



Government of India
Institute of Secretariat Training and
Management
(Department of Personnel & Training)

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READING MATERIAL
for
ORIENTATION TRAINING PROGRAMME
of
ASSISTANTS, SECTION OFFICERS, UNDER
SECRETARIES
of
Department of School Education & Literacy
Department of Higher Education
Ministry of Human Resource Development
Government of India

Sponsored by
DEPARTMENT OF ADMINISTRATIVE REFORMS & PUBLIC GRIEVANCES
As part of the
DFID funded Capacity Building for Poverty Reduction Programme

SEPTEMBER 2010

FOREWORD

The utility and need for training in any organization is universally accepted. This is more so in Ministries and Departments of Government of India, where apart from rules and regulations on various subjects, policies in the area of social welfare at National, State and grass-root level are formulated and implemented.

2. The focus of training is generally directed towards foundational level, where the newly recruited officials are required to undergo intensive training on various aspects of administration. Also, the concept of in-service training at various levels focusing on requirements as and when such officials move up on promotion is also firmly established.

3. However, one aspect, which generally goes un-noticed, is when officials are moved from one Ministry/Department to another, as a result of routine transfer policy or on promotion and also, officials directly recruited are allotted Ministries/Departments and join after receiving Foundational Training on general subjects. Such officials are faced with the problem of familiarizing and learning the working of the new Ministry/Department. The concept of any kind of Orientation training, focusing on the need of the Ministry/Department, is by and large not in place. The problem of such officers is more acute in Ministries/Departments implementing National Level policies in various critical sectors like water resources, where the policies/schemes are formulated at National Level but implemented through States at District, Block and Panchayat level. The problem is also acute in Ministries dealing with technical subjects like Department of Agriculture & Cooperation. The newly posted officers have to handle technical subjects without any familiarization training.

4. The newly posted officials find it extremely difficult to learn about the important policy/schemes and also their implementation mechanism at the block and village level.

5. DARPG as part of the DFID funded Capacity Building for Poverty Reduction Programme has taken initiative to bridge this gap by providing Orientation Training to the officials posted to a ministry on promotion, transfer, deputation or direct recruitment. The task of identifying training needs for such orientation training programme and based on the same, designing training and development of training material has been assigned to ISTM as Consultant.

6. As part of the above endeavour, five ministries were identified and a task team constituted in ISTM to carry out a Training Need Analysis, design an Orientation Programme and conduct one pilot programme in each of the Ministries. The task team successfully completed this activity. It gives me great

pleasure to state here that this orientation programme was received extremely well by the Ministries and the participants.

7. As a follow-up of the successful completion of the Orientation Programmes in five Ministries, DARPG entrusted Phase-II of the programme for six identified Ministries to ISTM. As in the earlier Phase the task included carrying out a need analysis and identifying training needs, design a training programme based on the identified needs and developing training material.

8. To undertake the task assigned, ISTM has constituted a consultancy team consisting of Sh. K.S. Kumar, Joint Director, Sh. Chandan Mukherjee, Deputy Director and Sh. S.K. Dasgupta, former Director, DOPT and Dr.A.N.Chakravarty, former Joint Director, ISTM (as External Consultant).

9. It gives me great pleasure that the consultancy team has conducted extensive research and studies by collecting data through questionnaire and interview along with the literature survey. Based on analysis of the data so collected training needs for the target groups of Assistants, Section Officers and Under Secretaries in Department of Ministry of Human Resource Development.

10. Based on the identified training needs consultancy team has prepared Design brief, training programme brochure and training programme guide for the orientation training for the target groups on their posting to Ministry of Human Resource Development.

11. I am confident that this report of the consultancy team giving training needs, design brief, programme brochure and programme guide for orientation training programme for the target group will prove to be useful in commencing the capacity building initiative in the area which has remained unattended till now.

(KHWAJA M. SHAHID)
DIRECTOR

September 2010

PREFACE

This report is an outcome of DARPG initiative as implementing agency for DFID funded Capacity Building for Poverty Reduction Programme to operationalise Orientation Training Programme for Assistants, Section Officers and Under Secretaries on their posting to the Department of Higher Education, Ministry of Human Resource Development. DARPG assigned the task to ISTM as Consultant, which in turn constituted a consultancy team consisting of the undersigned along with Sh. Chandan Mukherjee, Deputy Director and Sh. S.K. Dasgupta, former Director, DOPT and Dr. A.N. Chakravarty, former Joint Director, ISTM (as External Consultant) to conduct training needs analysis , design training and develop training material. Consultancy team designed questionnaire and check lists for interview to collect data for identifying the training needs of the target groups. Data through questionnaire was collected from **310 officers and some** officers were interviewed. The consultancy team also undertook extensive literature survey by collecting documents / reports from the Ministry.

2. Based on the data collected and analysis thereof, training needs of the target group have been identified and are given in **Chapter -6 of the Report**.

3. As the outcome of the identified needs, design brief, training design, programme brochure and programme guide indicating aim, objectives, contents, methodology, deliverables, evaluation and assessment parameters for Orientation Training Programme have been prepared and are at **Chapter 7 to 10**.

4. The consultancy team hopes that this report will facilitate operationalisation of Orientation Training Programme for Assistants, Section Officers and Under Secretaries on their posting to new ministry and lead to enhanced productivity and improved decision making. We look forward to constructive suggestions / comments for improving our efforts, both in content and context.

