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**THE POTENTIAL DEVELOPMENT LANDSCAPE: AN EMERGING DIMENSION  
TO UTILIZE YOUTH AS CATALYSTS OF REAL CHANGE**

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India, a 'bright spot' on the globe for the reasons of economic growth as well as for development opportunities to invest and make businesses in our globalizing world scenario. Make in India, Digital India, Skill India and so on and so forth are the popular slogans of interventional efforts of the government heard everywhere in our contemporary India. All this is for creating employment opportunities for the youth of this country.

This paper makes an attempt to overview the development process and associated issues relating to the employability of the youth and tries to present a perspective relating to the social science education and find out the possibilities of utilizing the available unemployed youth force to bring real social change, its more of a prescriptive presentation of examining the prevailing scenario. This paper is presented under five sections.

**The Development Landscape:**

Human development report (1997) describes human development as "the process of widening people's choices and the level of well-being they achieve are at the core of the notion, the three essential choices for the people are: to lead a long and health life to acquire knowledge and to have access to the resources needed for a decent standard of living. Human development does not end there. But other choices highly valued by many people range from political, economic and social freedom to opportunities for being creative, productive and enjoying self-respect and guaranteed human rights<sup>1</sup>"

Keeping the conceptual width and depth of development conceived by the academicians across the globe with its vital elements to achieve through the policy intervention is critical in the process of addressing the issues concerning the landscape of development.

Especially in India, the total picture that emerged after a review of the achievements and failure of the tenth five year plan, the planners are able to push fourth the growth objective of GDP rising to a level of over 9 percent in 2006-07. No doubt this is an achievement for which the country can legitimately feel proud. But the irony of the growth process is that it has failed to percolate the benefits of growth down the line across the poor and weaker sections of the society. The question which the critics raised is growth for whom?<sup>2</sup>

Review of development and change (1997), volume has published an important article by S.Mahendra Dev, who extensively reviewed the development and evaluated broad changes relating to growth, employment and poverty and human development since independence. He reviewed that all the Indian five year plans have viewed the generation of employment as a part of the process of development and have stressed a substantial expansion of employment opportunities as a major goal of planning in India. Over time it has also been recognized that high growth does not necessarily create employment<sup>3</sup>.

Dominance of unorganized sector is one notable feature of the structure of employment in the Indian economy is that more than 90 per cent of the workers are in unorganized sector. While agriculture is almost unorganized. The employment in the non-agricultural sector, only 30 per cent is in the organized sector. Even in the urban areas, over three fourths of employment is in the informal sector and he observes that the changes in the sectoral distribution of work force has shown that the failure of the industrial sector to generate employment, as a consequence Agricultural sector become a "parking lot" or 'residual absorber' for the poor workers in rural areas<sup>4</sup>.

The National commission for enterprises in the unorganized sector, (2007) stated : there is no doubt that this shining India has expanded in the past and is still expanding at a very high rate but this picture is spoiled by virtually stagnant consumption expenditure and miserable working and living conditions of the 77 per cent of our population who are poor

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<sup>1</sup>Indian Economy, 2016, Gaurav Datt and Aswini Mahajan, Human Development in India, p.70

<sup>2</sup> Preface to the 72<sup>nd</sup> Edition, Indian Economy, 2016, Gaurav Datt and Aswini Mahajan, Human Development in India, p.70

<sup>3</sup> Mahendra Dev, S. Growth, Employment, Poverty and Human Development : An Evaluation of Change in India since independence with emphasis on rural areas.

<sup>4</sup> Mahendra Dev, S. Indira Gandhi Institute of Development Research, Mumbai, at the time of writing this paper he was visiting resident fellow at RGICS, Rajiv Gandhi Foundation, New Delhi, Growth, Employment, Poverty and Human Development : An Evaluation of Change in India since independence with emphasis on rural areas.

and vulnerable..... Which is the other world which can be characterized as the idea of the common man..... Whom the growth process, by and large by passed<sup>5</sup>.”

The planning commission special group (2002), provided an insight that “the only answer to the situation is to increase productivity and Job quality of the unorganized sector it means that all attempt should made to implement those policies which will release the basic growth constraints and ensure a level playing field for this sector<sup>6</sup>.”

