

Chapter 12

EDUCATION

The Ninth Plan looks at education as the most vital and crucial investment in human development. The Special Action Plan (SAP) of the Prime Minister gave an emphasis to total eradication of illiteracy, equal access to and opportunity of education up to the school leaving stage, improvement in the quality of education at all levels from primary schools to universities and the need for expansion and improvement of social infrastructure facilities for education. These objectives have been formulated on the basis of the Ninth Plan Document(Approach Paper).

Central Sector

2. The Government has accorded high priority to education sector in the Ninth Plan and has allocated, Rs.24908.38 crore against an expenditure of Rs.8521.89 crore in the Eighth Five Year Plan, representing a nearly three fold increase in the funds available to the Union Department of Education. This is depicted in Table 1 below.

Table –1				
Sectoral Outlays for Education (Centre)				
Sub-sectors of Education	8th Five Year Plan (Expenditure)		Ninth Plan (Outlay)	
	Rs. in crores	%age	Rs. in crore	%age
Elementary	4006.55	47.0%	16369.59	65.7%
Secondary	1537.99	18.0%	2603.49	10.5%
University & Higher Education.	1055.82	12.4%	2500.00	10.0%
Technical Education.	1086.72	12.8%	2373.51	9.5%
Adult Education	718.14	8.4%	630.39	2.5%
Others – Languages, Book Promotion, Scholarships, Educational Planning & Administration etc.	116.67	1.4%	431.40	1.8%
TOTAL	8521.89	100	24908.38	100

Expenditure in IX Plan(1997-2000)

3. During the first three years of the Ninth Five Year Plan expenditure is likely to be of the order of Rs.12012 crores which is about 50% of the Ninth Five Year Plan outlay. Sectoral percentage of allocations and expenditure in the first three years of Ninth Five-Year is given in the table. II below:

Table. II

(Rs. crore)

Sector	Ninth plan allocation (Rs. in crore)	Proportion of funds allocated in 1997-98, 1998-99 & 1999-2000)	Anticipated Expenditure Upto 31.3.2000	Balance amount available in last two years of the Ninth Plan (%)
Elementary	16369.59	48.94	51.05	48.95
Secondary	2603.49	52.94	47.52	52.48
H.E.	2500.00	50.47	48.45	51.55
Technical	2373.51	52.97	46.11	53.89
Adult Edu.	630.39	42.14	50.18	49.82
Other – Languages Book Promotion Scholarships Educational Planning and Admn. etc.	431.40	59.16	44.49	55.51
Total	24908.38	51.54	48.22	51.78

4. It may be seen from the above table that budgetary allocations in the first three year Annual Plans were about 52% of Plan outlay whereas anticipated expenditure by 31.3.2000 would be 48.22% leaving a balance of 52% of outlay to be utilized in the last two years. There has been shortfall in utilization of funds in secondary, higher and technical sectors mainly due to economy cuts, delays in finalization of new initiatives and slow pace of expenditure, particularly in backward States.

5. The thrust areas for educational development in the Ninth Plan include universalisation of elementary education, achievement of full adult literacy, raising the quality of education at all levels, improving learner achievement, upliftment of the

educational status of disadvantaged groups including SC/ST/girls and disabled children, removing of regional disparities, vocationalisation of education, renewal of curriculum to meet emerging challenges in information technology and support for development of centres of excellence at the tertiary level.

Elementary Education

6. Elementary Education finds the highest priority in sub-sectoral allocations within the education sector. This indicates a strong reiteration of the country's resolve to give the highest priority to achieve the goal of Education for All (EFA) during the Plan period. This is sought to be achieved through several measures, which include the following:

- Amendment of the Constitution to make Elementary Education a Fundamental Right.
- Decentralization of planning, supervision and management of education through local bodies at district, block and village levels.
- Social mobilization of local communities for adult literacy campaigns and for promotion of primary education.
- Convergence of different schemes for UEE.
- Stronger partnership with NGOs & Voluntary organisations.
- Advocacy and Media Campaign for UEE.
- Provision of opportunities for Non-Formal and Alternative Education for out of school children in the most backward areas and for unreached segments of the population in response to local needs and demands articulated at the grass root level.

Allocation to Elementary Education

(Rs in crore)

Government	Annual Plan 1997-98 (RE)	Annual Plan 1998-99 (Outlay)	Annual Plan 1999-2000 (Outlay)
Union Government	2,265.32 (56%)	2,778.53 (55%)	3,035.12 (52%)
States/UTs	1,770.51 (44%)	2,239.89 (45%)	2787.77 (48%)
Total	4,035.83 (100%)	5,018.42 (100%)	5822.90 (100%)

7. The interventions in the programmes of elementary education aim at providing schooling facilities within a walking distance of one km from habitations for children of primary schools and three kms. for children of upper primary schools and strengthening of the alternative mode of education delivery viz. non-formal education for schools dropouts, working children and girls. This is to be combined with the qualitative aspect of minimum

levels of learning at the primary and upper primary stages so as to achieve universal elementary education.

8. In terms of access, 94% of the rural population living in 8.26 lakh habitations have now a school within a walking distance of one km. and 84% of this population have now an upper primary school within a walking distance of 3 kms.

9. Concerted efforts have been made during the Plan period to expand access, increase retention and to improve learning achievements of children in elementary schools.

10. Drop out rates have shown a declining trend during the last five years. The decline is from 45% in 1992-93 to 39.58% in 1997-98, showing an overall decrease of 5.42 percentage points at the primary level. At the upper primary stage, the drop out rate was 61.10% in 1992-93 and it declined to 54.14% in 1997-98, showing an overall decrease of 6.96%. Studies have shown that poverty is the major cause for dropping out of school. The other factors for drop out is a curriculum which is uninteresting and not relevant to the life of the children.

11. The Programme of Minimum Levels of Learning (MLL) has been introduced in most States. The Programme aims at specifying competency levels which children are required to attain in language, mathematics and in the environmental studies, in classes 1 to 5 and to reorient the teaching learning process to facilitate achievement of these. Several States have successfully used the idea of MLL to launch a number of activities including revision of text books, change in curricula and teaching methodologies, as well as in the content of teachers training.

12. The Mid-day Meal Programme has acquired an all India coverage in 1997-98. The number of children covered under the Programme has risen from 3.4 crores in about 3.22 lakh schools in 1995-96 to 9.85 crore in about 6.88 lakh schools in 1998-99. The initial impact of the programme of enrolment and participation of children, especially girls, has been favourable. Evaluation studies sponsored in four States, i.e. Orissa, Tamil Nadu H.P. and U.P., by Planning Commission through various institutes reveal that average attendance rate has increased and dropout rate has decreased in the post Mid-day Meal period as compared to the pre-mid-day meal period (prior to launching of the scheme in 1995). These studies have suggested that a) the teachers should be involved in the supervision and monitoring of the mid-day meal programme. b) Basic infrastructural facilities are required like spacious kitchens in all the schools. c) The mid-day meal programme needs to be combined with an "education package" like free uniforms, free text books and bus passes etc. The allocation of funds for the programme has not been commensurate with the requirement resulting in setbacks to the programme. Most States have not been in a position to make additional investments required for converting food grains into hot cooked meals.

