

**(First Draft,NYP.2010)**

# **National Youth Policy 2010 (NYP 2010)**

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(DEEMED UNIVERSITY u/s 3 of the UGC Act, 1956)**

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# Contents

## Part – A

1. Preamble
2. Rationale for the Policy
3. Overreaching principles
4. Definition of Youth
5. Goal and objectives
6. Target groups
7. Thrust areas
8. Policy implementation and coordination mechanism
9. Monitoring and evaluation
10. Review of the National Youth Policy

## **Draft**

### **National Youth Policy 2010 (NYP 2010)**

#### **1. Preamble**

- 1.1 It is evident that the future of the country is intimately connected with that of the young people in the country. It is in this context that governments the world over are formulating youth policies that respond effectively to the changing conditions of the young people in the 21st Century. These policies aim to put young people at the centre of country's growth and development.
- 1.2 The NYP 2010 is a step forward from the earlier Policy formulated in 1988 and, later, in 2003. It reaffirms commitment of the nation to the holistic development of the young people of the country. This document aims to reinforce existing policies and programmes of the current Policy that continue to have relevance; and propose new strategic policy and programme interventions, keeping in view the changing scenario in the country due to globalisation, rapid technological advancement during the last two decades, and the emergence of India as the global economic power.
- 1.3 The Central and the state governments, in partnership with other stakeholders of the society – voluntary organisations, civil society groups and the corporate sector – should ensure that appropriate opportunities are extended to young people for their overall development and growth and they are productively engaged in activities aimed towards national development.
- 1.4 It is important that the society should give due consideration to their needs, views, and aspirations and accord them proper representation in different policy-making and decision-making forum, from local (Grama Panchayat) to the national levels. They should be extended wide-ranging opportunities for constructive participation in the larger arena of community life and in political, social and development processes of the country. Young people should be assured that they are key constituent of the community and are equal stakeholders in its welfare.
- 1.5 Though India is being recognised as an emerging world economic power, young people need to be actively associated - through their groups and organisations - with the efforts to further improve social parameters of growth and development, such as, education opportunities; health facilities, lowering of the rate of infant mortality; child and maternal care; social justice; status of women in the society; and transparency and accountability in public life.
- 1.6 The NYP 2010 will also help in creating a bond between young people, on the one hand, and the community, on the other. There

will be greater acceptability of the young people in the community and as a result, it will be able to make optimum use of their potential, energy, and enthusiasm. On their part, young people will get enhanced understanding of the constraints and problems of the community. The NYP /2010 visualises to develop responsible citizenship among the youth based on the values enshrined in the constitution.

## **2. Rationale for the Policy**

*“A significant feature of our changing society is the transformation taking place in the country’s demographic profile. As a people, we are growing younger. Youth in India constitute a sizable, vibrant and resourceful segment of our society who are fired with the desire to scale greater heights. Children and youth are our hope for tomorrow. There can be no greater cause, no better investment, no greater priority for development consensus than bringing the needs, rights and expectations of the youth to the centre-stage of development concern. It is our duty to rekindle the imagination of our youth so that the nation surges ahead with added strength and vigour”.*  
*(Her Excellency the President of India’s address to the nation on the eve of 60th anniversary of India’s Independence – 15 August 2007)*

- 2.1 The period from 12 August 2010 to 12 August 2011 has been declared by the United Nations as the International Year of Youth. It is, therefore, appropriate that India should celebrate the Year by up-dating the National Youth Policy, thus renewing its pledge to the overall development of youth of the country. This comprehensive National Youth Policy will provide direction to youth-focused interventions by the Central and state governments and the voluntary sector beyond 2010, empowering young people for affirmative and positive action and transforming their life.
- 2.2 Recognising the need for an integrated and collaborative approach to youth development programmes in the country, it is necessary that a comprehensive and distinct framework to be made available all youth-related ministries, departments, agencies and voluntary organisations to translate their policies into workable action plans. It is hoped that the suggested course of action will ensure full and effective implementation of policies, and all key stakeholders, especially Department of Education including state-sponsored youth development agencies, voluntary organisations, and the corporate sector, will carry out their roles and responsibilities with full earnestness and zeal. It is imperative that the Department of Education has to play a predominant role in realizing the Youth Policy.
- 2.3 The NYP 2010 seeks to ensure that youth needs and concerns are mainstreamed into overall national development policies,

underscoring the need for the wholesome development of the young people and optimum utilisation of their potential for national development.

- 2.4 The NYP 2010 emphasises the need for developing suitable mechanism, criteria and indicators by the Central and state governments for measuring the progress of the implementation of the policies, especially with regard to the impact of the programmes on the overall development of young people and their contribution to the country, at large. This will ensure greater accountability of these agencies and continuous improvement of programme initiatives.

### **3. Overarching principles of NYP 2010**

- 3.1 National Youth Policy is consistent with the overall national goals, policies, plans, and social and cultural ethos.
- 3.2 Youth development programmes should be fully integrated into the mainstream of policies and programmes of all youth-related initiatives of various ministries of Central and state governments.
- 3.3 Youth development policies and programmes are to encompass all aspects of the life of young people and respond to their physical, psychological, social, economic and spiritual needs.
- 3.4 It must be recognised that youth is not a homogeneous group and there are numerous differentials based on their habitat, environment in which they live, socio-economic status of the families they belong to, and their own lifestyle.
- 3.5 Young people should be considered as objects as well as subjects of the youth development programmes. They are important resource of the country and should be nurtured to become active partners in the national development processes. At the same time, they should also be the beneficiaries of the programmes and services sponsored by state agencies and voluntary organisations, aimed at addressing their needs and concerns.
- 3.6 Youth development programmes should reach out to all sections of the youth population and be accessible to them. These should be free from all forms of discrimination – based on gender, caste, ethnicity, language, or physical or mental condition – in the spirit of the Constitution of India.
- 3.7 Sustainable development should be the underpinning factor in all youth-related initiatives.
- 3.8 It should help create an environment in which young people are not vulnerable to anti-social and anti-national forces and elements

in the country. Their capacity to fight against all forms of exploitation, discrimination should be fortified.

#### **4. Definition of youth**

4.1 The National Youth Policy document of 2003, the NYP 2010 aims to cover all youth in the country within the age-bracket of 13 to 30 years. However, it needs to be recognised that all young persons within this age-group are unlikely to be a homogeneous group, sharing common concerns and needs and having different roles and responsibilities. It is, therefore, necessary to divide this broad age-bracket into three sub-groups:

- The first sub-group of 13-18 years should cover adolescents whose needs and areas of concern are substantially different from youth under the other age-groups.
- The second group of 19-25 years includes those youth who are in the process of completing their education and getting into a career.
- The third group of 26-30 years comprises of young women and men most of whom have completed their education, including professional, and are, more or less, settled in their job and in their personal life.

#### **5. Goal and objectives of National Youth Policy 2010**

##### **5.1 Goal**

5.1.1 The National Youth Policy aims at empowering the youth of the nation by bringing holistic development.

##### **5.2 Objectives of the National Youth Policy**

5.2.1 Strengthen the culture of patriotism among young people and help them to become responsible citizens of the country who care for their families and communities in which they live.

5.2.2 Instil a sense of national unity and social cohesion in the young people while recognising and respecting the diversities – in religion, language, culture, ethnicity, lifestyle and habitat – in the country. They should be groomed to become promoters of peace and harmony in the community in which they live

5.2.3 Foster in young people not only an abiding commitment and adherence to the values enshrined in our Constitution but also develop them as key promoters of these values in all sections of the society. They should play a significant role in advancing appropriate standards and values of ethical conduct in individual and social life.

- 5.2.4 Through a sustained programme of education and training, and appropriate support services, help young people become economically self-reliant and productive units of the country, either by taking up employment or by setting up their own business enterprises.
- 5.2.5 Empower youth to take up the challenge of eliminating all forms of social and economic discrimination and exploitation; counter forces that threaten to undermine national harmony; and launch a crusade against unhealthy social practices, evils and human rights sensitive.
- 5.2.6 Through a programme of training and education, guide them in a manner that they become active partners in promoting sustainable development, contributing productively to national and local initiatives in maintaining harmonious balance between ecological and environment considerations, on the one hand, and developmental needs, on the other.
- 5.2.7 Facilitate access to all sections of youth to basic health facilities and services; promote a healthy lifestyle, free of substance abuse and other unhealthy addictions, and dissuade them from engaging in harmful sexual practices.
- 5.2.8 Enhance the availability of facilities in sports and constructive recreation for all sections of youth with special focus on differently abled youth and female youth.
- 5.2.9 Instil and nurture a spirit of volunteerism among the youth; develop their competencies in various areas of social development; and extend opportunities to enable them to contribute productively to the welfare of their communities.
- 5.2.10 Through a wide range of initiatives, including educational and training opportunities, instil in young women and men a culture of scientific thinking, critical analysis, and rational attitude in their day-to-day life; and make them sensitive to the needs and concerns of socially and economically disadvantaged sections of the society.
- 5.2.11 Help youth to develop an international perspective on issues of global significance and work for promoting international understanding and a just and non-discriminatory global order.
- 5.2.12 Through affirmative action and measures, extend support to priority groups – young women, socially and economically disadvantaged youth, and physically and mentally challenged young people - and ensure that they become part of mainstream development process.



## **6. Target groups**

### **6.1 Student youth**

- a) The existing system of education, particularly at the secondary school level creates a lot of stress among students. The emphasis is on achievements or academic performance rather than on promoting learning and education. The adolescents are constantly reminded of the expectations of the parents and the teachers and, as a result, they go through a period of anxiety and tension. As they go up the ladder there are fewer opportunities for higher education or professional courses. This generates an environment of intense competition among students and those who are not able to make the grades are left in a high state of frustration and mental conflict. Some of them who are unable to cope with this situation may take recourse to unhealthy practices, such as, such as substance abuse, crime, etc.
- b) The quality of education is another important area of concern. The students have also to contend with frequent absence of teachers from schools and colleges, a matter of further concern to them. Courses are not completed on time, leading to a state of uncertainty among them. Also, most of these institutions use teaching methods that are traditional. Methodology of teaching, materials for teaching, teacher training etc needs special attention.
- c) Peer pressure plays a significant role in the lives of young people, especially adolescents. Positive peer pressure may exhort students for higher academic performance or towards excellence in other fields, such as, sports and art and craft.

