

21.39 Insofar as the programmes of educational agencies are concerned, they need to be strengthened and extended in scope and operation. Institutions like the Nehru Yuvak Kendras, Yuvak Mandals and similar bodies linked to the Gram Sabhas would be utilised as the base of operations at the district level and provided with professional inputs and support for the tasks to be done. They would also have an inbuilt mechanism for feed back, assimilation of new concepts and ideas and to extend activities in keeping with the changing area development perspectives. The National Service Scheme for the student youth would be reviewed in order to make provision for real participation of students in development programmes, availing of the proposed non-formal learning structures envisaged in the Sixth Plan. These would also be coalesced with programmes of other departments and agencies and the progress monitored with reference to specific benefits and targets pertaining to the participating youth. There is also a need to decentralise the efforts and to set them in the context of local environmental conditions and needs as perceived by, and acceptable to, the community in general and the youth in particular.

#### Sports

21.40 The objectives of development of sports, games including indigenous games and physical education would be to enlarge the mass base for improving national physical well-being and to promote excellence in competitive events. These will require suitable programme for augmenting physical facilities, training of personnel, and spotting and nurturing of talent. The existing programmes for training of coaches and physical education teachers would be strengthened to improve the sources available with educational institutions, sports federations and others. It is necessary also to strengthen the existing schemes of spotting promising talent in different sports disciplines at a very young age for nurturing it into levels of excellence. For this purpose consideration would be given to the creation of special facilities in selected institutions for promoting sports talent along with normal requirement of general education. At the village and rural area level, full utilisation would be made of existing facilities and institutions and indigenous games supported with a view to build up sporting attitude qualities and talent starting with the village children. Full use would be made of the mass media for the promotion of physical fitness which is so fundamental for the well-being of the nation as a whole.

#### Technical Education

21.41 The Sixth Plan takes into account the extensive infra-structure of facilities that has been created for technical education at diploma, degree and postgraduate levels as well as for supporting services like teacher education and curriculum development. The emphasis during the Plan will be on (a) consolidation and optimum utilisation of these facilities, (b) identification of critical areas and creation of necessary facilities for education in emerging technologies in the light of proper assessment of future technological manpower requirements, (c) improvement of quality of technical education at all levels and (d) furtherance of national efforts to develop and apply science and technology as an instrument of the country's socio-economic progress.

21.42 Efforts towards consolidation would seek to ensure that the development schemes initiated in the earlier Plans would be completed in all their aspects and the facilities would be modernised in keeping with the state of art in the technology area as incorporated in the national economic sectors. These would help increase the efficiency of the system, reduce the wastage and bring up the present courses beyond the critical level for optimum utilisation. The present approach to develop technical education facilities according to a manpower requirement approach would be continued in the Sixth Plan. These requirements would be assessed for the next ten years, separately for States and type of specialisation, so that, taking into account the lead time involved, educational efforts required to be initiated immediately could be specified and taken up. Suitable mechanism for this purpose would need to be established for the collection, storage, updating and processing of manpower and related data to assist technical education planning.

21.43 In the light of studies already made, facilities would be developed for manpower training in areas like computer science, product development, maintenance engineering instrumentation, and bio-sciences. Centres, for advance studies and research would also be set up in selected institutions in emerging technologies like bio-conversion, laser technology, microprocessors development and application, fibre optics and optical communication remote sensing technology, energy systems, reliability engineering and atmospheric sciences.

21.44 The programmes of improvement of quality of teaching and of maintenance of standards would be continued and strengthened. Wherever possible engineering projects and contracts at the campuses of engineering colleges would be undertaken by the students and the faculties themselves and suitable stipends paid for this work which would supplement practical learning. The development of an institutional network between well-established institutions/departments and the developing ones, through an internal technical assistance programme, would be given necessary support. Structured linkages would be evolved for industry/institutional interaction. The facilities of technical institutions in the form of faculty, students and laboratories/workshops would be fully utilised to assist the spread of science and technology to the neighbourhood areas and, through effective and productive interaction, to evolve solutions of societal development problems of immediate and future relevance.

