
UNIT 8 UNEMPLOYMENT

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8.0 OBJECTIVES

This unit deals with the problems of unemployment in India. After reading this unit you should be able to:

- examine the problems in creating employment;
- discuss and define unemployment;
- analyse the nature and extent of unemployment among the educated and its social consequences;
- explain the schemes introduced for tackling unemployment problems in India; and
- narrate the constitutional provisions of right to work and its implications.

8.1 INTRODUCTION

This is the first unit of this Block. In this unit we shall be discussing the various aspects of unemployment problems in India. This unit begins with a discussion on the socio-economic context of the problem of unemployment, problems of identifying unemployment and present an estimate of this problem in India. The various types of unemployment viz. the seasonal, disguised etc. are discussed here. The problems of educated unemployment are discussed in great

length in this unit. Various government policies related to unemployment are also discussed in this unit. Lastly we discussed the concept of right to work and its implications. Now let us begin with the socio-economic context of this problem in India.

8.2 UNEMPLOYMENT: SOCIO-ECONOMIC CONTEXTS AND DIMENSIONS

The problem of finding employment for all able-bodied persons willing to work is common to all countries, developed as well as developing. Every country wants to provide employment to all its citizens. However, this is not always possible. Even developed countries like England and the USA face problems of unemployment. There are a large number of people who want to work but are unable to get jobs. In developing countries the problem is more serious because the number of unemployed are usually very large. Hence it may not be possible for the state to provide employment for these people in a short period of time. Moreover, a developing nation, being poorer than the developed countries, may not be in a position to give employment to a large number of people within the given economic infrastructure.

8.2.1 The Socio-economic Context

In India unemployment is a major problem. There are already a large number of unemployed people in the country. At the same time, because of the high rate of population growth, there are more and more people seeking employment. Therefore we find all major programmes to provide for employment for all fall short of expectations.

Employment basically means work. If more people work there will be greater production of goods and services in society. Similarly, in a society where there are a large section of people ready to work, but only few people get the opportunity to work, there will be less production. Greater production of goods and services ensures that these are available to a larger number of people. Hence more and more people are able to improve their standard of living. Employment, therefore should not be viewed merely as a means of livelihood for people. It also means that if more people are employed in a country, the more prosperous it is: because it is able to produce more and provide more goods and services to the people as a whole.

Therefore we can argue that the best way for a country to develop is to provide employment for all. Only then can there be economic advancement. This is of course true but it is easier said than done. Developing countries face several constraints and the most important is the lack of resources. For example, a person can work either in agriculture or in industry. For work in agriculture you require land. But this is not enough. You also require implements (plough, bullocks, tractor etc.). Therefore, for work on land you require all these investments, which we call capital. Similarly for work in industry factories have to be set up. Most developing countries do not have the resources to invest in creating employment in this manner. They have either to get loans or aid from developed countries or they have to plan their resources in such a way that the maximum number of people get the benefits with minimum investment. We shall discuss these problems in a later section in this unit.

Unemployment has several dimensions. The most evident is that a person who does not have work has no income and he is unable to support himself/herself and his/her family. Moreover, as we have discussed earlier, unemployment means that the country is unable to use the labour power of a large number of people and this results in low production. These are mainly economic consequences of unemployment. There are also serious social consequences of unemployment which makes it not only an economic problem but a social problem. For a person unemployment means that he is unable to meet his basic needs. He has to depend on others for these. This makes him insecure or frustrated. Such people can take resort to anti-social activities in order to get some income. We will discuss these issues in another section of this unit. However, before we proceed any further let us first try to understand what do we mean by unemployment. We will see that there are various types of unemployment and it is not easy to identify them.

