CRISP : Centre for Research in Schemes and Policies

Deliberate. Design. Deliver.

Heading for Excellence Globally in Higher Education for Telangana State (HEIGHTS)

Action Plan
2024-2025

Approved by Department of Higher Education, Government of Telangana

www.crispindia.net

Telangana Council of Higher Education

(A Statutory Body of the Government of Telangana)

Opp: Mahavir Hospital, Mahavir Marg, Masabtank, Hyderabad- 500 028.
Ph. 040-23311879
Website: www.tgche.ac.in , E-mail: chairman@tgche.ac.in, chairmantgche@gmail.com

PROF. R. LIMBADRI
CHAIRMAN

Foreword

The Chairman, Telangana Council of Higher Education (TGCHE) proudly presents the Action Plan of Heading for Excellence in Higher Education for Telangana State (HEIGHTS) 2024-25. Developed in partnership with the Centre for Research in Schemes and Policies (CRISP), this plan marks a significant step towards enhancing the quality and reach of higher education in Telangana.

Key focuses of the plan include improving quality of Higher Education Institutions, AEDPs, curriculum innovation, digital learning, and teacher training. Promoting research and innovation aligns with the goal of encouraging curricular restructuring and syllabus updates. CRISP's initiatives, such as forming a Curriculum Review Expert Committee and establishing a National Repository on Teacher Training, are essential to achieving these objectives. Additionally, the emphasis on technology-driven education and skill-based learning ensures that students are well-prepared for future challenges.

The HEIGHTS Action Plan supports TGCHE's advisory role by emphasizing the importance of the National Institutional Ranking Framework (NIRF) and National Assessment and Accreditation Council (NAAC) accreditation. By mentoring institutions for NIRF rankings and NAAC accreditation, the plan aims to enhance the quality and visibility of higher education in Telangana. Raising awareness about accreditation processes and providing guidance on data interpretation and presentation are crucial steps in this journey.

The partnership with CRISP is central to the success of improving the quality of Higher Education Institutions in Telangana. CRISP's expertise in research and policy formulation complements efforts to elevate higher education standards. This collaboration has already led to significant advancements, such as mentoring institutions towards NIRF, NAAC, and PM USHA, and implementing Apprenticeship Embedded Degree Programs (AEDPs). The plan's focus on establishing a Research Fellowship for Young Faculty and activating SWAYAM local chapters will further enhance academic and research capabilities.

The HEIGHTS Action Plan 2024-25 is a strategic roadmap that will guide towards achieving excellence in higher education. Leveraging the strengths of the partnership with CRISP, there is confidence in the ability to create a dynamic and conducive educational environment for Telangana's youth. Together, it will be ensured that institutions not only meet but exceed national and international standards, contributing to the TGCHE's overall development and prosperity.

(PROF.R.LIMBADRI)

Foreword

R. Subrahmanyam IAS (rtd)
CEO, Centre for Research in Schemes and Policies

As an organisation committed to achieving the targets encapsulated under UN Sustainable Development Goal 4, I am privileged to introduce the second action plan on the Heading for Excellence in Higher Education in Telangana State (HEIGHTS) project 2024. Continuing the mandate of ensuring quality learning for all, this plan of action is aimed at catalysing a positive change by enhancing the standards of higher education in the state of Telangana.

Post the commencement of our project, in the last year, we have tried to address the various contextual challenges faced by the state's higher education institutions and offer pragmatic, time-bound targeted solutions. We have relentlessly tried to push the envelope under the five verticals of promoting excellence, research and innovation, teacher training, tech-driven education, and skill-based education. By engaging with stakeholders across government, academia, civil society, and the private sector, the focus has been on fostering collaboration and co-creation of knowledge. We have aimed at not only informing decision-making processes but also actively engaging in reformational action. In the last ten months, we successfully mentored 100+ institutions towards NIRF, NAAC, and PM USHA, and successfully facilitated the start of 31 AEDPs (06 SSCs) in 26 colleges with 1100+ student enrolment.

We believe that in the dynamic landscape of higher education, the pursuit of excellence is not a destination but an ongoing journey. Thus, our major learnings from the field have also moulded and granularized our vision for 2024. While the overarching targets remain the same the quest for quality will be augmented via a strategized focus on Institutional Development Plans, the Development of a National Repository on Teacher Training, the Activation of SWAYAM local chapters, a Research Fellowship for Young Faculty, and a State level Course Curriculum Review Committee. We aim to pursue a bottom-up approach to prepare institutions for NIRF and NAAC.

