postal schemes for senior Citizens that offered higher interest rates such as Senior Citizens' Saving Scheme for ages 55-60 and Monthly Income Scheme for people of 60 years or older.
- Travel facilities: Indian Railways offer 40% concession in railway ticket rates for 60+ males and 50% concession for 58+ females respectively. Domestic airlines offer 50% concession in the airfare for persons who are 63 years and older. The first two rows in State

Transport buses are reserved for senior citizens. • The Department of Pensions has set up a Pension portal to enable pensioners to obtain information about the status of their applications and to lodge grievances.

- The Old Age Solutions Portal was initiated by the Dept. of Science and Technology and the All India Institute of Medical Sciences (AIIMS) to enhance the welfare of the elderly and disabled. The web portal gives information regarding health, nutrition, assistive devices, indoor and outdoor recreational activities and available facilities like old age homes.
- Insurance Regulatory Development Authority (IRDA) has instructed Chief Executive Officers (CEO's) of General Health Insurance Companies to allow the entry into insurance schemes till the age of 65, to maintain transparency in the premium charged, to record reasons for any denial etc. This initiative is expected to facilitate access to and the use of insurance schemes for the elderly: Varishtha Mediclaim Policy by National Insurance Company, Jan Arogya, Nav Prabhat, Ashadeep, and Group Mediclaim policies operated by the Life Insurance Corporation (LIC) of India

**vii) Major Central Schemes Specifically for the Elderly** The Ministry of Rural Development introduced three major schemes that were targeted specifically at the BPL elderly. These are important landmarks in the history of social security for the elderly in India. They provide directly income and food security to the elderly covered by the schemes.

- IGNOAPS National Old Age Pension Scheme (renamed as Indira Gandhi National Old Age Pension Scheme (IGNOAPS) in 2007), targeted at the destitute elderly, was launched by the Central Government on 15th August 1995. This was seen as a big step towards fulfilment of Article 41 and 42 of the constitution. From April 2011, the eligibility age for this scheme was reduced from 65 to 60 and the pension amount was raised from Rs.75 to Rs. 200 per month for elderly persons in the age group 60-79 years and Rs 500 for those above 80. The entire funding for this is disbursed by the central government to the states and cover is limited to 50% of the BPL population above age 65 (now 60). The selection of beneficiaries is done by gram panchayats on the basis of targets communicated by the state government. It was made explicit that the central assistance is not a substitute for state governments' expenditure on pensions for the elderly, but is intended to ensure that a uniform minimum amount is paid. State governments, however, may expand coverage or increase the pension amount per person. It is also specified that the benefits of the scheme should be disbursed in not less than two instalments in a year.
- IGNWPS The Indira Gandhi National Widow Pension Scheme (IGNWPS), introduced in 2009, provides BPL widows in the age group 40-64 (later revised as 40-59) with a monthly pension of Rs. 200/- per beneficiary. After they attain the age of 60, they qualify for pension under IGNOAPS.

- Annapurna Scheme Launched in 2000, the scheme provides food security (35kg. food grains per month free of cost) to senior citizens not covered under IGNOAPS. As per the National Food Security Act 2013, every person belonging to priority households shall be entitled to receive five kilograms of food grains per person per month at subsidised prices specified in Schedule-I from the State Government under the Targeted Public Distribution System. The act specifically states that “The provisions of this Act shall not preclude the Central Government or the State Government from continuing or formulating other food based welfare schemes”. It implies that this facility will not affect the continuation of existing schemes providing subsidised or free food to the poor. Some states like Tamil Nadu have been implementing such schemes and the poor elderly have been availing of such schemes (Pl. see the Annexure).

- viii) **State Schemes:** The central schemes described above are operational in the states. In addition, many states have framed and implemented their own schemes, some of which were launched even before the social assistance programme was initiated by the central government. It is important to note that, since the central government did not initiate any old-age pension program for the poor and needy elderly until the mid-nineties, the only guaranteed retirement income for them was old age pensions offered by the State governments. The majority of States and Union Territories (beginning with Uttar Pradesh in as early as in 1957) had pension plans in the 1970s with monthly benefits ranging from Rs.30 to 100 with Rs. 60 being most common amount (Vijay Kumar, 2003).