8.2.2 Problems of Identifying Unemployment

For many of us the notion of unemployment is one of those who do not have a job or, are paid no salary. This is partly correct but not wholly. Such a notion would apply largely to the educated people who are not able to find work or to those in urban areas who come to seek employment. We will leave out a large section of people, in fact the majority, who are engaged in agriculture and who may not be paid wages. For example, a person cultivating a small piece of land which he owns is also employed, though he is not paid a wage. He is more known as self-employed in agriculture. Similarly there are vast number of people in rural and urban area who do not get wages for the work they do. These are farmers, artisans, petty shop owners, small and big industrialists, taxi drivers, mechanics etc. These people are also regarded as being employed. All these people as well as those drawing salaries are regarded as being “gainfully employed” because they get some material rewards (in cash or kind) for the work they do. Those who are not gainfully employed are unemployed.

The next problem is of identifying the unemployed. This is not an easy task. Normally in our country we regard those people who are between the ages 15 and 58 as being “economically active”. In other words these people have the potential of being gainfully employed. Therefore those who are not gainfully employed in this age group are unemployed. This supposition will again not be fully correct. There could be a large number of people in this age group who do not wish to seek employment. They could be students or people who can depend on other people’s earnings and they do not wish to be employed. Till recently women were considered in this category since a large section of women (married women mainly) do household work. However, in recent years, this has been considered as economic activities. The Census of 1991 and 2001 have taken this into consideration.

8.2.3 Estimating Unemployment

Assessing the extent of unemployment is a very important, but difficult task. The government needs this information so that it can formulate the plans to ensure that maximum people find some employment. It is also necessary to assess where employment is needed. For this we have to assess the situation in urban and in rural areas, among various sections of the population, namely,

male, female, agricultural workers, industrial workers, educated people and illiterates etc.

The number of unemployed persons has increased tremendously in India since Independence. In 1983 the number of unemployed in Indian was 21.76 million. In 1999-2000 there absolute number has increased to 26.58 million. However, the rate of unemployment had decreased over the year from 8.30% to 7.32% (Planning Commission of India 2002). However a very recent estimate shows that the unemployment rate in India is to the extent of 9%. The past and present scenario of employment and unemployment and their state wise variations are shown in table no. 1 & 2

Table 1 : Past and Present Macro-scenario on Employment and Unemployment (CDS basis)

(person years)

	(Million)			Growth per annum (%)	
	1983	1993-94	1999-2000	1983 to 1993-94	1993-94 to 1999-2000
All India					
Population	718.20	894.01	1003.97	2.00	1.95
Labour Force	261.33	335.97	363.33	2.43	1.31
Workforce	239.57	315.84	336.75	2.70	1.07
Unemployment rate (%)	(8.30)	(5.99)	(7.32)		
No. of Unemployed	21.76	20.13	26.58	-0.08	4.74
Rural					
Population	546.61	658.83	727.50	1.79	1.67
Labour Force	204.18	255.38	270.39	2.15	0.96
Work Force	187.92	241.04	250.89	2.40	0.67
Unemployment rate (%)	(7.96)	(5.61)	(7.21)		
No. of Unemployed	16.26	14.34	19.50	-1.19	5.26
Urban					
Population	171.59	234.98	276.47	3.04	2.74
Labour Force	57.15	80.60	92.95	3.33	2.40
Work Force	51.64	74.80	85.84	3.59	2.32
Unemployment rate (%)	(9.64)	(7.19)	(7.65)		
No. of Unemployed	5.51	5.80	7.11	0.49	3.45

Source : Planning Commission 2002.

Table 2 : Employment Scenario in States

Unemployment

(CDS Basis)

