

**Final Report**

**Evaluation Study of  
Rajiv Gandhi National Institute of Youth  
Development (RGNIYD) Scheme**

**Submitted to**



सत्यमेव जयते

**Department of Youth Affairs  
Ministry of Youth Affairs & Sports  
Government of India**

**Submitted by**



**Indian Institute of Public Administration,  
I.P. Estate, New Delhi-110002**

*September 2017*

# Contents

	<b>PAGES</b>
<b>Acknowledgment</b>	3
<b>Abbreviations</b>	4
<b>Executive Summary</b>	5
Introduction	14
Youth Development	17
International Experiences in Youth Development	45
Recommendations	48
<b><i>Annexures</i></b>	53

## **Acknowledgment**

This is to express our gratitude to the Department of Youth Affairs, Government of India for entrusting the responsibility of conducting this evaluation study.

We are particularly thankful to Shri L.K. Gupta, Joint Secretary and Shri Gaurav Agarwal, Director (RGNIYD), Department of Youth Affairs who provided their valuable guidance at different stages of the study. Prof. Dr. Vasanthi Rajendran, Professor, RGNIYD Sriperumbudur, Dr. T.R.A. Devakumar, Registrar, RGNIYD Sriperumbudur and the Heads and faculty members of the various Departments/Centres gave useful insights into various aspects of the scheme and provided the requisite data and also facilitated our visit there.

Mr. Stanzin Dawa, Regional Director, RGNIYD RC Chandigarh and Shri Navdeep Singh Dadhwal, Faculty, RGNIYD RC Chandigarh, not only provided requisite information but also helped study team to conduct FGDs/meeting in the regional centre. We also had very useful discussion and feedback from various stakeholders like former Directors of the institute, officials of collaborating institutions, NYKS, Chennai, TISS, NSS Chennai, NCC, Chandigarh etc. and the experts who have been associated with the subject matter since beginning and who are actively working in the field of youth development. We are particularly grateful to Shri Bagwan Prakash, Dr. Parashuraman and Dr. Devendra Agochiya for their useful responses.

This study would not have been possible without kind guidance from Director, IIPA, Dr. T. Chatterjee who despite his busy schedule spared time to provide his guidance on specific issues. We are also thankful to Mr. Anand Singh Patwal and Ms. Neelam Handa for helping in the preparation of this report.

**Sachin Chowdhry & Prof. K.K. Pandey**  
Study Coordinators

## Abbreviations

<b>AAPs</b>	:	Annual Action Plans
<b>ARs</b>	:	Annual Reports
<b>BRICS</b>	:	Brazil, Russia, India, China and South Africa.
<b>CBOs</b>	:	Community Based Organisations
<b>CIRDAP</b>	:	Centre on Integrated Rural Development for Asia and the Pacific
<b>CYP</b>	:	Commonwealth Youth Programme Centre
<b>DAY-NULM</b>	:	Deendayal Antyodaya Yojana- National Urban Livelihoods Mission
<b>DoPT</b>	:	Department of Personnel & Training
<b>ETIs</b>	:	Empanelled Training Institutes
<b>GDP</b>	:	Gross Domestic Product
<b>GIS</b>	:	Geographic Information System
<b>GoSL</b>	:	Government of Sri Lanka
<b>ILO</b>	:	International Labour Organization
<b>MoU</b>	:	Memorandum of understanding
<b>MYASD</b>	:	Ministry of Youth Affairs and Skills Development
<b>NCC</b>	:	National Cadet Corps
<b>NEDA</b>	:	National Economic and Development Authority
<b>NEET</b>	:	Not in Employment, Education or Training
<b>NGOs</b>	:	Non-Government Organisations
<b>Ni-MSME</b>	:	National Institute for Micro, Small and Medium Enterprises
<b>NRLM</b>	:	National Rural Livelihoods Mission
<b>NSS</b>	:	National Service Scheme
<b>NYKS</b>	:	Nehru Yuva Kendra Sangathan
<b>OECD</b>	:	Organisation for Economic Co-operation and Development
<b>PG</b>	:	Post-Graduation
<b>PTI</b>	:	Physical Training Instructor
<b>RC</b>	:	Regional Centre
<b>RGNIYD</b>	:	Rajiv Gandhi National Institute of Youth Development
<b>TISS</b>	:	Tata Institute of Social Sciences
<b>ToTs</b>	:	Training of Trainers
<b>UGC</b>	:	University Grants Commission
<b>UNFPA</b>	:	United Nations Population Fund

# Executive Summary

## 1. Terms of Reference

The Terms of reference were given by the Ministry. Accordingly, the Study covered the following:

- a) The objectives for introducing the Scheme and whether the current programmes/ activities are in tune with these objectives? If not, what changes need to be made?
- b) The current administrative framework and whether it is appropriate considering the objectives and programmes of the Scheme? If not, what changes need to be made?
- c) Whether the objectives themselves need to undergo change in the light of changing environment and aspirations of the youth over the years? If so, what are the suggestions?
- d) Whether the Scheme is in a situation where it has completely achieved the objectives for which it was introduced and should therefore, be discontinued/ closed?
- e) Any other relevant aspect of the Scheme.

## 2. Methodology

The data for the study includes both primary and secondary sources. Annual Reports of the Ministry and the Institute, budget of the Institute for the last three years, reports of committees / Mentor Group, and list of training programmes and the content etc., have provided useful insights into the scheme. Primary data was collected through data sheets and questionnaires. Physical visits were made to the Institute and the Regional Centre at Chandigarh for data collection.

Organizational analysis has been done to assess the adequacy of the structure for achievement of objectives and to bring out issues in processes to understand the performance, look for problem areas, identify opportunities, and develop a plan of action for improving performance. It entails analysis of the structure and functions, its strengths and weaknesses and the opportunities for it in the nation-building. It also includes analysis of the role assigned to RGNIYD and to what extent it has been able to fulfil that.

### **3. Findings**

#### **3.1 Population of Youths**

Youths are resource of a country and their potential needs to be harnessed to take the country to newer heights. As per census, the population of youths has increased from 168 million in 1971 to 422 million in 2011. We are at the stage where the addition of youth population is projected to increase till 2021, which may start declining thereafter. The population projection estimates indicate that in 2016, more than 50% population was below the age of 24 years.

As per Economic Survey conducted by OECD in 2017, 30% of Indian population in the age group of 15-29 years is in the category of NEET (Not in Employment, Education or Training). This works out to nearly 10 crores youths in India, who deserve special attention for their social and economic integration. According to data released in 2016 by the Labour Bureau, job generation observed a sharp decline to 135,000 (2015) from 421,000 (2014). Employment elasticity is reported to be low across the sectors during 1992-to 2012 whereas during 2005-10, as against the GDP growth of 8.7%, the employment grew by two lakh jobs per annum (one million).

Accordingly employability of youth is a prime concern for youth development policies and sustainable integration of youth with the society at large. Therefore, both academic and capacity building activities of RGNIYD have to give due cognizance to the job creation and income generation for youth in India.

#### **3.2 Rajiv Gandhi National Institute of Youth Development**

RGNIYD was set up in 1993 as an autonomous organization in response to the need to establish a national level training institute to bring under one umbrella all youth development activities viz., training, research, extension, documentation and dissemination. Established as a deemed university in 2008, RGNIYD planned to offer graduate and post-graduate courses. It further changed to 'Institute of National Importance' after enactment of RGNIYD Act 2012.

It is supposed to be engaged in policy level activities like action oriented research for policy formulation, facilitate policy implementation through extension programmes and be an advanced National Youth Resource Centre to provide for

comprehensive and scientifically analyzed data on all youth related issues and matters. It also has to act as a nodal agency for capacity building of stakeholders.

It has a good physical infrastructure. But, the structure was not rationalized. Schools, centres and departments contribute to lot of ambiguity. There are 5 schools, 6 Departments and 7 Centres. Each school has 2 or more departments (some have become non-functional), which offer various academic programmes, whereas the Centres coordinate orientation, research, extension, outreach, monitoring and evaluation activities. Presently 6 departments are there for running various academic programmes. It is distinctly different from the structure recommended by the Mentor Group.

There is one regional centre (RC) of the Institute at Chandigarh, which is rather new as it became RC in 2014, to complement the efforts of the main campus. However, it is fairly autonomous in its functioning. A lot of its programmes are the legacy of Commonwealth Youth Programme.

### **3.3 Processes**

The Institute carries out Training of Trainers, Capacity Building, orientation and sensitization programmes, workshops, seminars and other academic activities either directly or through partner organizations. The Institute has a lot of autonomy in deciding and choosing the partners for its extension activities. However its present level of engagement with NSS and NYKS is fairly low. This is necessary so that there is synergy between the activities of all three institutions of the same Ministry. NSS and NYKS through their country-wide presence are in position to understand emerging issues and challenges, which they can bring to the table for finding solutions to overcome these challenges. As an expert and apex institute RGNIYD should be responsible for making plans and preparing material to supplement that.

### **3.4 Staff**

There are 14 regular faculty members (2 Professors, 4 Associate professors and 8 Assistant Professors) and 5 faculty members on contract (4 Assistant Professors and 1 PTI), but the present strength is less than what had been proposed.

The turnover of contract faculty members is very high. If we keep in mind the agenda, the Institute is supposed to pursue, then the faculty strength is too low. Running so many PG courses along with the responsibility of conducting training programmes leads to a lot of workload being transferred to contract faculty. It affects the activities of the Department. If we see Department-wise strength, there are several departments which do not have any faculty member. It is beyond the institutional capacity to carry out so many activities.

Non-teaching staff is also not adequate, which needs to be augmented.

### ***3.5 Performance***

The reporting of activities is not standardized. There is ambiguity in the way contributors indicate activities. The figures appear very impressive. Targets always exceeded. But perusal of Annual Action Plans and Annual Reports reveals that the activities, which ought not to be there have been included. Focus of the reporting appears to be on quantity rather than quality.

Often proposed programmes were not conducted. Mere indicating large number of activities does not serve the purpose.

The funds have never been a problem. In fact the Institute is not able to spend the money that is given to it.

### ***3.6 Think Tank for the Ministry***

The Institute functions as a think-tank for the Ministry as premier organization of youth-related activities in the country. Policy inputs are given to the Ministry as and when asked for. Its notable contributions have been involvement in the preparation of the first Youth Development Index and the National Youth Policy. However, as a think tank it ought to be providing more policy inputs to the Ministry.

### ***3.7 Academic Courses***

There are some courses where strength of students is abysmally low. In fact, it is only in 2016-18 that in two courses, the enrolment was more than 20 students, otherwise it has often been too low. Less number of students implies less than optimum utilization of faculty time. It also deprives the students of intellectually stimulating environment.



In the last five years, some courses were dropped, some were modified and name changed and some new introduced. This was done to make them demand based courses.

Some of the courses being run at RGNIYD are being offered by conventional universities as well, so need not be run by an Institution established for a specific cause, i.e. youth development. But, the Institute does not presently have a flagship programme like M.A. in Youth Development with specialization like Gender Studies, Local Governance, Life Skills, Career Counselling etc., which was recommended by the Mentor Group.

Employability of the students is very low. Presently very few regional employers, mostly NGOs, come to the Institute for picking up candidates. Faculty members in the Institute agreed that there was need for proactive approach and placement cell needs to be strengthened.

### **3.8 Research**

RGNIYD has undertaken more than 100 research studies since 2005. At the same time, not all the faculty members are engaged in research. There were two reasons for this – many faculty members have joined recently (in 2017) and some are heavily engaged in training and academic activities. However, research is essential for the kind of mandate and aim that the institute has to achieve.

### **3.9 Documentation and Publications**

Documentation and publication appeared to be a weak area in the context of a national level institute. While there are faculty members, who have been contributing to journals, books etc., the total output is very low. Faculty being small in size is one of the major reasons. As discussed earlier, they are hardly able to find time in view of huge workload. Organizational support is also a pre-requisite in this.

### **3.10 Networking**

The Institute has been able to forge good relationship with a number of institutions across the country. It organizes its capacity building activities and extension services in collaboration with them. This enables coverage of various region of the country. The list of collaborating institutions includes academic institutions like universities, institutes of national importance etc., civil society

organizations and government departments besides the Ministry's own NSS and NYKS.

However, it has not explored engagement with private sector on a large scale. These days corporate sector carries out a large number of youth related activities as part of its Corporate Social Responsibility activities. Including them would help Institute in increasing its outreach. They may not only be source of funds but also turn out to be potential employers for the students of the Institute.

## **4. SWOT Analysis**

### **4.1 Strengths**

- RGNIYD is apex level Institute of National Importance with the mandate to plan and strategize for youth development in the country.
- It is a statutory body and draws its power from the Act.
- It has got the necessary physical infrastructure.
- Presently, it is receiving the much needed attention too from the policy-makers in strengthening its activities.
- Its RC is efficient in organizing and conducting programmes, useful for the youth and which supplement the efforts of the main campus.
- The autonomous character of the Institute gives it the flexibility required for operating in most suited manner.
- NSS and NYKS are two schemes of the same Ministry, which have good outreach and youth connect and RGNIYD has linkages with them.

### **4.2 Weaknesses**

- The Institute is hampered by lack of staff both teaching and non-teaching.
- Faculty strength is too low to plan for things on a large scale as the present faculty is overburdened.
- Lack of adequate and qualified non-teaching staff results in inadequate administrative support for both academic and capacity building activities.
- A bigger area of concern is non-existence of a perspective or long term plan for the Institute for channelizing the energies of the youth. The study team found no document relating to this. Functioning without a perspective plan, the Annual Action Plans become incremental in approach. This may also be said to be a constraint in rolling out innovative and new programmes.
- One reason behind the current state of affairs may be attributed to the leadership at the higher levels. Appropriate and adequate attention was not paid to the institution in the past. Some experts and those in the know were of the view that mere creation of the Institute was considered to be the sole responsibility at the ministerial level. It was assumed that granting an autonomous status to the Institute was sufficient for its effective functioning.

- It seems to have suffered at the institutional level also in this regard. While some directors of the Institute in the past took interest in the activities of the Institute, the others treated it as part of their mandatory central deputation. Some of them had no prior exposure to the issue of youth development. While some sporadic measures can be seen in the past, no comprehensive intervention took place.
- Frequent changes in the academic courses has affected a lot, while the proposed flagship programme never took off.
- Relocation of offices and classes to a building which was meant for National Resource Centre (NRC) is another indicator that NRC was planned but not strategized.

### **4.3 Opportunities**

- More than one-fourth of the country's population falls in the category of youth as defined in the policy. While some fall in the category of work force, others will be joining soon.
- Unemployment rate is high in India. As per Economic Survey reports, the rate of unemployment has increased from 3.8% in 2011-12 to 5 in 2015-16. This implies that a significant portion of the youth population may have to face this challenge.
- Equipping them with the capabilities to overcome this challenge is a mammoth task. It is here that the Institute can play a constructive role.
- Skill development and Entrepreneurship are the areas where the Institute can design its training programmes. In this regard, Government of India has initiated several programmes which may provide necessary synergy and convergence such as NULM, NRLM, Make in India, Start-up India etc.
- Similarly it can leverage the network of NSS and NYKS, which have country-wide presence for increasing its outreach.
- The other partners with whom it is collaborating can be involved in designing various ToTs and capacity building programmes responding to emerging needs.
- It can also use the pool of professionals that it is creating through its academic programmes for assistance in operationalising its strategies from time to time.
- The Institute can also take the advantage of mandatory Corporate Social Responsibility related activities of the private sector. Many private sector companies are running youth related programmes in the areas of health, education, environment, skill development etc. The Institute may strategize to have convergence with their activities.
- Actually, there is plethora of opportunities for RGNIYD to expand the scope of its activities.

### **4.4 Threats**

- The Institute has a locational disadvantage. Many experts pointed out that attracting best of the talents to the Institute is difficult. Unless the working

there is incentivized extension centres are established (other than Chandigarh), it would be difficult to make it effective.

- There are many youth related schemes of other government departments. A convergence of activities with them may yield huge benefits. However, bureaucratic departments are often characterized by working in silos. Unless political will is there and a strong expert man is at the helm of the affairs, it would be difficult to overcome such challenges.
- The issue of quality versus quantity is of paramount importance. As the target clientele is huge, often the focus may shift to quantity. In such circumstances quality of delivery may get compromised.
- A monitoring and evaluation mechanism may be required to ensure appropriate outcomes of the programmes.

## **5. Recommendations**

RGNIYD is an apex institution for issues relating to youths. Therefore its role needs to be carefully defined.

- i) Vision and objectives of the scheme need to be operationalised in a planned manner.
- ii) Adequate weightage should be given to all the activities to achieve the objectives of the scheme.
- iii) Action researches need to be encouraged on a larger scale to generate knowledge, for policy inputs and produce material for youth related programmes and people.
- iv) A flagship programme on M.A. in Youth Development should be launched at the earliest. In due course possibility of a management course could also be considered.
- v) Measures need to be taken to increase the visibility of the courses being run at the Institute alongwith the employability for suitable placement of students.
- vi) The Academic structure needs to be rationalized.
- vii) Vacancies need to be filled at the earliest for both teaching and non-teaching positions.
- viii) Commensurate compensation package should be planned for the contract staff.
- ix) Two more Regional Centres may be established besides the existing one.
- x) National Resource Centre needs to be strengthened and be made vibrant.
- xi) Networking with private organizations dealing with youth related subjects should be strengthened.
- xii) Convergence with the youth related schemes of other government departments (as partly applied by RC Chandigarh with their involvement in the DAY-NULM) may be planned.