#### Culture

21.45 The Sixth Plan seeks to initiate serious efforts to recognise culture as a basic concept to be integrated with all activities of development and, particularly, the educational efforts, at all levels. They would aim at democratising culture and making it part of the programme of human resource development. Proposals have been made in the Sixth Plan to incorporate cultural elements at all levels and into formal and non-formal systems of education, because such an integration of culture elements may be the best means of making education relevant and meaningful. It would also enable the educational system to draw upon the valuable sources available in the community for personality development and help the pupils develop attitudes without getting alienated from their socio-cultural environment. The process would ultimately make culture a way of life for the people and identify their role in the promotion of our national value system.

21.46 Planning for the integration of culture elements would, no doubt, take into account the cultural diversity and pluralism in the country and the need to promote a national outlook and integration. The linking of educational institutions at all levels with various specialised institutions and agencies which have come up in the areas of cultural activities and the rich sources of heritage which have considerable educational value would be a very significant aspect of educational development in the Sixth Plan. Besides, the schemes for the preservation of cultural heritage such as, monuments, manuscripts, oral traditions, folk arts, ancient form of arts and crafts etc. would be strengthened. The growth of arts, music, poetry, dance and drama would be supported as instruments of culture, education and national integration. The main objective would be to promote national pride and cultural identity and foster greater understanding between and among the different groups and people of India.

#### NON-MONETARY INPUTS TO QUALITY IMPROVEMENT

21.47 The emphasis in the development of education to the Sixth Plan is on the optimum utilisation of existing facilities, qualitative improvement of system and making available the educational services to the socially deprived sections of the community. While financial outlays are important and necessary to create additional infrastructure, it is equally important to bring about changes and improvements in the system through increased attention to non-monetary inputs. These refer to an environment conducive to growth and development of education, participatory management techniques involving the teachers and the students alike, development of a relevant academic ethos, opportunities for learning by doing and appropriate consideration to the problems of education of the first generation learners.

21.48 Many of the complex problems in the field of education would require, for their solution, a proper blend of professional skill and political will. Such an environment needs to be evolved at all levels through cooperation among all relevant agencies and organisations. This would also help the educational institutions to make progress according to their genius and potential. In respect of management practices, there is no gainsaying the fact that it holds the key to get the best return out of the available resources and investments. Good management leading to promoting harmony among the participants in the system, would produce more durable and sustained results which would exceed the sum total of the individual inputs. For this purpose, there should be an appropriate system of communication among faculty members themselves and between them and the students as well as with parents and local community at large. Development of these programmes is accorded high priority in keeping with the emphasis in the Sixth plan on enhancement of the productivity level in the economy. Teaching and learning as part of the educational process have become specialised in character, and this needs to be articulated by the academic community both in curricular and extra curricular activities so that the general academic ethos could be dated, in a variety of ways to the different levels of the heterogeneous groups of students entering the system and makes a distinct impact on the value system of the faculty and students.

21.49 A common reason for the inability to promote learning through work and service is the absence of adequate facilities in educational institutions for practical training. Improvisations and innovative approaches are seldom promoted. The Sixth Plan envisages that practical training would be organised in real life situations wherever possible under the several development departments and projects as well as in the natural environment surrounding the educational institutions. This would need a new approach to learning by doing apart from promoting programmes designed for learning while earning. The main programme thrust in the development of education, particularly of higher education, is to provide for the human resource development of those belonging to the socially disadvantaged sections and poverty groups, most of whom would be first generation learners. The socio-economic and cultural constraints, handicaps and strengths of the first generation learners would be analysed and understood so as to formulate measures aimed at overcoming the deficiencies. In practical implementation of these measures it may be necessary to evolve different forms and variations of educational programmes to differentiate the structured system of course combination from a more flexible system suited to the learning needs of these students.

#### OUTLAYS

21.50 The Sixth Plan provides an outlay of Rs. 2524 crores for development of education and culture. Its distribution among the Centre and State Plans as well as among the several sub-heads is shown in table 21.2. This is apart from provisions made separately for Hill Area Development Plan as well as under the relevant sectors of Agriculture, for education in agriculture and allied sciences, and Health for education in medicine and related fields.