Sl. No.	Selected States	Employment ('000) 1999-00	Employment growth) 1993-94 to 1999-00 (% p.a)	Unemployment rate		Employment elasticity 1993-94 to 1999-00	GDP growth (% per annum) 1993-94 to 1999-00
				1999-00 (%)	1993-94 (%)		
1.	Andra Pradesh	30614	0.35	8.03	6.69	0.067	5.2
2	Assam	7647	1.99	8.03	8.03	0.737	2.7
3	Bihar	30355	1.59	7.32	6.34	0.353	4.5
4	Gujarat	18545	2.31	4.55	5.70	0.316	7.3
5	Haryana	5982	2.43	4.77	6.51	0.420	5.8
6	Himachal Pradesh	2371	0.37	2.96	1.80	0.052	7.1
7	Karnataka	20333	1.43	4.57	4.94	0.188	7.6
8	Kerala	8902	0.07	20.97	15.51	0.013	5.5
9	Madhya Pradesh	28725	1.28	4.45	3.56	0.272	4.7
10	Maharashtra	34979	1.25	7.16	5.09	0.216	5.8
11	Orissa	11928	1.05	7.34	7.30	0.262	4.0
12	Punjab	8013	1.96	4.03	3.10	0.426	4.6
13	Rajasthan	19930	0.73	3.13	1.31	0.104	7.0
14	Tamil Nadu	23143	0.37	11.78	11.41	0.052	7.1
15	Uttar Pradesh	49387	1.02	4.08	3.45	0.185	5.5
16	West Bengal	22656	0.41	14.99	10.06	0.056	7.3
All India		336736	1.07	7.32	5.99	0.160	6.7

Source : Planning Commission 2002.

Check Your Progress 1

- i) Why is higher level of employment necessary for the country? Answer in about six lines

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- ii) Tick whether the given statements are true or false:

i) Employment means having a permanent job. True/False

ii) Those performing gainful economic activities are employed. True/False

iii) Unemployment is much lower in urban areas as compared to rural areas. True/False

8.3 TYPES OF UNEMPLOYMENT

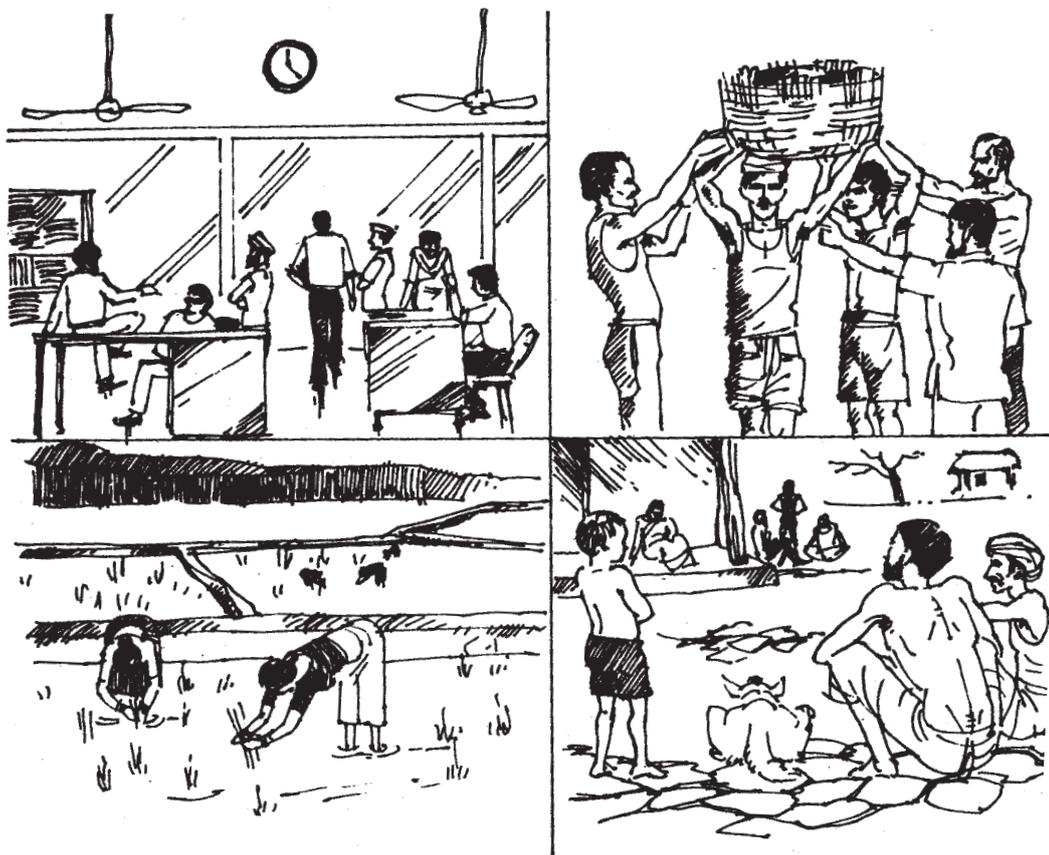
We have seen so far that though employment is a serious problem it is not always easy to identify. The figures on unemployment quoted in the previous section show what is actually known as visible unemployment. There are other types of unemployment which are not very visible. A person can be employed but he may be actually unemployed. How is this possible? Let us try and find out. Hence we shall be discussing the typology of unemployment to understand this phenomenon.