- xiii) Monitoring and Evaluation mechanism needs to be developed to ensure quality of outcomes.
- xiv) All reporting formats should be standardized so that they are comprehensible.
- xv) The Institute should strive for action oriented engagement with the Ministry.
- xvi) A call may be taken by the Ministry as to whether RGNIYD is a scheme or an autonomous body established on the basis of an Act of Parliament.

## **1. Introduction**

The study 'Evaluation of Rajiv Gandhi National Institute of Youth Development scheme' has been conducted at the behest of the Department of Youth Affairs, Ministry of Youth Affairs and Sports, Government of India.

### **1.1 Terms of Reference**

The Terms of reference were given by the Ministry. Accordingly, the Study covered the following:

- a) The objectives for introducing the Scheme and whether the current programmes/ activities are in tune with these objectives? If not, what changes need to be made?
- b) The current administrative framework and whether it is appropriate considering the objectives and programmes of the Scheme? If not, what changes need to be made?
- c) Whether the objectives themselves need to undergo change in the light of changing environment and aspirations of the youth over the years? If so, what are the suggestions?
- d) Whether the Scheme is in a situation where it has completely achieved the objectives for which it was introduced and should therefore, be discontinued/ closed?
- e) Any other relevant aspect of the Scheme.

### **1.2 Methodology**

The study has been conducted and analyzed in two parts- the first part deals with the organizational analysis and the second part with the linkages of the Institute with the environment. Organizational analysis has been done to bring out issues in processes to understand the performance, look for problem areas, identify opportunities, and develop a plan of action for improving performance. The advantage of organizational analysis is in identifying problems or inefficiencies so that appropriate strategies can be adopted to deal with them. An analysis of this nature shows how organizations are structured and how they operate. It also helps in understanding the needs of the organizations.

The organizational analysis of RGNIYD entails analysis of the structure and functions, its strengths and weaknesses and the opportunities for it in the nation-building. It also includes analysis of the role assigned to RGNIYD and to what extent it has been able to fulfill that. Additionally, the process of identification of – areas for training, their contents and the participants – have also been analyzed. The second part as mentioned above, deals with the other stakeholders of RGNIYD with whom it has forged relationships to achieve its objectives. Here the major focus of analysis is on the process. The stakeholders included officials of the Department and the Institute, faculty members, students and participants of various training programmes, besides the organizations with whom the Institute is collaborating.

The data for the study includes both primary and secondary sources. Annual Reports of the Ministry and the Institute, Annual Action Plans, Budget of the Institute for the last three years, reports of committees / Mentor Group, and list of training programmes and the content etc., have provided useful insights into the scheme. Primary data was collected through data sheets and questionnaires. Physical visits were made to the Institute and the Regional Centre at Chandigarh for data collection and having interactions with all the stakeholders there, especially faculty members, partners and the students. Semi-structured questionnaires were used for interacting with the faculty members, officials of partner organizations and administrative officials in the Institute. Structured questionnaires were canvassed among the students currently attending several PG courses. Besides that Focussed Group Discussions were also conducted both at the Institute in Sriperumbudur as well as at Chandigarh.

While those undergoing training or study were contacted directly, some past students were contacted telephonically in various parts of the country to get their responses to questionnaire. The candidates were chosen on random basis from the list of programmes conducted during last three years. The other organizations, with whom RGNIYD is collaborating, were contacted through telephone for soliciting their responses. Two such organizations were visited by the study team in Chennai. The team was fortunate to interact with some experts who have been associated with the whole process since beginning and also some previous directors of the Institute. Some such experts were also contacted over phone to get their opinion on related issues. Feedback forms submitted by the participants of various programmes have

also been used to get the idea about the efficacy of the programmes. Data of the 12<sup>th</sup> Plan period only has been referred to. Web material has also been used for collecting information.

The data thus collected formed the basis of analysis to find the extent to which the Institute has been able to achieve its objectives and what changes need to be made to make it more relevant.



## 2. Youth Development

Youths are resource of a country and their potential needs to be harnessed to take the country to newer heights. Demography of India is such that if put to productive and constructive use, the youths can help in nation-building and socio-economic development. As per the National Youth Policy 2014, persons falling in the age group of 15-29 are considered as youth.<sup>1</sup> As per census, the population of youths has increased from 168 million in 1971 to 422 million in 2011. We are at the stage where the addition of youth population is projected to increase till 2021, which may start declining thereafter.<sup>2</sup> It makes it very important that energies of this group of population are channelized properly to achieve the goals of nation building as well as increasing the GDP. This requires interventions in the areas of the education, skills, health and other enablers, which equip the youths to face the challenges.

**Table 2.1: Youth Population and their Share to the total Population**

Years	Population (in '000s)			Proportion to the total Population		
	Males	Females	Persons	Males	Females	Persons
2001	141819	131584	273402	26.6	26.5	26.6
2011	172911	160453	333365	27.7	27.3	27.5
2021*	193258	173627	366885	26.6	25.7	26.1
2031*	194854	174801	369655	24.5	23.5	24.0

\*Population projections by World Bank

**Source:** Youth in India, 2017, Central Statistics Office

About 65% of the population was under 35 years of age. It is important to mention here that population projection estimates indicate that in 2016, more than 50% population was below the age of 24 years, including the population below 14 years who would join the youth category in next few years.

As per Economic Survey conducted by OECD in 2017, 30% of Indian population in the age group of 15-29 years is in the category of NEET (Not in Employment , Education or Training). This works out to nearly 10 crores youths in

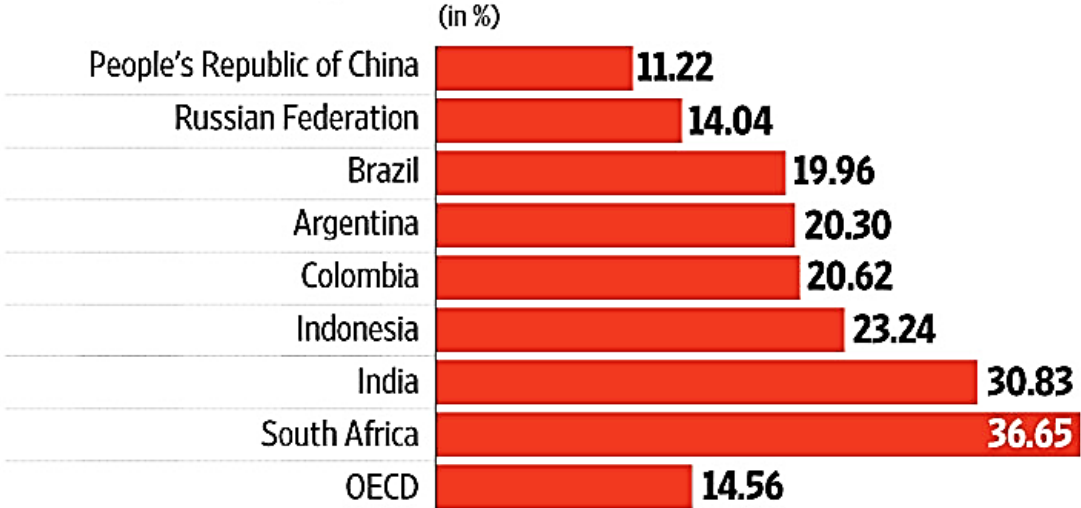
<sup>1</sup> UN adopted the age – group 15 to 24 years for defining youth. The National Youth Policy 2003 kept the age group 13-35 years for defining youth.

<sup>2</sup> Central Statistics Office, (2017) Youth in India, Social Statistics Division: Govt. of India, P.8

India, who deserve special attention for their social and economic integration. The following chart gives a comparative picture, which shows that the percentage of NEET is far above the OECD average and other important countries:

**Chart 2.1:**

More than 30% of Indians aged 15-29 years are neither in employment nor in education and training.



Percentage of youth aged 15-29 who are neither employed nor in education and training, 2015 or the latest year available. Source: OECD Economic Survey: India 2017

The NEET should be particularly seen in the light of employment elasticity of growth (GDP). Around 12 million people join the workforce annually in India<sup>3</sup>. Moreover, according to data released in 2016 by the Labour Bureau, job generation observed a sharp decline to 135,000 (2015) from 421,000 (2014). Employment elasticity (0.18) is reported to be low across the sectors during 1992-to 2012<sup>4</sup> whereas during 2005-10, as against the GDP growth of 8.7%, the employment grew by two lakh jobs per annum (one million).

Accordingly employability of youth is a prime concern for youth development policies and sustainable integration of youth with the society at large. Therefore, both academic and capacity building activities of RGIYD have to give due cognizance to the job creation and income generation for youth in India.

<sup>3</sup> [http://www.huffingtonpost.in/neha-arya/how-india-can-reverse-the-trend-of-jobless-growth\\_a\\_21655166/](http://www.huffingtonpost.in/neha-arya/how-india-can-reverse-the-trend-of-jobless-growth_a_21655166/)

<sup>4</sup> RBI Working Paper Series No. 06 (Estimating Employment Elasticity of Growth for the Indian Economy)

## **2.1 Institutional Arrangements for Youth Development**

National Service Scheme, popularly known as NSS was launched in Gandhiji's Birth Centenary Year 1969, in 37 Universities involving 40,000 students with primary focus on the development of personality of students through community service. Soon after Nehru Yuva Kendras were established in the year 1972 with the objective of providing rural youth avenues to take part in the process of nation building as well providing opportunities for the development of their personality and skills.

Youth as a subject matter came on policy agenda of the government in 1985, the year which was celebrated as International Youth Year. It became part of the Department of Sports, which was rechristened as Department of Youth Affairs and Sports. It attained the status of a Ministry in May 2000. In 2008, the Ministry was bifurcated in two departments- Department of Youth Affairs and Department of Sports. The Department of Youth Affairs pursues the twin objectives of personality building and nation building, i.e. developing the personality of youth and involving them in various nation-building activities. Towards these objectives it presently has three schemes- Rashtriya Yuva Sashaktikaran Karyakram, National Service Scheme and Rajiv Gandhi National Institute of Youth Development.

## **2.2 Rajiv Gandhi National Institute of Youth Development**

An array of institutes were already engaged in training the youth work functionaries of National Service Scheme (1969), Nehru Yuva Kendra Sangathan (1972) and other organisations involved in youth development. The need to establish a national level training institute was considered imperative to bring under one umbrella all youth development activities viz., training, research, extension, documentation and dissemination. Thus germinated the idea of premier national level apex Institute i.e. Rajiv Gandhi National Institute of Youth Development (RGNIYD).

As a national agency for youth development, the Institute strives to develop into a globally recognized and acclaimed centre of academic excellence in the field of youth development, fully responsive to the needs & aspirations of young people

of the country and the National Agenda of Inclusive Growth to realize their potentials to create a just society.

### **2.2.1 Mission<sup>5</sup>**

- To provide substantive inputs for the formulation of youth policy and designing innovative programmes that respond effectively to the needs and concerns of young people of the country.
- To develop professional capacity of all youth development agencies viz., State and Non-State agencies in the country through training and specialized services.
- To set up a world-class and modern Resource Centre that will provide library and other related services to those engaged in youth-related activities viz. youth organizations, educational and training institutions, researchers, scholars and youth.
- To generate authentic data on all issues and matters that impact the life of young people in the country.

#### **Objects of the Institute**

The objectives of the Institute as per the Act of 2012 are –

- a. To evolve and achieve an integrated approach to youth development for preparing and empowering the youth for the future, by –
  - i providing action oriented research inputs for policy formulation;
  - ii. Implementation of policy through extension and other programmes promoting assessment and impact study and conducting teaching, training and other academic programmes;
- b. To set up advanced National Youth Resource Centre commensurate with the international standards to provide for comprehensive and scientifically analysed data on all youth-related issues and matters, with adequate library facility, documentation and publication;
- c. To provide for research and development and dissemination of knowledge through extension and outreach programmes;

---

<sup>5</sup> Annual Report 2015-16, RGNIYD, P. 6.

- d. To act as a nodal agency for capacity building of stakeholders including youth bodies, organisations and agencies relating to youth;
- e. To empower youth to participate in inclusive development and nation building;
- f. To evolve as an institute of advanced study in the field of youth and to develop such professional excellence as may be required for the purpose;
- g. To provide for higher education in the field of youth development through employment-oriented and inter-disciplinary courses at the post graduate level.

Without prejudice to the provisions contained in section 6, the Institute shall, -

- a. develop a “think tank” by way of carrying out policy research, evaluation and impact analysis on youth programmes and issues of contemporary and future relevance;
- b. function as a repository of knowledge pertaining to data on youth;
- c. develop documentation, information and publication of services for youth training and extension;
- d. provide technical advice and consultancy for formulation of youth related policy and promotion of youth programme;
- e. build the professional capacity of youth organisations, both in Government and voluntary sector;
- f. design, develop and conduct appropriate training and orientation programmes;
- g. conduct seminars, workshops and conferences on issues relating to youth;
- h. set up centres for dissemination of academic and training programmes;
- i. collaborate with national and international university, centres, institutes and such other agencies relating to youth training and youth development;

The institute was established in 1993 as an autonomous organization with the purpose of capacity building, research, documentation and dissemination for the development of the youth of the country. Its mandate was to function as a Centre for Excellence in Training and Extension activities in collaboration with Central and state governments and national level youth organizations. This was modified in mid-2000s when the Report of the National Youth Commission (2004) recommended RGNIYD to be a centre for higher learning and offer academic courses and research facilities. Subsequently, Planning Commission in 11<sup>th</sup> Plan supported the same with a Deemed to be University status in 2008. Experts associated with the

whole process mentioned that the need to ensure a regular and continued stream of funding and wider outreach and coverage for the Institute led it to seek alternatives/course change. As a deemed university, RGNIYD planned to offer graduate and post-graduate courses. It further changed to 'Institute of National Importance' after enactment of RGNIYD Act 2012. The change of the status from time to time indicates that the Institute took steps to stay relevant as and when felt necessary.

### **2.2.2 Strategy**

As an Institute of National Importance, the role of RGNIYD has been envisaged to evolve and achieve an integrated approach to youth development for preparing and empowering the youth for future. It is supposed to be engaged in policy level activities like action oriented research for policy formulation, facilitate policy implementation through extension programmes and be an advanced National Youth Resource Centre to provide for comprehensive and scientifically analyzed data on all youth related issues and matters. It also has to act as a nodal agency for capacity building of stakeholders.

The Act of 2012 empowers it to do that. The size of the youth population makes it imperative that the Institute discharges its responsibilities effectively and efficiently. The advantage with the Institute is that it has got sufficient autonomy to do that. It is confirmed by the fact, as told to the study team members, that its Annual Action Plans submitted to the Ministry are normally accepted as proposed. In fact the Ministry often routes other requests from various institutions for collaboration through RGNIYD. It has also been helped by guidance coming from various experts and committees set up from time to time by the government to strengthen the Institute.

### **2.3 Structure**

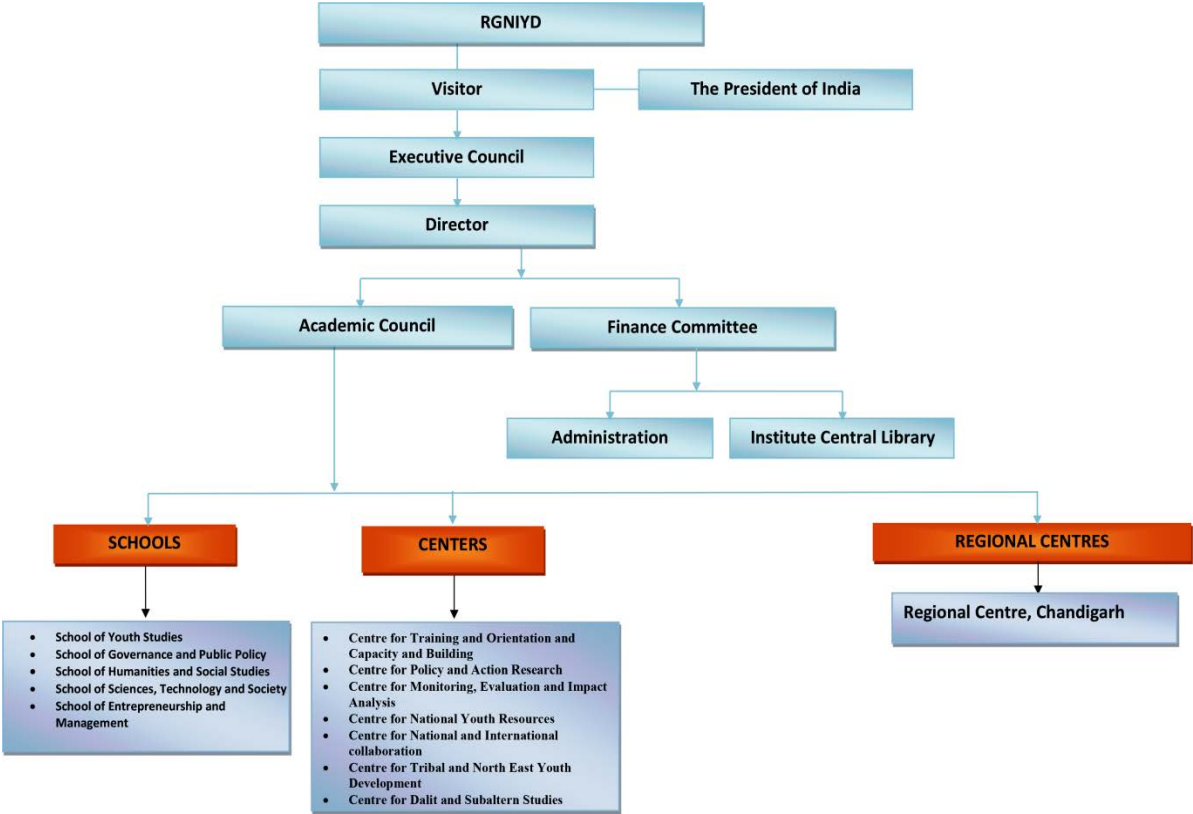
RGNIYD is located on a lush green sprawling campus of 42 acres at Sriperumbudur in Tamil Nadu. It is equipped with infrastructure facilities that match international standards which include well-equipped air-conditioned Conference Halls, Classrooms, Seminar Halls and 500-member capacity Auditorium with latest

audio – visual equipments to provide the necessary support to organise effective training programmes

It has a well-organised and rich library with a large collection of books, journals and CD ROMs. The computer lab has the latest hardware, software, LAN, Internet and other IT related facilities which enhance IT skills of the participants.