## **SOCIAL SECURITY PROGRAMMES IN VARIOUS COUNTRIES OF WORLD SOCIAL SECURITY FOR OLD IN USA**

In USA social security system and welfare system was initiated in 1930. The present social security programme of the United States includes: i. Old Age Assistance to the needy persons, ii. Old Age Insurance, iii. Supplementary Private Pension Plans iv. Old Age survivors and Disability insurance.

Germany In Germany, on the other hand, the care of older generation has been left to the state, to the older people themselves; children do not regard themselves being responsible for the welfare of their parents. It is the responsibility of the state to look after them. Hence, there are differences, in Italian and German Welfare Programmes for the aged.

The original Social Security act was passed in 1935 that provided for payments only to retired employees of age 65 or over covered under the system, although social security has achieved a delicate financial balance over the long term. Medicare is headed for financial trouble in the near future. Current projections indicate that the Hospital Insurance Trust Fund of Medicare will be exhausted in the early part of this century; a weaker-than-expected economic performance would hasten the day of reckoning, as would health care costs that grow more rapidly than anticipated.

**Canada:** The Canadian programme for the elderly which is part of social security system is similar to that of the United States of America. The Canadian pension Plan is contributed by the Canadian labour force in order to

earn retirement pension at the age of 65 when they stop working. A legal resident of Canada can be initiated to old age pension security on monthly basis. For those who have not been able to make adequate provision for their later life can take advantage of the Guaranteed Income Supplement Scheme and the Canadian Unemployment Insurance. Under the Canadian assistance plan, assistance is given to the aged persons for meeting their basic requirement such as food, shelter and clothing. The Canadian Association of Gerontology has provided a lead in geriatric medicine with the support of Canadian Medical Association.

### **WELFARE OF THE AGED IN BRITAIN PUBLIC ASSISTANCE-OLD AGE PENSION**

National Insurance, Industrial insurance, family Allowances and National assistance together with War pensions, constitute a comprehensive system of social security in the United Kingdom. The purpose of these programmes is that under no circumstances anyone be allowed to fall below a certain minimum standard of living.<sup>74</sup> An Old Age pension Scheme financed from the Central Government Funds was started in England under the 1908 Act and it was free from the personal indignities of the Poor Law. In 1939, the social insurance and other allied services in Britain, the social insurance and other allied services in Britain comprised of 1. Pensions based on need, for the old and the blind and 2. Unemployment and health insurance and a contributory old age widows' and orphans' pension scheme.

These services were in addition to the services being given by voluntary organisations. The Second World War recommended the entire re-shaping of social security system. The Family Allowances Act, 1945, the National Insurance Act, 1946, Health Services Act, 1946 and 1947 (for Scotland), were all based on the proposals of the Beveridge Report. The National Assistance Act, 1948, removed the last traces of the old poor Law by providing that anyone in need shall be assisted out of central government funds under a national scheme of assistance"

### **SOCIAL SECURITY SYSTEM IN SCANDINAVIAN COUNTRIES**

There is increasing involvement of these countries in the care of elderly. There is a wide range of domiciliary services in order to help the aged to maintain themselves in their own homes. There is a shortage of personnel. Since 1957, the Norwegian Gerontological Institute has been the centre of research and training. Around 10 per cent of Netherland's population are the elderly persons. Holland has comparatively lower percentage of old people Nursing homes, old age assistance for medical care, institutionalisation are some of this features of work for the aged.