8.3.1 Seasonal Unemployment

Normally when we talk of employed people we mean those who have work throughout the year. But this may not be possible for all. In agriculture, work is seasonal even though agricultural activities are performed throughout the year. During the peak agricultural seasons (when the crop is ready for harvesting) more people are required for work. Similarly in the sowing, weeding and transplantation period more labour is required. Employment therefore increases at this time. In fact we will find that there is hardly any unemployment in rural areas during these peak agricultural seasons. However, once these seasons are over the agricultural workers, especially those who do not own land or whose land is not sufficient to meet their basic requirements (these are landless labourers and marginal farmers respectively), remain unemployed. This type of unemployment is known as seasonal unemployment. This also means that the persons who get seasonal employment are unemployed for the rest of the year. If these workers move away from the villages in search of employment elsewhere then there will not be sufficient people to work during the season and this will lower productivity. Hence it is necessary to find work during the season and this will lower productivity. Seasonal employment is most common in agriculture but it can be found in industries as well. There are some industries, such as tea, sugar, jute etc., which are agro-based and they too employ people during the peak seasons of their operation. Seasonal employment results in large scale migration of the agricultural labourers from agriculturally backward regions to that of the developed regions.

8.3.2 Disguised Unemployment

There are also instances where we find too many people working when so many are not required. In agriculture we may find that all members of the family work. It is possible that 3-4 people can do a given work in the farm, but we find that the whole family of say 10 people doing the job. This may be because the excess people are not able to find employment elsewhere, so rather than remain unemployed they prefer to do the work along with others. This is known as disguised unemployment. This occurs when more than the necessary number of people are employed for the specified work. Disguised unemployment is found in agriculture because of the lack of employment opportunities elsewhere. Similarly disguised unemployment can be found in industry and offices as well. It is not uncommon to find a lot of staff in some offices who have very little or no work to do. In some factories also we find that many more people than required are employed. We may think that given the present situation of high unemployment, there is nothing wrong if more people are employed. However, just as employing too few people for the job



Types of Unemployment

reduces productivity, employing too many also has the same effect. Understaffed government offices may be inefficient as the staff cannot cope up with the given work load. Similarly overstaffed offices can also be inefficient because there may be overlap of work because the same work is done by many people.

In agriculture disguised unemployment means that the excess workers are being paid or they are taking a share of the agricultural products without actually helping to increase production. With the result the surplus viz. the amount remaining after those involved in actual production take their share, is reduced. For example, 10 people are required to work on a piece of land which will yield, say around 100 quintals of grain. The requirements of these 10 will be met by 50 quintals of grain. Now if instead of 10 we have 15 people working on the same land and they produce around 100 quintals of grain the requirements of the 15 will be 50% more than that of 10 i.e. 75 quintals. Hence only 25 quintals will be surplus whereas in the earlier situation 50 quintals was surplus.

In industry if more people than necessary are employed then the wage bill will increase and the profits of the unit will be lower. This will also mean that the industrial unit will have less resources to reinvest in improving production (e.g. new machinery, better raw materials etc.). Therefore disguised unemployment or surplus employment may look attractive in the short-run as a means of providing more employment, but in the long run it can become a cause for concern.