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September 2010

ACKNOWLEDGEMENT

The initiative taken by Department of Administrative Reforms and Public Grievances to institutionalize a system of Orientation Training as a pilot project in five Ministries will go a long way in increasing efficiency and productivity of the concerned Ministries. The Institute of Secretariat Training and Management (ISTM) and the Consultancy Team express their deep gratitude to Department of Administrative Reforms and Public Grievances for entrusting this responsibility to them, which involves the entire gamut of collection of data, identification of training needs, design of training and also preparing the training material.

2. The Consultancy team is grateful to Secretary, Department of Administrative Reforms and Public Grievances and all other officers of the Department for their guidance and assistance extended to the team from time to time.

3. The Consultancy Team is grateful to Dr. Anita Bhatnagar Jain, Joint Secretary, Dr. Suparna S. Pachouri, Deputy Secretary, Shri Ziley Singh, Under Secretary(Admn) and other senior officers of Ministry of Human Resources Development for coordinating the visit of the team to the Ministry for collection of data and for facilitating meeting with other officers to ascertain their views. The Team is also grateful to all the officers of his Division for providing relevant material pertaining to the Ministry and also, copies of various circulars issued by the Ministry from time to time.

4. The Consultancy Team is grateful to Dr. Anita Bhatnagar Jain, Joint Secretary, Dr. Suparna S. Pachouri, Deputy Secretary, Shri Ziley Singh, Under Secretary(Admn) and other senior officers of Ministry of Human Resources Development for sparing their valuable time for interacting with the Team and providing valuable suggestions and information relating to Orientation Training in the Ministry.

5. Dr. Khwaja M. Shahid, Director, ISTM has been a great source of strength and morale-booster by providing necessary guidance and assistance to the Consultancy

Team as and when required. The Team is grateful to Dr. Shahid for guidance in undertaking the task.

6. Last but not the least the Consultancy Team acknowledges the contribution and assistance provided by the supporting staff consisting of Smt. Veena Monga, Smt. Binita Pandey, Shri Ravi Shankar, and Shri Attar Chand. But for their untiring efforts, the Team could not have succeeded in submitting this part of the Report.

**K.S.Kumar,
Chandan Mukherjee,
S.K. Dasgupta and A.N.Chakravarty**

CONSULTANCY TEAM

- Sh. K.S.Kumar , Joint Director, ISTM
- Sh. Chandan Mukherjee, Deputy Director, ISTM
- Sh. S.K. Dasgupta, (Former Director, Government of India), External Consultant
- Sh. A.N.Chakraborty, Ex-Joint Director, ISTM

STAFF MEMBERS

- Smt. Veena Monga, PA
- Smt. Binita Pandey, PA
- Sh. Ravi Shankar, Peon
- Sh. Attar Chand, Peon

MENTOR

Dr. Khwaja M. Shahid, Director, ISTM

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CHAPTER-1

SCHOOL & LITERACY SECTOR

(i) Right of Children to Free and Compulsory Education Bill.

1.1 The Right of Children to Free and Compulsory Education (RTE) Act 2009 was published in the Gazette of India on 27th August 2009. The Act provides for Free and Compulsory education to all children of the age of six to fourteen years. The Central Government has affixed 1st April 2010 as the date of enforcement of the Act.

1.2 The RTE Act provides children in the 6-14 age group the legal entitlement to free and compulsory education. It lays down, inter alia norms and standards for infrastructure, PTRs for the primary and upper primary stage of education, academic responsibilities of teachers and principles for the teaching and learning process. The RTE Act has considerable implications for the implementation strategies of SSA. Steps have been initiated to harmonise the vision, strategy and norms under Sarva Shiksha Abhiyan with the RTE mandate.

(ii) Launching of Saakshar Bharat

1.3 The National Literacy Mission has been modified and renamed SAAKSHAR BHARAT, which was launched by the Prime Minister on 8.9.2009. To ensure equity and inclusiveness, achieve the overall objectives of reducing gender gap in literacy levels and minimize social disparities, nearly 60 out of 70 million targeted beneficiaries, that is 85% of the total target, will be women and nearly 50% of the target group will comprise SCs/STs and minorities.

1.4 District, Block and Gram Panchayats have been given key roles in planning, implementing and monitoring of the programme. The Mission will be implemented through Gram Panchayats at the grassroot level and by other PRIs at the district and sub-district levels.

(iii) Attempt to formulate a policy framework for PPP in school education

1.5 A concept note on possible models of Public Private Partnership in school education has been prepared and the same has been put on the website of the Ministry inviting suggestions from the stakeholders and the public. Suggestions/inputs have been received from a wide section of stakeholders, which will assist the Ministry in formulating appropriate PPP models for school education.

(iv) ICT in secondary schools and in open/distance schooling

1.6 Draft Policy on ICT for School Education has been prepared and posted on the Ministry's website and has also been sent to States/UTs, other concerned Ministries and

key organizations for feedback. Comments have been received from a wide section of stakeholders and these are being examined before finalizing the policy.

1.7 The policy has a separate section on ICT for Open and Distance Learning as well as for network and connectivity with emphasis on broadband.

(v) Education in accordance with National Curriculum Framework, 2005 evolving a National Curriculum Framework (NCF) for Teacher

1.8 The National Council of Teacher Education (NCTE) has prepared a draft National Curriculum Framework of Teacher Education. This framework has been prepared in the background of the NCF, 2005 which necessitated an altered framework on Teacher education, consistent with the changed philosophy of school curriculum recommended in the NCF, 2005.

CHAPTER-2

HIGHER AND TECHNICAL EDUCATION SECTOR

Recommendations of Yash Pal Committee and National Knowledge Commission.