The Institute has good boarding and lodging facilities for the students. However, it is a problem when training programmes are organized. Another hostel has been proposed for the students and the process has started. The campus has limited residential quarters for the faculty and staff of the Institute. Therefore many teachers and staff are staying outside staff. This impacts interaction between the faculty and the training participants as well as the students. Many students said that if the teachers are there after the classes, it would help them in having discussions on relevant issues as there are very few students so the classroom does not give the opportunity to discuss other general issues important for intellectual development.

The present structure of RGNIYD is as given below:



Source: RGNIYD, Annual Report 2015-16

Hon'ble President of India is the Visitor of the Institute. The multifarious activities of the Institute are monitored by the statutory bodies viz. Executive Council, Academic Council, Finance Committee and the Building and Works Committee. The Director is the Chief Executive Officer who is responsible for the day-to-day functioning of the Institute through various Schools, Departments and Centres.

As can be seen, the structure seems to have emerged out of responses to emerging needs at various points of time. Schools, centres and departments were added but the structure not rationalized. It is distinctly different from the structure recommended by the Mentor Group.<sup>6</sup> If we consider the strength of the faculty who are the backbone of the whole scheme, as they would be doing the researches, conducting trainings and publishing works; the structure seems to be highly ambiguous. There are 5 schools, 6 Departments and 7 Centres. Each school has 2 or more departments (some have become non-functional), which offer various academic programmes, whereas the Centres coordinate orientation, research, extension, outreach, monitoring and evaluation activities. Presently 6 departments are there for running various academic programmes.

Training has been separated and one division has been established especially for the purpose. Department of Youth Development and Policy, and Department of Vocational Studies and Skill Development used to be there earlier but are non-functional now as there are no faculty members in the Departments, though it may be mentioned that B.Voc. programme is being conducted in collaboration with ATDCs across the country. There are 14 regular faculty members (2 Professors, 4 Associate professors and 8 Assistant Professors) and 5 faculty members on contract (4 Assistant Professors and 1 PTI). After Report of the Mentor Group in 2011, the sanctioned posts were reduced, but the present strength is even less than what it had proposed. The Institute is contemplating to revive some positions now. In fact some advertisements have come out recently indicating the same.

Clearly there is need for rationalizing the structure. The terminology of Schools, Departments and Centres existing simultaneously with only 14 faculty

---

<sup>6</sup> Refer to the Report of the Mentor Group, 2011.



members seems to be a bit ambiguous. This ambiguity has also affected the prioritization of the activities. Discussion with faculty members revealed that the dual responsibilities of running PG and Bachelor courses and conducting training programmes simultaneously put a lot of pressure on them in terms of time management and that they had to do balancing acts. There was a consensus among them that since students are there for 2-3 years and even more if they join Ph.D. programmes also there, the primary responsibility of the faculty members were these students. At the same time, they were carrying out training activities and willing to do the same in future as well provided adequate administrative support was there.

### **2.3.1 RGNIYD Regional Centre**

There is one regional centre (RC) of the Institute at Chandigarh, which is rather new as it became RC in 2014, to complement the efforts of the main campus. During interaction with the experts, who have been associated with the whole scheme since beginning, it was found that the three RCs were part of original proposal. One was proposed to be in North East, another one to cater northern region and the third in the Western region. Mr. Devendra Agochia, an expert feels that “They should function as extension centres of the Institute, reinforcing and supplementing its work in designated states. These Centres should not function as independent units as is the case now with the Chandigarh Centre. Annual Plans for Headquarters (Chennai) and the Regional Centres should be prepared by actively associating the Regional Directors, and funds allocated for the regional activities. It is absolutely imperative that activities organised by the parent unit or the Regional Centres should be consistent with the Vision and Objectives of the RGNIYD. There should be no scope for ad-hoc activities. Also, there should be proper monitoring of the work of the Regional Centres by the parent unit at Chennai to ensure that the programmes and activities are organised in accordance with the Annual Plans and there is optimum utilisation of resources, financial and human”.

The present RC was a Commonwealth Youth Programme Centre (CYP) earlier. After closing down of that programme, the Ministry decided to convert the place into RC. The Centre is equipped with class rooms, computer lab, offices and a hostel. It seems that legacy and experience of CYP and complementary agenda of

RGNIYD helped the RC in carrying out its activities. Since its inception as RC, it has been able to reach over to thousands of people that include youths, youth work professionals, NSS Programme Officers, NYK officials, NCC officers, academia, government officials and civil society organizations from 22 states as well as 13 countries by developing partnerships with over 30 organizations in implementing comprehensive, customized and innovative programmes.<sup>7</sup> Festival for North East organized by RC is very popular among the youths and people wait for its organization again. Four things stood out about the RC during over visit – (i) achieving convergence of Centre’s programmes with the schemes of other departments / agencies, (ii) feedback and follow-up with participants after completion of the Programme, (iii) documentation, and (iv) commitment of its staff from top to bottom.

Apart from budgetary support, it has also been able to generate funding from the schemes of other departments/agencies. The funds have always been available to the RC except this year for its various activities. In a way, the Centre seemed to enjoy sufficient autonomy as far as its youth related activities are concerned. At the same time, administrative control seems to be centralized. For example, procurement of items is done by RGNIYD, Sriperumbudur. Only limited financial powers are with the RC.

The study team visited one Skill Development Training in computer Applications under Deendayal Antyodaya Yojana- National Urban Livelihood Mission. The target group was youths of a Rehabilitation Colony, Maloya, Chandigarh. The RC has partnered with Municipal Corporation, Chandigarh in rolling out this programme. The Programme is carried out in a computer van. Another programme on ‘Soft skills’ was also being run in the same colony in a community hall provided by the Councilor of the Ward. Participants of Day-NULM in the past have also got jobs in many private sector companies. As part of the programme, the RC keeps a track of the placement of its trainees.

---

<sup>7</sup> Progress Report Vocational Skill Development Programme (2016), RGNIYD, Regional Centre Chandigarh, P. 6.

## 2.4 Processes

The activities of the Institute are carried out on the basis of the Annual Action Plans submitted at the beginning of the year. These Action Plans contain the types and numbers of programmes along with the expenditures against each of them. Likely number of participants is also indicated. This also includes activities to be conducted by the RC. It was mentioned that almost all the activities are accepted by the Ministry as proposed. Sometimes some activities are suggested by the Ministry.

The Institute carries out these Training of Trainers, Capacity Building Programmes, orientation and sensitization programme, workshops, seminars and other academic activities either directly or through partner organizations. The Institute has a lot of autonomy in deciding and choosing the partners for its extension activities. These partner organizations have been identified on the basis of their expertise in subject areas and the need of the Institute. At the same time it is important to mention that not all the identified organizations are actively involved in pursuing the agenda of the Institute. A perusal of the list of collaborating institutions furnished by the Institute and the list of programmes conducted during the past three years makes it amply clear.

NSS and NYKS are two important sources for the Institute to carry out its activities. The Institute not only does ToTs and orientation programmes for their officials and volunteers but also leverages their network for getting participation in other programmes.

However the present level of engagement of the Institute with NSS and NYKS is very low. It is also not very regular. Presently it is more on the basis of personal rapport. Citations are increasingly being used as an indicator to assess the importance of a subject matter. The study team tried to find the use of RGNIYD in the Annual Reports of the Ministry, which is an important document of the Ministry to understand as to how much RGNIYD matters in the scheme of the things, especially with NSS and NYKS.

**Table 2.2:** Reference to RGNIYD in the Annual Reports of the Ministry

S. No.	Chapter	Annual Report			
		2016-17	2015-16	2014-15	2013-14
1.	Introductory Chapter	8	1	1	2
2.	Chapter on RGNIYD	39	46	48	43
3.	NYKS Chapter	0	0	0	0
4.	NSS Chapter	0	0	0	0
5.	Other Chapters	0	1	16 (RFD)	9 (RFD)
6.	Annexure	3	1	3	2
7.	Total	50	49	68	56

**Source:** Annual Reports of the Ministry

It can be seen there is no reference of RGNIYD in the chapters on NSS on NYKS.

They as institutions rely more on their Empanelled Training Institutes. Given the size of both NSS and NYKS, the need for such ETIs cannot be obviated, but RGNIYD should also be part of capacity building of such ETIs. This is necessary so that there is synergy between the activities of all three institutions of the same Ministry which would lead to optimal utilization of resources and speedy achievement of objectives.

There should be an institutional mechanism for collaboration between NSS, NYKS and the Institute for assessment of emerging issues and challenges for youth and finding strategies to meet them. NSS and NYKS through their country-wide presence are in position to understand emerging issues and challenges, which they can bring to the table for finding solutions to overcome these challenges. As an expert and apex institute RGNIYD should be responsible for making plans and preparing material to supplement that. An institutional mechanism may be facilitated by the Ministry, where the interactions between the three are periodic and regular. If required, the Ministry may also send its representative to such discussions.

## **2.5 Staff**

Personnel of any organization are key to the efficiency of any organization. The study team interacted with teaching staff as well as non-teaching staff. Skills

and competencies were assessed on the basis of job requirements and qualifications of the employees. The teaching staff is recruited as per the UGC guidelines. Department-wise faculty strength is given below:

**Table 2.3:** Department-wise teaching staff position

<b>S. No.</b>	<b>Department / Centre</b>	<b>No. of Professors</b>	<b>No. of Associate Professors</b>	<b>No. of Assistant Professors</b>	<b>Faculty on Contract</b>
1.	Local Governance	1	1	1	-
2.	Development Studies	-	1	1	1
3.	Social Innovation & Entrepreneurship	-	1	1*	-
4.	Applied Psychology	-	1	-	2
5.	Gender Studies	-	-	3	-
6.	Social Work	-	-	2	1
7.	CTO & CB	1	-	-	-
	<b>Total</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>4**</b>

\* Faculty has gone for post-doctoral programme at IIT-Madras

\*\*There is one Physical Instructor also who has not been included here.

As mentioned earlier, there are 2 Professors, 4 Associate Professors and 8 Assistant Professors, of these 14 regular faculty members one is on leave for pursuing post-doctoral programme in IIT-Madras. There are 5 faculty members on contract this year. These faculties on contract are employed on a monthly consolidated salary of Rs. 30,000/- per month, on yearly basis. The turnover of such faculty members is very high. It affects the activities of the Department. If we see Department-wise strength, there are several departments which do not have any faculty member. The faculty members engage external resource persons also based on requirement, for both academic activities as well as imparting training. While the trainees appreciated the quality of resource persons, they were mostly from the region. Faculty mentioned that it was not always possible to invite resource persons from outside the region.

If we keep in mind the agenda, the Institute is supposed to pursue, then the faculty strength is too low. Running so many PG courses along with the

responsibility of conducting training programmes leads to a lot of workload being transferred to contract faculty. It was observed that the number of courses need to be rationalized in order to promote employability and delivery of comprehensive knowledge and skills. The content of the course should be more focussed towards core knowledge on Economics, Political Science, Sociology, Psychology, Local Government aiming at Youth Development. In due course, a management oriented youth development programme of higher education may also be considered.

It was also told by the students that often they also attend the trainings, which are being organized by their respective teachers. Such sessions become part of their field-exposure part of their course content, but such things may impact the academic rigour of their PG programme.

Also, if we compare the PG courses with the norms or standards in other universities each semester, both in PG 1<sup>st</sup> year and 2<sup>nd</sup> year at least four compulsory streams have to be offered. That means 8 streams have to be offered every semester for one PG course. If there are six PG courses, it translates to 48 streams. The study team is of the view that it is neither humanely nor mathematically possible unless some ingenious ways are adopted. Therefore, it can be said that despite capable faculty members, it is beyond the institutional capacity to carry out so many activities unless they are directly linked with the courses curriculum.

At the same time, adequate division of responsibility among faculty to carry out the Think Tank role of institute through research, advisory services, networking etc. is not attended. The faculty members are expected to teach, train, hold seminars, conferences, do research and publish papers. That brings up an important issue of faculty development. It is essential part of any organization that employees take part in appropriate activities that enhance their capacities and that is needed to be done at regular interval. DoPT policy –Training for All, 2012, also says the same. UGC has identified the activities for faculty development. RGNIYD may, as per its need, identify the activities relating to youth and youth development which should be attended by the faculty members apart from other activities which the faculty members may choose as a scholar himself/herself, as per UGC and Institute's norms.

It would be better if institutional capacity is enhanced by augmenting the faculty strength otherwise the number of courses may be reduced. It is also important to mention here that the compensation package of the contract faculty needs to be looked into so that it can attract talent and reduce turnover. At the same time, the deliverables need to be made part of the contract. To keep motivation high, the contracts may be of longer duration, against the current practice of 11 months' contract now. Longer duration for the faculty helps in ensuring institutional memory and continuity of activities

There are 30 regular non-teaching staff and 5 on contract. Of these 30, only one is Assistant. There is felt need of more Assistants and Jr. Assistants, who can carry out administrative responsibilities. A research scholar mentioned that often he called up the Institute to know the status of evaluation of his Ph.D. and nobody could understand as to what had to be done. In other words, the administrative staff needs to be aware of the processes, but nobody is there at that level to do so. Lack of appropriate administrative staff was rued by many in the faculty and the administration. The Mentor Group had recommended several positions both in the faculty and non-teaching staff. Augmenting the staff is also essential as many participants come to the Institute for training, seminars etc., and also the students who are staying there may have administrative issues to be dealt with.

## **2.6 Activities of the Institute**

The Institute aims at pursuing the following activities:

- Formulation of Youth Policies and Programmes
- Academic Programmes in Youth Work
- Training of Trainers/Capacity Building
- Preparation of Core Training Material and Facilitators' Manuals
- Enhancing Employability Skills of Youth
- Diagnostic and Impact Assessment Studies
- Action Research and Extension Services
- Monitoring and Evaluation Studies
- Client-based and Demand-driven Training Programmes
- Inter-disciplinary Research Programmes specialising in Youth Work
- Youth Exchange Programmes

- Study and Exposure Visits
- International Exchange of Faculties and Students

As the apex institute at the national level, it works in close cooperation with the NSS, NYKS and other youth organizations in the implementation of training programmes. The Institute is a nodal agency for training youth as a facilitator of youth development activities in rural, urban as also tribal areas.

## **2.7 Physical Performance**

For assessing the performance, the study team perused Annual Action Plans (AAPs), Annual Reports (ARs) and data collected during visits. Annual Action Plans, which were approved contained the list of activities, which were to be carried out during the year, while the Annual Reports contained the activities which were conducted. When we tried to assess the performance, we were hampered by the fact that the reporting of activities is not standardized. There is ambiguity in the way contributors indicate activity. For example in some places ToTs are indicated separately from capacity building programmes and in some places ToTs are part of it. Therefore, categorization needs to be given a thought. Another problem was that formats of reporting are different in Action Plans and Annual Reports. However, the biggest problem was disappearance of some nodal divisions. While the programmes were approved for them in AAPs, no programmes were attributed to them in the ARs.

Therefore, the study team decided to analyze two years' performance in three most important activities – ToTs, capacity building/training and workshops/seminars. Orientation programmes and sensitization programmes were included in capacity building and conferences were included in seminar/workshops:



**Table 2.4:** Activity wise programmes in Proposed Plan of Action

Type of Programmes	2014-15		2015-16	
	No. of Programmes	Amount (lakh)	No. of Programmes	Amount (lakh)
ToTs	56	119.5	51	136.3
Capacity Building/Training	93	221.3	110	242.5
Workshops/Seminars	14	63.5	67	147.0

The various divisions together keep increasing the proposed activities and corresponding budget has increased every year. Now comparing the number of programmes conducted in last two years is very interesting.

