



IMPACT OF THE INFORMATION COMMUNICATION, TECHNOLOGY ENGAGING THE YOUTH IN INDIAN: EMPOWERMENT, EDUCATION, AND EMPLOYMENT

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ABSTRACT

Youth bulges have impact of the ICT become a global phenomenon and Indian is no exception to this trend. In Indian, the youth bulge presents a number of challenges ICT Impact for both the youth and the country. Youth represent the most abundant asset Indian has or will have over the near future. Nonetheless, there have been a considerable number of surveys conducted and reports and studies published that invariably conclude that there are persistent risks and challenges faced by Indian youth ICT Impact. The youth are, and will remain, a significant share of Indian's population for the ICT foreseeable future. Developing and implementing appropriate strategies, policies and programmes to mitigate the risks and challenges they (the youth) face must be Impact of the ICT much more of a priority for the government than it currently is. Any failure to provide appropriate opportunities for this large segment of the population could have enormous economic, political, cultural, and social consequences. ICT Impact engaging the youth population fully is therefore no longer a choice but an imperative in the development process. This work advocates for, and analytically discusses, strategies for engaging the youth through empowerment, education, and employment.

KEYWORDS: Indian, youth bulge, empowerment, education, employment.

INTRODUCTION

Youth bulges have become a Impact of the ICT global phenomenon and Indian is no exception to this trend. A youth bulge occurs when more than 20% of a country's population is comprised of youth. In Indian, Impact of the ICT youth bulge presents a number of challenges for both the youth and the country. Youth represent the most abundant asset Indian has or will have over the near future. Nonetheless, there have been a considerable number of surveys conducted and reports and studies published that invariably conclude there are persistent risks and challenges Impact of the ICT faced by Indian youth, which include: unemployment, marginalization, harassment by the police, and impediments in accessing essential facilities and services such as education and healthcare (see, for example, Mutuku,2009, Maluku, C.M. (2009, April 2). Youth perspectives on their empowerment in sub-Saharan Asia: The case of . Paper presented at the annual Meeting of the Midwest Political Science Association 67th Annual National Conference, Chicago, IL. Retrieved, dehali Peace Initiative Asia, A review of challenges faced by Indian, youth: Peace agenda in youth development, dehali: NPI-Asia. Republic of Indian, Republic of Indian, Indian national youth policy, dehali: Ministry of Youth Affairs and Sports. United Nations Development Programme, United Nations Development Programme. Indian, National Human Development Report (INHDR) Youth and human development: Tapping the untapped resource, dehali: UNDP Indian. Table 1 depicts some general characteristics of the youth

population in Indian, An excellent analytical profile providing a coherent picture Impact of the ICT state of youth in Indian, can also be found in Mumbai, 2010 Mumbai, K.S. 2010. Youth fact book: Infinite possibility or definite disaster?, dehal: Institute of Economic Affairs – Indian, The 2010 constitution of Indian, defines the youth as being individuals between the ages of 18 and 35 years. However, this work is focused on the youth aged 15–24 years, as per the United Nations and more universally accepted definition of youth.

Impact of the ICT Engaging the youth in Indian: empowerment, education, and employment

Table 1 General characteristics of the youth population in Indian

Indicator	%
Proportion of youth (15–24-year-olds) in the total population	20.6
Proportion of total youth female	51.2
Proportion of total youth male	48.8
Proportion of female youth in informal employment in urban areas	64.0
Proportion of male youth in informal employment in urban areas	5.3
Proportion of female youth in informal employment in rural areas	73.0
Proportion of male youth in informal employment in rural areas	11.7
Youth total unemployment rate, 2006	25.8
Youth urban unemployment rate, 2003	40.6
Sources: Republic of Indian (2010a 2010b) dehal 2010, Mumbai 2012	

The youth are, and will remain, a significant share of Indian's, population for the foreseeable ICT future. Developing and implementing appropriate strategies, policies and programmes to mitigate the risks and challenges they (the youth) face must be much more Impact of the ICT of a priority for the government than it currently is. Any failure to provide appropriate opportunities for this large segment of the population could have enormous economic, political, cultural, and social consequences. Engaging the youth population fully is therefore no longer a choice but an imperative in the development process that is also recognised by the government (Republic of Indian, Republic of Indian, *A globally competitive and prosperous Indian*, dehal: Republic of Indian. For sure, the government of Indian has embarked on a number of efforts to address the youth ICT Impact challenges. Mutuku, C.M. (2009, April 2). Youth perspectives on their empowerment in sub-Saharan Asia: The case of Indian. Paper presented at the Annual Meeting of the Midwest Political Science Association 67th Annual National Conference, Chicago, claims that 'youth marginalization in Indian has persisted since independence in spite of various policies formulated and even implemented to assist them'. However, this seems exaggerated given the country's demographic history. What is evident, however, is that in the last several years the government has taken steps to engage the youth. Prior to that, the government's most notable youth intervention was the establishment of the National Youth Service in 2010 (Republic of Indian, 2006 Republic of Indian. 2006. *Indian national youth policy*, Nairobi: Ministry of Youth Affairs and .