#### **6.1.1 Urban youth in slums; migrant youth**

- a) This is a large category of youth that comprises of different sections, including migrants and those living in slums. While there are some basic needs and concerns that are common across these sections, each of these sub-groups also has a distinguishing set of interests and problems that should be addressed to make NYP 2010 inclusive.
- b) As the family bonds get loosened, resulting in lack of guidance and support, young people may find themselves at crossroads of life. This vulnerability is exploited by unscrupulous groups and elements of the society to fulfil their own agenda. This has disastrous effects on the life of young people. Youth crime, even among the teenagers is a matter of deep concern in metros and

cities; young people are generally in the forefront of street agitations and protests that often result in violence. Frustration and emotional turmoil can land them in situations where they can even come in conflict with law

- c) Lack of employment opportunities in their home states compel a large number of young people to move to metros and big cities in search of means of livelihood. This is another vulnerable section of youth population. They are exploited by employers because of fear of losing their means of livelihood; are in constant danger to their life due to rise of regionalism and anger against youth from some states. They are also exposed to HIV/AIDS and this poses serious health threat to their families back home.
- d) Youth living in slums do not even have normal civic amenities. They do not have access to educational facilities and are forced to take up small-time and low-wages jobs. Thus they live in a constant state of frustration and turmoil, rendering them vulnerable to the designs of anti-social or criminal elements. Restricted mobility for girls severely limits their employment options and they are compelled to accept low-paying jobs in their vicinity.

### **6.1.2 Rural youth**

- a) Rural youth are sometimes referred to less fortunate cousins of urban youth. They have poor access to information, educational and career opportunities, and training facilities. They find it difficult to compete with urban youth in terms of opportunities for jobs and higher education because of tough competition. Quality of even school education is poor because of lack of proper infrastructure.
- b) They suffer from a sense of discrimination and deprivation as compared to their urban counterparts and feel removed from the mainstream of growth and development. Poor connectivity of rural communities reinforces this view.
- c) They are often ignorant about state policies and schemes that could benefit them as only filtered information reaches them. Even the state officials are unresponsive and show scant regard to their needs and concerns. They have often to run around, and even bribe officials, to get their legitimate or legal entitlements. The result is that the benefits of a number of state-sponsored schemes meant to improve their economic and physical conditions do not reach them.
- d) They feel deprived as compared to urban youth due to low connectivity and the facilities available to urban youth

- e) There is no place where they can meet socially. They also have poor facilities for sports and games.

### **6.1.3 Tribal youth**

- a) Young people belonging to tribal communities are finding themselves at cross-road of life. These communities have lost their identity due to outside influence and mixing with other groups, coming from other states and have to get into the mainstream of present-day life of the country.
- b) Traditionally, tribal communities depended on forest-based livelihood opportunities and saw a period of flourish of herbal medicines but these opportunities are no more there due to disappearance of forests, by the acts of mafia groups in connivance with state officials. Though several packages and interventions have been developed by the state agencies but, unfortunately, they are not in line with the needs of the local population and their potential, interest, and experience.
- c) The legal entitlements are not given to the tribal and that had led to frustration and anger among tribal youth. The state authorities are viewed as perpetrators of injustice, depriving them of their rights and entitlements. In some cases, this resentment against the society gets translated into violent agitations and armed struggle. In some other cases, the frustration and stress get the better of young people and they take to unhealthy practices, such as substance abuse, crime, etc.

### **6.1.4 Youth at risk – substance abuse, human trafficking, working in hazardous occupations, bonded labour**

- a) Young people working in hazardous occupations and in unhealthy conditions run grievous risk to their health and life as they are easy prey to a wide range of diseases and physical disabilities.
- b) Human trafficking – at national and international levels - is assuming serious proportion in the country. Among the most targeted groups are the young girls, even teenagers. They are generally from poor families or tribal regions of the country and get easily lured by offers of jobs or better life in other parts of the country or abroad. In some cases, they are abducted. Later, they are sold to brothels or individuals who keep them for their sexual pleasures and household work. Human trafficking has another form. Young people are lured by agents who supply labour force to companies abroad. Once they are out of the country, they are exploited, paid low wages for long hours of work and are even also subjected to physical abuse and ill-treatment.

- c) Substance abuse among young people is on the increase. That could be due to peer pressure or stress and frustration. They are not fully aware of full implications of this abuse to their health, indeed to their life. drug mafia and cartels target young people in cities and towns and once they are hooked, it is easy market for them.
- d) Although 'bonded labour' has been abolished by law but remnants of this socially unacceptable and inhuman practice are still there, especially in remote areas where the reach of the law is not effective. These young people, either belonging to families that are expected to serve their masters or as individuals, are exploited by their 'masters' – long hours of work with little means of sustenance.

### **6.1.5 Youth in violent conflicts – participants or victims**

- a) Due to a number of factors, chiefly economic, young people are drawn to armed conflicts or violent activities and align with organisations and groups that spearhead these disruptive activities. Young people with little means of subsistence may be easily lured by the promise of proper meals, shelter and clothing by these organisations. Several categories of young people appear to be particularly at risk: unemployed university graduates; young people who have migrated from rural to urban areas; tribal youth; young people who have been victims of discrimination or injustices perpetrated by local people or officials. These young people have few opportunities for positive engagement and, therefore, represent a ready pool of recruits for extremist groups or those who have violent anti-national agendas.
- b) Regardless whether they are participants in violent conflicts or their victims, young people are, undoubtedly, the worst sufferers. Their very future gets severely compromised. Even when they desire to return to normal life after realising that they had wrongly got themselves inducted into conflict, the state authorities or even the society does not offer them an opportunity. As a result, they continue to being a part of these violent conflicts against their wish. In the aftermath of such conflicts, in many cases, youth and adolescents are forced to take on adult roles and responsibilities long before they reach the age.

### **6.1.6 Out-of-school or drop-outs from formal educational mainstream**

- a) Due to social and economic circumstances, adolescents or young people may be forced to abandon their studies midway. A sizable section of the school or college drop-outs have the desire to continue their studies and also have the necessary ability and potential to perform well but they are compelled to discontinue. As a result, they either have nothing to do and engage in

unproductive or even unsocial activities or are compelled to take odd jobs to support their families. In both cases, they lose out on opportunities to shape their future. Their social and economic development is compromised. The situation is worse for young girls. In many families, their education is not the priority and often they have to give way to their male siblings, regardless of their interest and capability.

#### **6.1.7 Groups that suffer from social or moral stigma - transgender, gays and lesbians, those afflicted with HIV/AIDS**

- a) Transgender have for long been the butt of ridicule and derision of the society. They have virtually lived a life of complete segregation from the mainstream, drawing their livelihood from dancing at weddings and other happy family events.
- b) The gays and the lesbians have never been accepted in the society as same-gender sex has always been treated in our society as perverted and immoral behaviour. The result of these deeply embedded stereotypes and biases has been that gays and lesbians were reluctant to express their sexual preferences openly. However, in recent time, there have been some changes and these groups are coming out in the open through special events and campaigns. There is some degree of acceptance of these groups though, by and large, the prejudice remains.
- c) There is also lack of acceptance of the young people afflicted by HIV/AIDS. They also face isolation though for different reasons. People are disinclined to socially interact with HIV+ people because of a general notion that the disease can be contracted even through physical contacts. They are shunned even by their own families. Many children of HIV parents have not been able to even complete their basic education due to rejection by teachers and other students.

#### **6.1.8 Youth in observation homes, orphanages or prisons**

- a) These young people land in these rehabilitation and correctional institutions as they have either come in conflict with law in the past or there is no one to look after them. If the purpose of putting these children and youth in institutions is to educate and guide them in the process of their transition to the community, the facilities and environmental conditions need to be complementary. However, the quality of care and guidance these institutions provide and the manner in which they function, are far removed from this objective. A particularly troubling problem for them is the availability and retention of qualified, caring, and competent staff. The reasons for lack of trained and dedicated staff are: low salaries, the highly demanding nature of job, and little opportunity for advancement. As a result, these institutions are either not in a

position to recruit appropriately capable staff or there is high turnover.

- b) The external environment is not very receptive to these young residents and their needs. They have limited opportunities for higher education. And to make the matters worse for them, a number of cases of physical and sexual abuse of children, especially of young girls, keep coming to light.

## **6.2 Priority groups**

### **6.2.1 Young women**

- a) The problems and issues related Indian women and their vulnerability are too well known. It is recognised that the problems are deep-rooted in the society and will require enormous efforts to weed them out of our society. The high female infant mortality rates, the practice of female foeticide, neglect of female children with regard to access to health services, nutrition and education and the sexual abuse of girls are some of the critical issues that need to be urgently addressed.
- b) Even at the workplace, young women face sexual abuse and harassment from their male colleagues and superiors. Even in the family, they face discrimination and unequal treatment. Parents restrict their movement outside home and as a result, they are not able to take full advantage of educational and work opportunities.
- c) The security of young women is assuming the proportion of concern as they are constantly in danger of being stalked by anti-social elements.

### **6.2.2 Youth belonging to socially and economically disadvantaged communities and groups**

- a) This is a group that calls for special programmes on a priority basis. Because of the status of the families they belong to, they are often left out of the mainstream. Because of their lack of information on their entitlements, they are not even able to access the benefits that should legitimately accrue to them. They need to be empowered through special measures and affirmative action to bring them out of their present state of economic and social backwardness and help them come on terms with the other sections of the society. All the efforts should focus on helping them achieve better socio-economic and healthy lives.

### **6.2.3 Differently-abled youth**

- a) They feel pushed to the margins of the society even within their families because of their physical or mental state. Whenever they

are cared for, it is out of sympathy rather than a concern to bring them into the mainstream and getting them on their own feet. There is discrimination in the family between the physically challenged young people and others. There is a lack of provisions for education, healthcare. They feel marginalised. Even the Millennium Development Goals (MDGs of the United Nations) make no mention of this important section of the society. Vocational skills and support for development. Rehabilitation of them and bringing them into the mainstream should be the priority of the state and the voluntary sector working in the field of youth. Other young people and the teachers are not sensitive to their special needs.

- b) Although there are provisions for job reservation for the differently-abled youth, including blind and those with hearing impairments, but these numbers are not enough to take care of the needs of this group. Another problem that they face relates to their mobility.