2.1 A proposal for establishment of an autonomous overarching National Commission for Higher Education and Research for prescribing standards of academic quality and defining policies for advancement of knowledge in higher educational institutions, based on the principle of enhancing autonomy of universities and institutions of higher learning and research. The said proposal is based on the recommendations of Yash Pal Committee and National Knowledge Commission for establishment of such an over-arching authority. A Task Force was constituted for aiding and advising the Government in the establishment of the Commission. A draft legislative proposal has been placed on the website of the Department for initiating the consultation process and to create a consensus across the country.

Technical Education Quality Improvement Programme (TEQIP).

2.2 Technical Education Quality Improvement Programme (TEQIP) was conceived and designed as a long-term project to be implemented in 10-12 years in 3 phases to support excellence and transformation in Technical Education in the country. TEQIP Phase-I was implemented with the assistance of World Bank as a centrally coordinated Central and State Sector Project with a total cost of Rs.1339 crore. Out of this Rs.306 crore was Central Component and the remaining Rs. 1033 crore was State Component. The program became effective in March, 2003 and the closing date of the program was 31st March, 2009. However, the pending reimbursement claims were allowed to be settled in the next four months after the project closure i.e. 31st July 2009.

2.3 127 Institutions participated in TEQIP out of which 18 were Centrally Funded Institutions and remaining 109 State Institutions. The State Institutions were from the State of Andhra Pradesh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Tamil Nadu, Uttar Pradesh, Uttarakhand and West Bengal. The total allocation for these Institutions was Rs. 1339 crore. The cumulative expenditure upto 31st March 2009 was Rs. 1321.80 crore which is 99% of the total project allocation.

2.4 Based on the achievements made during TEQIP Phase-I, TEQIP Phase-II is to be implemented as a Centrally Sponsored Scheme (CSS) with the assistance of the World Bank at a total cost of Rs. 2430 crore. The Central contribution will be Rs. 1895.50 crore, out of which Rs. 1395.50 will be reimbursed by the World Bank. The State share will be Rs. 518.50 crore and the Share of Private unaided institutions will be Rs. 16 crore. The funding pattern will be 75:25 between the Centre and the participating States and for North Eastern States it will be 90:10. The TEQIP-II project is for the duration of 4 years covering about 200 institutions based on competitive funding. The Programme will be implemented from 2010-11.

CHAPTER-3

UNIVERSITY GRANTS COMMISSION

3.1 The University Grants Commission is a statutory organization established by an Act of Parliament in 1956 for the coordination, determination and maintenance of standards of university education. Apart from providing grants to Universities and Colleges, the Commission also advises the Central and State Governments on the measures which are necessary for the development of higher education. It functions from New Delhi as well as through its six Regional Offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.

CHAPTER-4

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT)

4.1 National Council of Educational Research & Training (NCERT) is an apex resource organisation of Govt. of India in the field of school education. It was set up by Government of India in 1961 as an autonomous organisation registered under Societies Registration Act (Act XXI of 1860) to advise and assist the Ministry of Human Resource Development, Government of India, and Departments of Education in States/Union Territories in formulation and implementation of their policies and major programmes in the field of education, particularly for qualitative improvement of school education. For realization of its objective. NCERT and its constituent Units.

- Undertake, aid, promote and coordinate research on areas related to school education.
- Organize pre-service and in-service training of teachers;
- Organize extension services for institutions that are engaged in educational research, training of teachers or have extension services to schools;
- Develop and disseminate improved educational techniques, practices and innovations
- Collaborate, advise and assist State Education Departments, Universities and other education institutions
- Act as a clearing-house for ideas and information to all matters relating to school education;
- Undertake the preparation and/or the publication of books, materials, periodicals and other literature to achieve its objectives;
- Act as a nodal agency for achieving goals of universalisation of elementary education.
- Undertake the preparation and/or the publication of books, materials, periodicals and other literature to achieve its objectives;
- Act as a nodal agency for achieving goals of universalisation of elementary education.

4.2 In addition to research, development, training, extension, publication and dissemination activities, NCERT acts as a major agency for implementing the bilateral Cultural Exchange Programmes with other countries in the field of school education. NCERT also interacts and works in collaboration with international organizations, visiting foreign experts and delegations and offers various training facilities to educational personnel from developing countries.

Constituent Units

4.3 Constituent Units of NCERT are: -

1. National Institute of Education, (NIE), New Delhi.
2. Central Institute of Educational Technology *(CIET), New Delhi.

3. Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal.
4. Regional Institute of Education (RIE), Ajmer.
5. Regional Institute of Education (RIE), Bhopal.
6. Regional Institute of Education (RIE), Bhubaneswar.
7. Regional Institute of Education (RIE), Mysore.
8. North-East Regional Institute of Education (NE-RIE), Shillong.

Overview

4.4 The NCERT undertake programmes related to research, development training, extension, international cooperation, publication and dissemination of educational information. It functions in almost all aspects and stages of school education and teacher educators viz., Early Childhood Care and Education; Education of Groups with special Needs such as SC, ST and minorities, girls, physically challenged' pre-service and in-service teacher education; vocational education; examination reforms; educational technology; environmental education; population education; guidance and counseling; identification and nurturance of talent; development of curriculum and instructional material; content and processes of education; in-service innovative courses at graduate and post-graduate level; production of print and non-print material, etc. It works in close collaboration with organizations; and international organizations. Its programmes are formulated based on the educational needs of states; national priorities and commitments; and international inputs.