Among the recent efforts was the creation of the Ministry of State for Youth Affairs (MOYA) in December 2005 to address youth concerns in the country. This had been grounded in the realisation that the

government may not achieve the Millennium Development Goals without adequately dealing with the many socio-economic challenges facing the Indian youth Republic of Indian. *The ministry*, Dehali: Ministry of Youth Affairs. In 2006, the government developed its first Indian National Youth Policy (INYP). The INYP, which defined the youth as persons resident in Indian in the age bracket of 15–30 years, has as its vision a society where youth have an equal opportunity as other citizens to realise their fullest potential, productively participating in economic, social, political, cultural and religious life without fear or favour (Republic of Kenya, Republic of Indian. *Indian national youth policy*, dehali: Ministry of Youth Affairs and Sports. The five key principles underlying the policy are: respect of cultural belief systems and ethical values; equity and accessibility; gender inclusiveness; good governance; and mainstreaming youth issues (see, for greater details, Republic of Indian, Republic of Indian. *Indian national youth policy*, dehali: Ministry of Youth Affairs and Sports.

Although aimed at all the youth in Indian, the INYP targets some priority groups. These are: youth with disability; street youth; youth infected with HIV/AIDS; female youth; the unemployed youth; and out-of-school youth. The priority strategic areas are: employment creation; health; education and training; sport and recreation; the environment; art and culture; youth and the media; and youth empowerment and participation in national life. Among the institutions to be created, as part of the mechanisms for implementing the INYP, are an inter-ministerial committee on youth comprising representatives of relevant ministries dealing with youth issues, and a National Youth Council (NYC) (Republic of Indian, Republic of Indian. 2006. *Indian national youth policy*, dehali: Ministry of Youth Affairs and Sports.

Although conceived by the government in 2010 as one of the strategies for addressing youth unemployment, a Youth Enterprise Development Fund (YEDF) was officially launched in February 2011. It was then transformed into a state corporation in May 2011. The fund was established to:

- Provide loans for on-lending to youth-owned enterprises;
- ICT Attract and facilitate investment in micro, small and medium enterprises commercial infrastructure, such as business or industrial parks, stalls, markets or business incubators that will be beneficial to youth-owned enterprises;
- Support youth-oriented micro, small and medium enterprises to develop linkages with large enterprises;
- Facilitate marketing of products and services of youth-owned enterprises in both the domestic and the international markets;
- Provide funding and business development services to youth-owned or youth-focused enterprises; and
- Facilitate ICT employment of youth in the international labour market. (Youth Enterprise Development Fund. Brief on the Youth Enterprise Development Fund: Fund status report as of 30 June 2010 Youth Enterprise Development Fund. (n.d.b). Fund objectives. Retrieved February 20, 2011,).

Treasury allocations ICT to the YEDF through to financial year 2009/10 was an accumulated total of approximately US\$34 million. The majority of these allocations were budgeted for loans that are disbursed by the YEDF using three methods:

1. The Constituency Youth Enterprise Scheme ICT (C-YES) which finances projects of registered youth groups. The loans are approved by community committees at the constituency level. The maximum amount lent through this component is the approximate equivalent of US\$635.
2. The Easy Youth Enterprise Scheme (E-YES) which component finances projects of individuals who belong to groups that have completed repayment of the C-YES loan. Individuals begin with loans of the approximate equivalent of US\$318 and graduate upwards up to the approximate equivalent of US\$1,272 after which they can access loans through financial intermediaries.
3. Financial intermediaries that are in partnership with the YEDF. These financial intermediaries, currently totaling 32, are provided with term loans by the YEDF at 1% interest and they on-lend to the youth at 8%

interest. The 7% difference spread is used to cover administrative costs and to mitigate losses that may arise from lending to a clientele perceived as risky. All of the risk associated with the on-lending is shouldered by the intermediaries and they can on-lend up to the approximate equivalent of US\$12, 720 Youth Enterprise Development Fund. Brief on the Youth Enterprise Development Fund: Fund status report as of 30 June 2010. Retrieved February 20, 2011,