We can thus see that the problem of unemployment has several dimensions. First of all we have to identify who the unemployed are. This as we have seen occurs at two levels. Those who do not have gainful employment and who are

seeking it. The last is the active factor for determining the unemployed as there may be people who are not gainfully employed but they may not be seeking employment for various reasons. Disguised unemployment and seasonal employment are two such instances. Let us now turn our attention to another problem of unemployment which affects most of us, namely, educated unemployment.

Check Your Progress 2

- i) Seasonal employment is:
 - a) found only in agriculture
 - b) found only in industry
 - c) most common in agriculture but it can be found in the industries as well.
- ii) We find disguised employment where:
 - a) less people are working when many are required
 - b) too many people are working when so many are not required
 - c) people are employed as per the requirements.

8.4 EDUCATED UNEMPLOYED

The problem of educated unemployed is serious in our country. There are a large number of young educated people who are unable to find employment or even if some of them do they are engaged in work which require less qualifications. This means that these people accept work which does not give them the income which persons with similar qualifications get elsewhere. For example a person holding a Ph.D degree works as a lower division clerk in an office, or a highly trained engineer working as a sales assistant in a shop. We find though the overall picture of employment in India has shown an improvement, the situation among the educated unemployed has remained the same.

8.4.1 Extent of Unemployment

There has been enormous increase in the rate of unemployment among the educated in India. The number of graduate unemployed increased from 9 lakhs in 1965 to 5.6 million in 1977 with an annual growth rate of 21%. During 1980-88 there has been an annual growth rate of 23% of the graduate unemployed. The number is much larger for matriculate, higher secondary, and undergraduates. However, one has to take into account that many of these people may not be looking for employment as they would be engaged in higher studies. It seems strange that in a country like India where only a fraction of its population has had college education there should be difficulty in finding employment for these people. Let us try and find out the reasons.

The recent data available from the 939 employment exchanges in the country indicate that as on September 2002, the number of job seekers registered with the employment exchange (all of whom are not necessarily unemployed) was to the order 4.16 crore out of which, approximately 70% are educated (10th standard and above). The number of women job seekers was of the order of 1.08 crores (26% of the total job seekers). The maximum number of job seekers waiting for employment were in West Bengal (63.6 lakh), while minimum were

in the union territory of Dadra and Nagar Haveli (0.06 lakh) and in the state of Arunachal Pradesh (0.2 lakh). The placement was maximum in Gujarat. (Indiabudget.nic.in).

Growth in education is linked with economic development. As a country develops it requires larger number of educated people to meet its requirements for running the administration, for work in industry at different levels. As the services sector (also known as the tertiary sector) expands, and the requirement for educated, trained personal also increases. Graduates are required for work in offices of these various organisations. Moreover the teaching profession expands as there is a greater number of schools and colleges. Education therefore contributes to production as it supplies the requisite manpower. However, problems arise mainly because of the slowing down of economic growth that results in the surplus supply of the trained/educated manpower. This results in a situation where there is educational development but the growth in the economy does not keep pace with it. This results in unemployment among the educated.

There is also lacunae with the education system in contemporary India. Our education system is not producing the required manpower as per the need of our society. Thus it is producing a large number of educated manpower whose knowledge and skill are not fully used at the present juncture of the transition of the society. They have remained as surplus educated manpower, unemployable and unemployed. The Kothari Commission (1964-66) pointed that there is a wide gap between the contemporary education system and practical need of the nation at present.

8.4.2 Consequences of Educated Unemployment

The social consequences of the educated unemployed are quite serious. We will find that people with superior qualifications are doing jobs which could be done by less qualified people. This results in under-utilisation of one's capacity. We can find graduate engineers doing jobs which could be performed by diploma holders. Similarly there may be clerks and typists with post-graduate qualifications where perhaps matriculates could do the work. This is because people with lesser qualifications (matriculates) are unable to find jobs so they go for higher education with the hope that they will be in a better position to qualify for the same jobs. We therefore find that there are over qualified job seekers. This ultimately leads to the devaluation of education. An eminent educationist, A.R.Kamat, sums up the situation: "Education here is not so much an investment in human capital as a quest for a credential which will yield preference to its holder over those who do not possess it".