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 India 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<sup>7</sup>.

These attempts of the skill India serves its purpose to cater the peripheral segment to find it useful to get the training or certification but these programmes never address the core problem of the employment of the vast proportions which are the actual concerns of our development.

#### **Employability landscape:**

One can achieve what he or she want, when they know their purpose. Once wisdom space guide them to achieve their purpose through their actions and contribution. One needs to discover once own purpose which lead them to action. The course designed by TISS for “Youth leadership and people’s skills” as part of their course content of JKC-TISS Program, stated that it helps the students to focus to discover their life’s purpose, identity and their inner power (Universal values which are our strength) and to be in action despite fears. Ray William “Good leaders need to become masters of themselves before they can attempt to be masters of anything else. Firstly understanding once own self and the interaction of the self with society and from there to intervene in the issues that affects society, stand in contradiction to the universal values which are the gateways to achieve once purpose<sup>8</sup>.”

The essential fact regarding the employment is, man or woman should pursue their life’s purpose rather than becoming a servant or a worker to a boss of some engagement. The first and foremost is that everyone needs to recognize his or her’s worth as a human being and then involving in any activity for a gainful endeavor is secondary. God gave life to each one of us to celebrate and fulfill our life’s call rather than being a servant to someone just for the pursuit of living and providing for or fulfilling the bear physical needs for survival.

#### **Social Science Landscape:**

One important thing missing in social science education is the courses offered without proper focus and objectivity for example B.A (H E P) course have many papers namely Telugu, English, History, Economics, Political Science, foundation courses on Environmental science, Human Values and professional ethics, Science and technology and Computer course are the subjects taught for three years. But each subject is taught by a different lecturer as a separate subject. But none of them teach them the rationale behind teaching all the subjects as part of their B.A course. Students are learning all the subjects as separate entities rather than the integrate knowledge which provides a level of understanding which accomplishes a definite purpose and further, which had an important relevance in the contemporary society. And in addition, it gives them clarity over the socio-economic and cultural life associated with their communities of their times.

Secondly and interestingly our students of under graduation in social sciences studies the Indian history, Indian polity and Indian Economics as a part of their B.A (H E P) course. None of them are aware of the History of their respective villages or the politics that are taking place in their village and the kind of economics that are associated with their communities and the economic actives that are determining the socio economic status of the people living in their respective villages. Is not the village or the town they live, part of India for which they are studying. All the problems that are very much associated with these communities are mostly socio-economic in nature and cultural centric rather than individual. Hence, If we can make the students to study their respective communities and villages as part of their social science education will help them to understand the theory better than understanding the subject without any practical exposure to the reality existing in their communities and habitations and in turn determining their living conditions also.

Relevance of social science education has to be incorporated with a special focus to understand the interrelated complexity in socio cultural issues which are hindrances to progress in the desired direction is the need of the hour. Since social reality is very complex, students pursuing social science education invariably ought to master the interdisciplinary approach to devise methodologies to understand social reality for the purposes of changing for creating better and sustainable socio-economic progress.

#### **Landscape of Social Change:**

<sup>5</sup> Indian Economy, 2016, Gaurav Datt and Aswini Mahajan, Unorganised Sector and Informalisation of the Indian Economy, p.764.

<sup>6</sup> Indian Economy, 2016, Gaurav Datt and Aswini Mahajan, Unorganised Sector and Informalisation of the Indian Economy, p.764.

<sup>7</sup> Ministry of Skill Development and Enterprenuership, Guidelines for Pradhan Manthri Kaushal Vikash Yojana (PMKY) for the period 2016-2020.

<sup>8</sup> Student workbook, Prof. Nasreen Rustomfram and Dr.Monica Sharma, Youth Leadership and people’s skill, National Universtiy Students Development Programme, Tata Institute of Social Science(TISS), Mumbai, p.3.

To my observation, the state of development of people especially in rural and tribal as well as urban areas in our contemporary scenario gives rise to a reflection that the mismatch of our developmental efforts with the actual existing socio-economic situation on the ground. For example the traditional occupational groups in urban, rural and tribal areas were never given an important place in shaping our economic, in the sense the industrial development and our planning efforts from the beginning. The development of small as well as medium and large scale industries never gave priority to give boost or a proper integration with the traditional skills which are associated with their occupational and caste based vocational orientation of the people.