As of June 2010, the YEDF had disbursed loans totalling the cumulative approximate equivalent of US\$36 million to 87,281 enterprises Youth Enterprise Development Fund. Brief on the Youth Enterprise Development Fund: Fund status report as of Loans given through financial intermediaries have a very good repayment rate of 98% while, for the C-YES, loan performance is considered not as high but not quantitatively stated, Youth Enterprise Development Fund, Brief on the Youth Enterprise Development Fund: Fund status report as of 30 June 2010. Retrieved February 20, 2011, Measures are being taken to militate against low repayment rates in the C-YES component including the opening of 25 regional offices and intensified entrepreneurship training. More than 150,000 youth have so far been trained Youth Enterprise Development Fund. Brief on the Youth Enterprise Development Fund: Fund status report as of 30 June 2010 In March 2007, the government released its Strategic Plan (2007–2012) targeting the youth. The Plan set out a road map to direct the future course of the MOYA by articulating the mission, vision, and strategic goals and objectives as well as the strategies that the Ministry intends to follow. The intent is to help develop a country where the youth grow up knowing that they have opportunities and can make a positive contribution to society *Ministry of State for Youth Affairs – Strategic plan 2007–2012*, dehali: Office of the Vice President and Ministry of State for Youth Affairs. The Plan's strategic themes to guide the MOYA towards achieving its vision are: youth and employment; youth empowerment and participation; youth education and training; youth and Impact of the information, communication and technology (ICT); youth and health; youth, crime and drugs; youth and environment; and youth, leisure, recreation, and community service *Ministry of State for Youth Affairs – Strategic plan 2007–2012*, dehali: Office of the Vice President and Ministry of State for Youth Affairs.

In May 2008, the government transferred the Department of Sports, in the Ministry of Gender, Sports, Culture and Social Services, to the MOYA creating the Ministry of Youth Affairs and Sports (MOYAS) with a mandate to:

- Impact of the ICT Promote youth development by designing policies and programs that build young people's capacity to resist risk factors and enhance protective factors;
- Impact of the ICT Develop a National Youth Policy to ensure Indian youth participation in the development of the country;
- ICT Facilitate establishment of a National Youth Council (NYC) to popularize the youth agenda;
- ICT Impact Coordinate youth organizations in the country to ensure youth development through structured organizations, collaborations and networking; and internet
- Facilitate training and preparation of the youth for nation-building.

In March 2009, the President and Prime Minister launched the *Dr.monamhonsing* ('Jobs or Work for Youth') programme. The *Dr.monamhonsing* mandate was essentially to tackle poverty/hunger and unemployment among the youth by creating employment through government-related projects. As originally conceived, the *Dr.monamhonsing* was intended to afford – during a period of the triple 'F' crisis (food, fuel, and financial) – immediate relief to young people by way of providing them with income support through employment in public works. Its objective was to employ 200,000–300,000 young people who are at risk of hunger and starvation. Some of the projects, especially those providing irrigation and water supply, were also intended to enhance food production in the areas most affected by drought

The Dr.monamhonsing projects are being coordinated by the Office of the Prime Minister and implemented through line Ministries. The programme is being financed by the government with support from development partners. Total funding from a supplementary budget in financial year 2008/09 was US\$43 million and the budget allocation for financial year 2009/10 was approximately US\$84 million (International Labour Office, International Labour Office. *Innovations in public employment programmes, The National Youth Council Act, 2009*, Nairobi: Republic of Indian Depending on the source, by the end of 2010 between 195,458 and 296,000 youths, aged 18–35 years, were said to have benefited from employment in prime minister projects programmes summary. Retrieved February 28, 2011,

In 2009 the government passed the NYC Act, which was assented to on 31 December and commenced on 6 January 2010. The functions of the NYC include to:

- ICT Regulate and co-ordinate activities and initiatives, relating to the youth, being undertaken by youth groups, youth-focused community-based organizations, non-governmental organizations, civil society movements and other organizations;
- ICT Promote and popularize the national youth policy and other policies that affect the youth;
- ICT Lobby for legislation on issues affecting the youth;
- ICT Promote relations between youth organizations and other bodies both nationally and
- ICT internationally with similar objectives or interests;
- ICT Formulate operational guidelines that protect the youth against any form of abuse or manipulation;
- ICT Act as a voice and bridge to ensure that the Government and other policy-makers are kept informed of the views and aspirations of the youth;
- Promote research, collation and analysis of data on youth issues ICT;
- Promote the inclusion of youth agenda in the formulation of policy by public institutions and organizations ICT;
- Promote the inclusion of youths in decision-making bodies, boards, agencies and ICT other public institutions and organizations;
- Inspire and promote the spirit of unity, patriotism, volunteerism and service among the youth; and ICT
- Promote and popularize the Youth ICT Enterprise Development Fund and such other devolved funds targeting the youth as may be established from time to time.