Apart from this, the educated unemployed become more frustrated than the uneducated unemployed because their aspirations are higher. An uneducated unemployed person may be willing to do any type of manual work but a graduate would not be willing to do this even if such work is freely available. In fact doing a job which is not suitable for one's qualification is not only frustrating but it is also a waste of national resources. An engineer working as a clerk because he is unable to find a job in his profession will make him frustrated. In addition it also means that the investment made in making him an engineer has been wasted. Similarly a graduate working as a coolie or as a taxi-driver does so in most cases not because he prefers the work but because he has no other option. This makes him feel frustrated. It also means that the resources

spent on his education has been wasted because one does not need such high qualifications for these jobs.

As mentioned earlier, unemployment makes the person feel insecure. He may out of frustration take to anti-social activities. Many thieves, pickpockets, smugglers, drug traffickers etc. take up these activities because they are unable to find gainful employment. What is worse is that once they are in these professions it is very difficult for them to take up respectable work later even if it is available. They have been branded as anti-socials and no employer would like to offer them jobs.



Social Consequences of Unemployment

Moreover the existence of a large number of unemployed in any country can challenge the stability of the government. Not all the unemployed take to crime as an alternative means of livelihood. In fact the vast majority of them search for legitimate work. If they do not get work they become frustrated. Their families too are unhappy. This means that the dissatisfaction of not having work is not confined to only the unemployed but to many more people. If there is large-scale unemployment, this may lead to the accumulation of discontent against the government. This discontent usually manifests in the form of uninstitutionalised action and mass mobilisation. This is why we find in our country that any government or political party which wants to be in the government makes eradication of unemployment as one of the main planks of its programmes. At the same time the government tries to start schemes which are employment oriented and also provides some aid to the unemployed in order to contain the discontent of the people.

The increase in educated unemployed is therefore a threat to the harmonious working of the economic system and to the political system. The social impact of educated unemployed results in deviant behaviour. As mentioned earlier,

educated people have higher ambitions for work and rightly so. If these are not fulfilled they may take to drugs, crime etc. The drug problem among the youth in our country is largely due to the bleak employment prospects. The unemployed youth are frustrated and they take recourse to drugs or alcohol to overcome their frustrations. Even the students when they find that jobs will not be available for them when they pass out try to overcome their depression through narcotics and drinks.

The frustrations of unemployed youth can also lead to terrorism. The highly educated unemployed have anger against society for their state of affairs. They feel that if this system cannot meet their aspirations for getting proper jobs it should be destroyed. This leads them to take to organised violence against the state. Terrorism in Assam and in many other parts of the country is largely a result of the large number of educated unemployed youth in these states, among other factors. Though Punjab is the most developed state and Assam one of the more economically backward states both have the common problem of a large number of educated unemployed youth. Punjab is agriculturally the most developed. This has led to spread higher education among its youth. However its urban-industrial sector and the educated are unable to find suitable jobs.

Therefore the need to provide proper jobs to the educated is not just an economic problem. It is also a social problem which perhaps is more dangerous than the economic dimension of waste of resources.

Check Your Progress 3

- i) Explain in five sentences how growth in education is necessary for economic development. Answer in about six lines.

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- ii) Show how unemployment is linked with anti-social activities. Answer in about six lines.

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8.5 GOVERNMENT POLICIES ON UNEMPLOYMENT

We have seen how unemployment is a severe restraint in our economy and society. In order to overcome some of the problems created by unemployment,

the government has tried to formulate some programmes. These are directed towards creating avenues for gainful employment for the unemployed.