13. There are a large number of initiatives in the elementary education sector and there is a need to have a holistic and convergent approach, bringing all existing programmes under one

umbrella, with a clear district focus. This would facilitate need based contextual planning with community participation. The Panchayati Raj institutions have emerged as a powerful vehicle for decentralised management of education and efforts would be made to further enhance their role, in the light of the recommendations of the Central Advisory Board on Education (CABE) Committee on Decentralised Management of Education. On-going schemes will continue in the current financial year as they are. From the next year, they would be reflected as part of the Sarva Shiksha Abhiyan's District Elementary Education Plan.

14. During the last few years large scale innovations are being experimented by the State Governments in the field of elementary education. The establishment of more than 22,000 centres under the Education Guarantee Scheme in Madhya Pradesh, opening up of more than 12,000 Rajeev Gandhi Swarana Jayanti Pathshalas in Rajasthan, large scale recruitment of para teachers in Andhra Pradesh, Gujarat, M.P. and U.P. are a few such initiatives that are likely to have a positive impact on the quest for UEE.

15. The number of teachers which was 7.51 lakhs in gross terms in 1950-51 rose to 46.05 lakhs in 1997-8, a more than six fold increase. Here also the number of women teachers has increased substantially from 1.15 lakhs to 16.16 lakhs in the corresponding period. Despite this the teacher-pupil ratio (TPR) has increased from 1:24 to 1:42 at the primary stage and 1:20 to 1:37 at the upper primary level. The TPR suggests that demand for elementary education has increased and justifies the need for opening more educational institutions and engaging more teachers to meet the demand of the school going population.

16. The programme of Non-Formal Education (NFE) i.e. education for out of school children has been expanded and consolidated. The number of NFE centres is now approximately 3.00 lakhs and it covers about 75.00 lakh children. 24 States/UTs are implementing this scheme and 1.18 lakh centres are being run exclusively for girls by State Governments for which the Central Government provides 90% assistance. Also 60% assistance is provided by the Central Government for co-ed centres run by the State Governments. 825 Voluntary Organisations are also running NFE centres for which the Government of India is providing 100% assistance. Besides 41 experimental and innovative projects have also been sanctioned to NGOs for bringing innovations in the implementation of the scheme. The evaluation study carried out by the PEO revealed that both the State and central Governments were slow in releasing allocations and the flow of funds to the NFE centers was also erratic. Lack of accommodation and poor lighting facilities were major problems faced by NFE centers.

17. The Scheme of Operation Blackboard which aimed at improving class room environment by providing infrastructural facilities, additional teachers and teaching learning material to primary schools and by provision of a third teacher to such schools where the enrolment figure exceeded 100 has been extended to upper primary schools. 5.23 lakhs primary schools and 1.27 lakh upper primary schools have been provided funds for development of academic infrastructure (teaching learning material). About 1.50 lakh posts

of additional teachers for single teacher primary schools, 0.74 lakh posts of additional teachers at the upper primary stage and 0.79 lakhs posts of third teachers have been sanctioned up to 1997-98. It is a matter of concern, however, that several States are reluctant to create the additional posts of teachers sanctioned under OBB due to the condition that recovering liabilities on account of salary of teachers would stand transferred to the States at the end of the Plan.

18. The scheme of restructuring and reorganization of Teacher Education envisaged strengthening of the institutional base of teacher training and for taking up special programmes for training of teachers in specified areas and other non-institutional programmes for teacher training. Significant progress has been made in this area with 448 District Institutes of Education and Training (DIETs) sanctioned to provide pre-service and in-service training to elementary school teachers and for adult education and non-formal education personnel. 110 Secondary Teacher Education Institutes have been upgraded into CTEs/IASEs. In addition, 20 SCERTs have also been strengthened. These institutions have helped in improving the content, process and management of pre-service and in-service teaching and reorganisation of teacher education. About 10 lakh teachers have been covered under the Special Orientation Programme of primary teachers. A pilot scheme has been initiated to use the distance education mode for Primary school teachers training in Gujarat and M.P

19. The District Primary Education Programme which is assisted by the World Bank and European Union aims at operationalising the strategies for achieving UPE/UEE through district specific planning and disaggregated target setting in low female literacy districts and builds on successful TLC campaigns which have created a favourable climate for universalisation. The Project is funded 85% by external agencies through the Central budget and the remaining 15% by the concerned State Governments. The programme components include construction of class rooms and new schools, opening of the non-formal/alternative schooling centres, appointment of new teachers, setting up of early childhood education centres, strengthening of State Councils of Educational Research and Training/District Institutes of Educational Training, setting up of block resource centres/cluster resource centres, teacher training, interventions, development of teaching-learning material, research and a thrust for education of girls, SC/ST etc. A new initiative of providing integrated education to disabled children and distance education for teacher training has also been incorporated in the DPEP Scheme. At present the scheme is under implementation in 219 low female literacy districts in 15 states. Expansion of the project to another 30-35 districts in UP, 10 districts in Rajasthan, 8 districts in Orissa and 5 districts in West Bengal, is in the pipeline.

20. Two of the other externally aided projects for basic education are the Rajasthan Shiksha Karmi and Lok Jumbish Project in Rajasthan which are also innovative projects aimed at universalisation of elementary education together with qualitative improvement in remote and socially backward villages with a primary focus on gender. The projects respond to some of the major obstacles in achieving UEE, namely, teacher absenteeism, high rate of

drop outs, working children, uninteresting teaching methods, lack of contextual learning materials, low motivation and competence of teachers, a centralised and inflexible approach etc. There is a special emphasis on community participation in these projects. The Lok Jumbish Project carries decentralisation of education down to the block level and uses micro planning and school mapping techniques for involving parents to ensure that children go to school.

21. Another externally assisted programme with a specific focus on gender is Mahila Samakhya, which aims to promote women's education through empowerment in 5 States. The programme has spread over into 4054 villages in 24 districts of UP, Andhra Pradesh, Karnataka, Gujarat and Kerala. The MS has initiated several interventions in early childhood care, Adult Education, Non-formal Education and education support facilities which are managed by the women themselves. This has also played a pro-active role in ensuring proper functioning of various developmental schemes. By establishing Mahila Shikshan Kendras (MSK), illiterate women and adolescent girls, who have not joined a formal school or were school drop outs, have been receiving education by specially designed condensed quality education courses with innovative methodologies and skill development programmes. In many States, the Sanghas (village level women's collective) under MS, have emerged as forums at the village level to which women and others bring their problems for arbitration.

22. There is a shortfall observed in expenditure in the years 1997-2000. As against an outlay of Rs.21 crore, the expenditure incurred, till 30th June, 1999, was only Rs.9.74 crore. The Ninth Plan allocation for the scheme is Rs.35 crore. The activities under the scheme need to be monitored more vigorously.