## Development of Languages

10.67 The development of languages is of basic importance for all educational development programmes. The activities and programmes undertaken in the field of languages comprise: (i) promotion of Hindi (as envisaged under Article 351 of the Constitution); (ii) promotion of modern Indian languages (as provided in National Policy of Education); (iii) promotion of English and other foreign languages; and (iv) promotion of Sanskrit and other classical languages such as Arabic and Persian. Other languages for which the Centre has special responsibility, like Urdu and Sindhi, have also received attention. These activities will be further developed in the Seventh Plan, with special attention being paid for raising the standard of language competency, spoken as well as written.

10.68 The capabilities of existing institutions will be strengthened, particularly, with a view to enabling them to undertake a much larger programme of inservice training, publication of textual and other materials, production of software for transmission through radio and television and to work at the grass-roots level. A selective approach will be adopted in respect of publications, so as to ensure that materials of good quality become available and are widely disseminated. Instead of entrusting publication of dictionaries, terminologies, text-books etc., exclusively to governmental agencies, it is proposed to involve creative scholars, university departments and literary organisation with publication activities. Voluntary organisations working for the development are promotion of various languages will be supported, particularly, for undertaking innovative and experimental projects the experience from which will assist in more effective teaching and learning of languages, whether by formal or informal methods.

10.69 In Sanskrit, emphasis will be given to activities which will ensure preservation of Shastric and Vedic traditions in oral and written forms, preservation, editing and cataloguing of rare manuscripts, publications of rare and out-of-print books, and training of teachers. It is proposed to assist selected institutions for audio and video taping of recitations of various sakhās which for want of continuing training of scholars in the oral tradition, are becoming extinct. Support will be provided for inter-disciplinary research particularly with a view to identifying the scientific and technical advancement that had taken place in the past and had been recorded in various Sanskrit texts.

10.70 The programmes being undertaken for the development of modern Indian languages, including Urdu and Sindhi and also classical languages like Arabic and Persian will be continued and additional support provided to increase their coverage.

## Art and Culture

10.71 In Art & Culture the main thrust in the Seventh Five Year Plan would be on the development of culture in all aspects, with emphasis on dissemination, and on the promotion and development of regional cultures and building up of a sense of the oneness and underlying unity and cohesiveness of India. This would require the involvement of the masses in cultural activities. In order to achieve these objectives, the programmes of the Seventh Plan would include:

- i. Zonal Cultural Centres being set up in different regions of the country. The essential thrust of the creative development efforts of these zonal centres would be to bring about awareness and participation at the grass root level, cutting across-territorial/ linguistic boundaries.
- ii. The existing activities of various cultural organisations for dissemination of culture would be stepped up on a wide scale with adequate financial inputs.
- iii. Introduction of a cultural component into the educational system at different levels. The Departments of Education and Culture would work together in close coordination for inter-linking education and culture through appropriate programmes.
- iv. Cultural inputs would be integrated in youth activities, rural development activities, domestic tourism etc.
- v. For the dissemination of culture to the masses, the mass media would be utilised.
- vi. Besides the national cultural organisations, the State agencies would also strengthen their programmes. The Central and State agencies would work with greater coordination towards this objective.

10.72 It is proposed to set up seven zonal cultural centres which while developing the unique cultural identities of various areas in the states would also stress and explore their cultural kinship in relation to the totality of India's composite culture, highlighting the essential unity in diversity of the Indian cultural heritage. The Centres would provide facilities for creative development of arts, with special emphasis on folk arts as also the revival of vanishing arts.

10.73 The traditional fairs and festivals which provide the continuing link with the rich traditions of the past would be supported through the State agencies and Zonal Cultural Centres. Appropriate programmes would be taken up to provide exposure to youth to the cultural diversity of the country to raise their awareness of the rich heritage that exists in the country.

10.74 Preservation, documentation and conservation of our rich and varied cultural heritage would continue to receive priority in the Seventh Plan. This would mean greater attention to the development of archaeology museums, archives, manuscript libraries, Buddhist-Tibetan studies, and to folk-lore and oral traditions. It is recognised that strands of cultural heritage run through a wide range of development sectors and programmes. These need to be identified and demonstrated as diverse aspects of our rich traditions. Art forms and cultural institutions provide a powerful medium to foster national integration as well as national development. Necessary co-ordination links will be established and co-operative programmes will be undertaken for this purpose.