**Sweden:** The main problem in Sweden is that the elderly tend to be inactive. Ageing is considered as illness. Gerontology is thought at University Level. Geriatric care needs to be restructured, there is a need for establishing information and education programmes against ageing, promoting scientific studies etc. Meeting the service and health care needs of the elderly is one of the cornerstones of the Swedish welfare state and an area which continues to be given priority. The aims for the care of the elderly can be summarized as follows: to ensure the elderly financial security, good housing service and health care according to need. The facilities available in Sweden are as

following: i. Old- Age Homes: In 1988, there were some 900 municipal old age homes with around 44,000 places for elderly people unable to cope in home even with the aid of the home help and the home nursing services. ii. Group Dwellings; during recent years, group dwellings have become an alternative to institutions for persons with great needs of care with supervision. There are group dwellings, among others, for persons who have physical handicaps or psychological problems

**France:** There is a general lack of services for the aged, particularly income support, self, supporting opportunity and failure of the society to provide for the elderly. The programme for meeting the needs of the elderly is linked with further expansion and availability of accommodation. There is no rational policy for the aged. The social security system is becoming lop-sided. Health services are provided but these are not very effective.

**Italy** The most acute problems of the aged in Italy are housing. In very few cases children and grand-children support the aged. Although there are laws for the aged but the policies and programmes to implement the laws are not well defined. The National Health Plan provides for the elderly; but it has not been implemented. There is a need for improving the health standards which delay the transition to an inactive life and to make retirees as part of the mainstream.

**Russia** In Russia every citizen has right to maintenance in old age for which they are not required to contribute to old age person fund. There are also special statutes under which boarding homes and visiting nurses services are run. Health and medical services to the elderly are provide as part of social security by the State to all citizens. It is mentioned in the Constitution of USSR that Citizens of the USSR have the right to maintenance in old age and also in case of sickness or loss of capacity to work...at State expense free medical services for the working people.

**Australia:** Most of the aged of Australia cope up well in society. Old age pensions are paid to people of limited means and invalid aged. Men must be at least 65 and women 60. The pension is non-contributory. 83Voluntary and religious organisations provide home health care to the aged with government support. The importance of ageing in Australia was recognised in 1998 with the establishment of the position of Minister for Ageing. Australia was one of the first countries in the world to have a Ministry specifically responsible for ageing. In 2002, the Australian Government announced a strategic framework, the National Strategy for an Ageing Australia, to promote and support engagement on ageing issues by the government and non-government sectors as well as by individuals. The ageing of the population and the changes that this will bring is recognised as a major economic challenge for Australia over the medium and longterm. Careful planning is required to ensure that health and aged care and income support system remain sustainable in cost terms. The national strategic policy framework is based on a set of broad principles: ageing issues are the responsibility of governments, business and the community; all Australians, regardless of age, should be able to continue their social and economic participation; public programmes on ageing should supplement rather than supplant the role of individuals, their families and communities; and a strong evidence base should inform policy response. A significant number of measures have been developed and implemented

consistent with these principles and the three Priority Directions of the MIPPA. In Australia, men aged 65 and women aged 64, who meet residency retirement are eligible for Age Pension. The eligibility age is to be increased to 65 and half years by 2017 and then rise by 6 months every 2 years, reaching 67 by 1 July 2023. An income test and an assets test are used to calculate the Australian Government's Department of Human Services, self-funded retirees and people still working in part time employment get a partial pension.

**New Zealand** The discipline of geriatrics is well established in New Zealand society for the aged and the New Zealand Geriatric society helps the old persons. New Zealand is an example of the effectiveness of universal schemes, with the longest running pension scheme (introduced in 1898 and universalised the scheme in 1940). The New Zealand retirement income provision consists of non-contributory, flat pension (New Zealand Superannuation) supplemented by the voluntary private saving. While there are no compulsory saving schemes or tax incentives for private savings, pensions are financed on a pay-as-you-go basis from general revenue, largely from a graduated income tax with marginal rates that go from 15 to 39% and from a broad sales tax (St. John and William 2001). The model is seen to be durable, acceptable and fiscally responsible and effective in addressing

**Japan** For persons above 70 years, medical examination and medical care free. Families are expected to pay for the maintenance of the elderly in public homes. All the aged can receive a free health check up once a year.