Adult Literacy

23. The National Literacy Mission (NLM) was set up in 1988 with the target of making 100 million persons in the age group of 15-35 literate in a phased manner. Through its main strategy of special projects for eradication of illiteracy, commonly known as Total Literacy Campaign (TLC) and Post Literacy Campaign (PLC) it has been able to achieve a coverage of 72.56 million persons, of which 60% are women, 23% SCs and 12% STs. 556 districts are now covered under Literacy Campaigns – 182 under Total Literacy Campaign, 259 under Post Literacy Campaign, 30 under Rural Functional Literacy Programme and 85 under Continuing Education Programme. The Programme of TLC and PLC has been faced with some difficulties in the low literacy States mainly due to the absence of voluntary organizations and other socio-cultural barriers. There is growing awareness that the Continuing Education Programme requires qualitative upgradation in order to make it relevant, contextual and acceptable. Meaningful initiatives in this respect are visible in various parts of the country.

24. As a result of concerted efforts made in the area of primary education, non-formal education and adult education, there has been a significant step up in the literacy rates prevailing in our country. The NSSO has recently collated and released figures indicating a

substantial growth in literacy percentage recorded in our country.

25. India's literacy rate was 52.2 per cent in 1991. According to the NSSO, this rate now stands at 62 per cent at the end of December 1997.

26. Male literacy rates have now risen from 64.1 per cent in 1991 to 73 per cent in 1997 and the female literacy rates in the corresponding period have risen from 39.3 per cent to 50 per cent. It is heartening to note that while the male literacy rate has risen by 9% point between 1991-97, female literacy rate have risen by 11% points.

27. Yet India is the country which houses the largest population of non-literates who constitute one third of the total non-literates in the world today. Gender disparities are sharp and the wide differences in inter-state and intrastate literacy rates a cause for major concern.

28. A number of new initiatives are proposed during the remainder of the Ninth Five Year Plan to further consolidate the Schemes/Programmes under the National Literacy Mission. These are :-

Literacy Campaigns & Operation Restoration:

29. Under this scheme, an integrated approach to literacy would be followed. The integrated proposal seeks to effectively bring the activities of literacy campaigns under one 'Literacy Project' to achieve continuity, efficiency and convergence and to minimize unnecessary time lag between the two.

30. The existing funding pattern of literacy campaigns is proposed to be continued. The funding ratio between Centre and State Government for normal districts is 2:1, whereas for districts under Tribal Sub-Plan the ratio is 4:1. The per learner cost for a TLC is proposed in the range of Rs.90-180, and that for a PLC is Rs.90-130 for one year. It is also proposed to allow implementing agencies to incur expenditure on the basic literacy activities during the post literacy phase. The expenditure on basic literacy will, however, have to be met out of the overall budget approved for the post literacy at a per learner cost in the range of Rs.90-130.

31. The scheme of Rural Functional Literacy Project has been subsumed with the scheme of Literacy Campaigns and Operation Restoration. The scheme will be implemented by the ZSSs on the existing parameters, with payment to Preraks who will run the RFLP centres under the Zilla Saksharata Samiti in a district.

Scheme Of Continuing Education:

31(a). The scheme will continue to be implemented by the existing Zilla Saksharata Samiti headed by the Collector. However, the ZSS may also be headed by a democratically elected Chairman of the Zilla Parishad in the States where a full-fledged Panchayati Raj

system has been established, if considered suitable. The ZSS would identify VAs, Mahila Mandals, Panchayati Raj Institutions, NYKs etc. to take up CECs/Nodal CECs. The ZSS would, however, be responsible for coordinating, monitoring and supervising the implementation of the programme by these agencies. Each ZSS would be provided with a computer system for monitoring the programme.

Support To Non-Governmental Organisations In The Field Of Adult Education :

32. The release of grants to NGOs other than the Resource Centres would be decentralised through the State Literacy Mission Authorities (SLMAs) upto 50% of the total grant released during the financial year and the remaining by NLM. Innovative projects and projects in respect of all-India level NGOs would be considered by the Grants-in-Aid committee at the National level. The NGOs would also be provided assistance for taking up continuing education programme in addition to innovative programmes in all parts of the country.

33. The existing SRCs would be strengthened and their annual maintenance grants suitably enhanced. The number of categories of resource centres would be reduced from three to two for deciding on the quantum of the maintenance grant. The District Resource Units (DRUs) which were hitherto functioning independently would be subsumed in the State Resource Centres.

Jan Shikshan Sansthan (Jss):

34. The scheme of Shramik Vidyapeeth (SVP) is proposed to be continued with a new nomenclature, i.e., Jan Shikshan Sansthan. This scheme is an unconventional programme of Non-Formal, Adult and Continuing Education implemented primarily in urban and industrial areas. The basic objective of the scheme is to improve the occupational skill and technical knowledge of workers for enhancing their efficiency and increasing productive ability.

Areas of concern in the programmes of Elementary Education and Adult Literacy:

35. Regular information, on drop outs and retention of children is not collected in all the States, Therefore getting accurate data on regular participation level of children in the schools is difficult.

36. As per estimates in 1997, 35.06 million children of age group 6-11 were out of school. This number would as per the estimates swell to 39.25 million. Therefore, net additional enrolment of this order will be required in order to achieve the goal of education for all. Of the additional net enrolment of 39.25 million, a large portion consisting of 30.45

million children are estimated to be in 8 States namely, A.P., Bihar, Gujarat, Maharashtra, M.P., Orissa, U.P. and West Bengal.

37. There are wide disparities among different States in the efficiency with which the school system function.

38. In the process of improving the Status of basic education in the country the biggest challenge has been the rising population and increasing demand for school places. Obviously this has outstripped investments made for expanding the system and reaching primary education to all children, notwithstanding the multifold expansion of the system achieved during this period. Mobilising resources to match the raising demand, undoubtedly, is a major challenge before the planners. It is in this context that the country embraced programmes of “Education For All”(EFA) in the nineties to intensify efforts and reach the goals of EFA both in quantitative and qualitative terms. These intensified efforts have brought into the forefront several critical questions that need careful consideration.

39. Considering the size of the country and multicultural and multilinguistic setting in which the goals of EFA have to be achieved, the focus of action during the last decade has been on district and sub-district levels. It in this context that several new institutional structures such as the DIET, BRC and CRC have been created. These institutional arrangements have begun meeting the teacher capacity building needs in a more comprehensive manner.

40. However, decentralization to district and sub-districts levels has brought to light the fragility of the expertise available at these levels for education planning and management. Though efforts have begun to establish State level institutions to meet the training needs of local level planners and administrators, it may take some time before these efforts could lead to creation of local level expertise capable of independent planning and management of EFA initiatives.

41. The main challenge for achieving the goals of EFA in the country is not merely one of providing physical access but also of ensuring the participation of all children in the process of basic education. Though the system has expanded enormously over the years, it has not been easy to overcome the resilience of certain pockets leading to persistent disparities among different geographical regions as well as between different social groups. Certain kinds of disparities such as male female difference have decreased during the last ten years. However, equity in promotion of EFA goals continues to be a major challenge for educational planners and administrators. It is recognized that this challenge cannot be made without bringing the school and the community closer and creating a sense of ownership and accountability among the stake-holders at the grassroots level. It is hoped that the processes of decentralization that are gradually emerging on the scene would help in addressing this issue in an effective manner.