**Table 2.5:** No. of Programmes Conducted

Year	Number of programmes		%
	Proposed	Conducted	
2014-15	278	375	134.89
2015-16	407	423	103.93

Source: Annual Action Plans and Annual Reports.

The figures in the table appear very impressive. Targets always exceeded. But perusal of AAPs and ARs reveals that the activities, which ought not to be there have been included. Different and changing formats of proposing and reporting make it very difficult to understand and analyze. This is also a reflector of the fact that focus of the reporting is on quantity rather than quality. Comparing the three activities mentioned earlier provides a better glimpse.

**Table 2.6:** Performance of Capacity Building Programmes.

Programmes	2014-15			2015-16		
	Proposed	Conducted	%	Proposed	Conducted	%
ToTs	56	62	110.71	51	41	80.39
Capacity building	93	72	77.41	110	84	76.36
Workshop/Seminar/Conference	14	20	142.85	63	57	90.48

Apparently, the performance is not as impressive as it appeared earlier. Perusal of AAPs also gives an impression that as if they are wish lists. For example, there is a proposal of International Conference on Life Skills Education to be attended by 400 Academicians & Scholars and another proposal of National Seminar on Life Skills and Youth Development to be attended by 200 academicians and scholars in AAP 2014-15. None of them were conducted, apparently. Similarly 21 youth exchange programmes were proposed but only 3 could be conducted. The point is that it needs to be impressed upon the proposers that they should indicate which is feasible and would be done. Mere indicating large number of activities does not serve the purpose. A system of review may be introduced to ensure completion of the commitments. This would induce some sense of accountability. At the same time, it must be ensured that the academic freedom of any faculty is not curtailed.

It is very intriguing that if the numbers of academic activities are less than how the targets have been exceeded. It is actually due to inclusion of activities like inaugurations or Academic Committee meetings or even signing of the MoUs, that these big numbers are there.

## 2.8 Financial Support

It was accepted by all in the Institute that the funds have never been a problem. In fact, most of the activities proposed in the annual action plan are accepted by the Ministry. The budgetary support given by the Ministry is as given below:

**Table 2.7:** Budgetary Support for RGNIYD

Year	Budget Estimate		Revised Estimate	
	Plan	Non-plan	Plan	Non-plan
2012-13	20	0.9	20	1.7
2013-14	20	1.7	20	1.7
2014-15	20	1.7	15.86	4.7
2015-16	20	3	20	6.3
2016-17	30	6	28.8	7
Total	110	13.3	104.66	21.4

**Source:** Annual Plans of the Ministry

It can be seen that the Institute could spend more when required. However, the Ministry officials pointed out that the Institute is not able to spend the money, what is given to it. The study team felt that if the Institute could spend all the money at the end of the period with apparently low level of activities, it would certainly need more when the scope of activities is expanded.

It would also be appropriate to mention here that for future the Institute may start thinking about ways to generate more revenue, so that some sense of accountability and sustainability is there. Some experts were of the view that Institute has yet not stabilized to think in terms of generating revenue. But it has been more than 20 years of the Institute's existence, so at least it may start planning for the same. The perspective plan suggested in this report may include this component.

The money can be generated by attaching an appropriate cost to its services to other organizations. For example, NSS and NYKS have to spend money on the capacity building of its officials and volunteers, they may be asked to share the cost to begin with. Similarly, the Institute may earn from the consultancy services that it may offer on the basis of its competency.

## **2.9 Think Tank for the Ministry**

The Institute functions as a think-tank for the Ministry as premier organization of youth-related activities in the country. Policy inputs are given to the Ministry as and when asked for. Its notable contributions have been involvement in the preparation of the first Youth Development Index and the National Youth Policy.

Some specific policy initiatives of RGNIYD, Sriperumbudur include:

- Status of implementation of Youth Policy in India' (supported by UNFPA) in Jharkhand, Karnataka, Maharashtra and Odisha
- Dissemination of the National Youth Policy 2014 across the country
- Advocacy for formulating State Youth Policy in Nagaland, Sikkim and Andhra Pradesh
- Policy Seminars in Tamil Nadu and Kerala to enhance youth participation
- India Youth Development Index Project – 2010
- India Youth Development Index Project – 2010 -2016: Tracking the Changes
- India Youth Development Index Project –2017

It was told to the study team that the latest YDI, to be released soon, has been prepared by RGNIYD. TISS has been a big input contributor including data as the Institute has an MOU with them.

RC Chandigarh helped Meghalaya in formulation of its state youth policy. But all this would appear a limited contribution by RGNIYD, if the concept of apex national level think tank is applied. It ought to do research and generate papers not only on current issue relating to youths, but also on future scenario or emerging issues. RGNIYD has generated some papers and publications but the information about them is low in public. However, the number is not substantial and definitely it should increase sustainable outputs befitting the level of national level apex institution.

As a think tank it ought to be providing more policy inputs to the Ministry.

## 2.10 Academic Courses

The Post Graduate programmes had been launched in 2008 after it became a 'Deemed to be University'. Major attention has been paid to the running of PG and Certificate/Diploma courses by the Institute.

**Table 2.8:** Course-wise Strength in Post-Graduation

S. No.	Courses	No. of Students in Batch / Years				
		2013-15	2014-16	2015-17	2016-17	2017-19
1.	Gender Studies	8	7	6	10	8
2.	Development Studies	x	x	x	x	15
3.	Local Governance	16	12	16	14	18
4.	Applied Psychology	x	x	16	24	15
5.	Social Work	x	x	x	x	21
6.	Social Innovation & Entrepreneurship	x	x	10	13	12
7.	Development Policy & Practice	10	17	14	19	x
8.	Social Work (Youth & Community Development)	x	x	x	27	x
9.	Youth Empowerment	19	16	x	x	x
10.	Career Counseling	6	8	x	x	x
11.	Life Skill Education	8	9	x	x	x
	<b>Total</b>	<b>67</b>	<b>69</b>	<b>62</b>	<b>107</b>	<b>89</b>

**Source:** RGNIYD

The symbol 'x' indicates that the course was not offered that year. The annual intake capacity for these courses is 120, implying 20 students per course. As can be seen from the table, there are some courses where strength of students is abysmally low. In fact, it is only in 2016-18 that in two courses, the enrollment was more than 20 students, otherwise it has often been too low. If we take the average also on the basis of total number of students and the number of courses offered that year, the figure ranges between 12-15. Less number of students implies less than optimum utilization of faculty time. It also deprives the students of an intellectually stimulating environment. One student, who was contacted by the study team, mentioned that she often could not discuss subject related issues as there were not many students in the class.

Majority of the students, who were contacted by the study team, responded that they came to know about the courses either from a friend or relative who were aware about these courses or through their association with NSS or NYK. Some of them applied on the basis of newspaper but they were very few. Otherwise, the awareness about the courses among the potential applicants is low.

In the last five years, some courses were dropped as seen in the table, some were modified and name changed and some new introduced. This was done to make them demand based courses.<sup>8</sup> However, the Institute does not presently have a flagship programme like M.A. in Youth Development with specialization like Gender Studies, Local Governance, Life Skills, Career Counseling etc., which was recommended by the Mentor Group.

Supposedly a core discipline like Social Innovation & Entrepreneurship is conducting its course with only one faculty member. Similarly Department of Social Work which attracts the maximum students has only 2 Assistant Professors. It is interesting to note that the Department of Gender Studies which has consistently been getting very few admissions for its PG programme has 3 faculty members.

The study team discussed the issue about running of these courses with the other stakeholders and came to the conclusion that some of the courses are being offered by conventional universities as well, so need not be run by an Institution

---

<sup>8</sup> As told by some faculty members and some past students to the study team members.

established for a specific cause, i.e. youth development. Academic and Administrative Audit Committee had also observed in 2014 that “the course curricula are conceptualized and designed with a limited focus on institutional perspective rather than mapping the needs and demands of the relevant sectors.”<sup>9</sup>

Most of the students who were contacted said that the courses were unique and the contents were good and they appreciated the common streams covered in Foundation Course in the first semester. The streams covered in the Foundation Course relate to the focus area of the Institute that is Youth Development. At the same time, the employability of the students after completing these programmes was low in some courses as they were different and awareness about them is low among the potential employers. Some students of previous batches landed in jobs on the basis of their internships (mostly in same organizations where they did their internships). Students both, who are studying there and those who completed their courses, were of the view that the placement cell within the Institute needs to reach out to potential employers. Presently very few regional employers, mostly NGOs, come to the Institute for picking up candidates. Faculty members in the Institute agreed that there was need for proactive approach and placement cell needs to be strengthened.

RGNIYD has also entered into an MoU with Apparel Training and Design Centre from the year 2016-17 to offer B.Voc. Programmes on ‘Apparel Manufacturing’ and ‘Entrepreneurship and Fashion Design and Retail’. The programme is currently being run in 12 ATDC centres in which 419 students have enrolled. RGNIYD is also offering a Diploma Programme on Community Mental Healthcare in collaboration with Banyan Academy of Leadership in Mental Health.

11 full time and 8 part-time students have enrolled for Ph.D. programme of the Institute. Interestingly NSS Regional Director, Chennai of the Institute is also registered for part-time Ph.D.

---

<sup>9</sup> Proceedings and Recommendations of the Academic and Administrative Audit Committee. Meeting was held on Nov. 10-11, 2014.

## **2.11 Research**

Research is the basis on which policy inputs can be provided. It also provides the content for academic and training programmes. There are two ways of getting researches done (i) by faculty of the Institute and (ii) by outsourcing it to other institutions or scholars. The presentations were made by the faculty members of all the departments during the interaction with the study team members and it was found that some faculty members are actively engaged in action researches. While some research projects have been sponsored by outside agencies, the others are being done in collaboration with other agencies. At the same time, not all the faculty members are engaged in researches. There were two reasons for this – many faculty members have joined recently (in 2017) and some are heavily engaged in training and academic activities. However, research is essential for the kind of mandate and aim that the institute has to achieve and if it has to fulfill apex national level institute status. It may be mentioned here that the RGNIYD has undertaken over 100 research studies since 2005. The list of research studies conducted by RGNIYD are attached in annexure.

## **2.12 Documentation and Publications**

Documentation and publication appeared to be a weak area in the context of a national level institute. While there are faculty members, who have been contributing to journals, books etc, the total output is very low. Faculty being small in size is one of the major reasons. As discussed earlier, they are hardly able to find time in view of huge workload. Organizational support is also a pre-requisite in this. Some years back, a journal `Endeavour' was being published from the Institute, but it was discontinued. Discussion with faculty revealed that a journal is again going to be started. A perusal of AAP 2015-16 indicates that the following activities were proposed.



**RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT**  
(Institution of National Importance by the Act of Parliament No. 35/2012)  
**Ministry of Youth Affairs & Sports**  
**Government of India**  
Sriperumbudur – 602 105, Tamil Nadu.

**Annual Action Plan for 2015-2016**

S. No	Title of the programme	Quarter wise				Total No of Prog.	Target group	Estimated Budget in lakh	Nodal Division
		I	II	III	IV				
<b>XVI. Documentation / Publications</b>									
1	Publication of Research Monographs	1	1	1	1	4		2.00	CPAR
2	Multimedia Educational Resources on Gender Issues	1	-	-	-	1	Different stakeholders	Rs.20 lakh	GED
3	Documentation	2	2	2	1	7	Reports, Case studies, Good practices, etc. by the School	2.00	SGPP
4	Creating Datasets integral to research, policy design and program evaluation, which aim to improve the development of youth	--	--	--	--	--	In collaboration with Population Council, IIPS, Statistical Organisations (NSSO, Census),	15 Lakhs	BYSA
5	Revision of India Youth Development Index	--	--	--	--	--	In consultation with Academicians, Experts, Statisticians, International Organizations	20 Lakhs	BYSA
6	National Youth Portal - Creating Youth Management Information System (YMIS) for youth	--	--	--	--	--	With experts in the field	10 Lakhs	BYSA

	development at various levels								
7	Thematic reports on various issues and concerns of youth based on various statistical sources	--	--	--	--	--	Population Council of India, UNFPA, UNDP, World Bank, ILO NSDC etc.etc	10 Lakhs	BYSA
8	Documentation of Success/Replicable Models on various Approaches to Youth Development in SAARC Countries	-	-	-	1	1	--	20 Lakhs	DDP
9	Creating Depository of knowledge resources relating to youth development both at National and International Levels	-	-	-	-	-	--	10 Lakhs	DDP
10	Preparation of Training Material/Manuals and Printing						--	20,00,000	DDP
11	Youth in India Report (As was done on a decennial basis)	-	-	-	1	1	With the help of Experts	5 Lakhs	DDP
12	Compendium of various Schemes of the Ministries and State Government Departments having Applicability for Youth	-	-	-	-	-	--	2 Lakhs	DDP
13	Handbook on Scholarships for Education in India and Abroad	-	-	-	1	1	--	2 Lakhs	DDP
14	Compilation of all the National Policies of India relevant to Youth Development and their Analysis	-	-	-	1	1	--	50,000.00	DDP
15	Corporate Film of RGNIYD							5 Lakhs	DDP
16	Publication on the Activities/Achievements of RGNIYD (Promotional Material) – Coffee Table Book							5 Lakhs	DDP



Against this the publications are:

- Dr. Udaya Mahadevan, Dr. Henry Rozario, Dr. K. Gireesan and Dr. Ram Babu Botcha; Youth Development - Emerging Perspectives'; Shipra Publication, New Delhi; 2015
- Dr. K. Gireesan, Refurbishing Participatory Democracy – A Grassroot Initiative, in Deliberative Democracy by Prof. G. Palanithuria, 2015
- Dr. K. Gireesan; Mainstreaming Youth in Local Governance: Experience from Asrang Village, Kinnaur District, Himachal Pradesh, in Democratic Governance – Issues and Concerns by Prof. Anupama Singh, Director, Centre for Canadian Studies; 2015
- Dr. M. Suresh Kumar and others; Classroom discipline of youth; International Journal of Applied Research, Vol. V, Issues No. 5, pp. 19-22; May 2015
- Dr. M. Suresh Kumar and Allwin Prabhu; Peer group adjustment among college going youth; Cognitive Discourses – International Multidisciplinary Journal, Vol. 3, Issues No.1, pp.1-9. July 2015
- Dr. M. Suresh Kumar and others; Classroom adjustment of youth; International Journal of Scientific Research, Vol. IV, Issues No. 8, pp. 61-64; August 2015
- Dr. K. Gireesan; Youth Budgeting at the local level; KILA Journal of Local Governance, Vol. 2. No. 2, July-Dec, 2015
- Dr. K. Gireesan; Good Governance at the Grassroots – Initiatives for a Sustainable Waste Management System by Mudichur Village Panchayat, Tamil Nadu
- Field Survey 'Sanitation Status (Access, Use and Quality) in the Suburban Railway Stations from Tiruvallur to Chennai Central', April 2015

The other faculty members may also be encouraged to contribute academically, which would be necessary if RGNIYD has to attend the status of a premier institute. A detailed list of publications is attached as annexure. It can be expected that with the recruitment of more faculty this would pick up.

### **2.13 Networking**

The Institute has been able to forge good relationship with a number of institutions across the country. It organizes its capacity building activities and extension services in collaboration with them. This enables coverage of various region of the country. The list of collaborating institutions includes academic institutions like universities, institutes of national importance etc., civil society

organizations and government departments besides the Ministry's own NSS and NYKS.

In 2015-16 itself, some important MoUs were signed with eminent institutions like centre for Social Innovation and Entrepreneurship of IIT, Madras, Assam Rajiv Gandhi University of Cooperative Management, PRAVAH, National Institute for Empowerment of Persons with Multiple Disabilities etc. Similarly, in 2014-15, the MoUs were signed with ICT Academy of Tamil Nadu, MIT School of Government, CIRDAP etc. The other institutions include IIRS, Indian Institute of Corporate Affairs, Ni-MSME etc.

The faculty members have played an important role in identification of such institutions. The Ministry also has contributed towards forging such linkages. For example, Indian Institute of Entrepreneurship, Guwahati had approached the Ministry for funding one of its programmes, which was referred to the RGNIYD and it has been running successfully. More importantly, the list of collaborating institutions in the North-Eastern states is very encouraging. In fact many students from the region are also coming to RGNIYD for the post-graduate programmes.

The Institute is collaborating with a large number of organizations on a countrywide basis. However, it has not explored engagement with private sector on a large scale. These days corporate sector carries out a large number of youth related activities as part of their Corporate Social Responsibility activities. Including them would help Institute in increasing its outreach. They may not only be source of funds but also turn out to be potential employers for the students of the Institute.

As part of the networking, the Institute should convene events on sharing of experiences at different levels of stakeholders regularly. The exhibition centre should be fully utilized to strengthen the role of knowledge centre and also expand collaboration with knowledge partners.

The Institute should plan a big annual international event; annual event for South Asia and BRICS etc. Further state to state exchange of experiences need to be taken up through different networking events. These events may bring together institutions, universities, government departments, NGOs, CBOs, Bi-lateral and Multi-lateral organizations and private sector.