## **7. Thrust areas\***

### **7.1 Promotion of national values, social harmony and national unity**

- a) India is a country of diversities in terms of ethnicity, religion, language, caste, and culture. These differential elements, sometimes, serve as basis for tensions and even conflicts among these diverse groups or communities. These differences can be further accentuated by a perception of some groups that they are being discriminated against; they do not have equitable access to resources of the State; they not getting their legitimate dues; or they lack opportunities for participation in political and economic processes.
- b) Some regions, states and tribal communities have the feeling of alienation, partly due to lack of infrastructure and connectivity, and partly because they do not feel that the economic benefits of the country are reaching them.
- c) One of the deepest social divides in India is on the basis of caste. While the Constitution of India guarantees equal rights to people from different castes, the ground realities are different. Those belonging to lower castes still face some forms of discrimination in different aspects of political, social and economic life.
- d) There are a lot of forces in the country that have the agenda of dividing the people on the basis of religion, caste, language, and ethnicity. They need to be effectively countered.

### **Policy interventions**

- a) Initiate affirmative and positive action to ensure that our cherished national values are regularly fostered in all young people, especially among members of the large youth volunteer force working under the aegis of leading youth development agencies of the country.
- b) Take appropriate initiatives to prepare young people as crusaders of these values that are crucial not only for national harmony but also for instilling national identity. While macro-level action can set out broad policies and directions, it needs to be recognised that local level action can bring in better and more enduring results. Youth clubs and large volunteer force available with the youth development agencies can play a pivotal role in this endeavour.

## **7.2 Empowering youth through employment and entrepreneurship opportunities**

- a) The enormity of the problem of unemployment is well known. And young people are the most affected group. Prolonged period of unemployment and under employment not only bring economic miseries but can also be socially and mentally debilitating for a young person. It can also affect the family ties. It is, therefore, necessary that urgent, productive measures are put in place that help address the problem of unemployment, under employment among youth, acting as complementary to other endeavours of state agencies.
- b) Empowering young people will really mean providing them opportunities to enhance their capabilities through a programme of education and training, including skill development thus enabling them to make choices so that they can become more productive; and offering them the option of engaging in business enterprises.

### **Policy intervention**

- a) As part of 'Youth Employment and Entrepreneurship Mission', the following initiatives may be put in place. The Ministry of Youth Affairs, Government of India should be the nodal agency for coordinating these efforts.
  - To help young people enhance their employability for full-time or part-time jobs, they should be provided access to training and education facilities in areas that are consistent with the new emerging possibilities of gainful employment. India is now a growing economic power and with a general boom in the economy and the emergence of new economic activities, especially in the service sector, young people



have enormous prospects for new productive pursuits in their career. Training programmes should be accordingly designed and implemented.

- To promote entrepreneurship among young women and men, set up a network of training institutions or agencies providing technical and/or entrepreneurship training; financial institutions; voluntary organisations engaged in youth entrepreneurship programmes; and corporate sector to prepare young people for taking up small business enterprises and related activities. There is a need for strengthening coordination among these agencies for optimal utilisation of resources.
- In the employment and entrepreneurship programme for the young people, special attention will be paid to marginalised youth; those belonging to areas/communities where the full benefits of economic development in the country have not reached the people; and young women.

### **7.3 Education – formal, non-formal and continuing learning**

- a) In many states in rural areas, the educational facilities, including infrastructure, need further improvement. Attention is needed in Government and private sector, which plays a dominant role in the field. The drop out rates, especially among young girls is challenging and that need to be addressed.
- b) Education is becoming costly even for lower middle-class families. The entry of private sector in school education and in providing professional courses has pushed the cost of school as well as higher education. In this context facilities for education loan / scholarship may be liberalised.
- c) In most of the government schools the accountability among the teaching staff and other administrative staff is lacking. There are malpractices all around and the ultimate victims are the children who would like to learn and excel
- d) The Right to Education is now a reality. At the same time steps are to be taken to make education operational and functional at grass root levels.
- e) Some of the schools do not have basic infrastructure like strong school building, class rooms, chalk boards, proper benches to sit and listen to their teacher effectively, drinking water, play grounds for recreation and other recreation facilities, toilet facilities, cleanliness of the school surroundings, etc.

- f) Proper opportunities and facilities for higher education are not uniformly available in different states in the country. As a result, many young people, especially from rural areas or small towns, have to find proper educational facilities in cities or bigger towns. These young people have their own set of problems, to be addressed.
- g) As India vies for a status of world power, we need good infrastructure and best talents in all schools and universities of India. These resources should not remain limited to a handful of IIT's or IIM's, fewer higher learning institutions.

### **Policy intervention**

- a) There is a urgent need for greater uniformity in the educational system and standards across the country.
- b) Developing educational opportunities and ensuring that the benefits reach the deserving and the needy will be deemed to be a collaborative mission of the government and civil society. The corporate sector should take up the challenge as part of its social responsibility. Efforts to strengthen this approach will be initiated.
- c) Education, above the secondary level, should have a high degree of vocationalisation, consistent with the existing requirements, to enhance the employability of youth.

## **7.4 Health and healthy lifestyle**

- a) As youth constitute more than 50 per cent of our population, their physical, mental and spiritual health will, to a large extent, determine the current and future vitality of our communities, indeed, of our country. Youth health issues, therefore, are clearly of critical concern for both young people themselves and for the society and should be high on the agenda of any comprehensive youth development programme.
- b) Young women and men are steadily emerging as one of the most vulnerable groups for the HIV/AIDS pandemic, increasing drug abuse among the young people is a cause of concern. A substantial segment of youth population constitutes of school drop-outs. These young people are sexually active and are often exposed to negative peer pressure and risk environment.

### **Policy interventions**

- a) Develop education and training materials that integrate information and skill-based approach with one that stimulates action by the young people to bring about appropriate changes in their behaviour and actions. The materials prepared for the

purpose will be culturally sensitive and take into account the lifestyle of the young people living in different social settings and belonging to different strata of society.

- b) Establish on-going functional linkages with specialised agencies –government and non-government and international organisations - dealing with health issues and seek their support in terms of resources, training and educational materials, and services of experts.
- c) Consolidate data and information about behaviour and situations that place the young people, including adolescents, at risk of HIV/AIDS and STD infection and the reasons for such behaviours.
- d) Build up the capacity of community-based organizations so that they become key instruments in education and action at the local level (grass root level), creating awareness about the HIV virus and its social and health-related implications.
- e) Promote strategies that seek to involve young people actively in programmes that are directed at improving the health and environment of the community in which they live.
- f) Develop programmes addressing special health needs and concerns of the differently-abled young people.

## **7.5 Sports and recreation facilities**

- a) The importance of sports and recreational activities for the health and physical well-being of the young people cannot be overemphasised. These activities are also a key element of human resource development. They make a positive impact on youth; improve productivity; foster social harmony; and promote self-discipline and team spirit and enhancing national image.
- b) While for some young persons, sports and other forms of arts and entertainment, such as music, drama, arts and crafts may become rewarding career, for others, these activities may provide wholesome recreation and opportunities for healthy social interaction. By engaging in such mentally and physically stimulating interests, young people may be dissuaded from getting involved in harmful or anti-social pursuits.
- c) India has earned a place in sports through its recent performances in the Commonwealth and the Asian Games, but to improve its position and move ahead, it must progress in all matters relating to sports and recreation – training facilities, equipment for the athletes and sportspersons, infrastructure for sports and other recreational activities. Sports and recreational

activities should be integrated with youth development programmes.

### **Policy interventions**

- a) ensure training and basic coaching facilities for rural youth in various sports and recreational activities
- b) promote traditional sports, folk arts and local cultural activities

## **7.6 Promoting gender justice and equality**

- a) The problems and issues related Indian women and their vulnerability are too well known. It is recognised that the problems are deep-rooted in the society and will require enormous efforts to weed them out of our society. The high female infant mortality rates; the practice of female foeticide; neglect of female children with regard to access to health services, nutrition and education; violence in the family and outside it; and sexual abuse of girls are some of the critical issues that need to be urgently addressed. Data compiled by women's groups show that a rape occurs every 30 minutes; every 42 minutes a case of sexual harassment takes place; and every 93 minutes, a woman is killed.
- b) Because of their accessibility and direct communication with the communities, young people are, perhaps, in a uniquely advantageous position to play a very crucial role in educating local communities on the problems and concerns of young women, including adolescent girls, and empowering them for action.

### **Policy interventions**

- a) Set up a functional and vibrant network of state-sponsored youth development agencies, voluntary organisations, and civil society groups that are engaged in activities focusing on gender justice and equality, both at the national and local levels. It needs to be acknowledged that action at the local level where the problem is rooted is crucial.
- b) Another aspect of this approach is that as part of the family, young people themselves can be instrumental in shaping attitudes and fostering values that will eliminate all forms of discrimination against women.
- c) Youth clubs and the youth volunteer force will be engaged in intensive educational programme – through massive campaigns, media interventions, and use of traditional arts – to focus on issues and problems related to the growing up of a girl child and

of young women, such as, female foeticide, domestic violence, care of young mothers, and education of girl child.

- d) Mainstream gender concerns in all youth development activities and the functioning of the agencies to bring about qualitative change in the attitude towards women, in general, and young women, in particular.

### **7.7 Participation in community service**

- a) Youth volunteering is an effective strategy for building strong youth and strong communities. Through volunteering, young people not only help the community in realising its full potential and addressing its problems, but they also emerge with:
- A strong sense of civic responsibility;
  - Social and interactive skills;
  - Professional skills in new areas of their work;
  - Greater sensitivity to the needs and concerns of the community, especially of those belonging to socially and economically depressed sections of the society
  - Enhanced self-esteem and self-confidence;
  - Stronger commitment and dedication to national development;
  - A sense of purpose and a desire to reach their goals; and
  - Positive and affirmative behaviour and attitudes.

### **Policy interventions**

- a) Promote youth volunteerism through a set of initiatives and incentives that will help them take to voluntary service empower youth clubs, through a programme of training, counselling and guidance, to make them effective instrument of social change and active partner in the economic development of the community, thus enhancing the level of their social and economic inclusion.
- b) Take necessary steps to ensure that the experiences provided to the youth volunteers has value beyond the period of volunteerism and they are assisted in developing traits and competencies that will help them confront challenges of life with self-belief and in an effective manner.
- c) Undertake a comprehensive review of the existing programme the Ministry through which young people are engaged in community service and bring about such changes that will make this participation an enriching and stimulating experience for the volunteers and create an impact in the life of the communities.
- d) Community service and social entrepreneurship will be adopted as a major programme of all state-sponsored youth development

agencies. A set of incentives will be evolved to strengthen the programme further.