**South Africa** : The Government of South Africa has made significant progress regarding the maintenance and welfare of the elderly citizens including Situation Analysis Older persons and Development Legislation Community Based Care and Support and Services Advancing Health and well- Being into old age Abuse of older persons Creation of an enabling environment Poverty Eradication Strategies Older Persons Forum Rights of older persons South African plan of Action on ageing The key pillars of the legislation are: a. Protection of Older Persons b. Acknowledgement of wisdom that lies within older persons c. Active Ageing d. Madrid International Plan of Ageing e. South African Constitution The legislation which was commenced during the International Year of older persons and finally been approved by Parliament in March 2006. This legislation focuses on:

- Community based care and support services.
- The rights of Older Persons Protection of Older Persons Residential care facilities.
- The legislation is based on the principles that Older persons must be able to live independently Functioning at their highest potential without fear of abuse.
- Older Persons should be treated fairly and be valued independently of their economic status.

**China's Social Security and its policy** China's social security system includes social insurance, social welfare, the special care and placement system, social relief and housing services. As the core of the social security system, social insurance includes old-age insurance, unemployment insurance, medical insurance, work-related injury insurance and maternity insurance.

**Germany** In Germany, on the other hand, the care of older generation has

been left to the state, to the older people themselves; children do not regard themselves being responsible for the welfare of their parents. It is the responsibility of the state to look after them. Hence, there are differences, in Italian and German Welfare Programmes for the aged.

**Check your progress- 1**

2. **What is Social Welfare?**
3. **Expand WHO**
4. **Mention any two policies/ programs for elderly in India?**

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### **13.4 LET US SUM UP**

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In this chapter we are discussing about the Social Security welfare for the Elderly. Despite elder abuse is not entirely a new issue; it is time to find out the prevention ways to be implemented and effective interventions to emerge. There are a few welfare needs that will be highlighted after so that the young generations have a strong sense of love and care towards the senior citizen. Welfare needs are necessary for elderly in order to stop the growing elder abuse issue. The government, law and legislation, mass media, school education, health care providers, family and also elderly have the responsibility to give support the rights of old persons.

We have discussed a welfare schemes in India and other countries too. This will give us an deep knowledge in supporting and guiding the elderly people who are need of the benefits availed for them to lead the rest of their lives

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### **13.5 ANSWER TO CHECK YOUR PROGRESS**

1. Social Welfare can be defined as the group of assistance programs designed to ensure the well being of a nation's citizens. In other words, it is a system that aims to provide quality care to society participants.
2. World Health Organisation
3. National Policy for Older Persons (NPOP) and Integrated Programme for Older Persons (IPOP) [check 1.3a]

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### **13.6 UNIT END EXERCISE**

1. Write down the need and importance of social welfare services for aged.
2. Explain the various social welfare availed for elderly in India .
3. Explain the Social welfare purpose and benefits of any five other foreign countrie?

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### **13.7 SUGGESTED READINGS**

- <https://www.thehindu.com/news/national/how-effective-are-social-security-and-welfare-in-india/article6823320.ece>
- <HTTPS://SHODHGANGA.INFLIBNET.AC.IN/BITSTREAM/10603/183153/8/07%20CHAPTER%202.PDF>

- [HTTPS://INDIA.UNFPA.ORG/SITES/DEFAULT/FILES/PUB-PDF/THEMATICPAPER1\\_2.PDF](https://india.unfpa.org/sites/default/files/pub-pdf/thematicpaper1_2.pdf)
- [HTTPS://SHODHGANGA.INFLIBNET.AC.IN/BITSTREAM/10603/226771/10/10\\_CHAPTER%204.PDF](https://shodhganga.inflibnet.ac.in/bitstream/10603/226771/10/10_CHAPTER%204.PDF)

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# UNIT XIV – NATIONAL AND INTERNATIONAL AGENCIES FOR AGED WELFARE

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*National and international agencies for aged welfare,  
NOTES*

## **Structure**

14.1. Introduction

14.2. Meaning Of Ngo And Nature

14.3. Various Ngos Working In India And The Role Of Ngo's In The Protection And Promotion Of Interest Of Aged People.

14.4. Let Us Sum Up

14.5. Answer To Check Your Progress

14.6. Unit End Exercise

14.7. Suggested Readings

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## **14.1. Introduction**

The government policy provides a broad framework for intersectoral collaboration and cooperation both within the government as well as between government and non-governmental agencies. The National Policy On Persons recognizes the role of the NGO sector in providing user friendly and affordable services to complement the endeavors of the State in this direction. The Government continues its efforts to introduce programmes for the welfare of the elderly, it is the non- governmental organizations (NGO's) which have played a key role in bringing to the forefront the problems of the older people to the society at large and through its various services it has sown the seeds for a forum whereby the voice and the concerns of the elderly can be addressed.