## **2.14 SWOT Analysis**

### **2.14.1 Strengths**

- RGNIYD is apex level Institute of National Importance with the mandate to plan and strategize for youth development in the country.
- It is a statutory body and draws its power from the Act.
- It has got the necessary physical infrastructure.
- Presently, it is receiving the much needed attention too from the policy-makers in strengthening its activities.
- Its RC is efficient in organizing and conducting programmes, useful for the youth and which supplement the efforts of the main campus.
- The autonomous character of the Institute gives it the flexibility required for operating in most suited manner.
- NSS and NYKS are two schemes of the same Ministry, which have good outreach and youth connect and RGNIYD has linkages with them.

### **2.14.2 Weaknesses**

- At the same time, the Institute is hampered by lack of staff both teaching and non-teaching.
- Faculty strength is too low to plan for things on a large scale as the present faculty is overburdened.
- Lack of adequate and qualified non-teaching staff results in inadequate administrative support for both academic and capacity building activities.
- A bigger area of concern is non-existence of a perspective or long term plan for channelizing the energies of the youth. The study team found no document relating to this. Functioning without a perspective plan, the Annual Action Plans become incremental in approach. This may also be said to be a constraint in rolling out innovative and new programmes.
- One reason behind the current state of affairs may be attributed to the leadership at the higher levels. Appropriate and adequate attention was not paid to the institution in the past. Some experts and those in the know were of the view that mere creation of the Institute was considered to be the role

responsibility at the ministerial level. It was assumed that granting an autonomous status to the Institute was sufficient for its effective functioning.

- It seems to have suffered at the institutional level also in this regard. While some directors of the Institute in the past took interest in the activities of the Institute, the others treated it as part of their mandatory central deputation. Some of them had no prior exposure to the issue of youth development. While some sporadic measures can be seen in the past, no comprehensive intervention took place.
- Frequent changes in the academic courses has affected a lot, while the proposed flagship programme never took off.
- Relocation of offices and classes in another building is another indicator that NRC was planned but not strategized.

### **2.14.3 Opportunities**

- More than one-fourth of the country's population falls in the category of youth as defined in the policy. While some fall in the category of work force, others will be joining soon.
- Unemployment rate is high in India. As per Economic Survey reports, the rate of unemployment has increased from 3.8% in 2011-12 to 5 in 2015-16. This implies that a significant portion of the youth population may have to face this challenge.
- Equipping them with the capabilities to overcome this challenge is a mammoth task. It is here that the Institute can play a constructive role.
- Skill development and Entrepreneurship are the areas where the Institute can design its training programmes. In this regard, Government of India has initiated several programmes which may provide necessary synergy and convergence such as NULM, NRLM, Make in India, Startup India etc.
- Similarly it can leverage the network of NSS and NYKS, which have country-wide presence for increasing its outreach.
- The other partners with whom it is collaborating can be involved in designing various ToTs and capacity building programmes responding to emerging needs.

- It can also use the pool of professionals that it is creating through its academic programmes for assistance in operationalising its strategies from time to time.
- The Institute can also take the advantage of mandatory Corporate Social Responsibility related activities of the private sector. Many private sector companies are running youth related programmes in the areas of health, education, environment, skill development etc. The Institute may strategize to have convergence with their activities.
- Actually, there is plethora of opportunities for RGNIYD to expand the scope of its activities.

#### **2.14.4 Threats**

- The Institute has a locational disadvantage. Many experts pointed out that attracting best of the talents to the Institute is difficult. Unless the working there is incentivized extension centers are established (other than Chandigarh), it would be difficult to make it effective.
- There are many youth related schemes of other government departments. A convergence of activities with them may yield huge benefits. However, bureaucratic departments are often characterized by working in silos. Unless political will is there and a strong expert man is at the helm of the affairs, it would be difficult to overcome such challenges.
- The issue of quality versus quantity is of paramount importance. As the target clientele is huge, often the focus may shift to quantity. In such circumstances quality of delivery may get compromised.
- A monitoring and evaluation mechanism may be required to ensure appropriate outcomes of the programmes.

### **3. International Experiences in Youth Development**

It would be useful to learn from the experiences and efforts of other countries as to how they have strategized for channelizing the energies of youth. Experts were of the opinion that while there are many countries which have designed effective policies and programmes in this regard, Malaysia and Sri Lanka in the neighbourhood can be good examples for the Indian context.

### **3.1 Youth Development in Malaysia**

It is said that 'Youth development in Malaysia has become almost an industry'.<sup>10</sup> Youth there have evolved tremendously with the availability of various platforms and were proving themselves to be future advocates for change in society. Their plan document says "Youth development was based on six strategies namely, increasing efforts to broaden knowledge; undertaking continuous efforts to instil good values and positive attitudes; equipping youths with vocational and entrepreneur skills; strengthening appropriate facilities to promote healthy social interaction; promoting healthy lifestyle as well as developing the spirit of cooperation and partnership among Government agencies, private sector and non-governmental organizations (NGOs)".<sup>11</sup> They started their activities much earlier than India started its initiatives.

Institute for Youth Research Malaysia has been using technology for helping the government.<sup>12</sup> Malaysian Youth Mapping aims to report data on youth in the landscape map. The data collected from a particular geographic area such as county, district, state or even out of the country and then plotted to facilitate the identification of all the resources, facilities and basic information related to youth. Geographic Information System (GIS) is used to enable the data collected to be presented in the context of geography. This system facilitates in identification of resources and assets as well as the risks and also deficits in a community.

### **3.2 Youth Development in Sri Lanka**

Whatever the political regime, youth and their development have always been a priority of the Government of Sri Lanka (GoSL). The mandate of the Ministry of Youth Affairs and Skills Development (MYASD) is rooted in the "Mahinda Chinthana: Vision for the Future", which is the main policy framework of the GoSL. It believes that constant monitoring and evaluation are essential in order to make sure that youth are given the necessary access to the infrastructure they need to contribute towards growth and development of the country. Sri Lanka is a working

---

<sup>10</sup> <http://www.therakyatpost.com/news/2015/04/16/youth-development-in-malaysia-has-become-almost-an-industry/>

<sup>11</sup> <http://unpan1.un.org/intradoc/groups/public/documents/APCITY/UNPAN017520.pdf>

<sup>12</sup> <http://interaktif.kbs.gov.my/E-BELIA/>

example of youth development in the region. GoSL has made provisions for special institutional setups to help develop youth and allow them to actively participate in the policy development process. Achievements are significant in reducing poverty and unemployment, providing equal opportunity for young women, enabling youth to engage in a sustainable environment and providing them with the access to infrastructure and ICT facilities that allows them to be more connected with global youth.

The National Enterprise Development Authority (NEDA) of Sri Lanka with the technical and financial assistance support of the ILO developed an online platform aimed at providing user friendly up to date information for existing and potential entrepreneurs. Similarly, National Youth Services Council trains 1000 youths each in number skill categories selected on district basis. In fact there are a number of institutions engaged in youth development activities, which are supported by the GoSL. The government has also designed the institutional mechanism to achieve convergence of activities of various departments.

#### 4. Recommendations

RGNIYD is an apex institution for issues relating to youths. Therefore its role needs to be carefully defined.

**1. *Vision and objectives of the scheme need to be operationalised in a planned manner.***

The objectives as mentioned in the RGNIYD Act of 2012 are still relevant and will continue to remain relevant for a very long time because of the need to fully utilize demographic dividend conditions. However, a strategic and comprehensive perspective plan with deliverables in a phased manner would be needed to replace current incremental approach.

The institute needs to perform a dual role of a think tank of Ministry and academic institutions as per the objectives laid down by 2012 Act. Whereas the think tank should cover advisory services to government, networking (across the domestic and external stakeholders, research etc.) and training largely in the form of Training of Trainers (ToTs). The academic part should focus on current system of courses which need due rationalization.

**2. *Adequate weightage should be given to all the activities to achieve the objectives of the scheme.***

The strategic plan should distinguish between the core activities and subsidiary activities and act upon accordingly. As an apex level institution, RGNIYD should focus on creating a pool of professionals through academic courses and Training of Trainers, and producing and disseminating material for them to keep them updated and enable them in discharging their responsibilities. These should be its core activities.

**3. *Action researches need to be encouraged on a larger scale to generate knowledge, for policy inputs and produce material for youth related programmes and people.***

Research areas, especially new and innovative, need to be identified and faculty should be encouraged to undertake more research. If required doing research may be incentivized on the lines of practices in similar/other organizations.



**4. A flagship programme on M.A. in Youth Development should be launched at the earliest.**

The Institute has been established with a purpose. It should design the programme accordingly with specialization in related areas. The courses which are being offered by other conventional universities may be withdrawn if required. The Institute should focus more towards making itself a robust 'Youth Resource Centre'. Various stakeholders during interaction indicated several activities which need to be done on urgent basis.

**5. Measures need to be taken to increase the visibility and employability of the courses being run at the Institute.**

Students have often faced unaware stakeholders, especially potential employers and institutions of higher studies, as the names of the subject as a full -fledged course are not commonly known. The placement cell in the Institute may be entrusted the responsibility to approach appropriate forum and authorities to overcome this challenge.

**6. The Academic structure needs to be rationalized.**

There is a lot of ambiguity about schools, Departments and Centres. It is compounded by the small number of faculty members in the Institute. The authorities may visit similar other institutions to decide on the structure based on their own demand. In this regard, the terms and conditions for appointment of faculty need to be revised accordingly.

**7. Vacancies need to be filled at the earliest for both teaching and non-teaching positions.**

Two departments –Department of Youth Development and Policy and Department of Vocational Studies and Skill Development, which should be among the core departments are non-functional because there is no faculty member. Such things hamper teaching, training and research which are core area of the Institute. The faculty members also need administrative support for all their activities. Therefore, all the vacancies should be filled at the earliest.

**8. *Commensurate compensation package should be planned for the contract staff.***

Contractual teaching and non-teaching staff is presently being employed on meager salaries. This works as a demotivating factor and their retention becomes a problem. This also leads to lack of commitment. Similar employments in other institutions may be seen to decide on the compensation package.

**9. *Two more Regional Centres may be established besides the existing one.***

The list of participants in various programmes is testimony to the fact that proportionate representation of youths from western region is least and huge from the north-eastern states. The existing RC Chandigarh is presently covering almost 22 states. Therefore, the Ministry may think of opening one RC in North-East and another at suitable and accessible location in western or central India to cater to the needs of youths in their jurisdiction. This will ensure balanced regional coverage. This will also help the Institute to overcome its own locational disadvantage.

**10. *National Resource Centre needs to be strengthened and be made vibrant.***

The NRC of the Institute should attempt to establish itself as a one stop shop for all youth related needs relating to dynamic data, information, resource materials etc. The Institute wishes to serve as a youth observatory and depositary in the country thereby embarking on youth surveillance on youth-related issues. Therefore technology may be leveraged for resource mapping of all youth related subjects. The Malaysian example may be a good guide in strategizing for strengthening the NRC.

**11. *Networking with private organizations dealing with youth related subjects should be strengthened.***

The Institute is collaborating with a large number of organizations on a countrywide basis. However, it has not explored engagement with private sector on a large scale. These days corporate sector carries out a large number of youth related activities. Including them would help Institute in

increasing its outreach. They may not only be source of funds but also turn out to be potential employers for the students of the Institute.

As part of the networking, the Institute should convene events on sharing of experiences at different levels of stakeholders regularly. The exhibition centre should be fully utilized to strengthen the role of knowledge centre and also expand collaboration with knowledge partners.

The Institute should plan a big annual international event; annual event for South Asia and BRICS etc. further state to state exchange of experience need to be taken up through different networking events. These events may bring together institutions, universities, government departments, NGOs, CBOs, Bi-lateral and Multi-lateral organizations and private sector.

**12. *Convergence with the youth related schemes of other government departments (as partly applied by RC Chandigarh with their involvement in the DAY-NULM) may be planned.***

The government is emphasizing entrepreneurship and skill development. Many new institutions have been set-up. RGNIYD may proactively identify the schemes and plan for convergence with its own activities. Present level of convergence may be expanded with the help of the Ministry. The Ministry may take up issues with the other ministries.

**13. *Monitoring and Evaluation mechanism needs to be developed to ensure quality of outcomes.***

Present feedback system is restricted to participants' feedback on the completion of the programme. There is no monitoring of the quality of deliverables and outcome. The Institute should also plan follow-up activities and evaluation system after a gap.

**14. *All reporting formats should be standardized so that they are comprehensible.***

The activities need to be categorized in a way that there is no overlapping and they are uniformly reported in all the communications, be it for proposal, annual report performance appraisal or at any other point of time. The faculty may be apprised of the manner of reporting/documenting. The formats may

be standardized and activities be reported accordingly. These formats should not be changes frequently.

**15. *The Institute should strive for action oriented engagement with the Ministry.***

As a repository of knowledge, the Institute should be providing a lot of policy and programme inputs. If the Ministry seeks its advice on a regular basis it will also lead to greater trust between the two and motivate the staff. This will also induce accountability in the staff in longer tern. Therefore, it should be the first point of asking, if Ministry is planning something new or modifying something existing.

**16. *A call may be taken by the Ministry as to whether RGNIYD is a scheme or an autonomous body established on the basis of an Act of Parliament.***

Most of the ministries have their own organizations. These organizations are established by the respective ministries for helping in achieving their mission and objectives, by providing policy inputs through researches and capacity building of the officials tasked with the responsibilities of the respective Ministry/Department. They also document and disseminate for advocacy and awareness. RGNIYD is a similar organization. The mandate of the Institute is also same. However, there is need to have a strategic planning for and by the Institute as well as the Ministry.

**Annexure-I****List of Persons Contacted**

<b>Name</b>	<b>Designation</b>	<b>Address</b>	<b>Contact Details</b>	<b>Email</b>
Shri L.K. Gupta, IAS	Joint Secretary to Govt. of India	Ministry of Youth Affairs and Sports Department of Youth Affairs, 114, 'C' Wing, Shastri Bhawan, New Delhi- 110001	011- 23384441, 23381002	<a href="mailto:lkg2020@gmail.com">lkg2020@gmail.com</a>
Shri Gaurav Agarwal	Director (RGNIYD/International Co-operation/E- Governance/Coordi- nation/ Web Information Manager)	Ministry of Youth Affairs and Sports Department of Youth Affairs, 507, B-Wing, Shastri Bhawan, New Delhi- 110001	011-23073508	<a href="mailto:gaurav.agar@nic.in">gaurav.agar@nic.in</a>
Dr. T.R.A. Devakumar	Registrar	Rajiv Gandhi National Institute of Youth Development, Sriperumbudur- 602105, Tamil Nadu,	044- 27163942, 9841516454	<a href="mailto:registrar1.rgnyd@gmail.com">registrar1.rgnyd@gmail.com</a>
Prof. Dr. Vasanthi Rajendran	Professor (Centre for Training, Orientation and Capacity Building, Centre for National & International Collaboration)	Rajiv Gandhi National Institute of Youth Development, Sriperumbudur- 602105, Tamil Nadu,	044- 27163860, 8527514585	<a href="mailto:ctocbrgnyd@gmail.com">ctocbrgnyd@gmail.com</a>
Shri S. Sankara Narayanan	Deputy Registrar (Admin)	National Institute for Empowerment of Persons with Multiple Disabilities, Muttukadu, East Coast Road, Kovalam Post, Chennai-603112	044- 27472113, 27472046, 9445990176, 9967890176	<a href="mailto:s_snarayanan@rediffmail.com">s_snarayanan@rediffmail.com</a> , <a href="mailto:sankaranarayananier@gmail.com">sankaranarayananier@gmail.com</a>
Shri Devendra Agochiya	Consultant (Training, Social Development, Management), Former Head of Youth Affairs Division, Commonwealth Secretariat, London	C-91, Sushant Appartments, Sushant Lok Phase 1, Gurgaon-122002, Haryana	0124- 4043370, 2392229, 9810349587	<a href="mailto:dogochiya@yahoo.com">dogochiya@yahoo.com</a>
Dr. Bhagwan Prakash	Youth Expert		8130203222	
Mr. Satheese	State Coordinator	NYKS	9444373043	

Mr. Samuel Chellial	NSS Rregional Director		9446217006	
Mr. Srikanth	DGM	ICT Academy	9840742312	
Prof S. Parasuraman	Director (Vice-Chancellor)	Tata Institute of Social Sciences	7738286679	<a href="mailto:sparasuraman@tiss.edu">sparasuraman@tiss.edu</a>
Mr. Stanzin Dawa	Regional Director	Rajiv Gandhi National Institute of Youth Development, Regional Centre, Sector 12, Chandigarh-160012		
Shri Navdeep Singh Dadhwal	Faculty in Computer Science	Rajiv Gandhi National Institute of Youth Development, Regional Centre, Sector 12, Chandigarh-160012	0172-2744483, 9646004180	<a href="mailto:navdeepdadhwal@yahoo.com">navdeepdadhwal@yahoo.com</a>
Capt. Subhash Chander	Regional Director	NSS		
Mr. Vivek Trivedi	Social Development Officer	Municipal Corporation, Chandigarh		
Commander Money Rao Pandya	Commander	NCC, Air Wing		
Dr. Nemi Chand	Professor	PGGCG-42		
Dr. Navdeep Sharma	University Coordinator	NSS, Panjab University		
Ms. Deepika		SPIC		



**Points for Discussion**

Name : \_\_\_\_\_

Designation : \_\_\_\_\_ Qualification: \_\_\_\_\_

Areas of Specialization : \_\_\_\_\_

1. Adequacy of Physical Infrastructure
2. Adequacy of Manpower – list of faculty members with their qualifications and areas of specialization
  - i. Recruitment Process
  - ii. Service Conditions
    - a) Salary Structure
    - b) Promotional Opportunities
    - c) Incentive Structure
    - d) Yearly performance indicators
      1. Contribution in courses
      2. Conducting training programmes
      3. Research studies/projects
      4. Conducting seminars/workshops
      5. Publications
3. RGNIYD
  - i. as a think tank:
    - What policy inputs have been provided to the ministry – policy papers, researches (in last 3 years)
    - What are your interventions to achieve convergence with the activities of other departments
  - ii. As an academic institution:
    - How do the programmes currently being offered relate to youth development
    - What is the criterion for selection?
    - How do you ensure reasonable outreach?
    - Adequacy of Regional Campus/Centres located in the country
    - Do you have a placement cell  
if yes how it operates? (Data on placements)
  - iii. As a Capacity Building Institutions
    - How nominations are ensured
    - How the themes of the programmes are decided
    - What is mechanism for associating collaborating institutions
    - What is the composition of thematic and applied parts in the contents
    - How course material is developed?
    - How effective is the collaboration on training programme
    - Are the field visits adequate?  
if not point out reasons
4. Adequacy of support from the Ministry
  - i. Is the budget adequate?  
  