There are a number of programmes for counteracting unemployment. It is neither possible nor realistic to have only one scheme because, as we have seen, there are different types of unemployment. We have educated unemployment, unemployed among women, people in rural areas who are unable to find secured work and so on. The features of each of these sectors are different and hence each requires a separate scheme. Let us examine some of these schemes.

8.5.1 Schemes for Educated Unemployed

There are mainly two approaches to help the educated unemployed. Some states such as West Bengal, Kerala etc. provide stipends for unemployed for a limited period. In most cases the minimum qualification is matriculation. The amount varies from Rs.100 to Rs.200 per month for three years. It is expected that persons availing of this scheme will be able to find employment within this period.

The other scheme is aimed at promoting self-employment among unemployed graduates. This is known as the Graduate Employment Programme. Here the government provides loans to graduates to start small industries or business with the help of the District Industries Centre. Preference is given to groups of graduates (3-5) who come together with a viable scheme. One can find a large number of them in the transport sector. The state government usually gives them priority in allotting route permits and license to set up industries. Unemployed engineers, both graduates and diploma holders, are encouraged to set up small industries or take up civil contract work after they form cooperatives. They are able to get loans at low rates of interest and they are given priority in getting government contracts. Various training centers have also been open by the government to promote the entrepreneurship and self-employment among the youth.

8.5.2 Schemes for Rural Areas

The educated are not the only ones who face the problem of unemployment in the urban areas. There are large numbers of people in the rural areas who do not have a high level of education and who are unemployed. There are two main schemes for tackling this problem. These are the National Rural Employment Programme (NREP) and the Jawahar Rozgar Yojana (JRY). Under these schemes the government creates public works programmes such as road building, construction, land reclamation, irrigation work etc. which provide employment to the rural poor. The advantages of such schemes are that firstly they are located in or near the villages of the unemployed so that they do not have to migrate out of their villages to seek work. Secondly they help overcome the problem of disguised unemployment and seasonal unemployment. The excess workers in agriculture can be drawn out and given work in these schemes.

There is another scheme for rural youth known as Training of Rural Youth for Self-employment (TRYSEM). This operates in selected development blocks. It imparts skills to rural youth so that they can start employment generating activities. These include weaving, training as mechanics, fitters etc.

8.5.3 Schemes for Women

Apart from the above schemes which cover both males and females, there are schemes which are directed mainly towards women. These schemes attempt to provide self-employment to women through home-based work. The Khadi and Village Industries Corporation (KVIC) provides various schemes for this purpose. These include spinning and weaving, making papads, agarbattis and other consumer products. The raw material is supplied to the women and they make the final products in their homes. The KVIC pays them their labour costs and markets the products. These schemes help increase the family income of the rural poor.

Activity 1

Interview a self-employed youth of your area. Try to find out the problems faced by him or her in starting his/her activities. Also try to find out the reasons for their being opting for self-employment. Prepare a note of around 20 lines and if, possible, exchange it with your co learners in the Study Centre.

8.6 RIGHT TO WORK AND ITS IMPLICATIONS

The growing rate of unemployment in our country is a serious problem which has been the focus of government policy. In order to ensure that government takes this up seriously it has been argued that the right to work should be included as a fundamental right to work for its citizens. The Directive Principles of the Indian Constitution however are the guidelines on which government policies should be formulated. They do not have legal backing for implementation. Hence if the right to work is made a fundamental right then every government will be forced to take measures which ensure that people get work. What exactly is meant by right work? Essentially it means that every adult citizen should have the right to do physical labour for eight hours a day, at the minimum wages. It does not mean that every citizen has a right to government employment. Nor does it mean that a person must be provided employment of his/her choice. In other words the right to work is like an employment guarantee scheme. In order to achieve the right to work it will be necessary to go in for large scale rural employment. This would essentially mean that our investments have to be directed to this sector. It would mean ensuring that artisans, craftsmen and the small farmers get enough inputs in the form of credit and raw materials so that they do not have to leave their work in the villages and join the unskilled unemployed in the cities. This will help reduce urban unemployment. In order to achieve this goal the infrastructure in the rural areas has to be improved. There has to be irrigation facilities so that there is water for land cultivation. The communication network has to be built up, roads have to be constructed and transport improved so that the farmers and the artisans can get a wider market for their product.