4.5 The NCERT continued out its major on-going programmes such as preparation of textbooks based on NCF-2005; Jawaharlal Nehru National Science Exhibition for children; support to state level science exhibitions; National Talent Search Scheme; National Awards for Innovations in Teacher Education and School Education; national awards for Best Practices in Vocational diploma in guidance and counseling through distance mode; Innovation pre-service teacher education and counseling courses. All India School Education Survey; Survey of Research in Education; transmission of educational video programmes on DD and AIR educational channels 'Gyan Darshan' and 'Gyan Vani' and teachers training on new textbooks through teleconferencing using EDUSAT facility; etc.

CHAPTER-5

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION (AICTE)

5.1 The All India Council for Technical Education (AICTE) was set-up in 1945 and later on in 1987 given statutory status by an Act of Parliament. The AICTE grants approval for starting new technical institutions and for introduction of new courses. It also lays down norms and standards for such institutions. It also ensures quality development of technical education through accreditation of technical programmes. In addition to its regulatory role, the AICTE also has a promotional role, which it implements through schemes for promoting technical education for women, handicapped and weaker section of the society, promoting innovations, faculty development & research, giving grants to technical institutions etc.

5.2 The technical institutions under the AICTE include post-graduate, under-graduate and diploma in the whole spectrum of technical education covering, engineering/technology, pharmacy, architecture, hotel management and catering technology, management studies, computer applications and applied arts and crafts. The AICTE has its headquarters in New Delhi and eight regional offices located at Kolkata, Chennai, Kanpur, Mumbai, Chandigarh, Bhopal, Bangalore and Hyderabad.

5.3 The Council is a 51-member body and has a Chairman, a Vice-Chairman and a Member Secretary with tenure appointments. The Council includes amongst others, representatives of various Departments of the Government of India, the Lok Sabha and the Rajya Sabha, Govt. of States and Union Territories, representatives from the Statutory Boards and Committees of the Council, Professional Bodies and organizations in the various fields of technical education and research and also organizations in the field of industry and commerce, etc.

5.4 The Council discharges its functions through a 21- member Executive Committee. The Council is assisted by 10 Statutory Boards of Studies, namely, UG Studies in Engineering & Technology, PG Education and Research in Engineering & Technology, Management Studies, Vocational Education, Pharmaceutical Education, Architecture, Hotel Management and Catering Technology, Information Technology, Town and Country Planning and Technician Education. The All India Boards of Studies advise the Executive Committee on academic matters falling in their areas of concern including norms & standards, model curricula, model facilities and structure of courses etc. The jurisdiction, constitution, functions and powers of the Boards of Studies are such as may be provided by the Council through appropriate Regulations.

5.5 In accordance with the functions assigned to it under Clause 10(k) of the AICTE Act, the Council grants approvals for starting new technical institutions and for introducing new courses or programmes in already approved institutions. Approvals are

accorded in consultation with respective State Governments and affiliating Universities. The details of AICTE approved Degree

5.6 At the undergraduate and postgraduate levels, the AICTE grants approvals for starting of new technical institutions, for introducing new courses or programmes and for increase in intake capacity in technical institutions. The AICTE has delegated to the concerned State Government providers to process and grant approval of new institutions, starting new courses and variations in the intake capacity for diploma level technical institutions. The process of granting approvals has been reviewed to make it more transparent, responsive and hassle free. The concerned agencies i.e. State Governments and Universities are consulted at all important stages of decision-making. The process of approval for new institutions has been streamlined to minimize hardship to stakeholders.

5.7 The National Board of Accreditation (NBA), which was set up in 1994 under Section 10(u) of the AICTE Act awarded accreditation status to programmes as, "Accredited for five years", accredited for three years and "Not Accredited" (NA). Accreditation was based on 8 point criteria which was input based. NBA has, however, revised the criteria for accreditation of institutes to bring it at par with international parameters. Accreditation is now based on a 1000 point scale and is an outcome based accreditation system. There has been a substantial increase in the number of accredited programmes as is seen from the table placed below:

Level and Diploma Level Technical Institutions for the academic year 2009-2010 is summarized below:

5.8 NBA is a provisional member of the Washington Accord and is making all efforts to attain full membership. Research & Institutional Development (RID) Bureau is a critical wing of the Council. It financially supports technical institutions for original research, industry interaction and training young teachers. The Council has several schemes to attract all types of stakeholders. During 2009-10, the Council received many proposals under the schemes, which were evaluated and considered for funding.

5.9 There are several schemes for faculty development, namely, Quality Improvement Programme (QIP), Career Award for Young Teachers (CAYT), Emeritus Fellowship, Visiting Professorship, Seminar Grant, Travel Grant, Staff Development Programme, National Doctoral Fellowship, AICTE-INAE Distinguished Visiting Professorship and Financial Assistance to Professional Societies/Bodies. Under the Quality Improvement Programme (QIP), faculty members of degree level institutions are given opportunity to upgrade their qualifications to Master's and Ph.D. levels. Under the Scheme QIP (poly), polytechnic teachers can pursue Master's degree programmes. Course-wise Development and other short term training programmes are also conducted under the QIP.