If not what are the suggestion?
  - ii. Do you get funds on time?
  - iii. How are the physical targets fixed for each years



**Questionnaire for the Students of Rajiv Gandhi National Institute of Youth Development**

Name : \_\_\_\_\_ Age: \_\_\_\_\_

Name of the course : \_\_\_\_\_ Domicile: \_\_\_\_\_

Pre-qualification : \_\_\_\_\_

1. How did you come to know about the course?
2. What other options you had?
3. Was this course your first choice?
4. Why did you choose this course?
5. What you are planning to do after completion of the course?
6. Are you satisfied with (Rate it on a scale of 5 with 1 being Poor and 5 being Excellent)

	Rating
a. Infrastructure at RGNIID	
i. Classroom facilities	
ii. Computer labs	
iii. Sports facilities	
iv. Library	
v. Hostel	
b. Teaching	
i. Academic content/syllabus	
ii. Delivery of content	
iii. Practicals in the field	

7. What is your idea of youth development?
8. Do you think there is adequate coverage of the topic in your syllabus?
9. Do you face any problem here?
10. Any suggestions to improve either the course content or infrastructure?





**Indian Institute of Public Administration, New Delhi**  
Study sponsored by Department of Youth Affairs, Ministry of Youth Affairs And Sports, Govt. of India



**Questionnaire for the Participants of Training Programme/ Seminar/ Workshop under the Aegis of  
Rajiv Gandhi National Institute of Youth Development**

Name : \_\_\_\_\_

Name of the Training Programme/  
Seminar/Workshop : \_\_\_\_\_ Duration: \_\_\_\_\_

Place of Employment : \_\_\_\_\_

Nature of Activities : \_\_\_\_\_

Qualification : \_\_\_\_\_

1. How many such course have you attended?
2. What was the focus of this programme?
3. How does this help you in your activities?
4. Were you satisfied with (Rate it on a scale of 5 with 1 being Poor and 5 being Excellent)

	Rating
a. Academic content of the programme	
b. Delivery of the content	
c. The quality of external resource persons	
d. The choice of field visit	
e. Infrastructure at RGNIID	
i. Classroom	
ii. Guest house/hostel	
iii. Extra-curricular activities	

5. What issues need to be taken up for youth development in the country?
6. Do you think the country has strategized appropriately for the youth development?
7. Any suggestion to improve the intervention.

**Annexure-V**



**RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT**  
(Institution of National Importance by the Act of Parliament No. 35/2012)  
Ministry of Youth Affairs & Sports  
Government of India  
Sriperumbudur – 602 105, Tamil Nadu.

**Annual Action Plan for 2015-2016**

S. No.	Title of the programme	Quarter wise					Total No of Prog.	Target group	Estimated Budget in lakh	Nodal Division
		I	II	III	IV	V				
<b>I. ToT Programmes</b>										
1	ToT on Employability Skills through Life Skills Approaches	1	1	1	1	4	160 participants	12.00 (Approximately Rs.3.0 lakh per programme)	DSED Y	
2	ToT on Social Harmony, National Unity and Human Rights, (Gen./N.E)	1	-	1	-	2	NSS POs, (participants, 2x40=80)	(2x2.70) 5.4 L	CYPB	
3	ToT on Youth and Peace Building	-	1	-	1	2	NSS POs, (participants, 2x40=80)	(2x2.70) 5.4 L	CYPB	
4	ToT on Tribal Youth as Social Animators (TSP)	1	2	1	2	6	NYKS (participants, 6x40=240)	10.5 L (6x1.75L)	CYPB	
5	ToT on Career Counselling for the Heads of Career Guidance Cells in Schools and Colleges	1	1	2	1	5	NSS POs, (participants, 5x40=200) General-2, SC-1, ST-1, NE-1	15 lakhs @ Rs.3 Lakh per programme	DTO/ SC	

6	Training on Rule of Law and Responsible Citizenship		1	1	1	1	1	4	NSS POs, (participants, 4x40=160) General-I, SC-I, ST-I, NE-1	12 lakhs @ Rs.3 Lakh per programme	DTO/ SC
7	Disaster Preparedness & Risk Reduction (7 Days)	7	2	2	3	3	10		NSS/ NYKS& NGO Functionaries	300000 x 10= 30,00,000	DTO
8	Training of Trainers (ToT) on Life Skills (Each programme for 5 days duration)		1	1	1	1	4		160 participants (40 Nos. per training) mainly for Professionals/ Trainers of NSS/NCC/NGOs/ and Teachers of Colleges and Universities	12.00 (Approximately Rs.3.00 lakh per programme)	DTO (SLES H)
9	ToT on Life Skills		-	1	-	1	2		80 participants (40 Nos per training) mainly for Professionals/ Trainers of NSS/NCC/NGOs/ and Teachers of Colleges and Universities	6.00 (Approximately Rs.3.00 lakh per programme)	DTO (SLES H)
10	ToT / Capacity Building on Life Skills (SCP)		-	1	-	1	2		80 Professionals belong to SC (40 participants per programme) Students and represented by NSS, NCC and Bharat Scouts and Guides and NYKS youth	6.00	DTO (SLES H)
11	ToT/ Capacity Building Training on Life Skills (TSP)		-	-	1	-	1		40 Tribal Youth (40 participants per programme) Students and Non-students youth represented by NSS, NCC and Bharat Scouts and Guides and NYKS youth	3.00	DTO (SLES H)
12	TOT on Gender Equity		-	-	1	1	2		NSS, NYK, NGOs, youth leaders, Trainers, CBOs	Rs.5 lakh @2.5 lakh per prog	DTNE YD
13	TOT on Gender Equality		1	1	1	1	4		NSS, NYK, NGOs, youth leaders, Trainers, CBOs	Rs.10 lakh @2.5 lakh per	GED

14.	TOT on Employability									1	1	1	3	80 Participants <ul style="list-style-type: none"> <li>• NYK Youth Club Leaders (ST)</li> <li>• Un employed SC/S Youth</li> <li>• PG/PhD Scholars (SC/ST)</li> <li>• Freshly recruited Assistant Professors (SC/ST)</li> </ul>	prog 4.0	DSED Y	
<b>II. Capacity Building</b>																	
1	Capacity building programme for women Managers in Higher education									1			1	<ul style="list-style-type: none"> <li>• Self-Financing College Principals or Administrators</li> <li>• HR Managers</li> <li>• Unemployed SC/ST Youth</li> <li>• PG students of self-financing colleges</li> <li>• NGO officials</li> </ul> 80 Participants	4.0	DSED Y	
2	Capacity Building Programmes (for SC)									1	-	1	2		4.0	SDP	
3	Capacity Building Programmes (General)									1	1	2			4.0	SDP	
4	Leadership Programme on Governance and Policy									1	-	1	2	College Students	2.00	SGPP	
5	<ol style="list-style-type: none"> <li>1. Employability Skills</li> <li>2. Personality Development</li> <li>3. Social Entrepreneurship</li> <li>4. Rural Camp</li> <li>5. Field visits</li> <li>6. Student and faculty Exchange programmes association with Sacred Heart College, Tirupattur</li> </ol>												6	PG Students	1.50	SYSE	
6	Capacity Building Programme on Effective Implementation of PESA Act 1996 (4 days )									1	1	1	03	Young Elected Members from PESA Area (SC/ST)	Rs. 3,50,000 x 3 = Rs. 10,50,000	DTO	





14	Capacity Building on Leadership & Participation	-	)	)	)	1	-	1	2	Women leaders, youth professionals, youth leaders	Rs.3 lakh @ 1.5 lakh per prog	DTNE YD
15	Social Entrepreneurship Development Programme	-	1	1	-	2				ST youth, young women, entrepreneurs	Rs.3 lakh @ 1.5 lakh per prog	DTNE YD
16	Capacity Building on Women Leadership & Participation in PRI (ST)	-	-	1	-	1				Women PRI functionaries, SHGs, women, CBOs	Rs 1 lakh	GED
17	Capacity Building for Women Managers in Higher Education	-	-	1	-	1				Women faculty, administrators, managers	Rs.4 lakh	GED
18	Young Women Leadership Training Programme	-	-	1	-	1				Young Women	Rs.20 lakh	GED
19	Women Social Entrepreneurship Development Programme	1	1	-	-	2				young women: student youth, unemployed youth , SHGs, entrepreneurs,	Nil- supported by British Council	GED
20	Gender Sensitization programmes	-	-	-	-	4				Demand driven programmes for state agencies ( Police, NDRF, Prison)	50,000	GED
<b>III. Awareness/Orientation</b>												
1	Legal Awareness programme	1	1	1	1	4				400 SC/ST youth	8.0	DSED Y
2	Awareness/Orientation programmes (gender issues/citizenship & national harmony/ Legal Literacy/ Career Guidance/ personality development/ Livelihood & Enterprise/ Financial Inclusion/ Health & Hygiene)	1	1	2	1	5				Students, Youth, young women, ST youth , development professionals, etc	Rs.10 lakh	DTNE YD

3	Overseas Educational Opportunities / Fellowship awareness programmes				1	1	1	1	1	Student Youth	1.00	CIC
4	International Youth Migration : Pre departure orientation Programme				1	1	1	1	1	General Youth	2.00	CIC
5	Institution – Industry exposures	1			1	1	2	2	2	Members from Japanese, Korean Industries girls & women	3.00	CIC
6	Awareness - Legal literacy programme for girls & women SCP	-	-	-	1	-	1	1	1		Rs.1 Lakh	SGS
7	Career Guidance Exhibitions for School Youth	-	1	1	1	1	3	3	3	School Students	3 lakhs @ Rs.1 Lakh per programme	SC
8	Orientation Programme on Decentralized Governance and Youth Development (3 days)	2	2	2	2	2	08	08	08	Functionaries of NSS, NYKS and NGOs, College students & elected Representatives of LGIs	3,00,000 x8 =24,00,000	DTO
9	Youth connect Programme on Government Schemes and Policies in consonance with NYP in collaboration with PIB, Southern Region	-	1	-	-	-	1	1	1	Youth	2 Lakhs	BYSA
<b>IV Skill Development/entrepreneurship</b>												
1	Financial Management and Raising Capital (SC/ST)	1	1	1	1	1	3	3	3	<ul style="list-style-type: none"> <li>Final year PG SC/ST students</li> <li>Unemployed SC/ST Youth</li> <li>SC/ST youth from Rural areas</li> </ul>	8.0	DSED Y
2	ToT on Entrepreneurship and Livelihood Skills (Each programme for 5 days duration)	1	1	1	1	1	4	4	4	160 participants (40 Nos per training) NYKS/ NGOs and Youth Functionaries	12.00 (Approximately Rs.3.0 lakh per programme)	DLD
3	Entrepreneurship and Skills Development Programmes for SC/ST Youth and North East Youth (50 candidates per programme)	5	5	5	5	5	20	20	20	1000 NYKS / Unemployed youth belong to SC/ST and North East (NIMSME / NYKS)	40.00	DLD

4	Training of Trainers on Entrepreneurship Development	1	1	1	1	1	1	4	NSS POs, (participants, 4x40=160)	10 lakhs @ Rs.2.5 Lakh per programme	DTO/ SC
<b>V Consultations</b>											
1	Two day National Level Consultation meeting on Special Component Plan	1					1		Experts, Activists Educacionists and NGOs and civil society organizations 25 Participants	3.00	DSED Y
2	Consultation Programme on Youth Issues and Youth Development Programmes		1				1		Inter-Governmental Organisations / International NGOs / Youth Experts	4.00	CIC
3	a. Youth and Livelihoods		1				1			2.0	SDP
	b. Youth and Decent Work Strategy		1				1			3.0	SDP
	c. Young People and NEET	1					1			3.0	SDP
4	Consultation Workshop for developing curriculum for Certificate/Diploma /PG Programmes	1	1	1	-		3		Elected members of LGIs, Academicians, Practitioners and Social activists	5.00	SGPP
5	Consultation for reviewing and revising the manual on career guidance and counseling	1	-	-	-		1		Experts in Career Counselling	2 lakhs	SC
6	Consultation Workshop on Youth Livelihood Development / Entrepreneurship and Skill Development Training	1	-	-	-		1		30 Experts from Corporate Sector / NCVT / DGET / MSME /	3.00	DLD
7	Advisory committee meeting	1					1		Experts, Activists, Educacionists and NGOs and Advisory committee members 15 Participants	.20	DSED Y
<b>VI. Workshops</b>											
1	Consultation workshop on developing	1	1	1	1	3			Academicians, Activists, Bank	4.50	DSED





10	Consultation Workshop for fine-tuning the mandate of CPAR	1	-	-	-	1	Uttar Pradesh and West Bengal)	2.00	CPAR
11	Workshop on formulation of Policy on Disaster Preparedness and Risk Reduction	1	1	1	1	4	Academicians, Researchers and Practitioners Officials of Dept. from the States and other stakeholders (Assam, Bihar, Sikkim and West Bengal)	4.00	CPAR
12	Workshop - Analysis of policy initiatives and interventions for youth development by the selected Ministries / Departments of the Central /State Govts.	-	1	-	-	1	Officials from different Govt. departments, Representatives of Development Organisations and other stakeholders	2.00	CPAR
13	Consultation Workshop on evolving a Constituency Management System in Local Government Institutions (LGI)	-	1	1	-	2	Elected members of LGIs, Researcher, key functionaries of Institutes like SIRD/ KILA and representatives of Development Organisations (Sikkim and Nagaland)	2.00	CPAR
14	Dissemination workshop of Action Research: Mainstreaming Youth in Local Governance	-	1	2	1	4	Academicians, Researchers, Social activists and key functionaries of Collaborating Organisations (Selected States/ Regions)	3.00	CPAR
15	Workshop on Peace Education	1	2	1	2	6	NSS POs / NYKS (50x6=300)	(6x1) 6.0 L	CYPB
16	Workshop on Sansad Adarsh Gram Yojana	-	1	1	-	2	PG Students of the School & Elected members of PRIs	2.00	SGPP
17	Workshop on Participatory Rural Appraisal	-	-	1	-	1	PG Students of the School	2.00	SGPP
18	Career Assessment Workshops for Career Counsellors and Practitioners	-	1	1	-	2	Demand Driven	---	SC
19	Career Guidance Workshops for Marginalised Youth (SC/ST/Rural/Disabled Youth)	-	1	1	1	3	Marginalized Youth	3 lakhs @ Rs.1 Lakh per programme	SC

20	Career Preparedness Workshops for Urban Students on Career Advancement/Progression	-	-	-	1	1	1	2	Urban Youth	2 lakhs @ Rs.1 Lakh per programme	SC
21	Regional Workshops on Counselling Skills for Final Year Graduate Students (3 days duration)	-	1	1	1	1	3	Final Year Graduate Students (SC-I, ST-I, Gen-I)		3 lakhs @ Rs.1 lakh per programme	SC
22	Consultation Workshop/ Module development on Gender Auditing & budgeting	1	-	-	-	-	1	-experts from state agencies, development practitioners		Rs.12 lakhs	GED
23	Consultation Workshop for Module development on Violence against women	1	-	-	-	-	1	- state agencies, representatives of development organizations, CBOs		Rs.8 lakhs	GED
24	Consultation Workshop for Module development on Feminist Research Methodology	1	-	-	-	-	1	- experts, academics, researchers		Rs.8 lakhs	GED
25	Consultation for reviewing and revising the manual on TOT on Gender Equity	-	-	-	-	-	1	- experts from the field		Rs.2 lakhs	GED
26	Workshop on Human Trafficking	1	-	-	1	1	1	- NGOs, development practitioners, CBOs, PRIs, women & girls, teachers		Rs.3 lakhs	DTNE YD
27	Workshop on Gender & Media/ Cyber Crime	-	1	-	-	-	1	- CBOs, PRIs, Heads of Schools, Teachers, Institutions, NSS/NYKS, young women		Rs.3 lakhs	DTNE YD
28	Workshop on Social Audits	-	-	1	-	-	1	-development practitioners, PRIs, CBOs, Youth leaders		Rs.3 lakhs	DTNE YD
<b>VII. Seminars</b>											