Secondary Education

42. Secondary Education is expected to prepare young persons both for the world of work and entry into higher education. The number of secondary and senior secondary schools has increased from 0.07 lakh in 1950-51 to 0.83 lakh in 1991-92 and 1.10 lakh in 1998-99 representing a growth of 29% in the period from 1991-92 to 1997-98. However, student enrolment was only 2.72 crore. Provisional statistics available in the Sixth All India Educational Survey indicate that there has been an increase to the extent of 51% in the enrolment of girls in Class IX to X and a 54% increase in classes XI to XII as compared to 20% in the primary and 40% in upper primary stages during the period 1986 to 1993.

43. In secondary education the focus is on improving access; reducing disparities, renewal of curricula with emphasis on vocationalisation and employment-oriented courses; expansion and diversification of the Open Learning System; reorganization of teacher training and the greater use of new information and communication technologies, particularly computers.

44. In order to address important issues in secondary education it is proposed to give attention to the following areas:

- Revision of curricula
- Vocationalisation of Education
- Distance Education through Open Schools.
- Teaching of Mathematics, Science & Computer Education.
- Hostel facilities for girls.
- Minorities Education.
- Integrated Education for the Disabled.

45. NCERT is expected to take the lead in modernization of curricula and upgradation of text books to meet the challenge of rapidly emerging needs. A discussion document is under circulation eliciting views from different fora. Change in pedagogical methods for reduction in what the Yashpal Committee called the “burden of non-comprehension” among students and teachers call for a major effort on the part of academia. Reform of the examination system to make measurement and evaluation of students continuous, comprehensive, interactive and transparent is a crying need. The pace of vocationalisation of secondary education requires acceleration. Education based on our rich cultural heritage and for inculcation of values would have to be nurtured and promoted with much greater vigour and purpose.

46. The Kendriya Vidyalaya Sangathan which started with 20 Kendriya Vidyalayas in 1963-64 is now managing 871 Kendriya Vidyalayas and its network is still expanding. The main activities taken up by the Kendriya Vidyalayas include providing for the educational needs of transferable Central Govt. employees, reviewing and updating academic activities and programmes, vocationalisation, information technology, creation of proper infrastructure for academic development, computerisation, etc. The Sangathan’s allocation has consistently been inadequate to meet its requirement of construction of school buildings.

47. The Navodaya Vidyalaya Samiti through more than 410 institutions in predominantly rural areas has also taken up activities for extension of infrastructural facilities, introduction of vocational courses, faculty improvement through training of teachers, construction of school buildings, etc. The Samiti is also faced with a consistent problem of inadequate budget allocation. There is a felt need to increase its Plan allocation to undertake construction of school buildings and other infrastructural facilities viz. laboratories, computers, etc. Both KVS and NVS organisations are languishing for lack of funds.

48. The National Open School has been making significant contributions for expanding access in the secondary and higher secondary sector through the distance education mode.

49. In order to promote Vocationalisation of Secondary Education, facilities have been created for 9.35 lakh students at the +2 level. The scheme has, however, not been successful barring a few areas. Following feedback from State Governments, the scheme is proposed to be transferred to the State Sector.

Higher and University Education

50. In the University and Higher Education Sector, ongoing efforts for retaining the competitive advantage of the country would continue along with measures for quality improvement and modernization of syllabi, renewal of infrastructure, extra-budgetary resource mobilization and greater attention to issues in governance of universities and colleges. Issues of access, relevance and quality upgradation would receive attention. Conferment of greater autonomy to deserving colleges and professional upgradation of teachers through Academic Staff Colleges would be given priority. Expansion is mainly targeted to unserved areas with a focus on women and under privileged sections. The Open University System, which is growing in popularity and size, is striving to diversify course offerings and gain wider acceptability by upgrading its quality. It would focus more sharply on the educational needs of women and rural society, as well as professional training of in service employees.

51. In Higher Education, due cognizance has to be taken of the fact that the country has an existing infrastructure which despite problems, is still one of the best in the developing world. The country needs to capitalise on this advantage and nurture it in order to enhance its competitiveness in the global market. Emphasis is being placed therefore on consolidation and optimal utilisation of the existing infrastructure through institutional networking, restricting expansion so as to only meet the demand of the unserved areas through both the traditional university system as well as through the open university system. Greater emphasis is also being placed on quality improvement and systemic efficiency. Vocationalisation of higher education is an important area calling for intervention.

National Education Test (NET)

52. The UGC conducts a national level test for recruitment to the post of Lecturers and for the award of Junior Research Fellowships to ensure minimum standards for entrants in the teaching profession and research. In the humanities and social Sciences the test is conducted twice a year in June and December respectively. The test in other sciences is conducted by the UGC with the CSIR. For those candidates who desire to pursue research, the Junior Research Fellowship (JRF) is available for five years. UGC has also allowed State Govts. to conduct eligibility tests for determining their eligibility for appointment as Lecturers.

Revision of pay scales of University & College teachers

53. The Government has revised the pay scales and other service conditions of University and colleges teachers' w.e.f. 1.1.1996. The State Governments have also been advised to adopt these pay scales in respect of the teachers in State Universities and Colleges. Similar revisions have been approved for institutions coming under the purview of technical education like IITs, IIMs, Indian Institute of Science, Indian School of Mines, NITIE, Regional Engineering Colleges, etc.

Autonomous Colleges

54. Higher priority has been given by UGC to grant of autonomy to selected colleges. A college is declared autonomous, by its affiliating University when there is evidence of its having potential in research and teaching in selected fields. So far 119 colleges have been conferred autonomous status by UGC.

Inter-University Centres

55. The Commission has set up various Inter-University Centres to provide front-line facilities and services for advancement of research in the University system. Till date, the Commission has established eight IUCs.

Technical Education

56. The basic thrust of technical education in the coming years would be on improving quality and relevance. This would be made possible through a networking of technical and management institutions not only in the Government sector but also in the private sector. This would lead to pooling of knowledge in the fields of science and technology including research from institutes of excellence like the IITs, IISC Bangalore and such like and at the same time, encourage generation of additional resources towards achieving self-sufficiency by sharing of ideas and experience. The development of Regional Engineering Colleges (RECs) as 'centres of excellence' would be another important thrust area. The overall

development of the technical education system through the World Bank aided project as well as the Canada - India Institutional Cooperation Project would enable the Polytechnics to contribute to HRD activities with enhanced capacity, quality and efficiency. Rural development by transfer of appropriate technologies would continue to be attempted through the scheme of Community Polytechnics (CP). Fifty seven new polytechnics have been established during 9th Five year Plan period. To help 12 million physically disabled persons, steps have been provided to impart them technical training in polytechnics. About fifty selected polytechnics are being upgraded to integrate the physically disabled (orthopaedically disabled partially deaf and dumb) in the mainstreams. This is a significant initiative.

57. With statutory mechanisms available under the AICTE Act, the overall quality improvement of teachers, students and infrastructure as well as intra and inter linkages would be possible. Several initiatives for empowering women and augmenting their participation in the technical education system are on the agenda of AICTE. Overall improvement of the quality and efficiency of the technical education system through modernisation of laboratories, development of key areas and creating appropriate R&D base would be continued.