### **7.8 Preparing adolescents for facing challenges of life**

- a) Adolescents as a distinct group within the overall youth population, has assumed considerable significance for policy makers, planners and professionals the world over. State development agencies, voluntary organisations and even international agencies are developing special programmes for this significant group. In the NYP document 2003, youth belonging to the age bracket of 13-19 years were accepted as a separate constituency for the purposes of planning programmes and activities, due to their distinct needs and concerns
- b) The significance of adolescence as a crucial 'formative period' is being increasingly acknowledged. There is a realisation that if we have to prepare young people as productive human capital, the foundation has to be laid during this phase of life cycle. Habits and behaviour picked up during adolescence (risk taking behaviour, substance abuse, eating habits, conflict resolution) have lifelong impact. It is an adolescent who graduates to become the youth of tomorrow and an adult later in life.
- c) Therefore, the society, as a whole, and the family and the educational institutions, in particular, have a special responsibility to ensure that these young people are supported and guided in their path to growth and development, regardless of the setting in which they live and social and economic status of their families.

### **Policy interventions**

- a) Given the complex and inter-sectoral nature of needs and problems that are associated with adolescence, it is important to recognise that no one ministry or department can be expected to provide the whole range of programmes and services for this group. It is, therefore, important that the Ministry of Youth Affairs & Sports should coordinate efforts to ensure that the adolescents get their due.
- b) In the case of educational and awareness programmes aimed at the adolescents, parents will be associated more actively through schools and other available forums. They can be made important instruments for fostering values in their children that will bring about desired changes in their behaviour and actions, leading to a healthy lifestyle.

### **7.9 Social justice and action against unhealthy social practices**

- a) Despite a relentless campaign against it, through education and legal sanctions, the scourge of dowry refuses to leave us. It is one of those social practices which no educated Indian would own up with pride, although many of us still adhere to this much deplorable practice. Dowry continues to be given and taken. Even among the educated sections of society, dowry continues to form an essential part of the negotiations that take place in an arranged marriage. Dowry deaths of newly married brides are still regularly in the news.
- b) Similarly, despite legal provisions prescribing minimum age for marriage for both boys and girls, the practice of child marriage continues. Law is defied with impunity and even brazenness. Social and health implications of early marriage and teenage pregnancies have not stirred the minds of people, especially in the rural areas.
- c) No aspect of Indian history has excited more controversy than India's history of social relations. Caste continues to be an important category leading to grave social and economic inequities. In recent years, social relations governed by caste considerations have taken an ugly turn with 'honour killings' of young people who have married out of their caste against the wishes of their families and other elders in the community. Caste panchayats also create problems.
- d) Other unhealthy social practices that deserve to be addressed through concerted action by youth organizations are: domestic violence; bonded labour; and ritual sacrifice for invoking the blessings of gods and goddesses.

### **Policy intervention**

- a) The task of rooting out long-embedded unhealthy social practices from the community requires concerted local action through a sustained programme of education of the community people and dialogue with leaders and elders. The role of voluntary organisations working in the community and officials of various related departments is also crucial.

### **7.10. Issues related to environment, its conservation and preservation**

- a) As recognised by the United Nations Conference on Environment and Development, the involvement of youth in environment and development decision-making is critical to the implementation of policies of sustainable development and part of MDG. Young people should be involved in designing and implementing appropriate environmental policies.

- b) Around the world, the confluence of improved information technology, access to education, and the rise of civic organisations have led to an increased awareness by youth and their communities as to their potential contribution through voluntary action. In India, a number of voluntary organisations (Chipko movement, Narmada Bachavo Antholoan etc) have come up during the last two decades that are emphasising the crucial role young people can play in environment-related programmes; and in working with communities in creating greater awareness about environment issues

### **Policy interventions**

- a) The Ministry of Youth Affairs will work closely with the Ministry of Environment and Forests, international organisations, and voluntary organisations for the implementation of environment-related programmes and projects with enhanced involvement of young women and men. These agencies have access to a wide-range of resources, including information on environment issues, expertise in the field, and funds.
- b) Set up a network with specialised agencies for developing appropriate educational and awareness programmes on disaster management and on judicious use and management of all resources including water.
- c) Associate with local-level self-government agencies, community-based groups, and voluntary organisations for concerted action and convergence of efforts and resources at the local level.

### **7.11 Youth and local governance, including support to state-sponsored programmes and schemes**

- a) It is important that youth are encouraged to take interest in decision-making activities at the local level and that opportunities are created to ensure their active participation in civic matters. For the continuing health of our robust democracy, youth engagement in representative bodies at the local level operating in rural or urban areas is important. They can bring in a perspective that will look not only at present but at future as well.
- b) Participation of young people will also mean that there is greater accountability of these bodies to the people. Young people should get productively engaged, preferably through youth groups or organisations, directly or indirectly in assessing the performance of the service provider or programme-implementing agencies. Individual voices may not carry the message strongly to these agencies but if the feedback is supported by the majority of the beneficiaries, there will be positive results.



- c) Participation of young people and interventions on behalf of the community will integrate youth with their communities and establish a bond. Youth need to be involved in monitoring the programmes at village / Panchayat level, which will improve the quality and bring down misuse and corruption.

### **Policy intervention**

- a) Participation of youth in local governance will be institutionalised by reserving some membership positions for them in the local panchayats and municipal bodies.

## **8. Policy implementation and coordinating mechanism**

### **8.1 Key strategies for the implementation**

- a) The NYP 2010 sets out broad parameters for policies and for planning programmes for the youth across, the country. This document is based on the inputs provided by a cross section of experts, youth specialists, Central and state government officials, senior representative of voluntary organisations and above all by young people (For details of the consultation process involved in preparing this document please see Appendix A). However, in our country, there are numerous variables that impact the life of young women and men and as a result, there may be some state or region-specific needs and concerns of young people that are not adequately reflected in this document. It is, therefore, suggested that, keeping the overall national perspective set out in this document in view, each state should enunciate its own State Youth Policy. Accordingly, the states may also develop additional programmes to respond to the specific needs of the youth of the respective state, preferably before 2011.
- b) Many Central Ministries, such as, Ministries of Human Resource Development, Rural Development, Women's Welfare, Environment, Health, Labour, and Industry, have significant components of their policies and programmes that are relevant to young people. Keeping this in view, inter-sectoral approach is imperative for dealing with youth-related issues. In view of this, the NYP 2010, consistent with the suggestion made in earlier Policy documents, advocates the establishment of a strong coordinating mechanism at the Centre and state levels. In view of importance of youth to the country's growth and development, the National Coordinating Committee may be chaired by the Prime Minister or a senior member of the Union Cabinet. Similarly, the State Coordinating Committee may be chaired by the Chief Minister of the state or a senior member of the cabinet. This will ensure optimum utilisation of resources available with different ministries and departments and streamline policy and programme

interventions. For monitoring the implementation of the programmes under the Policy 2010, these Coordinating Committees (national and state levels) may also set up special Task Force for each of the thrust areas. This task force may set out criteria and draw up a list of indicators for measuring the progress at the national, state, district and panchayat levels in the implementation of programmes under respective thrust area. Relevant data may be collected from different implementing agencies and collated to prepare annual reports – indicating the progress, identifying gaps in the programmes, and recommending further action. The programmes may be evaluated on the basis of 'Youth Development Index' developed by the RGNIYD.

- c) There is a need for convergence of efforts and resources of the state-sponsored youth-related agencies, voluntary sector engaged in social development activities, international agencies, and the corporate world for the promotion of youth development programme in India. This calls for the establishment of a functional mechanism for coordinating these efforts as part of an on-going, productive, and valuable partnership at the state level. However, networking with voluntary organisations and collaboration with them has to be at the micro as well as macro levels and on a sustained basis and not just for a project or a programme. This will help democratise youth development and make it broad-based by bringing in more agencies as partners and stakeholders.
- d) National Youth Forum may be set up to provide a formal and on-going platform to young people from different states and regions, to deliberate on their emerging needs and areas of concerns. This Forum will also provide the Central government with an active mechanism to consult youth and get their perspective on matters and issues of national importance. The Forum may be constituted of the following:
- Young members of Parliament, representing all parties
  - Representatives of young members of state assemblies (two members from each state)
  - Young achievers in different fields (sports, social entrepreneurship, business, etc.)
  - Representatives of differently-abled youth, young media professionals.

There should be gender balance in this Forum.

- e) Keeping in view the large percentage of youth population in the country, at least five per cent of the National Plan Budget (Youth Component Plan) should be earmarked for youth activities in the country, including programmes organised by state-sponsored agencies. This allocation should percolate down to the

panchayat and municipal levels so that local youth are also benefited by these initiatives.

- f) For every group of 10 rural youth clubs, a Youth Development Centre (YDC) will be established. The centre will source information on youth-related issues and programmes and disseminate it to the rural clubs or young people living in the area covered by the centre. This centre will also provide general guidance to the young people with regards to the educational and employment opportunities in the area. This will also serve as a meeting place for these rural youth clubs. One of these 10 rural clubs with proper infrastructural facilities and a history of at least five years' of working actively in the village could be upgraded to undertake this project. Necessary funding could be provided to this centre. Similarly for every block, there will be a Youth Information and Resource Centre (YIRC). This centre will have the connectivity to internet. This will source relevant materials from the internet and other sources, collate these materials and provide these to the YDCs in the block. Young people will also be able to use the facility of internet at some nominal costs. A volunteer belonging to the National Volunteer Corps (NYC), with appropriate educational qualifications and computing skills may be employed on an on-going basis
- g) Greater cooperation among the youth clubs and people's institutions, such as, panchayats and other community-based organisations for more concerted action at the local level. It needs to be acknowledged that action at the local level where the problem is rooted is crucial and young people's energy and zeal should be fully utilised for the purpose. Empowering the people at that level and making them accountable are crucial for optimum results.
- h) For each thrust area, all state (Government) -sponsored youth development agencies will prepare an annual time-bound, outcome-oriented plan of action. This will facilitate effective monitoring and objective evaluation of the programmes, indeed of the NYP 2010.
- i) On the lines of National Commission for Women (NCW), National Youth Commission should be set up.