1	National / Regional Seminar						1		5.0	SDP
2	National Seminar – Swachh Bharat Abhiyan	-	1	-	-	1		Elected members of LGIs, Academicians and Practitioners	2.00	SGPP
3	1. International Conference World Indigenous Young Writers Conference (2016) in association with Department of English Dept., Madras University 2. 2 <sup>nd</sup> Annual Seminar on Youth Development February 2015 3. Workshop on Research methodology Seminar on Career Counselling in collaboration with agencies like IAEVG, NCDA, ILO		1	1	1	3		Academics, practitioners, Research Scholars students and civil society organizations	15.0	SYSE
4	Workshop on Research methodology Seminar on Career Counselling in collaboration with agencies like IAEVG, NCDA, ILO	-	-	1	-	1		Academicians, Researchers, Practitioners and Students	Rs.5 Lakhs	SC
5	National Seminar on Labour Market Information Systems in India	-	-	-	1	1		Practitioners and Experts from NSDC, CII, FICCI, NASSCOM, CREDAI, Ministry of Labour and Employment and other Sectoral Skills Councils	Rs.5 Lakhs	SC
6	National Seminar on Life Skills Education	-	-	1	-	1		Practitioners, Researchers and Academicians	4.00	SLESH
<b>VIII. Conferences</b>										
1	National Conference on Public Policy and Governance	-	-	1	1	2		Elected members and officials of LGIs, academicians and key functionaries of collaborating organisations	3.00	SGPP
<b>IX. Academic Programmes</b>										
1	Two day workshop on Academic Writing		1	1	2			Experts, Dalit Activists, Academicians, PG students and PhD scholars 80 Participants	4.0	DSED Y

2	Board of Studies & Course work for Ph D Scholars										3.0	SDP
3	Board of Studies	1	-	-	1	2	Academicians, Researchers and Practitioners			4.00	SGPP	
4	Course work programme for Ph.D. scholars	1	-	1	-	2	Ph.D. Scholars of the School			2.00	SGPP	
5	Facilitating scholars and faculty from foreign Universities	-	1	-	-	1	Scholars and faculty from foreign Universities			2.00	SGPP	
6	Learning Journey – Rural Camp	-	1	-	1	2	PG Students of the School			2.00	SGPP	
7	Learning Journey and Field visits to Institutions	1	1	1	1	4	PG students of the School			2.00	SGPP	
8	Workshop on Research Practices in Local Governance	-	1	-	1	2	Research Scholars and PG students of the School			2.00	SGPP	
9	Consultation workshop for new certificate/diploma/PG Diploma/Masters Programme on M.A – Youth Development Specialization	2	2	2	2	8	Subject Experts, Academics, practitioners and civil society organizations			8.0	SYSE	
10	Academic Programmes <ul style="list-style-type: none"> <li>▪ M. A. Life Skills Education</li> <li>▪ Ph.D Programme in Youth Work (Inter disciplinary)</li> <li>▪ Diploma and Certificate Programmes</li> <li>▪ International Conferences</li> <li>▪ National/Regional Seminars</li> </ul>						- Will come under SLESH Academic Programme			-	SLESH	
11	Workshop on Life Skills App & Content Development	-	1	-	-	1	Experts in the Field of Life Skills Education & App Development Technicians			5.00	SLESH	



12	Workshop on Life Skills for Youth								1	Academicians	5.00	SLESH
13	Board of Studies	-	1	-	-				1	Experts	.50	SLESH
14	Faculty Seminars / Faculty Development Programmes	-	1	-	1				2	Faculty Members of LSE	2.50	SLESH
15	Workshop on Feminist Research Methodology	-	1	-	-				1	faculty, researchers, students	Rs.2 lakh	SGS
16	Workshop on Gender Mainstreaming in Project management	1	-	-	-				1	academics, officials from govt depts., NGOs, students	Rs.2 lakh	SGS
17	Workshop on Gender & Advocacy	-	1	-	-				1	academics, officials from govt depts., NGOs, students	Rs.2 lakh	GED
18	National Seminar - Gender & Development	-	-	1	-				1	-students, researchers, academics, development practitioners	Rs.7 lakh	SGS
19	BOS for MA Gender Studies	1	-	-	-				1	-academics, development practitioners	Rs.1 lakh	SGS
20	BOS for Diploma & certificate programmes	-	-	-	-				1	- academics, development practitioners, officials from concerned departments	Rs.1 lakh	SGS
21	Field Visit (Students)									Field Based/Real-time Practical exposure to students of Counselling	1.00	SC
22	Village Camp Youth development initiatives (Extension Activity)	1							1	Students of SYSE	2.0	SYSE

X. Special Lectures										
	Invited Lecture Series	4	1	2	2	10		1.0	SDP	
1	Lecture by Guest Speakers/Experts in the field	2	2	2	2	8	Faculty, Scholars and Students of RGNIYD	1.00	SGPP	
2	Invited Lecture Series on Youth development and issues related to youth	1	1	1	1	4	Staff and students of SYSE	0.50	SYSE	
3	Aakanksha Distinguished Lectures	1	1	1	-	3	RGNIYD Staff and Students and Other Invitees	3 lakhs @ Rs.1,00,000 per programme	DTO/ SC	
4	Lecture by Prof. Mohammed Yunus, Nobel Laureate					-	Request letter sent. Will be fixed as per the convenience of the Nobel Laureate	Rs.5 Lakhs	DTO/ SC	
5	Guest / Expert Lecture	3	3	2	2	10	LSE Students	2.00	SLESH	
6	Academic Programmes -Special Lectures -Field visits/field practicum	-	2	4	2	8	Faculty, Students	Rs 1 lakh	SGS	
XI. Observance of Important Days										
1	Celebration of Birth April Anniversary of Dr. B.R Ambedkar (SC) RGNIYD	1				1	150 Staff and students of RGNIYD	0.50	DSED Y	
2	Celebration of International Youth Day (12 <sup>th</sup> August)		1			1	NSS & NYK Youth	1.00	CIC	
3	Celebration of International Day of Peace (21 <sup>st</sup> September)		1			1	NSS & NYK Youth	1.00	CIC	
4	Marty's Day	-	-	-	1	3		0.25 L	CYPB	
5	Gandhi Jayanthi	-	-	-	1	-		2.0 L	CYPB	
6	National Unity Day	-	-	-	1	-		3.0 L	CYPB	
7	International Day for the Elimination of Violence against Women	-	-	-	1	-	Women, girls, youth, Students, Academics, NGOs, Government Officials, researchers	Rs.5lakh	SGS	

8	International Women's Day	-	-	-	1	1	Women, girls, youth, Students, Academics, NGOs, Government Officials, researchers	Rs.3 lakh	SGS
9	International Girl Child Day	-	1	-	1	1	Women, girls, youth, Students, Academics, NGOs, Government Officials, researchers	Rs.2 lakh	SGS
10	a. World Health Day b. World Environment Day	2			2			1.0	SDP
11	Celebration of important days	1	1	1	1	4	Students, Elected members of LGIs, Academicians, etc.	2.00	SGPP
12	1. Pravasi Bharath Diwas 2. National Youth Day 3. Human Rights day				3	3	Academics, practitioners, Research Scholars and students	1.00	SYSE
13	a. 8 <sup>th</sup> September - Literacy Day b. 10 <sup>th</sup> October - Mental Health Day	-	1	1	-	2	RGNIYD Staff and Students and Other Invitees	2 lakhs @ Rs.1 Lakh per programme	SC
14	RGNIYD Foundation Day Celebrations	-	1	-	-	1		Rs.5 Lakhs	Admini stration
<b>XII. Youth Exchange Programmes</b>									
1	Tribal Youth Exchange Programme (ST)				1	1	50 ST College students	3.00	DSED Y
2	International Youth Exchange/Youth Development Programmes (Individual / sponsored/ assigned by Ministry of Youth Affairs.) through SAARC, CIRDAP, Cabinet of Japan, Republic of China, and the UN Organisations.		1		1	2	Youth and Youth Functionaries from India and Overseas International NGOs Youth Experts Students / Researchers	5.00	CIC
3	International Youth Functionaries/ Faculties exchange programme through CIRDAP		1			1	Youth Experts	3.00	CIC
4	Asia Pacific Regional Youth Camp with CIRDAP				1	1	Youth from Asia Pacific Region	10.00	CIC



5	International Youth Exposure visit to RGNIYD		1	1	2	International Youth From other educational institutions	2.00	CIC	
6	Interstate Youth Exchange and Homestay Programme (N.E)	1	-	1	2	200 NSS/NYKS youth volunteers (2x100)	20.0 L (2x10L)	CYPB	
7	Exchange Programme, Practicum & Field visits	1	1	1	4	PG students of the School	1.00	SGPP	
	Sacred Heart College and Indiana University	2	6	8		Staff students of SYSE	8.00	SYSE	
<b>XIII. Special Programmes</b>									
1	Youth Conclave	-	-	1	1	Students, Youth, young women, ST youth	Rs.20 lakh	DTNE YD	
2	Music for Peace	-	-	1	1	Student Youth	3.0 L	CYPB	
3	Yoga and Peace	1	-	-	1	Student Youth	3.0 L	CYPB	
4	Youth Peace camp for the promotion of communal harmony and preserving cultural heritage (10days) (Gen./N.E)	-	-	-	1	75 NSS/NYKS Volunteers (1x75)	(1x3L) 3.0 L	CYPB	
5	Interstate Interactive experience sharing of young elected representatives from PESA area	1	1	2	6	young elected representatives from PESA area (All SC/ST programmes)/str Youth	300000 x 6 =18,00,000	DTO	
6	Debate / Talk show on Youth and Skill: Challenges and Opportunities		1		1		4.00	SLESH	
<b>XIV. Research / Evaluation / Impact Analysis</b>									
1	Evolving suitable intervention for enhancing Livelihood of Slum Youth in India	1			1	• Slum Youth	20.00	DSED Y	
2	Rural Livelihood Innovations/ Women in Armed conflict	-	-	-	1	-	Rs.20 lakh	DTNE YD	
3	Comparative study on Youth Policies in Asia Pacific Region		1		1	NA	2.00	CIC	
4	Study on Youth Development Programmes in SAARC countries				1		2.00	CIC	
5	A study on out of School youth, dropouts, NEET and its impact						6.0	CMEI A	



commissions and organising programmes		XVI. Documentation / Publications										
		1	1	1	1	1	1	1	1	4		CPAR GED
1	Publication of Research Monographs	1	1	1	1	1	1	1	1	4	2.00	
2	Multimedia Educational Resources on Gender Issues	1	-	-	-	-	-	-	-	1	Rs.20 lakh	
3	Documentation	2	2	2	1	1	1	1	1	7	2.00	SGPP
4	Creating Datasets integral to research, policy design and program evaluation, which aim to improve the development of youth	--	--	--	--	--	--	--	--	--	15 Lakhs	BYSA
5	Revision of India Youth Development Index	--	--	--	--	--	--	--	--	--	20 Lakhs	BYSA
6	National Youth Portal - Creating Youth Management Information System (YMIS) for youth development at various levels	--	--	--	--	--	--	--	--	--	10 Lakhs	BYSA
7	Thematic reports on various issues and concerns of youth based on various statistical sources	--	--	--	--	--	--	--	--	--	10 Lakhs	BYSA
8	Documentation of Success/Replicable Models on various Approaches to Youth Development in SAARC Countries	-	-	-	-	-	-	-	-	1	20 Lakhs	DDP
9	Creating Depository of knowledge resources relating to youth development both at National and International Levels	-	-	-	-	-	-	-	-	-	10 Lakhs	DDP
10	Preparation of Training Material/Manuals and Printing										20,00,000	DDP
11	Youth in India Report (As was done on a decennial basis)	-	-	-	-	-	-	-	-	1	5 Lakhs	DDP
12	Compendium of various Schemes of the Ministries and State Government Departments having Applicability for Youth	-	-	-	-	-	-	-	-	-	2 Lakhs	DDP

13	Handbook on Scholarships for Education in India and Abroad	-	-	-	-	1	1	---	2 Lakhs	DDP
14	Compilation of all the National Policies of India relevant to Youth Development and their Analysis	-	-	-	-	1	1	---	50,000.00	DDP
15	Corporate Film of RGNIID								5 Lakhs	DDP
16	Publication on the Activities/Achievements of RGNIID (Promotional Material) – Coffee Table Book								5 Lakhs	DDP

**Programmes Proposed by the RGNIYD Regional Centre, Chandigarh**

<b>Sl. No.</b>	<b>Title of the Programme</b>	<b>No. of Programmes in each Quarter</b>				<b>Target Group</b>	<b>Budget (Rs. In Lakhs)</b>	<b>States covering</b>
1.	Training of Trainers on Youth Mainstreaming	1	1	1	1	Senior officials of Youth Development Agencies at Center and State Level including NSS and NYKS	9.00	All States and UTs
2.	Training of Trainers on Project Cycle Management	2	-	1	-	Senior and Middle Level officials of Youth Development Agencies at Center and State Level including NSS and NYKS	12.00	All States and UTs from North, North East and West region
3.	Training of Trainers on Volunteer Management	-	1	1	-	Middle Level officials of Youth Development Agencies at Center and State Level including NSS and NYKS	6.00	All States and UTs from North, North East and West region
4.	Training of Trainers on Youth Participation in Development	-	1	-	1	Middle Level officials of Youth Development Agencies at Center and State Level including NSS, NYKS, NGOs and Youth Organizations	6.00	All States and UTs from North, North East and West region
5.	Training of Trainers on Strengthening Youth Organizations	-	1	-	1	DYCs of NYKS, NGOs, Youth Organizations, Youth Clubs	6.00	All States and UTs from North, North East and West region



6.	Training of Trainers on Employability Skills Through Life Skills Approach	1	1	1	1	-	POs of NSS, ZDs, DYC's of NYKS, NGOs, Youth Organizations.	9.00	All States and UTs from North, North East and West region
7.	Training of Trainers on Advocacy and Leadership	1	1	-	-	-	Senior officials of Youth Development Agencies at Center and State Level including NSS and NYKS, Youth Organizations and Youth Networks	7.00	All States and UTs from North, North East and West region
8.	Training of Trainers on Youth and Peace Building	1	-	1	-	-	Pos of NSS, DYC's of NYKS, NGOs, Youth Organizations, Youth Clubs and Peace Practitioners.	6.00	All States and UTs from North, North East and West region
9.	Training of Trainers on Sports for Development and Peace	-	1	-	1	1	Senior Officials of Sports Departments, NYKS, NSS, NGOs, Youth Organizations.	7.00	All States and UTs from North, North East and West region
10.	Training of Trainers on Music for Peace and Development	-	-	1	1	1	Music teachers, Youth Bands, Young Artists, NGOs, Youth Clubs, NYKS	6.00	All States and UTs from North, North East and West region
11.	Training of Trainers on Employability and Entrepreneurship Development Programme	1	1	-	-	-	Young Entrepreneurs, Teachers, NGOs, Youth	6.00	All States and UTs from North, North East and West region
12.	Regional Youth Exchange Programme for Promotion of Social Harmony and National Unity	-	-	1	-	-	Young Leaders	7.00	All States and UTs from North, North East and West region

13.	Asia Youth Leaders Summit	-	1	-	-	10.00	Across Asia Region
14.	National Consultation on establishing National Youth Council	-	-	1	-	7.00	All States and UTs from North, North East and West region
15.	Publication of Newsletters, Posters, Standees, Reports and Promotional Materials	1	-	-	-	2.00	-
16.	Documentation of Innovative and Successful Initiatives by Youth and Youth Organizations	-	-	-	1	3.00	-
17.	National Consultation of establishing a Network of Youth Development Agencies	-	-	1	-	5.00	Across Country

### Summary

S. No.	Department	Total Amount (in Rs.)
1	DLD – Department of Livelihood Development	83,00,000
2	CPAR – Centre for Policy and Action Research	35,00,000
3	CYPB – Centre for Youth and Peace Building	56,15,000
4	SDP – School of Development Practice	35,00,000
5	SGPP – School of Governance and Public Policy	35,00,000
6	DSEYD – Department of Socially and Economically Disadvantaged	69,70,000
7	BYSA – Bureau of Youth Statistics and Analysis	67,00,000
8	DDP - Department of Documentation and Publication	69,50,000
9	SC - School of Counselling	31,00,000
10	SLESH – School of Life Skills Education and Social Harmony	23,00,000
11	DIO/SLESH	58,00,000
12	SC/DTO – Department of Training and Orientation	45,00,000
13	GED –Gender Equity Division	87,50,000
14	SGS –School of Gender Studies	35,00,000
15	DTNEYD – Department of Tribal and North Eastern Youth Development	70,00,000
16	SYSE – School of Youth Studies and Extension CMEIA - Centre for Monitoring, Evaluation and Impact Analysis	38,00,000 22,00,000
17	CIC - Centre for International Co-operation	56,50,000
18	Special Programme (RGNIYD Foundation Day)	5,00,000
19	Regional Centre, Chandigarh	1,14,00,000
<b>Total Amount</b>		<b>10,35,35,000</b>