58. Government has approved the establishment of an Indian Institute of Information Technology & Management at Gwalior to provide facilities for education, training, research, consultancy and professional development in areas of information technology and management. Another Institute of Information Technology has been set up Allahabad. The Indian Institute of Management (IIM) which was established by the Government of India at Indore in 1995 started its first academic session from 29th June, 1998 and IIM, Calicut has commenced its academic session from 1997-98.

59. Intense efforts are being made to reduce the existing teacher – student ratio in Information Technology courses to the desired level and greater focus is being laid on PG/ Research programmes particularly in the area of Information Technology and Software Development in premier institutions for moving up the value chain. This will enhance availability of quality faculty for successful running IT courses in other Institutions for producing required number of professionals in future.

60. The specific responsibility/task of formulating Schemes pursuant to the recommendations of the National Task Force on Information Technology vests with the Department of Education. An Inter-Ministerial Committee has accordingly been constituted to take follow-up action on the IT and Software Development Action Plan. Requirement of funds for implementing the recommendations of the National Task Force including the revised CLASS Scheme is of the order of about Rs.2,000.00 crores.

Concerns

61. Though the Sector has expanded substantially in terms of increased number of institutions as well as inclusion of new courses, it has faced many problems which weaken its

overall efficiency. These are :

- ❑ Lack of enough training programmes in the area of Information Technology and Software development and shortage of talented and high calibre faculty particularly for the upcoming areas like IT and Software particularly in remote institutions like IIT, Guwahati.
- ❑ Lack of sufficient arrangements to sustain the progress and the tempo created with the assistance from the World Bank in the polytechnics.
- ❑ Inability to make available expensive resources to all the institutions.
- ❑ Compartmentalised functioning of RECs, IITs, and other Engineering institutions.
- ❑ Demand of new IITs by many other states.
- ❑ Limited increase of enrollment at the IITs. and other prestigious institutions.
- ❑ Brain drain resulting in wastage of resources and loosing of well trained, well qualified professionals in large numbers every year.
- ❑ Efforts to transfer the technology particularly in the rural areas have not been as successful as expected.

Future Course of Action:

62. Suitable steps should be taken to enhance the quality of technical education by making it more relevant for future particularly to the needs of rural India and upcoming technologies like IT and Software development. Though numerous private institutions have sprung up during the last decade, they are not even fully staffed or adequately equipped. The need is to train the aspiring youth in our own institutions, later on provide them challenging work opportunities with respectable remuneration, so that well trained faculty is available and the problem of brain-drain is minimized. States have to make sufficient financial provisions to carry on the impetus created by the World Bank assistance. The Technology Development Missions have successfully created links between institutions and the industries which need to be strengthened and further extended during the 9th Plan. The momentum generated by the TDMs during 8th Plan is to be continued further as a second phase of these missions. The institutions should be advised to generate adequate funds through consultancy and contract research programmes. In view of the expected industrial growth, stress should be to substantiate efforts on training of middle level technical personnel through polytechnics. Since expensive recourses are unaffordable for an economy like India, sharing of resources and networking of institutions should be taken up as the only recourse. The world acclaimed Indian Institutions of Technology should extend active support and meaningful interaction with RECs and other engineering

colleges/institutions for collaborative efforts to strengthen teaching/learning processes in general and for the future challenges of the nation in particular. Suitable manpower projections is another requirement of the day so that investments in Technical Education are suitably matched with the requirement of technical professionals tomorrow. There is need to expand intake of IIT's, converting some REC into IIT's to meet future demand for Technical Manpower of high quality. Some University Departments of Engineering and Technology should be upgraded as advanced centres of Engineering & Technology. Community Polytechnics need to be taken to remote rural areas having concentration of below poverty line population. It is also important that efforts are intensified to transfer the technology to meet the rural needs in order to improve the living standards and sanitation in these areas.

From the States' Scenario:

63. The States have made sufficient progress in the area of Polytechnic education, particularly with the help of World Bank assistance. Several State Governments/UTs have continued their efforts in the area of civil work. The States of Himachal Pradesh, Bihar, Uttar Pradesh, Andhra Pradesh, Madhya Pradesh etc. have taken steps in this regard.

Technology Development Missions

64. Under the project, 7 High Profile Technology Development Missions (TDMs), in 7 Generic Areas at 5 Indian Institutes of Technology located at Delhi, Mumbai, Kharagpur, Kanpur and Chennai as well as IISc. Bangalore, were launched in Dec. 1995. These projects had special component of industrial collaboration. The final reports of all the TDMs and future line of action, were discussed by the National Steering Committee on TDM. It was decided that there will be a second phase of the project, for which all the Missions will prepare project reports. How the newly developed technology could be commercialised was the major issue observed in the meeting, and the response of 32 out of 104 participating-industries which had been received, was encouraging. Most participants felt it was a good and enriching experience to work with IITs, and such projects can be taken up on the production line. The Missions have also helped in promoting new developments of technologies, equipments, and devices, and in some cases even small changes in design of equipment could enhance performance considerably. Only a few industries reported some deficiencies in the programme like insufficient time for development of cost effective technology, while others felt that a period of 3 years was too long, etc.

Promotion and Development Of Languages

65. The Department has been instrumental in providing support and assistance for development of Classical and Modern Indian Languages such as Arabic, Persian, Sanskrit,

Urdu, Sindhi and Hindi. In this context the conferment of autonomy to the National Council for Promotion of Urdu Language, the setting up of the National Council for Promotion of Sindhi Language and the Celebration of the year of Sanskrit in 1999-2000 are events of significance. A proposal to set up an Indian Classical Languages Grants Commission is under consideration. The Encyclopaedic Dictionary is being reviewed and it is proposed to convert it into a National Project financed 100% by the Central Government, so as to complete it in the next 30 years. There are other schemes for revival of Sanskrit in the fields of computerisation, translation and science education.

66. Further, the Department is considering proposals for the development of Kashmiri, Nepali and Konkani.

Book Promotion Activities

67. The Department furthers book promotion activities through various schemes as well as through the National Book Trust, an autonomous body, established in 1957 under the Societies Registration Act. The Trust is presently housed in two rented buildings in Delhi as it does not have its own accommodation.

Scholarships

68. The Department offers financial assistance to meritorious and needy students for pursuing studies in India and also selects deserving students for specialised courses abroad. A committee has been constituted to review the National Scholarship Scheme and the Talented Children Scheme for Rural Areas. The National Loan Scholarship Scheme, which was initiated in 1963, is being restructured to enhance scholarship amounts and to provide interest subsidy on student loans for full time recognised professional courses.

Education of the SC/STs/OBCs/Minorities

69. The Ninth Plan was committed to the advancement and empowerment of the SCs, STs, OBCs and Minorities. The National Agenda for Governance (NAG) spelled out clearly safeguarding their interests through appropriate legal, executive and social efforts and for their socio-economic empowerment, to accord high priority to improve their education and status, through Universal Primary Education (UPE) by 2005 AD with a special focus on low literacy pockets, employment oriented education and diversified vocational training, vocationalisation at Middle/High School levels, job oriented condensed courses to extend functionally viable and productive education especially in tribal areas. Monitoring of the progress of education through PRIs was envisaged especially for those living below poverty line.