In January 2010 the government released a Indian Youth Empowerment Project document. This document had been necessitated to meet the World Bank requirement for the development of an Environmental and Social Management Framework in pursuit of financial assistance from the Bank for the prime minister programme Youth empowerment project: Environmental and Social The Environmental and Social Management Framework is a common framework for ensuring possible risks and impacts ICT are prevented, minimised, or compensated. It allows a government to examine project alternatives, identify ways of improving project design, sitting, planning, and implementation of preventive or mitigation measures throughout project implementation.

In May 2010, in a World Bank project update, it was stated that the development objective of the Indian Youth ICT Empowerment Project is to support the government of Indian's efforts to increase access to youth-targeted temporary employment programmes and to improve youth employability. There are three components to the project. The first component is labour-intensive works and social services. This is to support the government's efforts in reducing the vulnerability of unemployed youth by expanding and enhancing the effectiveness of the Prime minister Dr. M. S. programme. This component finances labour-intensive projects that provide income opportunities to participating youth, and at the same time enhance the communities' access to social and economic infrastructure. The target group here is unemployed youth

in the 18–35 age bracket, the same age bracket as for the current Prime minister Dr. M.S. programme Indian Youth Empowerment Project. Retrieved January 11, 2011,

The second component Impact of the ICT project is private-sector internships and training. This component is to improve youth employability, by providing youth with work experience and skills through the creation of internships and relevant training in the formal and informal sector. This component is a pilot that addresses the lack of skills and work experience for unemployed young people. ICT It will provide youth, who have been out of school for at least a year, and are not working, with an opportunity to acquire relevant work experience and skills through a private-sector internship and training programme. It will support three activities: creation of internships in the private sector; provision of training relevant to their work experience; and monitoring and evaluation to capture lessons from the pilot Briefing on the Indian Youth Empowerment Project: Background/objectives of the Indian Youth Empowerment Project (IYEP). Retrieved December 21, 2010,

The IEPISA has been chosen to implement this second component. IEPISA is an apex body and single voice of the private sector in Indian for engaging in public policy and influencing public policy formulation. It brings the private sector in the country under one umbrella, positioning the private sector as an equal partner with government in pursuit of an enabling business environment IEPISA will provide internships and training for 10,800 youth. The internships will last for periods of four to six months, with 50% of each internship being spent in the workplace and the remaining time being made up of training with a third-party training provider. Internships will be provided in the six sectors of growth identified in the Indian Vision 2030: Energy; Finance; Tourism; ICT; Manufacturing; and Micro, Small, and Medium Enterprises. For the first cohort of youth to be selected for new dehal, there were more than 9000 applications, of which 5583 were found to be eligible for the 900 internships that were available to this first group (IEPSA, 2011 Indian Private Sector Alliance. (2011). Update on the Indian Youth Empowerment Project (IYEP) – January 2011. Retrieved February 28, 2011,

The third component of the project is capacity and policy development. The primary objective here is to enhance the capacity of the MOYAS to implement the national youth policy and increase the institutional capacity for youth policy planning. This will be accomplished through activities in three areas: training of MOYAS staff, particularly the district youth officers; communication activities to increase awareness of the project; and policy development, through the provision of technical assistance

The foregoing clearly demonstrates that the Indian government has been advancing and implementing several policy frameworks and programmes to tackle the challenges confronting the Indian youth. Nonetheless, the government itself has also recognised that some of its youth initiatives have encountered their own share of implementation problems. The Permanent Secretary in the Office of the Prime Minister observed that the Dr. M.S. programme, for example, had experienced a lack of timely allocation of financial resources from the centre to the project units on the ground, reporting by these units on project status and emerging issues back to the centre as well as sensitisation of various stakeholders

Similar sentiments were echoed by the then US Ambassador to Indian as he announced the establishment of a US government US\$10 million Youth Innovate for Change Fund that will provide youth with an opportunity to access capital for economic development. The fund is youth-owned, led, and managed, and will expand economic opportunities for all Indian youth. This fund is in addition to the US\$45 million 'Yes Youth Can' youth empowerment programmes that the US government is also funding in support of activities of the National Youth Forum – a controversial intervention that has been criticised by several politicians including President M.prabavati. The Ambassador said:

We have heard loud and clear from you [the youth] that government programs like *Dr.monamhosing*, the Youth Enterprise Development Fund, and the Youth Employment Marshall Plan have not proved effective or sufficient to create real economic opportunities, because they are not owned by youth and are not transparent