10.75 Greater emphasis will be laid on strengthening of arts through institutions, such as the Academies. Assistance would continue to be provided to voluntary organisations engaged in the promotion of art and Culture. Library systems would be strengthened throughout the country with special attention to improving the facilities in the National level institutions.

10.76 Some of the rich existing art forms are in the realm of tribal and folk art. The development of folk and tribal arts, especially those which are facing extinction such as the folk art of the Himalayan regions, threatened ecologically as also culturally, would be supported through assistance to voluntary organisations engaged in these fields and areas.

10.77 In the field of anthropology, new projects have been identified to study the people of India and promote dissemination of culture. The Rashtriya Manav Sangrahalaya which is expected to be completed in the Seventh Plan, would recreate the history of human evolution, the evolution of culture and the range of living cultures in India.

10.78 The Indira Gandhi National Centre for Art will be set up at New Delhi as a resource centre and data base for the arts. It will also develop a major informatics library of cultural materials. The National Theatre will also be established on the same premises to support and project activities particularly in the field of visual arts including folk and tribal arts.

## Youth and Sports

10.79 According to the 1981 census, 220 million or about 30% of our population is in the age-group of 15-34 years, with 73% living in the rural areas. The majority of them do not have the benefit of formal education. The problems of youth, therefore have to be identified, with existing programmes being strengthened and new programmes devised to involve their participation and development. The two existing programmes of National Service Scheme (NSS) and Nehru Yuvak Kendras (NYKs) have proved useful in promoting the involvement of youth, both student and non-student, and urban and rural, and in creating awareness among them of nationally accepted objectives and motivating them to work towards their fulfillment. Both these programmes will be further developed and expanded in the Seventh Plan. The strength of the NSS will be raised from the six hundred and ten thousand at the end of the Sixth Plan to one million at the end of the Seventh Plan. Activities of Nehru Yuvak Kendras will be expanded to cover all the districts in the country and will also be diversified. The organisational structure of the Yuvak Kendras will also be revamped to impart greater flexibility in the development of programmes for youth, their speedier execution and closer monitoring. The aim will be to make the Kendras effective by ensuring co-ordinating links between youth and the various agencies of Government and public sector in the national development effort. Programmes of scouting and guiding, mountaineering and adventure, Commonwealth youth programmes and International Youth Exchange Delegations, and National Service Volunteer Schemes will be continued.

10.80 A major step will be taken during the Seventh Plan to translate into action the newly adopted Resolution on National Sports Policy, by giving high priority to the development of infrastructure and facilities for sports and games at grass-root levels and developing the potential of our human resources both in the rural and urban areas. Efforts will be made to raise national standards in games and sports. Programmes for spotting and nurturing potential sports talent through coaching, training and nutrition required for helping the talented to realise their highest level would be continued. Present schemes like Rural Sports Tournaments, Women's Sports Festivals, National Talent Search Scholarships grants to National Federations and State Sports Councils etc., will be expanded. The activities of the Netaji Subhash National Institute of Sports, Patiala will be intensified and its coverage enlarged. The Sports Authority of India will be assisted to pursue its main objective of