In this part of the research, the researcher has made an attempt to take the review of the non-governmental efforts in the protection of the interest of aged people. The number of NGOs working for the cause of aged people across the world, at international level as well as national level. Here discussion about some of the prominent NGOs working at National level is made. The areas of priorities, the subject of their province and various amenities or provisions made available by such NGOs and last but equally important importance of these NGOs in the promotion and protection of rights and interest of aged people

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## **14.2. MEANING OF NGO AND NATURE**

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A Non-Governmental organization is a legally constituted organization created by natural or legal persons that operates independently from any government and a term usually used by governments to refer to entities that have no government status. In the cases in which NGOs are funded totally or partially by governments, the NGO maintains its non-governmental status by excluding government representatives from membership in the organization. The term is usually applied only to organizations that pursue some wider social aim that has political aspects, but that are not overtly political organizations such as political parties. Unlike the term "intergovernmental organization", term "nongovernmental organization" has no generally agreed legal definition. In

*Self-Instructional Material*

NOTES

many jurisdictions, these types of organization are called "civil society organizations" or referred to by other names.

The term "international NGO" (INGO) is defined in resolution 288(X) of ECOSOC on February 27, 1950: it is defined as "any international organization that is not founded by an international treaty." According to United Nations a 'nongovernmental organization' is any non-profit, voluntary citizen's group which is organized on local, national or international level. The Task-oriented and driven by people with a common interest. NGOs perform variety of services and humanitarian functions, bring citizens' concerns to governments, monitor policies and encourage political participation at the community level. Some are organized around specific issues, such as human rights, the environment or health.' NGOs are defined by the World Bank as "private organizations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services or undertake community development."

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### **14.3 VARIOUS NGOS WORKING IN INDIA AND THE ROLE OF NGO'S IN THE PROTECTION AND PROMOTION OF INTEREST OF AGED PEOPLE.**

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Following are some of the non-governmental organizations working in the protection and promotion of the interest of elder persons, providing various facilities, advocating the cause of aged population and acting as a pressure group etc. are discussed herein below.

#### ***Help Age India***

One of the premier voluntary organizations which began work on the cause and care of the older people of our country is Help Age India.<sup>^</sup> It is a secular, a non-political, non profit, nongovernmental organization and is registered under the Societies Registration Act, 1960. Help Age India was formed in 1978 with the active help from Mr. Cecil Jackson Cole, founder member of Help the Aged, United Kingdom. In its newsletters and brochures one can clearly see it has charted out its goals and objectives which is "To create an awareness and understanding of the changing situation and the needs of the elderly in India and to promote the cause of the elderly. To raise the funds for creation of infrastructure through the medium of voluntary social service organizations for providing a range of facilities especially designed to benefit the elderly and thus to improve the quality of their lives." Help Age India is basically funding organization which looks for partner agencies in the field who are able to implement the various projects and programmes of the organization. The head office of Help Age India is located in New Delhi and it has around 24 regional and area offices located all over the country. The programmes are a few in number but are carried out in a large scale throughout the country and are designed to meet the urgent basic needs of the elderly. The major programmes are ophthalmic care, mobile medicare, income generation, day care centres, Adopt-A-Gran and homes for the aged.

#### ***The International Longevity Centre-India (ILC-I)***

It is a not-for-profit organization working in the areas of Education, Training,

Research, Media, Documentation and Advocacy for the cause of Population Ageing since 2003. ILC-I<sup>^</sup> is one of the ten members of the Global Alliance Network of the International Longevity Centres including, besides India, the USA, UK, France, Japan, Dominican Republic, Argentina, South Africa and Netherlands.

