



**National Institute of Administrative Research (NIAR)**  
**Lal Bahadur Shastri National Academy of Administration**  
**Mussoorie, Uttarakhand.**

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## **CONCEPT NOTE**

**ON PROPOSED COLLABORATION BETWEEN**

**NIAR & UNDP**

**On**

**Centre for Climate Change and Environment (CCCE)**

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**MARCH, 2011**

## **Concept Note on collaboration between NIAR, LBSNAA – UNDP on Centre for Climate Change and Environment (CCCE)**

### **1.0 The LBSNAA and its specialized centers:**

The National Institute of Administrative Research (NIAR), Lal Bahadur Shastri National Academy of Administration, Mussoorie [LBSNAA] has a number of specialized Research Centres viz., Centre for Rural Studies (CRS), National Centre of Gender Training Planning and Research (NCGTPR), Centre for Co-operatives and Rural Development (CCRD), National Centre for Urban Management (NCUM), Total Quality Management (TQM) and Centre for Disaster management (CDM) etc. engaged in training, research and publication in their respective areas. In order to achieve greater synergy among the training and research activities of these centers, all the LBSNAA centres including the Centre for Disaster management have been amalgamated under the umbrella of NIAR. Under the new organizational structure the centers will become the units of NIAR, while continuing to retain their functional and financial autonomy to undertake focused activities for which they were set up initially.

### **2.0 National Institute of Administrative Research (NIAR):**

National Institute of Administrative Research (NIAR), established in March 1995, is a Society constituted under the aegis of Lal Bahadur Shastri National Academy of Administration, Mussoorie. The Institute was conceived as Research and Training wing of Academy and with its newly adopted Vision Statement- "To become the country's leading think-tank on Governance", it eventually envisages to function as an International Centre for Good Governance.

Since Inception, the Institute has conducted intensive primary research and cutting edge trainings on the following broad themes:-

- Evaluation and Impact Assessment Studies on SSA
- Monitoring and Capacity for SSA
- Social Assessment Studies of Elementary Education
- Reforms pertaining to Management of the Economy and Public Administration
- Planning in Health sector
- Evaluation of Watershed programmes
- Decentralized Planning and Panchayati Raj Institutions.
- Studies pertaining Environmental Issues
- Studies pertaining Rural development and PRIs with special focus on NREGS
- Management Development Programmes (MDP)

### **2.1 Objectives of NIAR:**

**The objectives and functions for which the NIAR is established are:**

- (i) To initiate Research in Various Aspects of Regulatory and Developmental Administration, Public Management and Public Policy with Special reference to Agrarian issues, Co-Operatives, Decentralization, Sustainable Development, Rural Development, Urban Development, Urban and

Regional planning, Social Sector Programmes, Poverty Alleviation and other areas relevant to the Training Activities of the Lal Bahadur Shastri National Academy of Administration and other Institutions in India and Abroad;

- (ii) To convert the Research Outputs into Training Inputs for various Courses Conducted by Government and Non-Government Agencies;
- (iii) To Design, Coordinate and Organize Training Programmes Sponsored by various Government, Non-Government and International Agencies and Develop Training modules for the Purpose;
- (iv) To Organize, Sponsor and Aid Seminars, Workshops, Study Circles, Working Groups and Conferences for Promoting Research;
- (v) To Interact with Other National and International Organizations, In and Outside Government, Engaged in Research and Training in Subject areas of Mutual Interest;
- (vi) To Institute Fellowships and Run Sabbatical Programmes;
- (vii) To Engage in Provision of Consultancy Services In and Outside the Country;
- (viii) To Establish and Maintain a Documentation Centre and;
- (ix) To Publish the Research Outcome for Wider Dissemination.

## **2.2 Details of Training Program Conducted by NIAR**

Training programmes / Workshops / Seminars conducted by NIAR since 2000 are appended as **Annexure -I**

## **2.3 Publications**

### **A. External Publications**

- 1 'Governance and the IAS: in Search of Resilience': Dar, R.K.(ed.), 1999, Tata McGraw-hill Publishing Company Limited, New Delhi.
- 2 'Forests, People and Profit: New Equations for Sustainability': Saxena, N.C., 1995, Natraj Publishers, Dehradun.
- 3 'Carrying Capacity of Mussoorie – towards Establishing Benchmarks for Sustainability': Ramachandran, H., 1999 Concept Publishing Company, New Delhi.
- 4 'Elementary Education in India: Issues and Challenges' : Kumar Alok & Singh A.P. (ed.), 2009, Uppal Publishing House, New Delhi
- 5 'Sanitation and Health in Rural India : Problems and Management Options': Kumar Alok & Bisht B.S.(ed.), 2010, Uppal Publishing House, New Delhi
- 6 Book on "Teacher's Resource Material on Multigrade/Multilevel Teaching"

## **Forthcoming External Publications**

1. Total Sanitation Campaign in India : Best Practices
2. Social Accountability Mechanism for SSA and NRHM
3. Educational Governance: Quality Issues in Elementary Education
4. Community Governance of Elementary Education: from Participation to Ownership
5. Educational Governance: Quantitative, Qualitative and Participatory Research Methods

### **3.0 Background and Objectives of the CCCE:**

**3.1.** The XI<sup>th</sup> Five Year Plan is aimed at faster and more inclusive growth. The plan recognizes the need to sustain growth rate at over 8 % per annum. The benefits of this growth need to reach poor and marginalized communities. In the XII<sup>th</sup> Five Year Plan, preparatory discussions indicate that the emphasis on inclusive growth is likely to be supplemented by a concern for environmental sustainability and climate resilience.