## **8.2 Setting up of National Youth Volunteer Network**

- a) There is a need to coalesce the energy and potential of the large volunteer force (more than 2.6 million) that is working with various youth-related agencies – NSS, , NYKS, Bharat Scouts and Guides, Youth Red Cross, NCC, etc. Though the nature of activities these volunteers are engaged in may differ, depending on the objectives and philosophy of their parent agency, they have

a common constituency – the the communities. It is, therefore, possible to identify similar features that can facilitate bringing them together as part of a nationwide network and create a viable and formidable work force that will channel the enthusiasm and talents of the young people for constructive and meaningful pursuits.

- b) Notwithstanding that these volunteers are available to their parent agency for a limited period, it is necessary to develop a programme that will groom and nurture them into a potent para-professional workforce aiming to empower the community and help in the delivery of youth development programmes to young people and the community. The volunteers should have the option of choosing a particular area of work – working with community-based groups; youth health including HIV/AIDS; environment and disaster management; community awareness; arts and culture; etc. - for more active engagement. It is, therefore, important that the Government (centre, state, UT) should give special attention to recruitment, training and deployment of the volunteers.
- c) Another key component of this network will be to ensure that the service period of the volunteers contributes to their growth and development and makes them a confident and responsible person ready to face the challenges of life, outside the world of their parent agency. The ideal of 'personality development through volunteer service' should be the guiding principle of this network. The training of these volunteers will, therefore, include modules that will take us to this objective. Even their placements should be organised in a manner that it has the elements of on-the-job training. If these objectives are to be realised it will be necessary to put in place a dynamic system of monitoring and evaluation.
- d) The NYKS has already in place a training system for volunteers belonging to National Volunteer Corps (NVC), spread over three phases. Phase III that has some elements of training outlined above but they need to be further strengthened. However, the NSS need to undertake a thorough review of the training programmes aimed at the student volunteers.
- e) Another aspect of the work of the NSS relates to the volunteers from the +2 stage in the schools. About two-third of the total volunteer force of the NSS is drawn from this level. There is, therefore, a need to examine what set-up is available for the training of these volunteers and how their work is monitored. At present, the NSS programme in the schools does not have a formal, uniform structure and monitoring mechanism. The Ministry and other appropriate authorities managing school education should address the issues and put into place an appropriate mechanism that will oversee the NSS programmes in the schools.

### **8.3 Role of the RGNIYD**

- There is a need to provide a sound professional base to the functioning of the NYKS, NCC, NSS and NGOs working with youth and strengthen the various management processes. The RGNIYD has a major role in helping the Ministry of Youth Affairs & Sports realise this goal.
- The RGNIYD should extend professional support to enhance the capacity of the youth development agencies, especially NYKS, NSS, NCC and NGOs for effective implementation of programmes and services envisaged in the Policy. This will include:
  - Organising short-term and long-term training programmes for senior and middle-level functionaries of youth organisations that do not have their in-house training facilities;
  - Providing documentation and allied materials on youth-related issues;
  - Developing models of good practice in programme areas;
  - Extending consultancy services; and
  - Assisting these agencies in developing more responsive programme initiatives for the young women and men.
- Set up a Resource Centre on information related to youth. This resource centre should bring together quantitative as well as qualitative data on all aspects of the life of Indian youth, youth-related issues and matters, and on the organisations engaged in youth development activities. This could be done by designing and carrying out research projects on youth-related issues. These data will help the Ministry and other agencies, state-sponsored or voluntary, in determining various policy and programme options.
- Establish and nurture a network of youth-related agencies for enhanced agency-agency interaction and collaboration for furthering youth development programmes under the National Youth Policy 2010.

### **9. Monitoring and Evaluation**

- a) The NYP 2010 sets out a comprehensive Plan of Action, indicating programmes and activities that may be undertaken under each of the 12 thrust areas. It is likely that the some of

these programmes are already been implemented by the state-sponsored youth development agencies, such as, NYKS, NSS, and the RGNIYD. It is suggested that after a process of analysis and assessment, the programmes that are found to be useful in keeping with their objectives should be further strengthened or extended. Other suggested programmes may be implemented in phases over the next few years as this document is designed to look beyond 2010.

- b) For effective monitoring and evaluation of each of the programmes, the implementing agency may draw up a set of criteria and prepare necessary tools and instruments for the purpose. Accordingly, 'action taken' reports may be prepared for future planning and reference.

## **10. Review of the National Youth Policy set out**

The NYP 2010 may be reviewed in 2016.

# Contents

## Part – B

### Plan of Action

1. Promotion of National Values, social harmony and national unity
2. Empowering youth through employment and entrepreneurship opportunities
3. Education – formal, non formal and continuing learning
4. Health and healthy lifestyle
5. Sports and recreational facilities
6. Promoting gender justice and equality
7. Participation in community service
8. Preparing adolescents for facing challenges of life
9. Social justice and action against unhealthy social practices
10. Issues related to environment, its conservation and preservation
11. Youth and local governance, including support to state sponsored programmes and schemes

## Plan of Action

The following are the suggested programmes which the implementing agencies, especially the state-sponsored ones can organise in fulfilment of the objectives of the NYP 2010. This in no means an exhaustive list and these agencies may wish to develop other initiatives in pursuance of the policy interventions mentioned in the Policy Document. The programme are listed under the respective 'Thrust Areas'.

### 1. Promotion of National Values, social harmony and national unity

- a) The *panchayats* with the help of village youth clubs will work towards setting up Nyay Panchayat ( Community Court) so that that the village disputes are settled through the local and community leaders and these disputes do not land in police stations and courts as this has the potential of vitiating the social environment in the community.
- b) Youth clubs will draw up a plan for celebration of all religious festivals and important national events and days and ensure wider participation of all sections of the community. Where feasible, 'community kitchen' may also be organised on such occasions.
- c) The NYKS and the NSS will take steps to identify 'Yuva Mitra' who have made significant contribution to the cause of national integration and social harmony and give them public recognition. These young people should act as 'ambassadors' for promoting national values and social harmony. They will be able to convey their message more forcefully and create an impact on all sections of the community.
- d) The youth-related organisations/agencies working with the support of the Ministry will ensure that the values related to social harmony, social justice, pride in the nation, and national unity are mainstreamed into all its programmes and functioning and appropriate message is transmitted not only to young people but to the larger community as well. It will also promote special programmes for the socially and economically marginalised sections of the society.
- e) The NYKS will strengthen its '*sadbhavna programme*' that aims to foster values of communal harmony and respect for all religions and ethnic groups. In collaboration with local panchayats, youth club will take steps to form '*sadbhavna committee*' that oversees the implementation of these initiatives.
- f) Regardless of the theme of the training programmes, all youth-related training of the front-line organisations, such as, NYKS,



NSS, Boy Scouts and Girl Guides, including that of the volunteers, will have a significant component related to the promotion of these values. The Rajiv Gandhi National Institute for Youth Development will be entrusted with the task of developing appropriate modules and materials for the purpose.

- g) In consultation with special agencies that have been set up to oversee development work in the North-east region of the country, organise special programmes for the youth of the area to bring them into the mainstream of national life. A culture of integration will replace the culture of alienation.
- h) The NYKS and the NSS will establish linkages with youth/student wings of the political parties and seek their support in strengthening these values in their members. These parties will be persuaded to avoid using young people for their street agitations and protests that have the undertones of regional, language, or caste politics.
- i) All volunteers working with various youth organisations will be encouraged to adopt these values in their day-to-day conduct and actions.
- j) Provide a forum to the organisations and social activists who are engaged in promoting these values, at appropriate levels, to facilitate presentation of different perspectives and viewpoints on issues related to social harmony and national unity and build consensus as part of community action.
- k) Sports activities will be used to bring into focus social issues like caste, social justice, and gender equity.
- l) In order to make an impact at the local level, national integration camps will be decentralised to a suitable level. To reinforce this message, a concerted attempt will be made to reach out to the local communities through traditional media.
- m) The NYKS and the NSS will be associated with organising 'Citizenship Training Camps' where the emphasis is on the rights and responsibilities of the young people consistent with the overall national goals, values and agenda. The RGNIYD may help by developing suitable training modules and materials.
- n) In consultation with appropriate authorities, special modules on educating the students on the diversities of the country in a positive way will be included in the school curriculum.

## **2. Empowering youth through employment and entrepreneurship opportunities**

- a) While NYK will be established as the nodal agency for promoting youth employment and entrepreneurship programme, in each district, efforts will be directed to set up a 'youth employment and entrepreneurship consortium' that brings together partner agencies, such as, DRDA, District Industries Centres, NABARD, voluntary organisations specialising in entrepreneurship programmes, banks and financial institutions, business firms, and institutions providing technical and/or entrepreneurship training. This formal mechanism will help provide the necessary impetus to the programme at the district-level through convergence of resources and efforts of these agencies.
- b) With the assistance of local agencies, carry out a survey of skills and competencies required by the employing units in the district and in collaboration with other partner agencies, arrange for technical training, consistent with the existing requirements of the employing agencies.
- c) Arrange for the placements of the trained young people with the employing agencies through a formal agreement thus completing the process of training and deployment.
- d) For those young people who wish to set up their own small business enterprises, arrange for training in enterprise management and set up a mechanism with other suitable agencies for providing support services to these young entrepreneurs on a regular basis, in areas, such as, information access, preparation of business plan, liaison with banks and financial institutions, networking with other entrepreneurs, and marketing.
- e) Establish Self-help Groups, with emphasis on those that promote membership of young women and youth from underprivileged section and ensure they remain active and functional. It will be helpful to liaise with voluntary organisations already working in this area.
- f) It will be the endeavour of the youth development agencies to promote the setting up of business units that are based on indigenous resources. Special survey will be conducted to identify new areas for promoting entrepreneurship among youth in the North-east region of the country, consistent with its environment and culture. The proposed increased emphasis of the Central Government on promoting agriculture and agriculture-related enterprises offers unique opportunities for rural youth to take up appropriate projects in this crucial area of Indian economy.
- g) Identify traditional vocations and skills in the rural areas that are relevant in the present-day world and have the potential of

opening up new employment and entrepreneurship opportunities for young people.