The objectives of ILC-I is to work towards promoting better understanding of the issues and concerns of Population Ageing at all levels, including those identified by the United Nations in the Madrid and Shanghai Plans of Action, in collaboration with the government, the corporate sector, NGO's and the civil society;

Silver Innings Foundation Silver Inning Foundation is "Not for Profit" organization dedicated for the cause of Elders and their family members. The board consists of young and pro-active professionals from different segment with the passion to work for the elderly.

#### ***Age Care India***

Age-Care India is a Premier National Voluntary Organization (NGO) for the Welfare of Aged People in the Country." It appeared on the Indian National Scene in January, 1980. Supported by a group of dedicated Founder Members drawn from various walks of life and having diverse life experiences, it was formally registered on 18\* November, 1980 as a Non-political, Non-profit, Secular, Charitable, Educational, Cultural and Social Welfare Organization under the Societies Registration Act XXI of 1860.

#### ***Anugraha India***

Anugraha, a national level NGO is dedicated to the cause of alleviating the suffering and pain of the destitute and the neglected persons. Serving for communities in four states of India, it is registered as a society in October 2000, the Anugraha<sup>''\*</sup> was bom out of a humanitarian and actual field level experiences of a graying people. As an advocate for the well being of the elderly persons, Anugraha is committed to providing forum for ageing issues.

#### ***All India Senior Citizens' Confederation - AISCCON***

AISCCON is the largest National organization to bring together and represent senior citizens across India. Today AISCCON<sup>^</sup> has Federations/Associations affiliated to it from 14 States including Maharashtra. It is registered under the Societies Registration Act, 1860 and the Bombay Public Trust Act, 1950. Donation to AISCCON is eligible to Income-tax exemption under section 80G. Since 2002 AISCCON publishes a monthly Newsletter "AISCCON News". Through its columns it is creating awareness among Senior Citizens and also informing them about development regarding senior citizens in India and abroad. It holds an all India Annual Conference "National Conference of AISCCON."

Nightingales Medical Trust (NMT)<sup>\*^</sup> Nightingales Medical Trust is a nongovernmental organization dedicated to elder care. It firmly believes that elders should remain an integral part of their family. It works towards biinging joy, dignity, hope and health to their lives. It sensitizes the community and the government to the problems that elders face and encourage public participation in their efforts to create various family-based support systems for elders of different socio economic groups.

#### ***Alzheimer's & related Disorders Society of India (ARDSI)***

Alzheimer's and Related Disorders Society of India<sup>^</sup> is the only national

organization whose activities are exclusively devoted to help the victims and their families. Alzheimer's disease is a silent killer of brain and lives of world's elderly people. It is the fourth leading cause of death among the older adults in the developed world.

Society for Serving Seniors (SSS Society for Serving Seniors is a society set up in October 2006 to take up the cause of the Senior Citizens Community as a whole. SSS is a society established for empowering, nurturing, informing and organizing Responsible Seniors. Empowerment may be achieved through a) Advising on matters of financial security, b) Facilitating exchange of Information Knowledge or Experience, c) Help them organize as groups and uniting such groups into a pressure group, d) Providing opportunities for learning new things etc. There could be many more things added to this list. Old age is second childhood or elders learn to play second innings. Here SSS steps in by offering a wide range of services, products or facilities tailored to various segments of the senior population.

### ***Harmony***

The Harmony for Silvers Foundation, founded in 2004 by Tina Anil Ambani, is a non-governmental organization working to enhance the quality of life of the elderly in India. It envisages India's elderly as 'Silver Citizens'—glowing and proud. Harmony's mission is to create an environment where silvers, irrespective of their cultural beliefs, can retain dignity, self respect, pride and self-confidence

### ***Dignity Foundation***

Dignity Foundation—a popular and progressive NGO for senior citizens - promises avenues for productive living existence to the 50+ group. Headquartered at Mumbai. Set up as a charitable organization under the Societies Registration Act of 1860 and also as a Public Trust with Commissioner of Mumbai, the Foundation is premised upon scientific developments in the fields of Geriatrics and Gerontological structural opportunities to exercise the choice of how to live young in chronologically advancing years.