## Culture

11.11.1 Preservation and promotion of culture is a common objective of the Central and State Departments of Culture. At the Central level, sizeable institutional infrastructure has been built up. During the Seventh Plan, the School of Archaeology, under the Archaeological Survey of India (ASI) was raised to the status of an Institute of Archaeology with a two-year course. Major conservation works were taken up in 303 monuments. Seven Indian monuments were included in the World Heritage List making a total of 14 such monuments in India. Conservation work of Ankorvat Temple (Kampuchea) was taken up on behalf of UNESCO on a major scale. Important discoveries were made through excavation of 19 new places like Banawali (Haryana), Sanghol (Punjab) and Udaygiri (Orissa). The National Archives of India (NAI) brought out the first volume of Guide to Sources of Asian History and provided financial assistance to 209 voluntary organisations in 22 States for preservation of manuscripts and to 13 State Archives for their development. The archives building project was completed. The National Museum set up the National Institute of History of Art, Conservation and Museology (NI-HACM) as a deemed university. The main thrust of the Anthropological Survey of India (An.SI) centred around the project 'People of India' initiated in 1985 under which 5,000 communities were studied and reports thereon prepared. The building of the Central Research and Training Laboratory of National Council of Science Museums (NCSM) Calcutta has been completed. The Hall of Science, Technology and Energy in Delhi, Raman Science Centre in Nagpur and Regional Science Centre in Guwahati were set up. The National research laboratory for conservation of cultural property extended assistance to Maldivian Government for conservation of Hukru Mosque. The collections of National Library Calcutta were enhanced bringing them to 23 lakh books. The Central Saccarantal library initiated work on creating a data base on Mahabharata. The Raja Ram Mohan Roy Library Foundation which gives matching assistance to State/District Libraries, set up an integrated Research Cell-computer Unit for promoting research in librarianship and data base of public libraries in the country. Seven Zonal Cultural Centres (ZCCs) at Patiala, Nagpur, Allahabad, Udaipur, Shant Niketan, Dimapur and Thiruvannamalai organised over 300 major events including workshops, fairs, exhibitions of folk, tribal arts and crafts, classical dance performances, music concerts, theatre fairs etc. The Sahitya Akademi (SA), Sangeet Natak Akademi (SNA) and Lalit Kala Akademi (LKA) continued their schemes relating to awards and fellowships to distinguished literary scholars and artists; held workshops, exhibitions, kala melas and brought out useful publications like fourth volume of Encyclopaedia of Indian literature and literary works on 22 Indian languages. The SNA also provided financial assistance to cultural institutions for training, production and research besides holding zonal theatre festivals. The LKA held the 7th Triennale India, 'Colours of the Earth', an exhibition of ceramics from Britain and provided assistance to studios/regional centres at Madras, Calcutta, Lucknow and Bhubaneswar. The National School of Drama (NSD) inter alia, introduced a repertory company of adults performing for children besides holding theatre workshops and staging shows.

11.11.2 A number of schemes, like building grants, financial assistance to dance, drama, theatre ensembles, promotion and dissemination of tribal/folk art and culture, preservation of cultural heritage of Himalayas and development of Buddhists/Tibetan organisations, have been implemented by the Department to encourage voluntary efforts. The Central Institute of Higher Tibetan Studies, Varanasi became a deemed university in 1988.

## Arts

11.11.3 The Indira Gandhi National Centre for the Arts (IGNCA) was registered as an autonomous trust in March, 1987 with four academic divisions of Kala Nidhi, Kala Kosha, Janapada Sampada, Kala Darshan and Sutradhara. The IGNCA has been designated as a nodal agency to prescribe technical standards for all agencies under the Central and State Governments for storage, retrieval and dissemination of data on arts, humanities and cultural heritage. It has launched a massive programme of collecting multi-media primary and secondary source materials by identifying 3,000 repositories of unpublished manuscripts in various institutions and libraries and micro-filming of unpublished manuscripts. Under Janapada Sampada, IGNCA undertook lifestyle studies of tribal communities and their art forms particularly in North-Eastern region of Nagaland, Mizoram and Arunachal Pradesh. Field studies have been undertaken and archaeological sites located for setting up a permanent multi-media presentation of pre-historic and aboriginal art (Adi Drisya and Adi Sravya). It also held multi-disciplinary programmes on unified themes of KHAM (Space), AKARA (Calligraphy) and KALA (Time) and an exhibition on Buddhist cave paintings from China.

11.11.4 Regarding the buildings of IGNCA, 23 acres of land in the Central Vista area has been allotted. A design has been approved after holding an International Design Competition. The Building Project Committee has finalised the Architectural Services Agreement and sought approval from Delhi Urban Arts Commission and Central Vista Committee. Detailed site survey soil-testing and scrutiny of concept stage plans have been completed.