- h) The scheme of SEWAKS that assists young people in setting up service centres in trades and vocations that are relevant to rural communities and urban residential colonies will be further strengthened and extended to more areas. In addition to the technical trades, SEWAK will offer services in other areas such as, security, gardening, and driving. Necessary training will be arranged through established agencies.
- i) Set up Regional Centres of Excellence for advanced training in selected trades and services.
- j) Extend assistance and support in the implementation of the National Rural Employment Guarantee Scheme of the Government of India while ensuring that the scheme is not misused and the benefits accrue to the needy.
- k) Explore the possibility of setting up ancillary units that could benefit youth of the district. This, of course, will require co-ordinated action between the Ministry of Youth Affairs, other appropriate Central ministries, and the corporate sector.
- l) In collaboration with voluntary organisations, the RGNIYD will seek to set up extension projects that help in developing models of good practice in youth entrepreneurship. The materials prepared from these experiences will be documented and disseminated to all relevant agencies.
- m) Special educational and training programmes for the differently-abled young women and men on career counselling; vocational training; and up-gradation of their present skills.

### **3. Education – formal, non formal and continuing learning**

- a) The Central and the state governments may take early steps to sort out the funding problem of the implementation of Right to Education Act so that full benefits could reach the real beneficiaries.
- b) The government should consider providing substantial incentives to private sector for starting low cost schools. They must, however, assure proper infrastructure and quality education. The business houses should undertake this project as part of their social responsibility.
- c) Education, above the secondary level should have a high degree of vocational orientation to enable the young women and

men to acquire such skills that would enhance their employability or equip them set up their own enterprises.

- d) There is a need for introducing uniformity in standards and quality in education throughout the country, especially from senior secondary level onwards because this is the stage when young people start preparing for their career.
- e) Unlike the urban schools and colleges, the schools in rural areas do not have proper infrastructure or facilities. Quality of teaching staff in these schools too needs to be considerably improved. These are the areas that requires government intervention. Children should be encouraged to excel in extra curricular activities like sports, out door activities, handicrafts, etc.
- f) Value based education should be made compulsory in all schools, private or government. Similarly, all schools should have a mandatory component of Life Competencies in their curriculum for senior students.
- g) Appropriate reforms should be introduced in school education and examination systems so that young girls and boys are not subjected to avoidable stress.
- h) The system of Open Universities may be extended to provide enhanced opportunities to youth who missed out on the formal system of education to upgrade their educational qualifications or skills and make themselves more employable. However, the system of accreditation should be uniformly implemented in the country.
- i) The Department of Education should create enclaves of high-level performance in previously disadvantaged communities as a mechanism of inculcating a culture of excellence in the youth of these communities. Educational facilities should create new pathways for youth and children belonging to these communities.
- j) Encourage Village Education Committees to promote 100 per cent education in rural areas and there should be proper rewards and incentives for achieving this target. The NYKS youth clubs should act as 'watch dogs' for achieving universal education at the village level.
- k) Make people aware of educational schemes, such as, 'Sarv Shiksha Abhiyan' and 'Sakshar Bharat Mission'. People should also be informed of the Right to Education mission of the government.

- l) Parent-teacher meeting should be institutionalised and made more meaningful and productive than what they are at present.
- m) Special opportunities for the differently-abled youth for higher education and for pursuing professional courses.
- n) Organizing orientation and training programs for the teachers on value based education through Regional Centre of Excellence.

#### **4. Health and healthy lifestyle**

##### ***General health issues***

- a) In view of escalating health problems impacting the life of young people, youth development agencies will work with appropriate ministries and departments, voluntary organisations and international agencies to bring about a consensus and provide necessary inputs for working towards formulating a 'National Youth Health Mission' - a statement of political commitment, intent and action.
- b) Beginning 2011, year-long focused and comprehensive theme-based campaign will be launched on a specific health-related theme – HIV/AIDS; substance abuse; smoking; hard drinking; sanitation and hygiene; and nutrition - involving young people and the community through the vast network of youth volunteers available with the NYKS, NSS, Boy Scouts and Girl Guides, and Youth Red Cross. This rolling plan of single-issue campaign will provide a wider stimulus for debate and action and foundation for longer-term projects.
- c) In collaboration with voluntary organisations and appropriate government departments, special programmes will be initiated by the NYKS and the NSS to encourage young people to adopt a 'healthy lifestyle', with emphasis on physical fitness, through their active involvement in a range of sports activities, practice of 'yoga' and by addressing other health issues, such as, smoking, substance abuse, personal hygiene and nutrition. The role of sports will be emphasised as a medium for promoting healthy lifestyle and not just as an activity for recreation or developing skills in a particular sport or game.
- d) Youth clubs will work closely with the *panchayats* for allocation of special funds for promoting traditional rural sports - with special provision for sports activities for children between the age group of 10-16 years - and improving sports facilities in the village, including the maintenance of the playgrounds.

- e) Working through the nationally-reputed Yoga agencies, the NYKS-sponsored youth clubs and the NSS units will draw up a plan for sustained campaign to popularise the practice of yoga through published literature and audio-visual materials.
- f) Establish functional linkages with NGOs that provide counselling and other related services and facilities for those who have become victims of substance abuse or hard drinking and wish to come out of their addictions and get rehabilitated in the mainstream of life.
- g) On the basis of suitable criteria, efforts will be initiated in selected districts to set up 'youth health task force' – comprising of volunteers of the NVC, and selected youth leaders, specially trained in this area. The task force will deal with health-related problems such as, HIV/AIDS and sexually transmitted diseases, substance abuse, and health problems arising out of emerging lifestyle of young people. This 'task force' will mobilise young people in the community through youth clubs and other community-based organisations and promote health programmes such as, training in life skills, counselling, planning and implementing awareness campaigns, and establishing support groups in the community. It will engage actively with appropriate government and non-government agencies working in the field of youth and community health, and draw support – in terms of funding, information and educational materials, and services of experts - from international agencies.
- h) Extend technical support to 'youth for youth health camps', campaigns, and festivals for transmitting messages for behaviour and attitude changes with regard to health-related issues and for a healthy lifestyle (every year about 17000 youth camps are organised in the country in community settings)
- i) i) Improved access to the differently-abled youth to special medical facilities, services, and resources.

## **HIV/AIDS**

- a) Set up Youth Friendly Information Centres (YFIC) that will provide information, skills and services to married and unmarried young people for reducing the risk factor in an understanding, supportive and friendly environment consistent with the lifestyle of young people. These Centres can be located in NYK-sponsored Youth Development Centres (YDCs), at the NSS regional centres, in educational institutions, and at workplaces with a large youth workforce.

- b) The vast network of youth volunteers available with the NYKS, the NSS and Scouts and Guides will be mobilised for peer education and counselling. With some basic training and support, these volunteers can be actively engaged in organising activities ranging from informal conversations to organised group sessions, and can take place in communities, youth clubs, schools, colleges, and work places. Special attention will be given to programme for the empowerment of young women with regard to safe sex.
- c) Partner and support AIDS education through University Talk AIDS, Village Talk AIDS of the Ministry of Youth Affairs to cover colleges, villages and communities adopted by them and extend technical support to adolescent education programme in the schools.
- d) Mainstream HIV/AIDS issues into policy initiatives, programmes and action plans of all state-sponsored youth organisations.
- e) Promote social marketing of condoms through youth clubs and the YDCs,
- f) Involve media and entertainment industry, including EDUSAT and education website, for addressing youth health and HIV education issues.
- g) Engage athletes, sports icons, and young people living with HIV, in youth focused awareness campaigns
- h) Improve/establish greater linkages for referrals and follow-ups between health services and VCTCs, STI services, and youth-friendly information services

## **5. Sports and recreational facilities**

- a) There will be a minimum of one sports club in every development block, with a playground and basic facilities for the youth to play and spend their leisure hours in physical fitness activities. The services of a coach capable of providing basic training in different sports will be made available to youth.
- b) Ensure regular supply of basic sports material to every rural youth club.
- c) Organise rural sports competitions, sports meet and competition in cultural activities at village and block levels.

- d) Government will provide funds to selected schools to create sports facilities, such as playground, that will be open to use by local youth as well.
- e) Sports, recreational, arts and cultural activities for the differently-abled youth from the block to the national level. Special competitions may be organised for this group.

## **6. Promoting gender justice and equality**

- a) NYKS and NSS will ensure that gender concerns are mainstreamed in its planning and budgeting and the way it functions.
- b) The state-sponsored youth development agencies will be in the forefront in emphasising the rights of young women to a life of dignity, free from sexual harassment, violence, and other disgraceful acts of the males. These agencies will provide a forum to young women to give expression to their views and grievances.
- c) Through NSS units in schools and colleges, promote gender-sensitive activities.
- d) Schools will be persuaded to use parent-teacher meetings in schools for sensitising parents to the needs and concerns of the girl-child and organise special discussion sessions to educate them against gender-based discrimination among the siblings.
- e) Promote campaigns, such as, 'Bell Bajao', against domestic violence targeting young women.
- f) Extend cheap or free legal services to women in marital or other cases of harassment and violence.
- g) Youth club members will be encouraged to examine their own beliefs and values with regard to the position of women in the community and instil appropriate attitudes.
- h) Youth clubs will carry out local surveys to get authentic data on girls who are in the school-going age and compare these figures with the enrolment of girls in schools and the rate of drop-outs among them to find out the extent of the problem.
- i) Arrange for special educational facilities for girls who had to drop out of the school for financial or social reasons.
- j) With assistance of the *panchayat* and local leaders, work with families to persuade them to send their daughters to schools and ensure that they do not drop out.



- k) Take affirmative action to enhance the number of girl children in '*anganwadis*'.
- l) Publicly honour those families who have only girl children but have steered away from the general tendency of preference for male child.
- m) With assistance of the *panchayat*, maintain a data bank of pregnancies in the local community as means to discourage the practice of female foeticide.
- n) Make the community aware of the government-sponsored schemes to promote the education of girl child and ensure that the families get the full benefits of these schemes.
- o) Arrange for special facilities for school-going girls as an incentive to attend school regularly.
- p) Coordination of activities of youth organizations supported by the Ministry through the Regional Centres of Excellence.