Box 1

Constitutional Provisions for Right to Work

The Directive Principles of the Indian Constitution speak of the right to work for Indian citizens. Article 30 reads “The state shall, in particular, direct its policy towards securing – (a) that the citizens men and women equally, have the right to an adequate means of livelihood.”

Article 41 especially speaks of the “Right to Work, to education, and to public assistance in certain cases” It reads”: The state shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in case of unemployment.

Other facilities have to be improved as well. People can work hard and produce more only if they are healthy. Therefore health facilities and proper nutrition has to be ensured. Moreover the vast section of illiterates can be made to learn new skills only if their illiteracy is removed. Hence education and schooling facilities must be expanded to cover the entire population.

These are some of the requirements for ensuring that all able bodied people get work. To achieve this it requires not only ore investment in the rural sector but also a change in the orientation of our planning. Perhaps this is why most governments promise to take steps to ensure the right to work but do not translate this into reality.

Check Your Progress 4

- i) Right to work is included in the:
 - a) Directive Principles of the State Policy
 - b) Ninth Schedule of the Constitution
 - c) Article 370 of the Constitution
 - d) Article 356 of the Constitution
- ii) Right to work means every citizen has the right to:
 - a) government employment
 - b) non-government employment
 - c) semi-government employment
 - d) do physical labour eight hours a day at the minimum wage.

8.7 LET US SUM UP

In this unit we have covered various aspects relating to unemployment in our country. We have first of all discussed the meaning of unemployment and its dimensions. We have tried to identify the unemployed on this basis. This has led us to define unemployment and then discuss it in all the aspects, namely, visible, invisible, seasonal etc., and its consequences.

We have also discussed at length the problem of educated unemployment and why it is so common in our country. The social consequences of unemployment have also been discussed. We have seen that there are over-qualified job seekers which results in a wastage of resources. Educated unemployment causes frustration and frequently leads to anti-social activities.

We have examined some of the schemes initiated by the government to overcome unemployment. There are separate schemes for the educated, for the unemployed rural poor and for women. Lastly, we have also examined the meanings and implications of right to work in Indian context.

8.8 KEY WORDS

- Disguised unemployment** : a situation in which more than the optimal (required) number of people are employed to undertake certain tasks. Hence the excess people are actually unemployed as they are not doing required work though they may be paid.
- Educated unemployed** : in most cases (unless notified otherwise) a person who has finished schooling (metric) and is on the look out for employment is regarded as educated unemployed. The important period here is that the person must be actively seeking a job, because there will be a large number of cases where matriculates may not be interested in being employed as they will be engaged in higher education.
- Seasonal employment** : a situation in which employment opportunities exist during some parts of the year but in regular annual cycles. In other words employment is available during the some few months every year. This happens mainly in agriculture.

8.9 FURTHER READINGS

Behari, B. 1983, *Unemployment, Technology and Rural Poverty*, Vicaes Publishing House: New Delhi.

8.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

- i) Employment basically means work. If more people work there will be greater production of goods and services in society. The greater production of goods and services ensures that these are available to a larger number of people. It will help improve the standard of living. The country will also be more and more prosperous.
- ii) a) False
b) True
c) False

Check Your Progress 2

- i) c)
b)

Check Your Progress 3

- i) Growth in education is linked with economic development. As a country develops it requires larger number of educated man power to meet its requirements for running the administration, work in the industry etc.

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The service sector also expands and the requirement for the educated trained man power also increases. Hence education contributes to the growing needs.

- ii) Unemployment makes the person feel insecure. He may out of frustration take resort to various anti-social activities. Many thieves, pickpockets, smugglers, drug traffickers etc. take up these activities because they are unable to find gainful employment. They may also be involved in violence.

Check Your Progress 4

- i) a)
- ii) d)