70. Although there has been a visible change in the literacy rates of SC/STs since the last few decades and there were increased number of beneficiary oriented schemes implemented for these groups by the various government departments, particularly educational schemes, except the increase in the enrolment ratios of SCs in the Primary stage, there still is a wide gap between the enrolment ratio and literacy rates of these groups as compared to general population.

Educational Development In The North-Eastern Region

71. There are a number of interventions which the Department has been carrying out in the North-Eastern region. There is a high percentage of untrained teachers in the North-Eastern Region (35%). A special diploma programme called "Diploma in Primary Education" (DPE) for untrained school teachers of North-Eastern Region has been launched jointly by IGNOU and NCERT. Centrally sponsored schemes of Operation Blackboard (OB), Non Formal Education (NFE) and Teacher Education (TE) are also being implemented in most North Eastern States. The District Primary Education Programme (DPEP) is being implemented in 9 districts of Assam. Approximately Rs.12 crores is being provided for Teacher Education in the North Eastern Region.

72. Central interventions in the Secondary Education sector in the North East have been for improvement of Science Education, Environmental Orientation to School Education, Vocationalisation of Education, assistance to NGOs for strengthening boarding/hostel facilities for girl students and integrated education for disabled children. There are 82 Kendriya Vidyalayas and 53 Navodaya Vidyalayas in the North Eastern Region.

73. In the realm of Higher and Technical Education, out of an allocation of Rs.254 crores for the Central Universities during the 9th plan period, Rs.67 crores have been allocated to NEHU, Nagaland, Assam and Tezpur Universities in the North-east which is 26.37% of the budget allocated for Central Universities. In the State Universities Sector, UGC has allocated Rs.10.76 crores to the Guwahati, Dibrugarh, Manipur and Tripura Universities which is 4.49% of the total allocation to State Universities.

74. The Department is anxious to provide facilities for Higher & Technical Education to the students of North-East. In the Ninth Plan AICTE has approved, setting up of 6 engineering colleges, 19 polytechnics, 6 MBA and 2 MCA level colleges in the region. The Central Government has also set up an IIT at Guwahati, one Regional Engineering College at Silchar and the North Eastern Regional Institute of Science & Technology (NERIST) at Itanagar as joint ventures.

75. Besides the above, 612 seats at the degree level and 307 seats at the diploma level have been reserved in various engineering colleges and polytechnics in India for the students of the North Eastern States.

76. Under the scheme of appointment of Hindi teachers, Rs.3.40 crores have been

released for the North East out of a total provision of Rs.6 crores.

Art & Culture

77. Culture being the sum total of the achievements of people is very closely connected with all development activities. Success of development plans cannot be assessed without taking into account the cultural strength and other characteristics of people at large. Likewise Ninth Plan thrust has been on protection, conservation, dissemination and promotion of all aspects of culture. The focus has been on a comprehensive plan of preservation of the archaeological heritage and development of the monumental complexes and museums in the country. Further, efforts have also to be directed towards the preservation of archival heritage, and the promotion of classical, folk and tribal art and crafts and oral traditions which are threatened with extinction.

78. An amount of Rs. 920.41 crore was allocated for the Ninth Plan to Department of Culture. Department of Culture executed major schemes and programmes of the Government of India for promoting art and culture in the country. Its Plan programmes relating to promotion, preservation and conservation of the cultural heritage of the country are being implemented through a network of offices and cultural institutions under its control. Department of Culture itself executes a number of schemes directly for promotion and dissemination of art and culture. Its activities and programmes have been organized under seven broad heads. They are Archaeology, Museums, Archives, Anthropology, Performing Arts, Libraries, Buddhist and Tibetan Institutes and others.

79. So far as National Academies are concerned, Sangeet Natak Academy was able to utilize 100% of its budgetary allocations during the years 1997-98 and 1998-99 and continued to work in furtherance of performing arts in India by arranging performances of renowned and talented artists including the younger generation, through training programmes, scholarships, awards, documentation etc. The Academy launched a new scheme entitled 'Playwright Workshops' for providing opportunities to poet and young writers to write new poems and plays in Indian languages. It also established a new Centre for Indian classical music at Gwalior for advance research and training. Sahitya Academy was also able to fully utilize its budgetary allocation for both the two years of the Ninth Plan. The Academy has an extensive publication and programme policy to carry out its activities every year. It presents awards to the most outstanding literary magazines published in Indian languages.

Policies and Strategies – New Initiatives

80. Besides continuing its on-going programmes, promoting and preserving various art & cultural forms and cultural heritage, emphasis has been given to

strengthen inter-organisational network to introduce management oriented approaches in administration of cultural institutions. Networking amongst central museums has been strengthened enabling these institutions to share their experiences and resources in undertaking in service training, organizing exhibitions etc. In order to seek international standards museums require face lift with added attractions in terms of display of artifacts, curio counters and kiosks. To work out a national policy to this effect, there is need to constitute a National Commission on Museums which may be given the mandate to review the current status as well as recommend steps to achieve the stipulated goals. Network of museums has been established with nodal responsibility resting with the National museums in northern States, Salarjung museum for southern States, Indian Museum and Victoria Memorial for Eastern and North-Eastern States, Allahabad Museum for Central India and Prince of Wales Museum and National Gallary of Modern Art (NGMA), Mumbai for Western States. A Scientific Advisory Committee has also been constituted to ensure availability of better science and technological inputs for conservation of cultural heritage. The Scheme of financial assistance for salary and production grants to the NGO's and fellowships in the field of art & culture has also been revised in terms of increasing the amount by 100% in most cases and number of scholarships covering new research areas as cultural economics, management of cultural institutions, scientific technological principle of conservation, etc. The scheme of financial assistance for strengthening of regional and local museums has also been revised widening its scope for assisting smaller museums in the country. Museums have also been directed to give emphasis to digitilisation and documentation of works of arts objects as part of their plan activities.

81. Setting up and upgradation of site museums under Archaeological Survey of India (ASI) is another important area of work, in addition to taking up of more monuments as per their tourist importance. A weak area had been the conservation of Wall Paintings. Planning Commission initiated a programme by holding an All India Meeting and the scheme of Conservation of Wall Paintings has been launched in 1996-97 by the ASI. It would be further strengthened by establishing five project branch offices exclusively for conservation of mural paintings at Dehradun, Indore, Jaipur, Aurangabad and Mysore.

82. Comprehensive plans for conservation of archaeological heritage and development of monument complexes in the country have been formulated. ASI will take up 300 monument complexes for comprehensive development which are underway. Scheme for site management of monuments for preserving the monuments and reviving the historic gardens in their original style is to be initiated. So far utilization of funds by ASI is concerned, it is more than 100%, allocated to them during the first two years of the Ninth Plan.