## **7. Participation in community service**

- a) In collaboration with voluntary organisations, the NYKS and NSS will take steps to institutionalise youth volunteer service, both in rural and urban areas.
- b) Young professionals – doctors, nurses, teachers, computer specialists, engineers, etc - will be persuaded to offer volunteer services in their chosen area of specialisation to community-based projects and programmes. A roster could be prepared by the NYKS and the NSS for organising their schedule with neighbourhood communities.
- c) With active involvement and support from the Ministry and the RGNIYD, bring out a yearly publication on outstandingly innovative programmes carried out by different NSS units and volunteers of the NVC across the country. This publication will showcase the exciting and stimulating experiences of the volunteers and serve promotional as well as informative materials. This publication will also provide a forum for highlighting issues that are central to youth development work in the country.
- d) The NYKS and NSS will coordinate their efforts in setting up a special Cell for monitoring the activities of their volunteers and evaluating the impact the volunteer service had on their social behaviour and attitudes, consistent with the objectives of voluntary service. With assistance from the RGNIYD, these

experiences will be documented for dissemination to youth clubs and NSS units.

- e) The Ministries of Youth Affairs, in collaboration with the Ministry of Human Resource Development and the corporate sector will develop a scheme of recognising excellence in the work of youth volunteers by extending appropriate incentives in terms of educational and employment opportunities.
- f) The NYKS and NSS will work together to organise a 'Youth Volunteer Week' every year throughout the country. This period will be used to promote the spirit of volunteerism among young women and men through a wide range of activities, including field projects, exhibitions, competitions, and discussion forum. While some activities may reflect broad national perspective, others will be relevant to local situation. In order to mobilise community resources, voluntary organisations and community-based bodies may be associated with the event.
- g) Community service programme will be extended to professional colleges and institutions.
- h) Take affirmative action for improving the gender balance in the recruitment of NSS volunteers and in NVC, and in the appointment of programme officers for NSS units in colleges.
- i) Establish a network with voluntary organisations to explore the possibility of the deployment of these volunteers as full-time functionaries with them after they complete their term with the NYKS.
- j) With assistance from the RGNIYD, review the training programme for the NVC volunteers and introduce specialisation in chosen area/s of interest, such as, HIV/AIDS, counselling, community service, communal harmony, gender justice, and youth entrepreneurship. This will not only heighten their interest in the work but also prepare them for productive employment after they complete their term with the NYKS.

## **8. Preparing adolescents for facing challenges of life**

- a) A comprehensive programme on developing life competencies will be promoted in schools, especially for students of +2 stage. It will go beyond the health-related areas and aim for holistic development of the adolescents. The following areas will constitute the programme:
  - Inter-personal communication
  - Establishing positive and productive relationships
  - Self-awareness and building a desire for self-

- growth
  - Developing self-confidence and self-esteem
  - Setting goals for life and working for their achievement
  - Living life in a positive and affirmative way
  - Management of stress
- b) Every school will be advised to introduce counselling services to help the students in academics-related or social/emotional problems. For this purpose, two or three teachers will be given training in basic counselling competencies.
- c) The NYKS and the NSS will work together to reach out to adolescents, especially those studying in the +2 stage of school education. In collaboration with the RGNIYD, special educational materials will be developed on health issues that are of prime concern to adolescents, such as, problems of growing up, reproductive health, nutrition, and HIV/AIDS. This educational intervention will also help in curbing myths and misconceptions during pubescent. Where feasible, 'school health clubs' will be promoted
- d) The NSS will take initiative in encouraging schools to organise special discussion sessions for parents on key issues impacting the life of adolescents. This will help develop a linkage with the parents whose understanding of the problems that their children confront as part of the growing up and their concerns is crucial for the growth and development of the adolescents. NYKS-sponsored youth clubs will take up similar programme for schools located in rural areas.
- e) It is recommended that all schools should include a substantive element of Family Life Education in the curriculum of classes VIII to XII.
- f) Special sessions will be organised for senior students who are on the threshold of leaving school to enter another phase of their life. The aim is to provide them comprehensive information and guidance on the courses they can choose if they to pursue higher education; and on planning their career.
- g) While some schools have been very innovative in introducing new teaching methods, a lot needs to be done in other schools, especially those run by the government bodies. It will be the endeavour of the Ministry of Youth Affairs to work with appropriate institutions and educational bodies to encourage these schools to adopt more participatory approach in teaching.
- h) Special attention need to be paid to provide basic facilities at the schools, especially those functioning in rural areas. A recent

study indicated that many young girls are forced to drop out of schools because of lack of separate wash-room facilities for them. It is also important to create conducive environment in co-educational schools for young girls.

- i) For creating awareness on various adolescents' issues, the schools will be urged to promote peer education approach.
- j) The Ministry of Youth Affairs will work with other ministries and departments to provide funds and services of specially trained teachers to schools that have significant number of differently-abled students.

## **9. Social justice and action against unhealthy social practices**

- a) The NYKS and the NSS will undertake a programme of education to sensitise youth club members and volunteers on the scourge of dowry and early marriage. They will be familiarised with legal consequences of taking/giving dowry or making unusual demands from the girl's family. These young women and men will be exhorted to take a pledge not to take/give dowry or indulge in wasteful expenditure at the time of their marriage. They must also be encouraged to promote this message in their families.
- b) Educate the young girls and boys on health-related implications of early marriage e.g. early pregnancies, problems of young mothers, and special nutrition needs. They should also be familiarised with other implications of marrying before legally permissible age.
- c) Seek the assistance and support of local *panchayats* and local bodies in urban areas for active engagement of the families and community as a whole for eradication of these social evils.
- d) Youth club should publicly honour the couples (and their families) who marry without dowry and after reaching the legally permissible age.
- e) The NYKS and the NSS will coordinate their efforts in these areas with other voluntary organisations working in this field.
- f) Through an active support mechanism, extend necessary support - in the form of police protection, counselling services and legal aid - to victims of domestic violence; young brides who are being harassed by their in-laws for non—fulfilment of dowry demands; and young couples who have married rising above the social or religious barriers and are now facing the wrath of their families and community elders.

## 10. Issues related to environment, its conservation and preservation

*(Environment protection and preservation include sustainable use and management of natural resources, such as, water, air, wildlife, and earth deposits. As a number of natural disasters result from unplanned degradation of forests and vegetation, it is important that young people should also be associated with the prevention and management of natural disasters)*

- a) The NYKS and the NSS will work closely with voluntary organisations and other international bodies that have access to a wide range of information on environment issues. This information will be collated and developed into appropriately designed documents, leaflets, pamphlets, and fliers for building awareness in the community. Electronic and print media will also be involved in this task of promoting social learning on environment-related matters.
- b) The participation of youth in environment-related policy-making and implementing agencies at the national and state-levels will be institutionalised. The Ministry of Environment and Forests will be requested to consider having an advisory body that has substantial youth representation.
- c) Environment education will form part of school curriculum. The RGNID will be associated with preparing suitable modules and materials for the purpose.
- d) The NYKS and the NSS will work closely with appropriate departments at district level and with local bodies to reverse land degradation and ensure soil conservation.
- e) Tree plantation and nurturing campaigns will become a regular feature with the NYKS and the NSS.
- f) Rural youth clubs (of the NYKS) and NSS units will jointly launch a sustained programme for educating the people on the current scenario of water situation in the country, in general, and more specifically in the local community, including the steady depletion of underground water table. The programme will emphasise the need for maintaining water balance.
- g) Identify traditional ways of water conservation and with the assistance of *panchayats* and appropriate government departments, take steps to revive them.
- h) With assistance of the local bodies and community-based groups take suitable measures to prevent the encroachment of water bodies in the rural areas for farming or for residential purposes. Steps will also be taken to draw up a plan to repair water bodies that have fallen into disuse and maintain them.

- i) Initiate projects to ensure that rain water is not allowed to flow out of the village and is conserved for use in households and for irrigation. The traditional catch-phrase 'village water for village use and water in the fields for irrigation and farming' should be made part of community life.
- j) Promote judicious use of water through a community-wide educational campaign and ensure the support of the people through youth clubs.
- k) With the help of the *panchayat* and the community, formulate guidelines for disposal of household waste.
- l) Encourage participatory irrigation management through local bodies ensuring that the canals and irrigation facilities are not exploited by unscrupulous individuals for personal gains, ignoring the interest of others in the community.
- m) Involve the community in the management of forest and foliage in the village areas as means of conserving the level of underground water.
- n) With the assistance of appropriate departments, encourage the villagers to adopt those crops and agricultural practices that require less water.
- o) Initiate a time-bound comprehensive programme of awareness building about natural disasters in selected number of disaster-prone districts across the country, especially with regard to regular cyclonic storms and floods or falling within the seismic zone with high degree of risk for earthquakes. The training will include information and knowledge on various facets of disasters.
- p) In collaboration with specialised agencies and the RGNIYD, prepare training curriculum and materials for the training of NYKS volunteers, youth club members and other potential volunteers from the local community on disaster management. While a larger number of youth volunteers can be trained in 'soft skills' that focus on disaster preparedness and organising the community for action, a core group will be trained in 'hard skills' that develop in them the ability to extend active support to relief, rescue and rehabilitation work undertaken by specialised agencies.
- q) Strengthen the community-based organisations, including *panchayats*, to enable them to launch organised and concerted action in the event of a natural calamity.

- r) Establish a network of local agencies that have the necessary wherewithal to meet the challenges of the natural calamities.

**11. Youth and local governance, including support to state sponsored programmes and schemes**

- a) One way of enhancing participation of young people in local governance is to associate them with the programme of voters' education and in other matters related to the conduct of elections. Political participation of the young women and men is fundamental to participation in local governance. The Election Commission of India may be requested to assist in this initiative.
- b) There will be an ongoing programme of education and training for the youth groups so that youth remain fully updated on the functioning of the local governance units and agencies, including the manner in which the plans are formulated; resources are allocated and disbursed; projects are implemented; beneficiaries and communities are accessed and associated with the projects; and the programmes/projects are monitored and evaluated.
- c) To enhance the efficacy of their participation, the state-sponsored youth development agencies, including the NYKS, NSS and RGNID will collaborate to develop a programme of capacity-building of youth groups in different programme-areas for which the local bodies are responsible. This will enhance the credibility of the young people who wish to be associated with the process of local governance.
- d) Youth involvement will be optimised in programme-areas and issues that are closest to young people and crucial to the development of the community, such as, education, health facilities, transport, infrastructure, water and sanitation, and environment. These areas will receive priority attention of youth groups.
- e) With support from the Ministry of Youth Affairs, the NYKS and NSS will establish contacts with the elected representatives of the local bodies, State Assembly or Parliament, especially young members, to ensure that the views and suggestions of the young people are heard properly and given the necessary credence by these elected bodies. This will help build the level of trust required for effective participation of young people in local governance.
- f) The concerns and needs of young people will be mainstreamed into programmes and projects organised at the local government level.