**3.2** Officers belonging to the central services play a pivotal role in India achieving its national development goals. The Government of India has an extensive and complex administrative structure from National, to the District Level and below; and the officers belonging to various categories of central services are engaged at different levels from governing of an Administrative Unit (District Magistrate) and implementation of development schemes (Project Directors for MNNREGS/NRHM/SSA) to policy level planning (Joint Secretaries). These officers are responsible in developing and implementing fiscal and regulatory policies related to the production sector, utilization of natural resources, energy and infrastructure, habitat and essential services.

**3.3** Climate change and environmental issues are important factors influencing a nation's progress. Water, soil, air and biological resources contribute to quality of life and are important to sustain production in several crucial sectors. There is a need to ensure sustainable management of the resources.

Climate change is emerging as an important phenomenon. There is widespread agreement that the world will experience higher mean temperatures, more uncertain rainfall, more extreme weather events, and a rise in sea level. As science evolves on understanding the influence of rising green house gases, predictions on climate change will become more accurate.

Meanwhile, there is need for the world to respond to the challenges posed by climate change, e.g., rising temperature will influence crop productivity, changing rainfall pattern will require changes in water management infrastructure and services. Extreme weather events will require fresh planning of habitation and landuse, morbidity patterns will change as will production systems. Poor communities and marginalized communities living in regions exposed to extreme weather events will be most vulnerable to climate change.

The primary objective of the Centre for Climate Change and Environment (CCCE) is to develop the capacity of officers to understand and respond to challenges posed by climate change and environmental

degradation. As discussed above, climate change is likely to influence the agenda of these officers when they are posted at different levels in different sectors. Adequate knowledge of the threats posed by climate change and strategies for mitigation and adaptation will become increasingly important. A related objective is to strengthen the role of NIAR as a knowledge institution, so that it can contribute effectively to administrative systems in state and technical services, other countries and to the corporate sector.

#### **4.0 Outputs of CCCE under the LBSNAA/NIAR – UNDP partnership on Climate Change**

UNDP will support the Centre for Climate Change and Environment established in the National Institute of Administrative Research, for a period of three years to strengthen the capacities of officers to respond to the opportunities and challenges posed by climate change and environmental factors to India's development process, within the broad training framework of the LBSNAA. With UNDP support, the Centre will build up a knowledge base on aspects of policy, programmes and administrative systems which are closely related to climate change and the environment. The knowledge base will include knowledge products, platforms for disseminations and networks for collaboration. This will enable the centre to offer services to other central and state institutions which have been established to train government officers at various levels and belonging to different service cadres.

#### **4.1 Capacity development on climate change at LBSNAA**

- i. Developing a curriculum on climate change for officer trainees and mid-career trainees. The curriculum will include stand-alone courses focused on the science, economics and policy of climate change, on adaptation strategies and on the national mitigation actions. In view of the cross-cutting nature of climate change, the curriculum will also include contribution to the course content of related subjects (rural studies, gender and inclusion, disaster management etc).
- ii. Development of training modules for officer trainees and mid-career trainees: Modules will be developed for the Foundation and Phase I-V, tailored to each course. The modules will be based on the specific responsibilities being handled by officers at each stage in their career (e.g in the district or below, as heads of departments or in charge of programmes in the states, as those engaged in policy formulation and fiscal intervention at senior levels). The duration of the modules will vary, and will typically be shorter and more focused on policy Phase III onwards. The training modules will cover, among others, broad aspects such as
  - a. Planning for public works and infrastructure
  - b. Public health and morbidity
  - c. Agriculture and allied activities, including cropping pattern and seed availability
  - d. Ensuring safe and reliable access to drinking water, integrated water management, management of irrigation structures and water bodies
  - e. Landuse planning and zoning within cities; habitat management
  - f. Sustainable forest management, biodiversity conservation
  - g. Fiscal policies for adaptation and mitigation (e.g. on renewable, pricing fossil fuels, encouraging efficiency, conserving biodiversity)
  - h. Market based approaches to mitigation and adaptation, including technology transfer, access to finance, risk insurance, etc

- iii. Inclusion of guest lectures and seminars on climate change, consistent with the training requirements at each stage; exposure through experts to state-of-art on CC knowledge and good practice on mitigation and adaptation
- iv. Basing the approach to training on the need to equip trainees for more effective action: the training will be based on case studies and practical problems; on knowledge of adequate detail and technical content; on relating climate change to India's development challenges and national priorities