83. Support has been extended for strengthening and improvement of programmes/activities of the Anthropological Survey of India. Support was also

extended for increasing the amount of grants to Persons Distinguished in Letters, Art and such other walks of life who may be in Indigent Circumstances, revision of schemes of the Financial Assistance for Research Support to Voluntary Organisations engaged in cultural activities, etc. New initiatives like National Mission of Manuscripts under National Archives of India, Organisation of State Festivals under the Scheme of financial Assistance to Voluntary cultural organizations/individuals for specified performing art projects, strengthening of preservation and conservation of manuscripts, by expanding the scope of grant-in-aid Scheme to NGO's and cultural organizations, increased emphasis on domestic exhibitions by National Level Museums, Technical and Managerial Training inputs to Museum functionaries, preparation of National Register of Antiquities and Setting up of Science Centers were also supported.

84. All the developmental activities of Zonal Cultural Centres (ZCC's), National Academies i.e. Sahitya Academy, Sangeet Natak Academy, Lalit Kala Academy and National School of Drama were supported.

85. The seven Zonal Cultural Centres played an important role in further developing and strengthening the cultural movement in the country by organizing cultural festivals/programmes in rural and urban areas, also continued their efforts for preservation, promotion and protection of tribal and folk art forms in association with the State Departments and Non-Government Organisations. The Ananthamoorthy Committee set up in 1994 recommended structural changes, reduction in administrative expenditure, better coordination between the Academies and the ZCCs etc.

86. Support is also being extended for strengthening the Centres of Buddhist and Tibetan Studies at Leh and Sarnath, Nav Nalanda Mahavihara, at Nalanda, Tibet House, Tawang Monastery School, etc. being repositories of rare manuscripts and centers of Buddhist learning for improving their infrastructure. Review Committees were formed which inspected and reviewed their activities. Spituk Monastery, Leh has been provided Rs.1 crore by Planning Commission as special assistance for its renovation and repairs during 1999-2000.

87. Promoting and supporting development activities of the sector of Art & Culture in the North-east (including Sikkim) have been the focus of the policies of the Planning Commission and 10% of the Plan budget of all departments is being earmarked for such projects and programmes for the region specifically. As a special initiative for promoting art & culture in the north-east, Deptt. of Culture has also been earmarking funds under various schemes like setting up of multi-purpose cultural complexes in States including those for children, Scheme for promotion and strengthening of regional and local museums, setting up of regional centre of the National Archives of India at Guwahati, financial and technical assistance for renovation, maintenance and conservation of State heritage like monuments,

paintings, manuscripts, setting up science centers/museums and the scheme of grant-in-aid to Buddhist and Tibetan Institutes/Organisations.

Financial Progress in States

88. An outlay of Rs.688.35 crore was approved for the States/UTs under the Art & Culture sector for the Ninth Five Year Plan against which the anticipated expenditure in the first two years is Rs.239 crore

Action Plan

89. It is observed that in the first two and half years of the Ninth Plan, Deptt. of Culture in coordination of Planning Commission have reviewed a number of schemes and have accordingly modified and upgraded them. Besides continuing their ongoing activities for promoting and preserving various art and culture forms and heritage, the main thrust during the period, so far has been to strengthen inter-linkages of the cultural institutions through networking and by introducing management oriented approaches in administration, and by utilizing the latest information technology, management and scientific principles to achieve their objectives. It is amply reflected in the revision of the various schemes for promotion and dissemination of art and culture, scholarships, establishment of distributive network of museums, revision of the various schemes of financial assistance of grant-in-aid by enhancing assistance from 75% to 100%. The private sector is being involved for supporting the activities in the cultural sector through the scheme of National Culture Fund set up in March 1997 and in promoting management of monument tourism. An incentive of 100% exemption of Income Tax has been given for this. New proposals are also under consideration of Deptt. of Culture under the Scheme. Through the activities of ZCCs, it has become possible to reach the people in the remote rural areas through various schemes of performing arts and crafts, of National cultural exchange program, setting up of documentation centres to protect vanishing and dying art forms and setting up of shilpagrams for providing promotional and marketing facilities to craftsmen.

90. The higher outlay for the sector of archaeology, libraries and archives has been as per the thrust areas of the Ninth Plan but in the case of museums it has remained more or less static which is a matter of concern. Effective and efficient implementation of some of the schemes is reflected in the utilization of the Plan allocations in the first two years of the Ninth Plan. In certain areas of course, the success has not been to the level as was expected particularly in the capital works like the programmes of the construction of the Annexe building of National Gallery of Modern Arts which has yet to start and the Bhasha Bhavan of National Library, Calcutta.

91. It is noted that there has been shortfall in the level of expenditure in case

of some attached and subordinate offices like National Archives of India, National Museum, National Research Laboratory for Conservation of Cultural Property and National Library, Calcutta. The reason given is, due to mismatch between the allocations for capital works and partly due to infrastructural bottlenecks being faced by the institutions. for completing them.

92. Most of the Plan expenditure of the organizations which are fully funded by Deptt. of Culture aim at modernizing, upgrading, maintaining their conservation activities and for further conservation and protection of art objects, books and manuscripts for the new initiatives that the Deptt. proposes to undertake during the Ninth Plan, they need to be provided financial resources as agreed to for the Ninth Plan. Some of the organizations also need support for their capital projects like IGRMS, Kalakhshetra, Chennai, etc. ASI too needs additional funding for undertaking new sites for protection besides maintaining the existing monuments. The constraint of financial resources has prevented the Department from undertaking some of the new projects as the allocations have been much below the projected level

Youth Affairs & Sports

93. Youth constitutes the most creative segment of a society. Youth constitute about 34% of the total population of India. The need and importance of physical education for health and physical fitness with a view to increasing individual productivity and the value of sports as a means of creation and with a potential social harmony and discipline are well recognised. The thrust area in this sector during the Ninth Plan is harnessing Yuva Shakti.

94. Of the total Ninth Plan approved outlay of Rs. 826.09 crore for the Department of Youth Affairs & Sports, the likely expenditure during 1997-2000 is assessed to be about Rs. 471.90 crore which is 57.12% of the approved outlay. Major schemes under the Department of YA&S are National Service Scheme (NSS), Nehru Yuva Kendra Sangathan (NYKS) and Sports Authority of India.

95. The Department has indicated that the physical targets in most of the schemes were achieved. In case of NSS, NYKS, NSVS the Department of Youth Affairs & Sports has been able to achieve more than the pro-rata achievement during the first two years. There has however, been shortfall in achieving the targets in a few schemes viz. Grants for creation of Sports Infrastructure due to non-receipt of adequate proposals from the State Governments.

96. The Deptt. of Youth Affairs & Sports formulated a scheme known as 'National Reconstruction Corps' (NRC) in the year 1999-2000 for the benefit of youth whose energy needs to be channelised into constructive and productive activities for nation building. This scheme is in operation as a pilot scheme w.e.f. 2000-2001 in eighty districts of the country. Its full scale operation will be made once pilot phase is found to be effective and meaningful.

97. The scheme of Youth Clubs and Sports clubs has been merged into 'Scheme of Assistance to Rural Youth and Sports Clubs', to provide opportunity to rural sports talent to be spotted for further nurturing, to encourage the growth of youth clubs which have been recognised as catalyst of social change.