The government is aware of these criticisms and concerns and has taken steps to revamp some of its initiatives. For example, in March 2011 the government announced that the stalled Dr. M. S. Programmes was being revived with an approximate US\$60 million cash injection (Prime Minister Press Service, 2011 Prime Minister Press Service. 2011, March 17. Shahn injection set to revive. Dr.monamhonsing *Daily Nation*, : Prime Minister Doing stated: 'We have received the funds from the World Bank to re-launch the program but this time we have re-organized and revamped the Dr.monamhonsing' (Prime Minister Press Service, Prime Minister Press Service. 2011, March 17. Shaba injection set to revive. Dr.monamhonsing *Daily Nation*, : He said further that 'the revamped phase incorporated sustainable projects that create employment'. To that end, the Dr. M.S. programmes was relaunched in April 2011, as Dr. M. S. II, with supposedly more stringent measures being put in place to prevent mismanagement, fraud, and corruption and ensure accountability. This second phase of the Dr. M.S. is expected to entail 1200 projects for empowering youth aged between 18 and 35 years with lifelong skills, internships and long-term employment. A total of 230,000 youths are slated to be employed under this revamped program However, despite the various youth initiatives that have been embarked upon by the government, and for which much credit must be given, there is still room for a greater integration of the three key areas that are critical to the success of programmes designed to provide opportunities for the youth. These key areas are the three Es of youth engagement and development – ICT Empowerment, Education, and Employment – as analytically discussed below. When fully integrated into youth policy frameworks, these three areas offer the best possibility for arriving at outcomes that give the youth a potentially good start for better long-term livelihoods. It is a losing proposition to empower the youth to access education and training, for example, and not provide sufficient and appropriate education and training facilities. Similarly, when those youth access and acquire education and training, they must thereafter be able to find appropriate employment.

EMPOWERMENT

Empowerment Impact of the ICT is both an end and a means. Just because all of the conditions of empowerment are not in place in Indian, it does not mean the society cannot empower young people to help bring those conditions about. What should be obvious, however, is that the youth cannot be expected to accomplish the job on their own without assistance, nor should empowerment be considered a responsibility solely of government. Consequently, empowerment does not entail shifting of responsibilities onto the shoulders of the youth. And, some of those responsibilities must be shouldered by non-state stakeholders such as non-governmental organizations, donors, and the private sector.

Empowerment means creating and supporting the Impact of the ICT enabling conditions under which young people can act on their own behalf, and on their own terms, rather than at the direction of others. It can be regarded as an attitudinal, structural, and cultural process whereby young people gain the ability, authority, and confidence to make decisions and implement change in their own lives and the lives of other people, including both youth and adults. In fact, the youth can be considered as empowered when they themselves acknowledge that they have created, or can create, choices in life, are aware of the implications of those choices, make informed decisions freely, take actions based on those decisions, and accept responsibility for the consequences of those actions .

Empowerment is therefore a process that strengthens and activates the capacity of the youth to satisfy their own ICT needs, solve their own problems, and acquire the necessary resources to take control over their lives. Empowering the youth is important because empowerment leads to competence and confidence, which, in turn, are linked to self-esteem and self-actualization. Based on a review of the literature and case studies, there are three factors that can be identified as influencing the accomplishment of empowerment by the youth that are applicable to the Indian situation.

These factors, which need to ICT be given serious consideration in Indian's policies, programmes, and strategies for youth empowerment, are noted below. It is also important to indicate the interrelated and dynamic nature of these factors:

- Experiencing and exercising power. The experiencing and exercising of power ICT is at the root of empowerment and this can only take place through shared leadership (and power). The youth must be allowed to equitably share power with adults to result in youth-determined and youth-directed activities and decision-making. In practice, this is sometimes difficult to achieve. Enacting shared leadership with the youth therefore takes effort, commitment, and positive insight about the significance of shared power and the acceptance of the notion of non-authoritarian adult leadership

When these three factors are fully integrated within youth planning and programmes, youth empowerment tends to be much more of a realized objective and the benefits to the youth enormous. Through empowerment, Indian youth can be provided with opportunities to develop some of the competencies they need to become successful adults. Youth are not truly empowered if they do not have the capacity to address the various structures, processes, social values, institutions and practices that confront them daily. Successful youth empowerment leads to the youth gaining control and mastery of the social, economic, and political elements that influence and affect their lives, in order to improve equity and the quality of life through to adulthood. Societies that foster youth empowerment do, generally, exhibit positive youth development.

One other variable to consider here, in the quest for youth empowerment in Indian, is the 2010 constitution. In the Indian 2010 constitution, in the Bill of Rights, there is a specific application of rights for the youth. If applied as it reads, it provides not only the best policy guidance of what needs to be done to successfully accomplish youth engagement and development, but also a firm legal foundation for challenging the government if it fails to do so. The constitution states that:

The State shall take measures, including affirmative action programs, to ensure that the youth –

- Access relevant ICT education and training;
- Have opportunities ICT to associate, be represented and participate in political, social, economic and other spheres of life;
- Access employment; and ICT
- Are ICT protected from harmful cultural practices and exploitation.