There is a context, emerged in our society from almost all communities of SC/ST/BC, Minorities who are aspiring for a real social change. Hence there is a need for real change from all walks for they suffer due to malfunctioning of interests of the ruling classes. The work force available to achieve the desired change in our times also available in numbers. But the 'political will' is a must to make use of the historical chances of rechanneling of our youth for reconstruction of a just society, the chances are plenty, provided if we commit for the task of building an egalitarian socio economic developmental landscape.

Presently the economic crisis visible in all sectors, is the emerged context for which we need to respond with a responsible socio-economic agenda, where we can engage the unemployed youth to accomplish the agenda for creating a sustained and just society. If we are able to consider all the developmental aspirations of all segments of our society in order to share the fruits of development.

In 70's it was failure of 'trickle- down effect', now, after 90's it is the failure of inclusive growth, all this is evident that the kind of development which is taking place, is not having any real integrative penetration in to the existing socio – economic reality in all these pockets of concern.

We have constantly kept the objective of reducing inequalities both in wealth and income from the day one ,when we started planned development. Even further after the liberalization also we pledged the same but they are increasing at a faster phase than it was in the past.

#### **Innovative Landscape:**

Two major systems that affect human life in our modern socio-economic life are: the Government and the Market. After independence, we choose Economic Planning for our Development endeavor with the inspiration of the former USSR and completed 12 Five year Plans successfully and the government is playing an important role in carry forward the developmental as well as the welfare activities are concerned.

After Liberalization the emerging competitive and the efficiency features of the market is effecting life in every area on the other hand.

At this Juncture, An alarming urgency has emerged in the country to address the context and the need with utmost sincerity considering it as developmental emergency.

During the period of the present Government – Judiciary, bureaucracy and political leadership has lost its credibility in catering to the aspirations of the diverse social composition and with misplaced priorities as their agenda.

Society is controlled by the hegemony class in all major institutions of the country.

They are managing the system for their advantage rather than governing for the social transformation and Economic emancipation of the unorganized lot.

Since our economy is opened for the winds of the Market, alarming changes are taking place in our economy and the strong will survive due to their socio-economic wealth and resources available for them and to invest and venturing in the market.

On the other hand the economically weak social groups are getting marginalized due to the irrelevance of their services and skills with which they survived for many centuries in this country.

In this context, to safe guard the interests of the large Chunk of Population without any resources needs to be strengthened to protect their future from the onslaught of the impact of the emerging market orientation.

The people of this country need a massage to strengthen and enhance their esteem and for safety. It is not one way – a serious dialogue needs to be initiated for a real change.

As part of it social science education has to be strengthened with an exposure to the existing reality and with an interdisciplinary approach and objectivity of social science learning. We need to equip them to be relevant in the society as well as in the market that is emerging in India after the new economic policy, that is after the liberalization, privatization and globalization. The other important aspect is to utilize the youth unemployed reserve force to take up the real challenges in our rural, urban and tribal areas which are far distant to the development that is taking place from the past 70 years.

Most importantly students of social sciences are allowed and compelled to study and research the issues which stand important to understand and to overcome the existing social bias by an enlightened grasp rather than becoming work force to serve the hegemony classes that are growing stronger in the market led economic spell.

Social Science education should open a dialogue between students with different social backgrounds and experiences to share and strengthen one another to build a just and sustainable society rather than aspiring to get a government service by competing with narrow sectarian outlook which is very dismal proportion in the overall employment situation.

The caste character and its sanctity in the religious roots of the nation has to be exposed to understand and to strive for liberation and freedom by knowing who they are? And what they are doing? In the light of the social science learning.

Because and only because the low socio-economic status of innumerable communities in our society has to be studied by the students learning social sciences. Socio-economic status, is not an outcome of a person's performance or inefficiency rather than the socio- economic system in which they are at a disadvantaged position.

Changing the socio-economic system will benefit them to make their life better and meaningful. Most importantly, mobilization of student work force for a concerted development of low income urban pockets, interior rural and tribal areas yield necessary and useful awareness to the people of lower rungs which works as a fuel for conscious and purpose driven direction to individual enhancement as well as social improvement in the due course of time.

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