5.10 In the Emeritus Fellowship Scheme, superannuated faculty members are supported for two years to continue research through grant of fellowships and contingency grants. Under the Scheme of Visiting Professorship, reputed academicians and technologists provide required expertise to their host institutions. Financial assistance

is provided to regular faculty through Schemes of Career Award for Young Teachers, Travel Grant and Seminar Grant. The Staff Development Programmes help new teachers to further enhance teaching skills. Professional Societies/Bodies are also provided non-recurring grants for various purposes. The Scheme of AICTE-INAE Distinguished Visiting Professorship jointly initiated by the AICTE and the Indian National Academy of Engineering (INAE) helps institutions avail expertise of experienced professionals from industry. The number of proposals received and grant sanctioned under various schemes of Faculty Development during the year 2009-2010 is given in the table below:-

5.10 For upgradation of skills and for providing opportunity for exchange of knowledge, the AICTE operates a number of programmes for Career Development of Teachers in technical education, viz., the Quality Improvement Programme (QIP), preparation of course material modules, short term training programmes, career awards for young teachers, schemes for awarding travel grants and seminar grants etc. The AICTE has now extended the QIP scheme to teachers working in other disciplines of technical education like Pharmacy, Architecture & Town Planning, Management and Applied Arts and Crafts for pursuing Masters/Ph.D Degrees. Further, the scheme of QIP has been extended to polytechnic teachers also. Under the scheme of Emeritus Fellowship, AICTE provides superannuated faculty members an opportunity to continue research

work for a period of two years through award of a fellowship and a contingency grant.

5.11 The AICTE funds a Scheme of National Technical Manpower Information System (NTMIS) for estimation of short term and long term requirement of technical manpower in different fields, for assessment of anticipated gaps in demand and supply. This NTMIS Scheme presently works from 20 nodal centers all over the country.

5.12 The Council has set up 106 virtual classrooms in identified technical institutions under the EDUSAT scheme to share the knowledge of premier and well-established institutions with other institutions. The scheme will be extended to other institutions in a phased manner.

5.13 Under the AICTE-INDEST Scheme, AICTE has provided a grant of Rs. 331.01 Lakhs to Indian Institute of Technology (IIT), Delhi for subscription to electronic resources to 60 Government/Government aided Institutions having programmes in engineering and technology at post-graduate level.

5.14 As part of its endeavor for qualitative improvement of the technical education system, AICTE continues with the efforts for development of Model Curricula too.

5.15 To provide information to its stakeholders, and for transparency in its activities, the relevant and current information is regularly updated on its website <http://www.aicte-india.org>.

CHAPTER-6

INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH (ICSSR), NEW DELHI

6.1 The Indian Council of Social Science Research (ICSSR) was established in 1969 for promoting social science research, strengthening of different disciplines, improving the quality and quantum of research and its utilization in national policy formulation. To realize these objectives, the ICSSR envisaged development of institutional infrastructure, identifying research talents, formulating research programmes, supporting professional organizations and establishing linkages with social scientists in other countries. The ICSSR provides maintenance and development grants to 25 Research Institutes and six Regional Centres across the country. Regional Centres have been set-up as extended arms of the ICSSR to support research and development and its programmes and activities in a decentralized manner. Important activities of the Council are as under:

6.2 Under its Publication Programme, the ICSSR has been carrying out surveys of research in different discipline of Social Sciences since 1972. The reports pertaining to Research Survey in the discipline of Geography, Sociology and Social Anthropology and psychology covering the period 1998-2002 have already been published and the next round of Research Survey in the discipline of Psychology, Economics, Geography, political science & Sociology and Social Anthropology has also been initiated. It has also been decided to digitalize ICSSR Journal of Abstracts & Reviews in the discipline of Psychology, Economics, Geography, political science & Sociology and Social Anthropology. The quarterly Journals entitled “Documentation of Public Administration” and “Vikalpa” were also published under the publication subsidy scheme. Fifty organizations engaged in the promotion of Social Sciences are likely to be given grants for maintenance/development. Nine research reports and ten doctoral theses are likely to be published during 2009-10.

6.3 The National Social Science Documentation Centre (NASSDOC) provides library and information support services to Social Science Researchers. It acquires monographs, core journals and online databases in Social Sciences, supplies bibliographies, photocopies of research material to scholars on demand. It gives grant-in-aid for bibliographical and documentation projects, conducts training workshops for social science community and information intermediaries to familiarize them with latest information and communication technology.

6.4 The International Collaboration Programme aims at promoting academic links among social scientists of India and other countries of the world. The ongoing activities under this programme for the last several decades are through Cultural Exchange Programmes (CEPs) with France, Russia and China; establishment of professional contacts with countries not covered by the CEPs, financial assistance for participation in International Conferences, Data Collection Abroad and to participate in activities of International Organizations like Science Council of Asia (SCA). The United Nations

Educational, Scientific and Cultural Organization (UNESCO), International Social Science Council (ISSC), Association of Asian Social Science Research Councils (AASSREC), World Institute for Development Economics Research of the United Nations University (UNU-WIDER) etc. As part of the new initiative, the ICSSR has signed MOU with National Research Council of Thailand (NRCT), Economic and Social Research Council (ESRC), UK, Netherlands Organization for Scientific Research (NWO), The Hague, Netherlands, etc. Dialogue is also going on with Vietnam Academy of Social Sciences (VASS), National Science Foundation (NSF) Colombo, Sri Lanka, National Research Foundation (NRF), South Africa, German Research Foundation (DFG), Germany, International Institute of Labour Studies (IILS), Geneva etc. During the year 130 Indian scholars will be provided grants to go abroad to attend seminars, conferences or to collect data, simultaneously 60 foreign scholars will visit India for the same purpose. With a view to give special emphasis to the promotion of social science research in the North Eastern Region, initiatives have been taken in the ICSSR to support research proposals and other activities. A sum of Rs. 250 lakhs have been allocated for supporting various programmes and activities in the region, during the year 2009-10 for funding research projects, award of fellowships, seminars, conference& workshops, study grant and training courses etc.