- g) In consultation with the local leaders and officials of state departments, the NYKS and NSS will identify community-related issues and problems that need to be highlighted before these governing bodies for prompt and effective response. Advocacy role on behalf of the community is crucial for establishing and nurturing bonds with the community.
- h) The Right to Information Act offers a number of opportunities to the young people to influence governance and accountability at the local level and ensure that the people of the community get what is their due and not what the officials are willing to give. It will, therefore, be the endeavour of the NYKS to prepare youth clubs for playing the role of 'Youth Social Watch Groups'. Its task will be to enhance accountability of the officials and political representatives at the local level. A pilot project may be started in selected districts in the first year of the NYP 2010 and the experience may be used for extending it to other areas.
- i) Through their large force of volunteers, the NYKS and NSS will be in the forefront in supporting the implementation of projects and programmes sponsored by the Central or state governments. Where required, the NYKS will assist the officials in identifying beneficiaries for specific welfare schemes, ensuring that the needy and the deserving are not left out of the scheme.
- j) Develop an action plan for enhancing functional linkages between the NYKS youth clubs, on the one hand, and the ***panchayats*** and community-based groups, on the other. This will enable them to exercise their influence in the process of governance and democratic functioning at the local level.

12. The Regional Centre of Excellence proposed to be established by the Ministry will carry out the training, extension and coordination of youth related activities with the involvement of NSS, NYK, State Governments and RGNIYD.



# Contents

## Part – C

1. Draft NYP 2010-Process of Formulation

## **Draft NYP 2010 – Process of Formulation**

The RGNIYD was mandated by the Ministry of Youth Affairs, Government of India, to prepare the Draft National Youth Policy 2010. Accordingly, the Institute commissioned Dr. Devendra Agochiya, former Head of the Youth Affairs Division, Commonwealth Secretariat, London, as the Consultant for this assignment. Dr. Agochiya has four decades of wide-ranging experience at national and international levels. During these years he has been actively associated with policy formulation, planning programmes, training of youth functionaries, etc.

As a first step, a draft framework for the NYP was prepared by the Consultant. The process was taken forward through the first National Consultation organised in New Delhi on July 1, 2010, in which senior officials of the Ministry of Youth Affairs, Government of India and state governments; senior representatives of youth-related voluntary organisations; and young women and men participated. The suggestions that came out of the day-long discussions were duly incorporated in the draft framework.

This first step was followed by three more national-level Consultations – on August 10, 2010 at Sriperumbudur, Tamil Nadu; August 19, 2010 at Guwahati, Assam; November 23 at Ranchi, Jharkhand. These Consultations enabled that RGNIYD to access the views and suggestions of a cross-section of senior government officials; eminent academicians, experienced practitioners in the field of youth development; and young women and men from across the country.

A total of about 250 participants attended these four consultations. The original draft was suitably modified to incorporate their suggestions and viewpoints.

The second major step was to have wide-spread consultation with young women and men through Focused Group Discussion (FGD) organised at different venues across the country. To conduct these FGDs in a uniformly

professional manner, and to ensure structured outcomes, a framework was prepared by the Consultant. The RGNIYD entrusted this important responsibility to key practitioners from the field of youth development. More than 20 such FGDs were organised, representing a cross-section of youth – urban youth; rural youth; young people from tribal areas; migrant youth, differently-abled youth; and young professionals. Gender balance was ensured in all these groups. A total of more than 1200 young women and men participated in these discussions. In these discussions, the participants articulated the concerns and needs of all sections of youth population of the country and also suggested what programme initiatives could be put in place to address these concerns.

All the inputs and suggestions that came out of the above consultations were incorporated in Draft of NYP 2010 prepared by the Consultant. This Draft was thoroughly discussed at another meeting of experts called by the RGNIYD on December 3, 2010 at Sriperumbudur.

Thus, the final Draft National Youth Policy 2010 is the outcome of these extensive discussions and inputs with all sections of the society, more importantly with young people themselves.

# Contents

## Part – D

1. Youth Development Index

1. The Youth Development Index
2. Youth Gender Development Index
3. Youth Health Index

### **Health Outcome Index - Two third weight**

#### Life Expectancy Index

- Life expectancy at age 15 (represents outcome)

#### Nutrition Index

- % youth- Non-Anaemic (represents outcome)
- Body Mass Index (represents outcome)

#### Access Index – One third weight

#### 4. Youth Education Index

### **Youth Education Index**

#### **Education Outcome Index: 2/3 weight**

- Level of education attained (literate, primary, secondary, tertiary, vocational)–differential weights to levels

#### **Education Access Index: 1/3 weight**

- Gross Enrolment Ratio (GER secondary +GER tertiary)

#### 5. Youth Work Index

### **Outcome Index: 2/3 weight**

Work participation rate

**Access Index: 1/3 weight**

Available days of work in a week (Differential weight for levels)

6. Youth Amenities Index

**Basic Amenities Index (1/2 weight)**

- Access to safe water
- Type of house
- Access to electricity
- Toilet facility

**Youth Amenities Index (1/2 weight)**

- Information
- Communication
- Technology

7. Youth Participation Index

- Percentage of youth aged 18 and above who have enrolled as a voter (1/2 weight)
- Percentage of those voted in the last election among those enrolled as a voter (1/2 weight)

<b>YDI–Youth Development Index</b>	<b>Youth Vulnerability or Poverty or Deprivation Index</b>	<b>Youth Empowerment Index</b>
<ol style="list-style-type: none"> <li>1. Life expectancy</li> <li>2. Literacy—10th standard education</li> <li>3. Enrolment</li> <li>4. Number of years of secondary education</li> <li>5. Number of years of vocational education</li> <li>6. Number of years of higher secondary education</li> <li>7. Number of years in education</li> <li>8. Intensity of employment (Number of days and wage)</li> <li>9. Intensity of employment (which is discount by unemployment index)</li> </ol> <p>(Note: Take youth from the wealth index use those for the income criteria)</p>	<ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Water and Sanitation</li> <li>3. Ownership of land</li> <li>4. Type of house (Kachha Housing)</li> <li>5. Consumption</li> <li>6. Unemployment</li> <li>7. Youth in Kachha houses i.e. % of youth in Kachha houses (data on type of housing by the NFHS and NSS can be used)</li> <li>8. Youth living in households with basic amenities</li> <li>9. Crime</li> <li>10. Illiteracy</li> <li>11. Drop out</li> <li>12. Nutrition</li> <li>13. Deformities—congenital and acquired</li> <li>14. Social health—RTI and STI's</li> <li>15. Child marriage and teenage pregnancy</li> <li>16. Disability</li> <li>17. Anaemia</li> <li>18. Substance abuse</li> </ol>	<ol style="list-style-type: none"> <li>1. Participation</li> <li>2. Voting</li> <li>3. Youth standing for election</li> <li>4. Elected members</li> <li>5. Percentage of youth who vote</li> <li>6. Number of candidates</li> <li>7. Employment</li> <li>8. Proportion of youth in the wealth Index</li> </ol>

## **Health**

Mortality—life expectancy at the age of 15

Nutrition—BMI, anemia

Disability—percentage suffering from at least one disability

Maternal health—teenage pregnancy, MMR, age at marriage, institutional delivery

Morbidity—chronic (TB and diabetes) and acute illness, AIDS and STDs

Reproductive health—awareness and utilisation of contraception

Mental health—suicides

Social health—substance use (smoking and alcohol consumption)

Access to health—number of Primary Health Centres

## **Education**

Percentage completed primary, secondary and tertiary level

Percentage illiterate in the 13–35 age group

Percentage of youth having professional skills and training

Access—number of schools/college all types

## **Employment**

Work participation rate

Activity status (what are you doing at present?)

Unemployment rate

Underemployment rate

Economic activity cross-tabulated by levels of education and correlation

Occupation cross-tabulated by levels of education and correlation

Wage pattern (percentage of employed youth having a steady work)  
(distribution of people working according to types of labour)

## **Standard of living and Amenities**

Amenities—house, toilet; assets, water, fuel, housing, sanitation

Household expenditure

Energy—electricity and cooking fuel

Water—drinking, sanitation

Housing—type

Communication – road, telecommunication, possession of vehicles, TV, radio, internet



**Health:**

- % Assisted/Institutional delivery (represents access)
- Life expectancy at age 15 (represents outcome)
- % youth- Non-Anaemic (represents outcome)
- Body Mass Index (represents outcome)

**Education:**

- Gross Enrolment Ratio (GERsecondary +GERtertiary) (represents access)
- Level of education attained (literate, primary, secondary, tertiary, vocational) (represents outcome)

**Work/Employment:**

- Work participation rate (represents outcome)
- Available days of work in a year per youth (represents access)

**Amenities:**

- Basic Amenities: Access to safe water, Type of house, Access to electricity, Toilet facility

Youth Amenities: Information, Communication, Technology

## AHP Matrices for Criteria Weights

### Criteria

	RELEVANCE	SCIENTIFIC	PRAGMATIC
RELEVANCE	1		
SCIENTIFIC		1	
PRAGMATIC			1

### RELEVANCE

	Policy Relevant	Sufficiency	National/State Scope	Internationally Comparable
Policy Relevant	1			
Sufficiency		1		
National/State Scope			1	
Internationally Comparable				1

### SCIENTIFIC

	Measurable	Understandable	Analytical Soundness	Accuracy / Quality
Measurable	1			
Understandable		1		
Analytical Soundness			1	
Accuracy/Quality				1

### PRAGMATIC

	Availability	Timeliness	Frequency
Availability	1		
Timeliness		1	
Frequency			1

### Relative Importance Scale

How important is Criteria A relative to B	Preference Index Assigned
Equally important	1
Moderately more important	2
Strongly more important	3
Very strongly more important	4
Overwhelmingly more important	5