## Cultural Policy

11.11.5 In the field of cultural policy, the three notable developments have been the NPE '86, departmental efforts for formulation of a National Policy on Culture and the Report of the High-level Committee on Academies and NSD (Haksar Committee). The NPE 1986 emphasised the need to bridge the schism between the formal system of education and the country's rich and varied cultural traditions, it suggested enrichment of curricula by cultural content and establishment of linkages between the university systems and institutions of higher learning in art. The Central Department of Culture circulated a discussion draft on the basic issues relating to National Cultural Policy and initiated a series of regional seminars. The Haksar Committee gave a detailed exposition of its views on approach to culture, arts and values. In a number of Expert Group meetings initiated in Planning Commission in the last two to three years, the need for reexamination of some of the basic issues on culture in the national context was highlighted by various eminent participants. It was suggested that the policy should be evolved democratically, associating State Governments, voluntary cultural organisations and people who generated culture in different areas instead of confining it to bureaucrats, educationists and specialists. A large number of inputs are available for formulation of a cultural policy. The strategies and thrust areas now projected should be seen in this background.

## Strategy and Thrust Areas

11.12.1 (a) There is a growing recognition that Culture is at the core of all developmental activities, giving a sense of direction and guidance to human life for pursuing goals, cultivation of good values and attainment of excellence in every walk of life. The country has a very ancient civilisation comprising numerous styles, namely classical, folk and tribal which need to be preserved, documented, expressed and disseminated not only by strengthening State and Central departments and upgrading the existing facilities, but also by encouraging voluntary effort, community effort and organised private and corporate effort.

(b) Community can be involved in a big way for preservation and protection of cultural monuments. India has nearly 8,000 monuments, of which 5,000 are under the States and 3,000 under the Centre. Many more in the interior areas need to be identified and protected. Local initiatives, particularly from rural areas, can be encouraged by appealing to local pride of possession by preservation of our ancient heritage;

(c) Many museums at State and national level having immensely valuable artistic objects have been unable to display them due to lack of space and buildings and apart from expediting sanctioned construction, there is need to evolve suitable policies. Although the ASI has 31 site museums located all over the country, there is need for many more such museums for housing objects scattered in the country.

(d) Under State Tribal Departments, the Anthropological Survey of India and Rashtriya Manav Sangrahalaya (RMS), Tribal Museums are maintained but there is no living movement to identify, collect, preserve and support existing talents among the tribal, rural and folk artists and craftsmen for sustaining their artistic and cultural pursuits. These tribal arts and crafts were integral part of the way of life of people having an economic dimension. With the spread of industrialisation and commercialisation, the tribal artists have taken to modern occupations and their arts are now languishing e.g. the paintings of Warlis in Maharashtra, Kartha work of Bengal, Kalamkari of Andhra etc. Documentation of the dying and languishing arts, identification of arts and crafts having a viability to stand on their own under modern circumstances, providing them economic assistance, marketing and other support services is necessary. There could be a network of cooperatives of tribal artists and craftsmen linked to State-level organisations as every State has varied arts and crafts traditions which are quite attractive and fascinating. Drawing inspiration from this, States should start inter-district programmes inviting local grassroot level artists of dying art forms; (e) Resources, other than monetary, need to be utilised, involving universities and voluntary organisations. The present method of the Zonal Cultural Councils inviting troupes to perform in an ad hoc manner is demeaning to folk artists. The ZCCs need to make a deeper impact, and their activities should have an echo in every State. Taking threads from ZCC, the States should take up innovative schemes.

(f) While various programmes of central organisations would be supported, the tendency for central organisations to set up their regional branches would be discouraged. Central agencies would be expected to work along side State, district and local level cultural organisations and avoid bureaucratisation.

(g) The role of the State Departments of Culture in stimulating and promoting cultural development in the following fields needs emphasis: (i) development of regional language and literature and the translation of significant literary works in the regional language into other regional languages; (ii) preservation and protection of cultural property including monuments, and (iii) inculcation of cultural topics and values in the textbooks for primary and secondary schools in the regional language. States should intervene in the cultural field and ensure that a high priority is given to cultural development in their overall programme of development.

(h) A policy-related aspect of cultural conservation is the need to evolve tools for assessment of cultural impact of development projects and to make this assessment an integral part of appraisal of new development projects. Such tools and such assessment have become well-accepted and standard in the field of environment. Similar exercises in relation to culture should take place for every project, taking care to see that they are not perceived, and do not actually operate, as a hindrance to development process.