CHAPTER-7

INDIAN COUNCIL OF PHILOSOPHICAL RESEARCH (ICPR), NEW DELHI

7.1 The Indian Council of Philosophical Research set up by the Ministry of Education, Government of India, was registered as a society in March 1977 under the Societies Act, 1860. The aims and objectives of the Council Primarily are to aid and assist research and its publication in the field of Philosophy, and to conduct seminars/workshops/conferences for the promotion and propagation of research activities in the field of Philosophy.

7.2 The Council provided financial assistance to the Philosophy Departments of 39 colleges to organize Periodical Lectures in their respective areas, during the year. The Council also released grants for 5 major projects and has published 1 book, reprinted 1 book and brought out 3 issues of the Journal of the Indian Council of Philosophical Research (JICPR) and 2 issues of the News Letter.

CHAPTER-8

INDIAN COUNCIL OF HISTORICAL RESEARCH (ICHR), NEW DELHI

8.1 The Indian Council of Historical Research (ICHR) was established by the Government of India on 27th March 1972 as an Autonomous Organization to encourage objective and scientific research in various aspects of History. The prime aim of the Council is to give proper direction to historical research, encourage and foster of objective and scientific writing of history, not only from the point of view of national integration but also to inculcate respect for our cultural heritage without encouraging a blind acceptance of obscurantism and revivalism in historical writings. The Council has two regional centres, Southern Regional Centre, at Bangalore (Karnataka) and North-East Regional Centre at Guwahati (Assam) which are doing outstanding work to help scholars / students of their respective regions.

8.2 Books Published Recently

English

(1) Inscriptions of the Vijayanagara Rulers, Vol. III (1569-1682 AD) edited by Shrinivas Ritti and B.R. Gopal.

(2) The Inscriptions of the Vijayanagar Rulers vol. IV (Telugu Inscriptions) edited by Parabrahma Sastry (Published).

(3) Eastern India in the late Nineteenth Century, Part-I: 1860-1870, edited by Amiya Kumar Bagchi and Arun Bandopadhyaya.

(4) Railway Construction in India: Select Documents (1832-1900), Indian Railway Acts and Rules 1849-1895, Vol. IV edited by Amiya Kumar Bagchi.

(5) Towards Freedom: Documents on Movement for Independence in India, 1946, Part-II edited by Sumit Sarkar (General Editor: Sabyasachi Bhattacharya).

(6) Towards Freedom: Documents on the Movement for Independence in India, 1940, Part-I, edited by K.N. Panikkar (General Editor: Sabyasachi Bhattacharya).

(7) Volume 1941 Part-I of Towards Freedom Project edited by Dr. Amit K. Gupta & Professor Arjun Dev has been received after publication.

Malayalam

(8) Aspects of Political Ideas and Institutions in Ancient India by R.S. Sharma.

Punjabi

(9) India Today by R.P. Dutt.

ICHR's Journals

The Indian Historical Review carries articles of a general nature though some issues are focused on particular themes. Articles, review articles, book reviews and short notices are its regular features. Details regarding volumes of Journal and ICHR Newsletter during the period under report are given below:

Regional Centres of ICHR

With a view to reaching out to the far-flung areas of the country, the Council established two regional centres, one at Bangalore and the other at Guwahati.

ICHR Special Projects

The major projects being executed by the Council have made satisfactory progress under the supervision of eminent scholars. The details are given below:

(1) Towards Freedom Project

(i) Volume 1941 Part-I of Towards Freedom Project edited by Dr. Amit K. Gupta & Professor Arjun Dev has been received after publication.

(ii) The work on Part-II of volume 1940 of Towards Freedom Project is being finalized and is likely to be sent Press shortly.

(iii) The manuscript of volume for 1942, Part-II edited by Professor Bipan Chandra been received.

(iv) The manuscript of volume for 1947 Part-II edited by Professor Sucheta Mahajan has been received.

(v) Documents on the Movement for Independence in India volume 1946, Part-II edited by Professor Sumit Sarkar; volume 1939, Part-II edited by Professor Mushirul Hasan and volume 1940, Part-I edited by Professor K.N. Panikkar have been brought out.

(2) Documents on Economic History of British Rule in India 1858-1947

The Council has published four volumes on Railway Construction and Acts and one volume on Documents on Economic History entitled "Eastern India volume-I, Part-I. Manuscript of volume-I, Part-II is ready for press.

(3) Dictionary of Social Economic and Administrative Terms in Indian/South Asian Inscriptions

About 6000 cards have been computerized in Delhi for volume pertaining to North Indian Inscriptions. The volumes on South Indian Inscriptions, under the main editorship of Dr. K.V. Ramesh and the volume on Arabic, Persian and Urdu Inscriptions under Professor Irfan Habib, Aligarh as Honorary General Editor have made satisfactory progress.

(4) 1857 Project

During the period under report the Council organised 11 National Seminars, Conferences etc. on the theme of 1857; organized Exhibitions on 1857 at three places; approved two research projects on the themes related to 1857 viz. (i) Understanding 1857 – the Punjab Case and (ii) The Revolt of 1857 in the Southern Maratha Country and subsidized the publication of books on the project under publication subsidy scheme.

(5) National Register of Martyrs (1857-1947)

The information on 2500 martyrs of Delhi, Punjab and Haryana has been collected from Archival records/sources of NAI, NMML (New Delhi), Punjab, Haryana and Himachal Pradesh. The compiling and editing work for the first volume on Delhi, Punjab and Haryana regions, is at the last stage of completion.

ICHR's Seminars / Special Lecture:

During the period under report the Council organized 4 lectures by eminent historians/ scholars on the theme of historical research.