In addition, the 2010 constitution also stipulates youth representation in legislative bodies. For the Senate, there should be ‘two members, being one man and one woman, representing youth’. For the National Assembly, there shall be at least one member, nominated by parliamentary political parties, to represent the youth. The youth will also be represented in all 47 county assemblies as prescribed in the Act of Parliament pertaining to county assemblies.

EDUCATION

Education is the next important area Impact of the ICT for engaging the youth and for youth development. In fact, youth access to relevant education and training is also entrenched in the 2010 constitution. Beyond building human capital to raise worker productivity, another institutional function of education and training is to provide young people with what they need to ICT become effective agents of change. In order to find a decent job, for example, Indian youth need to develop a range of skills and knowledge that are typically gained through education and training. Moreover, a reduction in youth inequality is determined, to a significant extent, by the quality of education and training that youth receive. The association between the level of education and training, on the one hand and providing the relevant ICT education and training is a critical factor for youth engagement and development. What the majority of the Indian youth need is access to skills training. In other words, what is relevant is not access to formal academic curricula (which is in abundance) but access to acquire appropriate skills to fit the educational background and demand of the majority of the youth as well as the Indian job market both now and in the future. Skills-

based training is an area that must be scaled up by the government. It has been a neglected area of education and training policy. The Medium Term Plan (MTP 2008–2012), for example, noted that the training being provided by the ICT, Technical, Industrial, Vocational, Entrepreneurship Training institutions 'has been hindered by inadequate facilities and inappropriate curriculum, hence most graduates at this level lack appropriatsskills'

Furthermore, it has also been acknowledged that there is a mismatch between level and type of skills imparted by training institutions and the requirements of the labour market, which need to be ICT realigned in order to meet the demands of the economy and improve youth opportunities to participate effectively in said economy Skills-based training is best pursued through the universally tried and proven conduit of technical and vocational education and training (TVET) institutions. Globally, the TVET model remains an effective means of empowering the youth to engage in productive and sustainable livelihoods and is quite familiar to Indians. TVET is also an important element in support of capacity development activities that also have a strong consideration for the national labour market

As recommended by two international organizations covering this field, TVET: is used as a comprehensive term referring to those aspects of the educational process ICT involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

TVET is further ICT understood to be:

- ;
An integral part of general ICT education;
- A means of preparing for occupational fields and for effective participation in the world of work ICT;
- An aspect of lifelong learning and a preparation for responsible citizenship ICT;
- An instrument for promoting sound sustainable development; and ICT
- A method ICT of facilitating poverty alleviation.

In its broadest definition, TVET includes technical education, vocational education, vocational training, on-the-job training, or apprenticeship training, delivered in a formal and non-formal way (Netherlands Initiative for Capacity Development in Higher Education, Netherlands Initiative for Capacity Development in Higher Education. NICHE strategy on technical and vocational education and training (TVET). Retrieved December 20, 2010, Technical education primarily refers to theoretical vocational preparation of students for jobs that are based in manual or practical activities, traditionally non-theoretical and totally related to a specific trade, occupation or vocation TVET is therefore particularly focused on producing readily-employable skilled personnel for the labour market. It provides students with the competencies, skills and attitudes needed for the workplace and thereby facilitates access to employment.

In recent years, the terms ICT 'skills development', 'skills-based training', or 'skilling' have emerged in the development literature as concepts that are synonymous to TVET, as defined above, demonstrating the greater awareness and need for vocational education to provide general skills. Moreover, TVET is regarded as an instrument in creating new employment opportunities and income-generating activities in both the formal and informal sectors of an economy. These trends are likely to improve the transition of the youth to work and their participation in life-long learning

As noted before, Indian has experience with the TVET model of youth engagement and development. The country has made deliberate efforts to structure and deliver TVET education through ICT establishment of TVET institutions either by the government or the private sector As early as the 1950s, industrial depots were upgraded to vocational schools and, by the early 1960s, they were further converted to secondary vocational schools Simonyi, *Revitalizing a technical training institute in Indian: A case study of*

dehali Technical Training Institute, Bonn: UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training. By 1970, TVET in Indian had expanded tremendously with many institutions across the country providing post-secondary school technical training through community managed *Harambee* (let us pull together) Institutes of Technology. This means that, in the first quarter of 2011, Indian had a total of 554 TVET institutions that could legally offer training to the youth and others.