**Overall coverage of programmes by RGNIYD**

Covering 26 states during 2014-16

**International Programmes**

Study Abroad Programme - University of Florida in India: NGOs and Development

Visit of Bhutanese Delegation to India

Visit of Foreign Delegates to RGNIYD (Academicians from various Universities)

Next Generation Global Leaders Programme - Ship for World Youth 2015

Study visit of the Hon'ble State Minister for Youth & Sports, Government of People's Republic of Bangladesh and the Ministry Officials

19 Students and Research Scholars of RGNIYD participated in International Youth Exchange Programmes held at Malaysia, Bahrain, Sri Lanka, Maldives

**Mega Programmes**

Jointly organised 7th Indian Youth Science Congress with M.S Swaminathan Research Foundation (MSSRF)

Workshop on Social Business with and Centre on Integrated Rural Development for Asia and the Pacific (CIRDAP)

Special Lecture on Turning Unemployment to Entrepreneurship: Motivating Indian youth for social Business by Nobel Laureate Prof. Mohammad Yunus

M.A. in Social Innovation and Entrepreneurship launched by Nobel Laureate Prof. Mohammad Yunus

Co-host of the North East Social Impact Award 2015

Co-host of the Bridge 2016, the largest industry-institute interaction event of India

National Seminar on Trends in Counselling Across Life Span

National Conference on Empowering Adolescent Girls: Understanding Realities and Expanding Capabilities

2nd Annual National Seminar on Youth Development

Seminar on Youth Leadership

Seminar on Youth Work

International Youth Summit - YUVA VARSHAM 2016

National Seminar on Positive Psychological Capital and Role of Youth 2016

Youth-Led Development Programmes in consonance with National Youth Policy 2014 (during 2014-16 in 18 states - 17,397 SC/ST/NE college students covered)

### **Collaborations**

Indian Institute of Remote Sensing

Indian Institute of Corporate Affairs

Apparel Training & Design Centre

Ni-MSME

IIE

Assam Rajiv Gandhi University of Cooperative Management

CIRDAP

NIEPMD

ICTACT

Bharatiya Yuva Shakthi Trust



**RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT  
(University under Section 3 of the UGC Act, 1956)  
Ministry of Youth Affairs & Sports, GOI  
Sriperumbudur – 602 105, Tamil Nadu**

**RGNIYD PUBLICATIONS**

1. Youth and Globalisation (2006)
2. A Study on Performance of Young Women Panchayat Representatives (2007)
3. Youth in Decentralised Governance (2007)
4. Network of Voluntary Action in Youth Development (2007)
5. One-day Colloquium on Youth Development Issues and Discussion on World Development Report 2007
6. Interactive Experience-Sharing Programme (Hindi) (2007)
7. Interactive Experience-Sharing Programme (English) (2007)
8. Dakshin Kranti – Freedom Struggle in South India (English) (2007)
9. Youth Policies and Programmes in South Asia Region (2007)
10. Dakshin Kranti – Dakshin Bharat Mein Swathanthra Sangarsh (Hindi) (2007)
11. Indian Youth in the New Millennium (2008) (ISBN: 978-81-907297-0-3)
12. Social Integration & Communal Harmony (2008)
13. Kerala Kranti - History of Freedom Struggle in Kerala (Malayalam) (2008)
14. Telugu Tejam (English) (2008)
15. Telugu Tejam (Telugu) (2008)
16. 2nd SAARC Youth Camp 2008 - A Report (2008)
17. Gender Studies-A Primer (2009) (ISBN: 978-81-907297-1-0)

18. National Colloquium On Strategies for Youth Empowerment (2009) (ISBN: 978-93-80043-36-4)
19. Concurrent Evaluation of Skill Upgradation Training Programmes of NYKS (2009)
20. NSS Mega Summer Camp (2009)
21. National Colloquium on Strategies for Youth Empowerment (2009) (ISBN: 93-80043-36-8)
22. Book of Abstracts National Seminar on Local Governance as an Emerging Discipline of Higher Education (2009) (ISBN: 93-80043-11-2)
23. Unfolding The Tribal Mindset With Focus On India's North Eastern States (2010) (ISBN: 978-81-907297-5-8)
24. Book of Abstracts of the Second National Colloquium on Empowerment of Youth (2011) (ISBN: 93-80697-59-8)
25. India Youth Development Index 2010 (2011) (ISBN: 81-907297-7-2)
26. A Nation-Wide Evaluation of the Rural Information Technology Youth Development Centres (2011) (ISBN: 978-93-81572-01-6)
27. Life Skills Personality and Leadership (English) (2010) (ISBN: 978-81-907297-3-4)
28. Life Skills Training for Positive Behaviour (English) (2010) (ISBN: 978-81-907297-6-5)
29. Adaptability of Indian Rural Students in Urban Milieu (English) (2011) (ISBN: 978-93-81572-03-0)
30. Illanthalirgalin Padaippugal : Illanthalir Samudhaya Vaanoli 107.2 Mhz (Tamil) (2011)
31. International Conference on Life Skills Education 6-8 April 2009 (2009) (ISBN: 978-93-80043-19-7)
32. 2nd International Conference on Life Skills Education 8-10 Dec. 2010 (2010) (ISBN: 978-93-80697-34-5)
33. School Health Programme: An Impact Study (2011) (ISBN: 978-93-81572-05-4)
34. A Study on Knowledge and Practices of Youth Towards HIV/AIDS in Tamil Nadu (2012) (ISBN: 978-93-81572-20-7)

35. A Study on Media and Youth (2013) (ISBN: 978-93-81572-21-4)
36. Study on Attitude of Youth Towards Elderly (2012) (ISBN: 978-93-82572-18-4)
37. A Study on the Knowledge, Attitude and Practice of Youth in Panchayati Raj (ISBN: 978-93-81572-23-8)
38. Proceedings of National Conference on Youth Migration (ISBN: 978-93-81572-26-9)
39. Quality of Work-life of Migrant Workers in Special Economic Zone of Sriperumbudur: An Assessment (ISBN: 978-93-81572-27-6)
40. Mainstreaming Youth in Local Governance – A Study of Asrang Gram Panchayat, Kinnaur District, Himachal Pradesh – A Research Monograph (ISBN: 978-93-81572-49-8)
41. Social Entrepreneurship through Social Group Work Method: Social Entrepreneurship Training Impact Analysis – A Prospective Cohort Interventional Study (ISBN: 978-93-81572-47-4)
42. Training Manual on Social Inclusion for PRI Functionaries (ISBN: 978-93-81572-48-1)
43. Manual on Theatre for Transformation (2016) (ISBN: 978-93-81572-44-3)
44. The Status of Implementation of State Youth Policies in Select States in India (2016)
45. Status Papers on Skill Development (2017) (ISBN: 978-93-81572-45-0)
46. India Youth Development Index and Report (2017) (ISBN: 978-93-81572-46-7)

### **Training Manuals/Workbooks**

1. RGNIYD Guide on Education (English) (2007)
2. Training Manual on Career Guidance (English) (2007)
3. Training Manual For Youth in Social Harmony And National Unity (2008)
4. Workbook on Life Skills (English) (2008)
5. Workbook on Life Skills (Tamil) (2008)
6. Handbook for Teens Club (English) (2009)

7. Facilitator's Manual on Enhancing Life Skills (English) (2009)
8. Training Manual On Youth For Gender Equity (2009) (ISBN: 978-81-907297-2-7)
9. Training Manual For Tribal Youth as Social Animators (2009)
10. Handbook for Teens Club (Hindi) (2010)
11. Handbook for Teens Club (Tamil) (2010)
12. Facilitator's Manual on Enhancing Life Skills (Tamil) (2010)
13. Manual for Training in Life Skills through Story Telling : Panchatantra Stories (English) (2011) (ISBN: 978-93-81572-00-9)
14. Life Skills Assessment Scale with Manual (English) (2010) (ISBN: 978-81-907297-8-9)
15. Handbook on Extension (2010) (ISBN: 978-81-907297-9-6)
16. Training Manual on Youth and Employability (Under Print) (ISBN: 978-81-907297-4-1)
17. Facilitators' Manual on Environment and Sustainable Development (2011) (ISBN: 978-93-81572-02-3)
18. Facilitators' Manual to Impart Life Skills Education through Panchatantra Stories (2011) (ISBN: 978-93-81572-00-9)
19. Training Manual on Human Rights and Social Harmony (2011)
20. Life Skills Personality and Leadership (English) (ISBN: 978-81-907297-3-4)
21. Life Skills Training for Positive Behaviour (English) (ISBN: 978-81-907297-6-5)
22. Manual on Peer Education (ISBN: 978-93-81572-24-5)
23. Manual on Civic Citizenship (ISBN: 978-93-81572-25-2)

## **Journals**

1. Endeavour – Journal of Youth Development
2. Prayathna – Yuva Vikas Ki Pathrika
3. Indian Journal of Life Skills Education

**Details of Research Projects Undertaken by RGNIYD, Sriperumbudur since 2005**

<b>Sl. No.</b>	<b>Title of the Research Project</b>
1	Youth in India Report
2	Rural Information Technology Youth Development Centres (RITYDC) - An Evaluation Study
3	Knowledge, Attitude and Practices of Youth towards STI/HIV/AIDS in Tamil Nadu
4	Study on Impact of HIV/AIDS Information, Education and Communication Campaigns on Young People in North East India
5	Construction of Youth Development Index and Youth Development Report
6	A Study on Performance of Young Women Panchayat Representatives from West Bengal and Odisha
7	Knowledge Attitude and Practice of Youth with regard to Panchayati Raj System
8	School Mental Health Programme
9	Study of Existing Patterns of Curriculum Vs their Employability
10	Panchatantra Stories: A Tool for Life Skills Training
11	Youth in Conflict: A study of unguided youth in north coastal Andhra Pradesh.
12	A Comparative Study on the Life Skill needs of adolescents of Kerala and Tamil Nadu
13	Problems and Needs of Adolescents: A field study in Kerala
14	Concurrent Evaluation on Skill Upgradation Training Programme of Nehru Yuva Kendra Sangathan
15	Youth and Media
16	Attitude of Youth towards the Elderly
17	Construction of Life Skills Assessment Tool
18	Impact of School Health Programme on the Academic Performance among school children
19	Rural Youth in Urban Milieu: A Study of Life Skills Needs of Student Youth
20	Enhancing Academic Performance through Life Skills Training
21	Career Needs of Drop Out Adolescents and Youth
22	Assessment of Patriotic and Secular Attitudes among the Youth
23	Conflict Management Strategies adopted by School Going and Non-School Going Youth in Jammu and Kashmir
24	Assessing Workforce Skill Requirement in Local Labour Market and Employability Needs of Youth
25	Status of Youth Employment in India
26	Youth Profile of Kancheepuram District
27	Mainstreaming Youth in Local Governance – An Action Research Project (in 15 States)
28	Reaching the Unreached – An Action Research Project

29	Impact of the Mid-Day Meal Scheme on the Academic Performance among School Children
30	Impact of School Health Programme on the Academic Performance of among School Children
31	Profile of Adolescents in India
32	A Comparative Study on the Life Skills Need of Adolescent of Kerala and Tamilnadu
33	Rural Youth in Urban Millennium : A Study of Life Skills Needs of Student Youth
34	Enhancing Academic Performance through Life Skills Training
35	Career needs of Drop Out Adolescents and Youth
36	Life skills among adolescents: A study of Patiala district of Punjab
37	Improving Awareness on Reproductive Health: A study on Adolescents of East Godavari district
38	"Life Skills for Adolescents"- A Study on School Teachers Opinions
39	A Study on Skills of Life Skill Trainer
40	Life Skills of Muslim Girls in relation to their Self-Esteem: A Multi-Dimensional Analysis
41	Functional Efficacy in Career Guidance and Counselling Delivery: Kerala's Experience
42	"A Critical Analysis of Life Skills in Rural Tribal Youth of Nadurbar District for their Holistic Development"
43	Reproductive Decision Making Process And Unwanted Fertility
44	Effectiveness Of Life Skill Education Of Reproductive Health Among Adolescent Girls Of Corporation Schools Through Theatre Forms
45	Effectiveness Of Life Skill Education On Sexual Awareness Among Adolescent Girls
46	Efficacy of 'assertiveness training' and 'Guided somato psychic relaxation' in the empowerment of 'critical thinking' among adolescents
47	An Exploration Into Stress and Coping of Gifted Adolescents
48	Drug Addiction and Its Psycho-Social Impact on Youth: A Case Study on College Students in Pune
49	Reproductive Health -a study of tribal Adolescent girls of K.G.B.V.of Raipur district.
50	Understanding the Divide: An exploratory analysis of male involvement during the pre-natal and post-natal phases
51	Prevalence and Correlates of Life Skills and Resilience among Adolescents at Corporation Schools – A Study at Chennai Metropolitan City
52	Risk taking behaviour and decision making skill among adolescents
53	Life Skills as a predictor of psychological well being
54	Employee Performance and Life Skills Training
55	Effect of Life Skills Training Among Corporation and Private School Adolescents – An Experimental Study
56	NSS and NYKS Interface in the Community Development
57	Life Skills intervention to prevent substance abuse- A longitudinal study
58	Malnutrition, Health and Hygiene and prevalence of Anemia among school and out of school adolescents and Life Skills intervention
59	Life skills in enhancing the productivity of employees in the organized sector- A longitudinal study



60	Impact of teen club on adolescents
61	Psycho-social problems of young girls in industrial setting
62	Empowerment of adolescents through participatory communication- A CRS intervention
63	Experience of students with visual impairment with usage of assistive technology in institution of higher education in Hyderabad
64	Impact of Life Skills Training career decision making among rural youth at Nalagonda District, Andhra Pradesh
65	Absorption of values, principles and leadership qualities in school students through storytelling and theatre
66	Study on the usage of Movies for imparting Life Skills Education for Adolescents
67	Impact of Home and School environment on life skills among adolescents
68	Pro-self-harm and visibility of Youth Generated Problematic Content through Websites in India
69	Reproductive Health Awareness among Tribal Youth
70	Media perception of adolescents : A comparative analysis of adolescents issues in the national newspapers – Times of India and the Hindu
71	Perceptions and practice on reproductive health care issue: A comparative assessment among unmarried adolescent girls at two ecological settings in Tamil Nadu
72	A study of an Access of Public Health Institution and Reproductive Sexual Health of the Muslim Women
73	Life Skills and positive psychological capital among adolescents affected by emotional violence with special reference to Thrissur District, Kerala
74	Bullying among youths at workplace in Pondicherry
75	Media watching practice and Critical Thinking : An intervention analysis with the rural Adolescent Girls in Parakkadavu Block Panchayath
76	Prevalence of cyber violence among school adolescents in Chennai
77	School based mental health promotion programmes for adolescents: A training need analysis among teachers
78	Influence of Korean movies on the life styles of young adolescents
79	Runaway children and everyday life: A study in Delhi
80	Factors influencing active participation of women in NSS units
81	Social inclusion of differently abled Youth in Coimbatore District
82	A study on Quality of Life and Adjustment problems of adolescent children on Unwed Tribal Mothers in Wayanad district of Kerala
83	Perspectives of Adolescence on Parenting Styles: Contemporary Issues and Challenges
84	Predictors of Alcohol and Drug Attitude among Adolescents : A comparison among open and regular school students
85	Perspective and practices of marital realtions : A study with newly married couples professionals
86	Creative problem solving skills and Psychological problems of secondary school study: does the migration of parents affect?
87	Management of sexual harrashment through assertiveness skills – an intervention inquiry among rural adolescents girls in Kalady
88	Teacher intervention for the management of academic problems among adolescents of Fisherman communities

89	Promoting reading habits of Adolescents : a comparative perspective on school libraries in Kerala
90	A study on Stress among HIV discordant couple with special reference to anti retro viral therapy centre in Calicut
91	Environmental Knowledge and Behaviour among Adolescents students in Dindigul District, Tamilnadu
92	Impact of Life Skills Counseling for enhancing the wellbeing of the chronically ill adolescents: A case study analysis
93	Insights of stress among youth working in business process outsources in Chennai – a behavioural approach
94	A study on Effectiveness of Peer Education Clubs in Enhancing Life Skills of Adolescents in Kendriya Viyalaya
95	A study on the forced migration of Irula Tribal youth for urban livelihood options in Krishnagiri Districts Tamil Nadu
96	An Assessment of health programmes with reference to adolescents
97	A study of effect of a learning programme based on Ayurveda on Learners views of health and well-being
98	Impact of dual working parents and single working Parent on the emotional maturity and tolerance of ambiguity among youth
99	Attitude of the youth towards terrorism in India
100	Parenting qualities and emotional maturity among unmarried youth
101	Coping strategies of stress in youth
102	Self-esteem and perceived stress among youth
103	Happiness among those who pray daily and those who don't among youth
104	Locus of control on health behavior among youth