98. Various schemes of the Deptt. relating to Sports viz. Grants for Games and Sports in Universities/colleges, Grants for Creation of Sports Infrastructure, Support for Supply and Installation of Synthetic Surfaces and Sports Talent Search Scholarship schemes etc. have been revised and financial norms upgraded keeping in view the need and changing circumstances. To encourage sports persons, the scheme of Special Award to Medal Winners in International Sports Events and their Coaches has been revised. The prize money available under the scheme would be in the range of Rs. 0.75 lakh to Rs. 15 lakh.

99. National Service Scheme (NSS) which is a very important scheme for the development of youth of universities and +2 level schools for the development of their personalities through community services is under revision. The programme fund for regular activities and special camping programme will be enhanced. It is also proposed to revise the financial pattern between Centre and Special Category States in favour of these States. The target of volunteers during the IX Plan was fixed at 18 lakh. The number of volunteers registered under the scheme has reached about 14.87 lakh during 1998-99.

Weaknesses in Nehru Yuva Kendras (NYKs)Programme and Corrective Measures to be taken

100. NYKS has been a popular programme among non-student youth, but there have been some weaknesses in the programme. One of the weakest aspects of the NYKS has been the lack of proper linkage with other development activities at the operational level (district/block). The main reasons for limited linkage has been the lack of well defined coordination with other departments and lack of time at the disposal of Collectors of districts. There is therefore need for formulation of guidelines at the planning stage of different rural development programmes in such a way that the youth clubs which are an organised voluntary association of non-student youth, are involved in the formulation and execution of such programmes. To encourage the participation of weaker sections in the activities of NYKS, the programme contents have to be suitably structured to meet their requirements.

101. NYKS has initiated a process of monitoring and evaluation and thereby getting regular feed back through quarterly progress reports and regular periodic inspections of district NYKs by the authorities. During this period, 162 district NYKS have been inspected by the authorities.

Nehru Yuva Kendra Sangathan : -

102. Some of the major initiatives undertaken by NYKS towards upkeeping better environment are given below : -

Tarun Triveni Van; a tree plantation programme which has been identified with Indian custom and tradition.

Green India Initiative; a novel and innovative scheme of encouraging people, particularly the youth to voluntarily plant trees.

Wildlife watch; programme has been jointly started by NYKS and WWF-India to enable local communities to be vigilant about the existing wild life and also participate in its conservation work. This programme is being implemented in 254 districts of the country.

103. Grants to Sports Authority of India (SAI) is a major scheme of the Department of Youth Affairs & Sports. SAI implements various schemes for developing sports in the country like National Sports Talent Contest, Army Boys Company's Scheme, Special Area Games Scheme, SAI Training Centre, National Coaching Scheme, Centre for Excellence and Sports Academies.

Suggestions for Development of Sports in the Country : -

104. Although there is some improvement in performance at international events, performance levels at major international events like Olympic Games, are far from satisfactory. The progress of infrastructure development in the States has been slow.

105. There is need to prepare a New Sports Policy where high priority is given for promotion of sports in rural areas and schools through infrastructure development as well as holding of tournaments at block, district, state and national level. In the rural areas, village panchayats and youth and sports clubs need to be mobilised for this purpose.

106. The mass media needs to be mobilised more imaginatively and effectively for introducing a sports culture in the country.

107. The Sports Authority of India should make serious, whole hearted efforts to improve the performance in sports. For excellence in sports, a back up of improved technology is a must along with strengthening of infrastructure as the Sports Institute in Patiala though well equipped still needs modernization and replacement of latest gadgets of sports. Similar is the position in other existing regional centres.

108. Specific efforts should be made for tapping indigenous potential available for swimming in coastal areas, archery in tribal areas etc. Though the Government of India has

recognized some rural sports and is encouraging training for the same, the rural sports programmes seems to be very weak and requires more attention. Efforts should be made to encourage rural sportsmen on the lines of Gandhiji's Basic Education.

109. A Rural Advisory Committee on Sports may be set up to advise the Deptt. of Youth Affairs & Sports on these matters. The Nehru Yuvak Kendras should be given the responsibility of encouraging promotion and development of rural sports, identify the rural talented sportsmen and sponsor them for various sports events. The Working of Sports Federations/Associations has to be more transparent, democratic and accountable.

110. Sports Schools may be set up in the States in collaboration with private sector by providing them with attractive incentives.

111. Sports Development Fund may be enhanced with participation of private sector/corporate sector so as to promote sports and development of sports infrastructure.

112. Arrangement may be made for proper maintenance of the sports infrastructure with the help of local bodies, school management etc.

113. Greater emphasis is required for scientific back up to sports persons and upgradation of the skills of coaches. More intensive training is required as well as more incentives; at the same time accountability be fixed for dismal performance. The daily food expenses of the sportsmen requires upward revision as per the recommendation of the study carried out by the National Institution of Nutrition Hyderabad. Presently the money spent on their diet is grossly inadequate.

114. Sports and physical education may be integrated effectively in the education curriculum making it compulsory subject of learning upto secondary level and incorporating it in the evaluation system of the students.

Action Plan for the remaining period of the IX Plan :-

115. The Deptt. of Youth Affairs & Sports as a nodal agency for extending necessary support and dissemination of information to the targetted youth, may work out modalities of net working with other Ministries/Departments for effective and efficient utilisation of resources. Self-employment and entrepreneurship development among youth may be emphasized

116. Community polytechnics and NGOs need to be involved extensively in vocational and training programmes of NYKS in order to provide access to rural and marginalised youth. Assistance to voluntary organisations and self-help groups working in the field of youth programmes may be encouraged. Voluntary organisations may also be encouraged to work in the field of adolescent youth. The youth clubs have to be further

strengthened. The question of augmenting resources of National Sports Development Fund with the support of private/corporate sector and community has to be quickly addressed.

117. Concerted efforts must be undertaken to build for adolescents a stable place in society so as to facilitate their healthy development.

118. There is need to take a wider perspective of integrating 'Sports' as a part of the educational system. Similarly, State Governments may also provide 'Additive Provision' for 'Sports' in their education budgets, so that improvement of sports facilities could be made available to youth.

119. The Deptt. of Youth Affairs & Sports should prepare a status paper on all aspects of setting up of sports schools and invite the views of interested persons.

120. A policy for promoting the participation of NGOs and industries for their contribution in sharing resources and sponsored programmes for sports and youth activities may be evolved. The private and public sector units may be encouraged to take up promotion and development of sports infrastructure.

121. There is need to promote Research & Development (R&D) on sports. It is necessary to initiate research on sports medicine using all systems of medicine as equal stress needs to be given to medical fitness of the sports persons. Various State and Non-Governmental Organisations need to be encouraged to build infrastructural facilities for this.

122. The Deptt. of YA&S may formulate a special scheme for the promotion of sports and games among the four categories of disabled persons namely ; a) Blind and Visually handicapped ; b) Deaf and dumb; c) Mentally retarded and ; d) Physically handicapped.

123. There is critical shortage of coaches in this region. Planning Commission suggested, in a recent meeting held with the Deptt. of Sports, that coaches from North Eastern Region itself should be appointed, on contract basis, so that they take more interest in making these sportsmen perform better. The North Eastern Region will continue to receive special facilities for promotion of sports.