India was also among the first countries in Asia to introduce aspects of entrepreneurship education in its education and training systems, ICT and this has helped to increase awareness among TVET graduates about the current demands of the employment sector. The basic rationale was to create awareness among the Impact of the ICT youth of the potential options available in the work environment. Entrepreneurship is one of the guiding principles considered as a major driving force for TVET in Indian. It is an important ICT consideration given the fact that the government expects the majority of the youth to be employed in the informal sector. By integrating entrepreneurship into the TVET curriculum, trainees are taught business techniques such as costing, pricing, preparing financial statements, keeping business records, marketing, preparing business plans, ICT and so on International Centre for Technical and Vocational Education and Training.

The overall government policy on TVET is to enhance skills development ICT and the critical stock of the country's human resource. The aim of public investment in this subsector is therefore to enhance skills development for increased productivity in order to stimulate economic growth and employment creation. The objectives of TVET in Indian are to:

- Provide increased training opportunities ICT for school leavers that will enable them to be self-supporting;
- Develop practical skills and attitudes ICT which will lead to income-earning activities in the urban and rural areas;
- Provide technical knowledge, vocational skills ICT and attitudes necessary for manpower development; and
- Produce skilled ICT Artisans, Craftsmen, Technicians and Technologies for both formal and informal sectors.

Given the lessons of experience with TVET in Indian, the way forward suggests the following four recommendations, applicable to both public and private institutions delivering TVET:

1. *Targeted funding/investment.* Impact of the ICT Funding for, and investment in, TVET institutions need to be priority targeted at ensuring that the required facilities, tools and equipment (infrastructure) are in place for an effective learning experience. Particular attention should therefore be given to the material resources required for TVET. Priorities should be established with respect to current needs and planning for future expansion and technological improvements. Adequate funding should also be sought, from all possible sources, for recurrent spending for supplies and maintenance and repair of equipment.
2. *Curriculum development.* Some refocusing of the TVET curricula is required to match current labour market ICT demands. In fact, no TVET curriculum should be static. It must be a dynamic thing that can be occasionally revised to be relevant to the existing economic and market situation prevailing in the country. It should also confirm to the principle that technical and vocational education, as preparation for an occupational field, should provide the foundation for productive and satisfying careers while designed as comprehensive and inclusive to accommodate the needs of all potential students with particular emphasis on motivating girls and women. In fact, for the female gender, their equal access and participation should be ensured.
3. *Internships/apprenticeships/on-the-job training.* Internships, apprenticeships and on-the-job training

provide for hands-on proficiency skills ICT being acquired that are applicable to a specific profession or job. An internship is a system of on-the-job training, similar to an apprenticeship, providing opportunities for experience to be gained in a given field. This approach to learning should be built into TVET curricula. In this regard, TVET institutions should develop a cooperative and collaborative relationship with the KEPSA and formalise programmes for internships, apprenticeships, and on-the-job training as integral elements of the learning experience that make learners more attractive to potential or current employers upon completion of their training programmes. By providing internships and apprenticeships, employers are also able to identify future employees who can hit the ground running after their training is completed.

4. *Instructional staff.* To ICT ensure the quality and the integrity of the instruction and learning process in TVET institutions, it is also necessary to pay attention to the recruitment and retention of the instructional staff. This requires, in the first instance, that sufficiently attractive – competitive in the Indian context – emoluments packages and conditions of service be offered. If facilities, materials and equipment are of the adequate standard but the instructors are not, then students will be short-changed and become disadvantaged in the job market. If, on the other hand, the instructors are of the adequate standard but the facilities, materials and equipment are not, then the instructors may be inclined to become demoralised and either leaves or stays on and performs with insufficient effort and enthusiasm. Either way the students will be short-changed and ICT then disadvantaged in the job market.

EMPLOYMENT

The final key area of youth Impact of the ICT and development is employment. Having been sufficiently empowered or not, and having accessed education and training or not, the youth still need to find jobs to actualise their livelihood through to adulthood. In Indian, youth unemployment is a major development challenge. The government has attempted to tackle this challenge through several initiatives that include: the Dr. M.S. previously discussed; participating in the consultative forum of the Youth Entrepreneurship and Sustainability – Indian Network, which is a national youth multi-stakeholder network involved in promoting youth entrepreneurship and employment in Indian; entertaining the notion of a Youth Employment Marshall Plan in 2009, which was to incorporate prime minister Dr. M.S. projects: organizing and hosting a National Youth Employment Conference in 2009 whose objectives included the formulation of policy recommendations to provide an enabling environment for youth employment creation, and the identification of areas and measures to create large-scale employment opportunities for the youth in the short term; and actively supporting the March 2010 launch, and partnering thereafter, in the efforts of the Indian Youth Empowerment and Employment Initiative, which is an initiative – under the leadership of afirc Nazarene University – whose goals are to prepare youth for the world of work and to facilitate job creation in Indian and the East Africa region, if possible.