CHAPTER-9

THE NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION (NUEPA)

9.1 The National University of Educational Planning and Administration (NUEPA) is an autonomous organization set up and fully financed by the Department of Higher Education, Ministry of Human Resource Development. The Objectives of the University are to undertake, promote and coordinate research in educational planning and administration. It also provides training and consultancy services in areas related to educational planning & administration. The University also trains and orients key level functionaries as well as senior level administrators from the centre and states. It also collaborates with other agencies, institutions, universities and organizations and provide them facilities for training and research. The University prepares, prints and publishes papers, periodicals and books, with a view to sharing experiences in the area of educational planning and administration besides conducting comparative studies for the furtherance of the overall objectives of evolving a humane learning society.

9.2 The university has started M. Phil. and Ph.D. programme in Educational Planning and Administration with a broader inter-disciplinary Social Science perspective since 2007. Admission has been granted to 56 scholars since then and out of which 16 are full-time Ph.D. scholars; 06 are part-time Ph.D. scholars and 34 are full-time integrated M.Phil. and Ph.D. Scholars. The University follows the reservation policy of Government of India.

9.3 The faculty provided consultancy and professional support to Institutions at International, National and Sub-National levels that include the Ministry of Human Resource Development, State Education Departments, State Councils of Higher Education, SCERTs, SIEMATs, UNESCO, UNICEF, the World Bank and SIDA, etc.

9.4 The NUEPA maintains a well-stocked Library/Documentation Centre on educational planning and administration and inter disciplinary subjects. It is considered one of the richest libraries in the field of educational planning and management in the Asian Region and it caters to all of those who come from around the globe. It serves the faculty, research scholars and participants of the various programmes, as also other organizations through inter-library loan system. The Library and Documentation Centre with more than 60,000 books and periodicals on Educational planning and management, subscribes to around 350 Indian and Foreign Journals. Totally computerized and networked, the library provides on-line access to various referencing services through Internet, ERIC and DELNET based on virtual library mode. Library also subscribes to e-journal database. It has the facility of Inter-library loan services.

9.5 Additionally, NUEPA also processes the cases and sanctions Grants-in-Aid to Govt./Non-Govt. organizations for workshops/seminars/conferences and for research

projects on Education as per policy framed by MHRD. During the Financial Year 2009-10, the NUEPA had received 44 proposals (up to September 2009) of Grant-in-Aid assistance out of which 10 proposals were accepted.

CHAPTER-10

ASSOCIATION OF INDIAN UNIVERSITIES, NEW DELHI

10.1 The Association of Indian Universities (AIU) is registered under the Societies Registration Act, 1860 with membership of Indian Universities.

10.2 It provides a forum to administrators and academic of member Universities/Institutions to exchange views and discuss matters of common concern. The Association acts as a bureau of information exchange in higher education, and brings out a number of publications including the “Universities Handbook”, research papers and a weekly journal titled “University News”. The present membership of the Association is 350 (including three Associate Members viz. Kathmandu University, Kathmandu, Mauritius University, Mauritius and Royal University of Bhutan, Thimpu).

10.3 AIU is a nodal agency for granting academic equivalence to degrees awarded by the accredited foreign universities and institutions for the purpose of admission to higher academic courses. During the year, AIU continued to provide professional assistance on the status of foreign qualifications to Universities, Ministries of the Government of India, Union Public Service Commission, Indian Council of Cultural Relations, Medical Council of Indian and other Central/ State Government agencies dealing with nomination/selection of prospective Indian/foreign students intending to pursue higher education in Indian Universities. Similarly, AIU continued to serve students academics and parents and other stakeholders by providing them information on the status of Indian institutions of higher education, professional bodies, etc. as well as on the courses offered by Indian Universities and other Institutions recognized by statutory bodies like AICTE, NCTE and MCI.

CHAPTER-11

CENTRE FOR STUDIES IN CIVILIZATION

For implementation on Project of History of Indian Science, Philosophy and Culture.

11.1 The Project of History of Indian Science, Philosophy and Culture was launched in the year 1990 under the aegis of Indian Council of Philosophical Research (ICPR) with the basis aim to undertake comprehensive and inter-disciplinary study, so that interconnection between science, philosophy and culture as they developed in the long history of Indian civilization could be brought out in detail. In the year 1996-97, this project was made independent from ICPR and it started receiving funds directly from Ministry of Human Resource Development.

11.2 During the year 2009-10, 11 Volumes and 3 Reprints have been brought out bringing the total number to 80 Main Volumes including 2 Conceptual Volumes and 15 Monographs:

11.3 Further, the PHISPC organized 3 Seminar on contribution of Tribal Religion, Manipuri Language and Literature & Assamese Language.

CHAPTER-12

INDIAN INSTITUTE OF ADVANCED STUDY (IIAS), SHIMLA

12.1 The Indian Institute of Advanced Study is an advanced residential research centre for free and creative enquiry into the fundamental themes and problems of life and thought. It was established in 1965 under the Societies Registration Act 1860 and is housed in Rashtrapati Nivas, Shimla. The objectives of the Institute are to promote creative thought in areas which have deep human significance and to provide an environment suitable for academic research and also to undertake, organize, guide and promote advanced research in Humanities (e.g. Art and Aesthetics; Comparative Study of Literature and Religion; and Philosophy); Social Sciences (e.g. Development Studies, Comparative Study of Political Institutions; Socio-Economic and Socio-Cultural formations in Historical Perspectives); Science, Technology and Development; Methodologies and Techniques.

12.2 Fellows form the core academic community of the IIAS. During the year 2009-10, 3 National Fellows and 28 Fellows were at the Institute. 18 Seminars/ Conferences/ Workshops/ Symposia were held. During the period under report 6 Visiting Professors and 18 Visiting Scholars visited the Institute.