#### **4.2. Developing CCCE as a Knowledge institution**

- i. Preparing and accessing reference material in the form of published works and audio-visual material, preferably in digital form; listing institutions and individuals who have contributed significantly to climate change science, economics and policy and the practice of mitigation and adaptation
- ii. Identifying and documenting good practices in India and related contexts; developing appropriate case studies on climate change mitigation and adaptation; focused research to study real situations and develop practical implementable solutions;
- iii. Drawing upon global and national knowledge on climate change (the science, economics and policy), different climate change scenarios, assessment of vulnerability, identifying critical action
- iv. Developing new or strengthening existing virtual/electronic platforms for knowledge sharing, including linkages with training institutes related to LBSNAA and linking up with and other relevant databases and platforms. The Solution exchange forum being supported by the UNDP offers useful lessons.
- v. Dissemination and knowledge sharing activities including publications, films, lectures, seminars and workshops
- vi. Academic exchange between CCCE/NIAR and reputed institutions (national and global) working on the climate change themes.

#### **4.3 Developing capacity of other institutions, including the corporate sector, south-south cooperation**

- i. Developing capacity of Central Training institutions and State Training institutions on climate change related themes: Training of Trainers belonging to Central Trainnig institutes and state ATIs; Organizing workshop / seminars for state administrative officers and senior officers belonging to technical cadres; providing access to knowledge base and e-learning platforms;
- ii. Increasing awareness on climate change aspects among units in the corporate sector: Working with trade/business/corporate associations to raise awareness of the challenges and opportunities posed by climate change; sharing information on mitigation and adaptation

- strategies; exploring commercial viability of mitigation actions, including energy efficiency and renewable; identifying growth opportunities in sectors related to adaptation and mitigation
- iii. South-south cooperation, including collaboration with officer training institutions in South Asia, South East Asia and Africa

## **5.0 Target Audience:**

The training programmes at present conducted by Central Training Institutions and various Administrative Training Institutes (ATIs) are not able to cover near about 1000 critical top administrators passing through the academy in the various phases of training from Phase I to V each year. Every year, about 2000 Officers come to LBSNAA as participants. This includes 150 each with at IAS Phase III [9 years of service], Phase IV [16 years of service], Phase V [25 years of service]. Apart from these regular academy courses at entry level FC [ 300 IAS, IPS, IFS, IFoS], IAS Phase I and II [120 each], 2 Induction Training programs with 100 participants from IAS Officers promoted from state administrative services, and more than 60 other workshops, programs, seminars with 1000 odd participants pass through the portals of the Academy.

## **6.0 Specific support provided by the NIAR/LBSNAA-UNDP partnership to CCCE:**

UNDP will provide financial and technical support to NIAR for a period of three years to enable CCCE to deliver on the results listed above. To this end, UNDP will mobilize resources from donor agencies including bilaterals such as AusAid. Based on a broad Memorandum of Understanding, NIAR and UNDP will develop Annual WorkPlans and Budgets. UNDP support will be broadly in the forms of:

### **6.1 Human Resource Support**

The CCCE will work under the overall direction of senior faculty of LBSNAA/NIAR. The centre needs to be adequately staffed to deliver on its objectives. A core team will be supported by the NIAR-UNDP partnership, comprising

- a) Academic coordinator
- b) Administrative Officer
- c) Research Officer

The academic coordinator will be a senior position, a specialist in climate change policy, with adequate experience of practical situations in India. The coordinator will be well conversant with the globally available knowledge on climate change, mitigation and adaptation, will be informed of reputed institutions and individuals working on CC issues and will be familiar enough with the Indian administrative system to assess training needs. S/he will manage the process of curriculum formation and developing the various training modules and manuals and will also provide overall coordination support to organize various workshops and consultation meetings.

## **6.2 Process support for developing training curriculum and material**

The development of curriculum and materials will require consultation, studies and expert advice. The project will support these activities

## **6.3 Knowledge products and dissemination**

The project will support the development of case studies on good practices in managing climate change (vulnerability assessment/mitigation/adaptation) in Indian and related contexts. The project will compile bibliographies of relevant material on climate change science, economics and policy. The project will also support the dissemination of such knowledge through publications, films, workshops and newsletters

## **6.4 Facilitating academic exchange and establishing knowledge networks**

This will include academic partnerships with renowned institutions in India and other countries. It will also include visits to these institutions and guest lectures and contributions from globally eminent resource persons. The knowledge networks may be virtual, based on electronic platforms. In addition, the project will support seminars and workshops.

The project will be based on a Memorandum of Understanding between NIAR/LBSNAA and UNDP. A logframe of project results will be the basis for annual workplans and budgets. The workplans and budgets will be jointly administered by a Project Steering Committee, which will have representatives from NIAR/LBSNAA, UNDP and other stakeholders.

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