### ***Agewell Foundation***

Agewell Foundations vision for older persons is to empower them to lead a life of dignity and respect. It believe, sustained efforts would not only create older persons friendly environment, it would also awaken a sense of responsibility amongst us all, to make this possible. Agewell Foundation seeks to reach out to larger audience of older persons and act as a catalyst of change in bridging the gap between generations and ensuring respectful and comfortable life for old people. Agewell Foundation interacts with older persons and their caregivers at all levels - Family, Community and State.

### ***International Day of Older Persons***

The International Day of Older Persons is celebrated every year on 1st October, 2009. On 01.10.2009, the Hon'ble Minister of Social Justice and Empowerment flagged off "Walkathon" at Rajpath, India Gate, to promote inter-generational bonding. More than 3000 senior citizens/elderly people from across Delhi, NGOs working in the field of elderly issues, and school children from different schools participated in this.

India is home to one-fifth of the world's population, which includes a third of the world's poor and one-eighth of the world's elderly. Thus, its strategy for

providing social security to the elderly is of global interest. The objective of social security is to provide sustenance to those who cannot work and earn their living due to temporary or chronic reasons. Provision of social security by the state is an intrinsic part of the living standards in More Developed Countries (MDCs). In the Less Developed Countries (LDCs), however, due to chronic unemployment and extreme deprivation that is inherent in the social structures, the extent of vulnerability is well beyond the risks that are normally covered by the social security systems that exist in the MDCs. The economic feasibility of social security at a comparable level is a vital constraint in LDCs

Until recently, family and adult children took on the responsibility of looking after their elderly and were considered to be a reliable source for providing old age security. However, these traditional sources of old age security have come under great strain due to the increased longevity of the elderly, and other widespread demographic and socio-economic-cultural changes taking place in these transitional societies. The problem is more acute among the poor elderly who, with their deteriorating health conditions, are unable to work for earning and have hardly, if ever, any savings to fall back upon. Marginalisation of the poor – an unforeseen consequence of globalisation – and increasing feminisation of poverty have further underscored the need to adopt suitably targeted measures that provide social security to the elderly. Like a few other developing countries, the Government of India as well as the State governments have undertaken some initiatives in this direction. Presently, the debate on provision of social security to the elderly revolves around the eligibility, coverage, pension amount, appropriate form of assistance to the elderly (food or physical assistance or monetary help etc), delivery mechanisms, their suitability, and the economic implications of such measures.

#### **Check your progress- 1**

1. Expand NGO.
2. Do we have National and international agencies for aged welfare?
3. When was the term "international NGO" (INGO) is?
4. List out any three NGO's working for elderly?
5. When the International Day of Older Persons is celebrated every year?

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#### **14.4 Let us Sum Up**

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The role of NGO is important in implementing the legislations and schemes for the aged people. Government alone cannot take care of all the needs of the older population. The private sector consisting of the Voluntary Agencies and the family must have to play an important role in this regard. The Non-Governmental Organizations sector constitutes a very important institutional mechanism to provide user friendly, affordable services to take care of the elderly persons.

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#### **14.5 Answer to Check Your Progress**

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1. Non – Governmental Organisation.

2. Yes, we have National and international agencies for aged welfare
3. The term "international NGO" (INGO) is defined in resolution 288(X) of ECOSOC on February 27, 1950
4. Help age India, The International Longevity Centre-India (ILC-I) and Age Care India (Check 1.3 for further answers)
5. The International Day of Older Persons is celebrated every year on 1st October

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### **14.6 Unit End Exercise**

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- 1. Explain the functions of National and International agencies working for aged.**
  - 2. Discuss about the various agencies and their role of NGO's contributing to the welfare of elderly.**
  - 3. Highlight the causes and consequences of Elderly through your field work experience.**
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### **14.7. Suggested Reading**

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Jane Barrat, The Role of NGOs in Population Ageing, International Conference, Abstracts and papers, 21-22 Jan, 2009, p51. Operational Directive 14.70, NGO Research Guide, Duke University Libraries. [www.About.com](http://www.About.com), accessed on 22/02/2011

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