CHAPTER-13

NATIONAL BOOK TRUST, INDIA (NBT)

13.1 The National Book Trust, India, an autonomous organization under the Ministry of Human Resource Development, Government of India, was established in 1957. It is a highly professional multilingual publishing house and has been working towards promotion of books and developing reading habit amongst the masses. During the financial year 2009-10, a budget to the tune of Rs. 998 lakhs for the 'Plan' activities and Rs. 1789 lakhs under the 'Non Plan' Head has been approved for NBT to implement various activities. Some of the major activities undertaken by the NBT are as follow.

National Book Fair

13.2 The Trust organised sixteen (16) book fairs during the period from 1 January to 31 December 2009 within the country, namely, Mano Book Fair, Ludhiana Book Fair, Warangal Book Fair, Tezpur Book Fair, Baripada Book Fair, Moranhat Book Fair, Mandi Book Fair, Darbhanga Book Fair, Delhi Book Festival, Shillong Book Festival, Indore Book Fair, National Book Fair - Chandigarh, Nagaon Book Festival, Silchar Book festival, National Book Fair - Patna, and National Children's & Book Activity Fair, New Delhi. All these book fairs attracted substantive participation by private publishers from across the country and each was visited by large number of people from all walks of life in particular children and youth.

Participation in International Book Fairs

13.3 Recently the National Book Trust, India participated in eight (eight) International Book Fairs for promotion of Indian books abroad. The International Book Fairs included Abu Dhabi International Book Fair, Bologna Children's Book Fair, Cape Town Book Fair, Dhaka International Book Fair, London Book Fair, Nepal Education & Book Fair, Thessaloniki Book Fair and Sharjah World Book Fair.

Participation in Book Fairs within the country by the Trust

13.4 Apart from organizing book fairs on its own the Trust through its four regional offices, namely, Northern Regional Office, New Delhi, Southern Regional Office, Bangalore, Eastern Regional Office, Kolkata and Western Regional Office, Mumbai participated in large number of book fairs and exhibitions where not only a record public sale of trust's books to the tune of Rs. 96 lakhs (gross) and Rs. 85.00 lakhs (net) was realized but also a large number of book club members under the special scheme of the Trust for book promotion could be enrolled.

Publishing Programme

13.5 Continuing its ongoing endeavour to publish quality books for all sections of the society including to meet the special requirements of different regions, languages and

categories of readers including neo-literates, children, etc. and special regions like in the North East region, the Trust brought out 1302 titles during the period.

Short Term Training Courses on Publishing

13.6 The Trust also organised short-term training courses in Book Publishing in order to develop the publishing industry of the country and create a pool of trained publishing professionals at various parts of the country. During the period, the Trust organised a month long course at the Nehru Bhawan, NBT, India, New Delhi.

Children's Activities

13.7 Apart from bringing out interesting and quality books at affordable prices under the special series Nehru Bal Pustakalaya, the Trust through its National Centre for Children's Literature (NCCL) not only brought forth and disseminated Readers' Club Bulletin, the monthly bilingual children's magazine, but also established around nearly 5000 Readers' Clubs as a part of the Readers' Club Movement with an aim to promote reading of non text among school children. During the period, eight Readers' Club Orientation programme were organised by NCCL. It also organised various workshops, seminars, story-telling sessions, reading sessions, workshops on creative writing and illustration at Chandigarh and Bhopal involving children from local schools and NGOs.

13.8 To promote book culture and inculcate scientific temper among children, NCCL organised a number of events celebrating science in everyday life from 14-20 November at NBT's headquarters in New Delhi which included among others drawing and painting competition on the theme Lets draw our Skies, workshops on magic of science, astronomy, conservation of energy, science communication for children, book quiz etc.

13.9 In addition to a national seminar on 'Illustrating and Publishing Children's Book in Next 50 Years' organised on 20 November and a panel discussion on 'Writing and Illustrating, Publishing and Promoting Children's Books: Challenges Today' (31 August), a number of meetings of the professionals relating to the field of children's literature were organised which discussed contemporary and emerging issues.

13.10 During the period, it also published two original titles, Dana Tser and Chalak Gagur in Kashmiri language for the children.

Pustak Parikrama

13.11 The Trust has been trying to make the books available to the people at their doorsteps through mobile exhibitions. The Trust organized mobile book exhibitions at about 2427 points in Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chhatisgarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Meghalaya, Orissa, Puducherry, Punjab, Tamil Nadu and Uttar Pradesh.

National Youth Readership Survey

13.12 National Action Plan for the Readership Development among the Youth (NAPRDY) under which National Book Trust will conduct a national survey among the urban and rural youth between the age of 10 and 30 to ascertain the Readership Status, Patterns, Trends, Attitudes etc among the youth.

CHAPTER-14

ED.CIL (INDIA) LTD.

14.1 Ed.CIL was established as a Government of India Enterprise in 1981 to undertake various educational projects with focus on Technical Assistance activities such as preparation of detailed Project Reports for establishment of educational institutions, development of curricula, assessment of manpower requirement, carrying out surveys, etc. The focus was subsequently broadened to include activities related to promotion of Indian Education System abroad, placement of foreign students in Indian Institutions and secondment/recruitment of experts in various fields for Ed.CIL client's abroad as well as in India. During the last few years Ed.CIL has further widened its areas of operation and taken up turnkey construction & procurement projects (with focus on Educational Institutions) and also entrance testing activities for admission to educational institutions and recruitment. Ed.CIL is a profit making PSU and has been earning profit over the last 15 years and has been regularly paying dividend to the Government of India.