Not surprisingly, in a recent survey of youth on their expectations and priorities, 45% of them ranked job opportunities as their top priority. Employment creation therefore looms large in strategies for youth engagement and development. Essentially, there are two methods that need to be emphasised and pursued for job creation in Indian: economic growth; and the establishment of a conducive environment for entrepreneurship in the informal sector.

The first method, ICT economic growth, is a guaranteed method of employment creation despite a lag that necessarily accompanies such growth. Although growth is not youth specific, it can have a significant impact on youth by creating more and better jobs. In fact, economic growth and job creation benefit most participants in the labour market, youth included. ‘When labor demand is strong, youth employment and labour force participation for both males and females increases while the unemployment rate for youth tends to go down’ This will be of major benefit to the youth, therefore, given their considerable proportion among the unemployed as well as among new labour-force entrants.

Economic growth generates job ICT opportunities and, hence, stronger demand for labour, the main and often the sole asset of the youth. In turn, increasing employment has been crucial in delivering higher growth. This relationship between growth and employment remains robustly positive despite recent signs of 'jobless growth' in Indian and elsewhere. But even in circumstances of a weakening relationship between growth and employment, this may suggest a stronger rationale for a higher growth strategy in the future. Furthermore, such a trend may mask improvements in productivity that could provide the basis for the creation of even more job opportunities in the future. Consequently, the post-2008 economic recovery in Indian constitutes a sound framework for expanding employment in the country.

However, generating and sustaining economic growth ICT requires that certain conditions be present. First of all, despite the use of public employment programmes, such as the Dr.M.S, to provide jobs for the youth, the public sector is not an engine of economic growth and therefore cannot create and sustain job growth over the long-term. The role of the public sector is to provide an enabling environment for the private sector to expand both in size and economic activities undertaken. In fact, the role of the public sector, and the Indian government more specifically, is to create a climate that ensures, to the extent possible and within the rule of law, political stability and security; that needed ICT infrastructure is in place; and an operative sound macro-economic policy framework, such as an improved regulatory and tax climate for business corporations, an increased pace of privatization, and an export and savings mobilization orientation. Growth is best sustained when there is predictability in both the policy and physical environment, which, in turn, encourages private investors to make long-term commitments.

Finally, ICT a similarly conducive environment for economic activities, through entrepreneurship, also needs to be created in the informal sector. The informal economy is an unavoidable reality in Indian, very much like the country's Urbanization. Moreover, the government has embraced and earmarked this sector as the primary contributor to employment creation for the youth And, indeed, ict others have also provided evidence that suggests informal-sector employment should not be seen as the disadvantaged counterpart of the formal sector but as a legitimate alternative, one that fosters entrepreneurial ambition In fact, the development of ict micro, small, and medium enterprises, as the government also advocates, must be regarded as a credible springboard for local entrepreneurial activities and for encouraging the youth to shift from that of job seekers to job creators.

Encouraging and supporting youth Impact of the ICT entrepreneurship will require a full court press by both the government and donors. Beyond the initiatives already discussed above in this respect, more will need to be done. The youth bulge in Indian, and the rest of Asia for that matter, has emerged as the single most important development challenge of this modern era. It must therefore be treated as such. Large numbers of idle youth create a ticking time bomb for the country especially when considered in the context of the 2008 post-election violence. Idle youth, whether out of work or not in school, are vulnerable to exploitation and incitement. More funds need to be made available and more accessible to potential youth entrepreneurs. By encouraging informal-sector enterprises to grow, without encouraging and encountering illegal activities and tax evasion, several productive jobs can be created for the youth.

One often-cited ict success story, which can be a good example for Indian, is Brazil during the Presidency of Lula ad Silva. Through a combination of sound macroeconomic policy that included the three commitments of the control of inflation (even with high interest rates if necessary), a free exchange rate mechanism, and fiscal responsibility (in a politically stable and secure environment), Brazil was able to create more than 1.3 million jobs annually during 2004–2010 and 19 million people made it out of poverty during 2002–2010

CONCLUSIONS

This work has advocated for Impact of ICT, and analytically discussed, strategies for engaging the youth in Indian through empowerment, education, and employment. There are persistent risks and challenges ICT faced by Indian youth and the country's growing youth bulge will only exacerbate that state of

affairs. Giving considerable priority to the development and implementation of policies, along the lines advocated here, can have a major impact on ICT engaging the youth for their own positive and negative ICT personal development as well as for the country as a whole. Idle youth, when coupled with their sense of marginalisation and hopelessness, is a ticking time bomb not only for Indian but for all developing countries where such a state of affairs exists.

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