We are hopeful of working towards the fruition of a fertile platform for the budding intellects of the state and anticipate that this initiative will cultivate a more vibrant and conducive higher education environment for the youth of Telangana, thus augmenting India's demographic dividend.

(R. Subrahmanyam)

Table of Contents

Abbreviations

AEDP	*Apprenticeship Embedded Degree Program*
AICTE	*All India Council for Technical Education*
AMHSSC	*Apparel Made-Ups & Home Furnishing Sector Skill Council*
ASCI	*Agriculture Skill Council of India*
BoS	*Board of Studies*
CAS	*Career Advancement Scheme*
CCE	*Commissionerate of Collegiate Education*
CIET	*Central Institute of Education Technology*
CoE	*Controller of Examinations*
CPD	*Continuing Professional Development*
CRISP	*Centre for Research in Schemes and Policies*
FAQ	*Frequently Asked Questions*
FTWZ	*Free Trade Warehousing Zone*
FYRE	*Fellowship for Young Faculty for Research Excellence*
GoT	*Government of Telangana*
HED	*Higher Education Department*
HEIGHTS	*Heading for Excellence Globally in Higher Education in Telangana State*
HEIs	*Higher Education Institutions*
HSSC	*Healthcare Sector Skill Council*
ICT	*Information Communication Technology*
IDPs	*Institutional Development Plans*
IICs	*Institution's Innovation Councils*
IPR	*Intellectual Property Rights*
IQAC	*Internal Quality Assurance Cell*
ISR	*India Skills Report*
IT	*Information Technology*
ITES	*Information Technology Enabled Services*
LFT	*Log Frame Tables*
LSC	*Logistics Sector Skill Council*
LSSDC	*Life Sciences Sector Skill Development Council*

MERU	Multi-disciplinary education and research institution
MIC	Ministry of Education's Innovation Cell
MMTTC	Malaviya Mission Teacher Training Centres
MoU	Memorandum of Understanding
NAAC	National Assessment and Accreditation Council
NCC	National Cadet Corps
NCTE	National Council for Teacher Education
NIRF	National Institutional Ranking Framework
NISHE	National Intitiative for Skill Integrated Higher Education
NPTEL	National Programme on Technology Enhanced Learning
NSS	National Service Scheme
PG	Postgraduate
PMMMNMTT	Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching
PM-USHA	Pradhan Mantri Uchchatar Shiksha Abhiyan
RASCI	Retailers Association's Skill Council of India
SDGs	Sustainable Development Goals
SSCs	Sector Skill Councils
SSR	Self study report
SWAYAM	Study Webs of Active-Learning for Young Aspiring Minds
SWOT	Strength, Weakness, Opportunity, Threat
TASK	Telangana Academy for Skill and Knowledge
THSC	Tourism & Hospitality Skill Council
TSCHE	Telangana State Council of Higher Education
TSIC	Telangana State Innovation Cell
TVU	Telangana Virtual University
UBA	Unnat Bharat Abhiyan
UGC	University Grants Commission
VCs	Vice-Chancellors

List of Figures

List of Tables

1. Momentum for Change...In a Nutshell

Hand-held 25 colleges for NIRF, **3-5 colleges** may fare in the **NIRF 2024 Rankings**

CRISP collated the **SWAYAM courses list** and shared it with the state government along with a **Letter for the inclusion of SWAYAM courses**

Recommendation Report for quality enhancement based on the **primary survey data analysis of 25 colleges**

On request of GoT CRISP prepared a **rubric, and guidance document and held multiple workshops and individual review sessions for PM USHA, 140 crores** have been granted as of now to **3 State Universities**

Developed guidance tools for colleges such as **Calculator, RIBRIC, Guidance Handbook, FAQ sheet for both NAAC and NIRF**

1160 students (693 male and 467 female) are pursuing **08 AEDPs from 07 SSCs in 26 colleges** across Telangana

A note on the **Performance of Higher Education in the State of Telangana and the Reform Agenda for Enhancing Quality of the System**

FYRE Proposal

After listing relevant subjects, **discussions with MMTTCs to develop training programs for teachers** in Telangana.

Proposal on the **linking of the Affiliation Status and Accreditation of Colleges**

Plan of Action to guide colleges in **preparation for their IDPs** based on the 'Clustering of Colleges' initiative of the Department of Education, GoT.

Prepared a **basic plan for course-curriculum assessment** and ideated the formulation of a **Curriculum Review Expert Committee** after shortlisting **10 most sought-out subjects** in the state based on student enrolment.

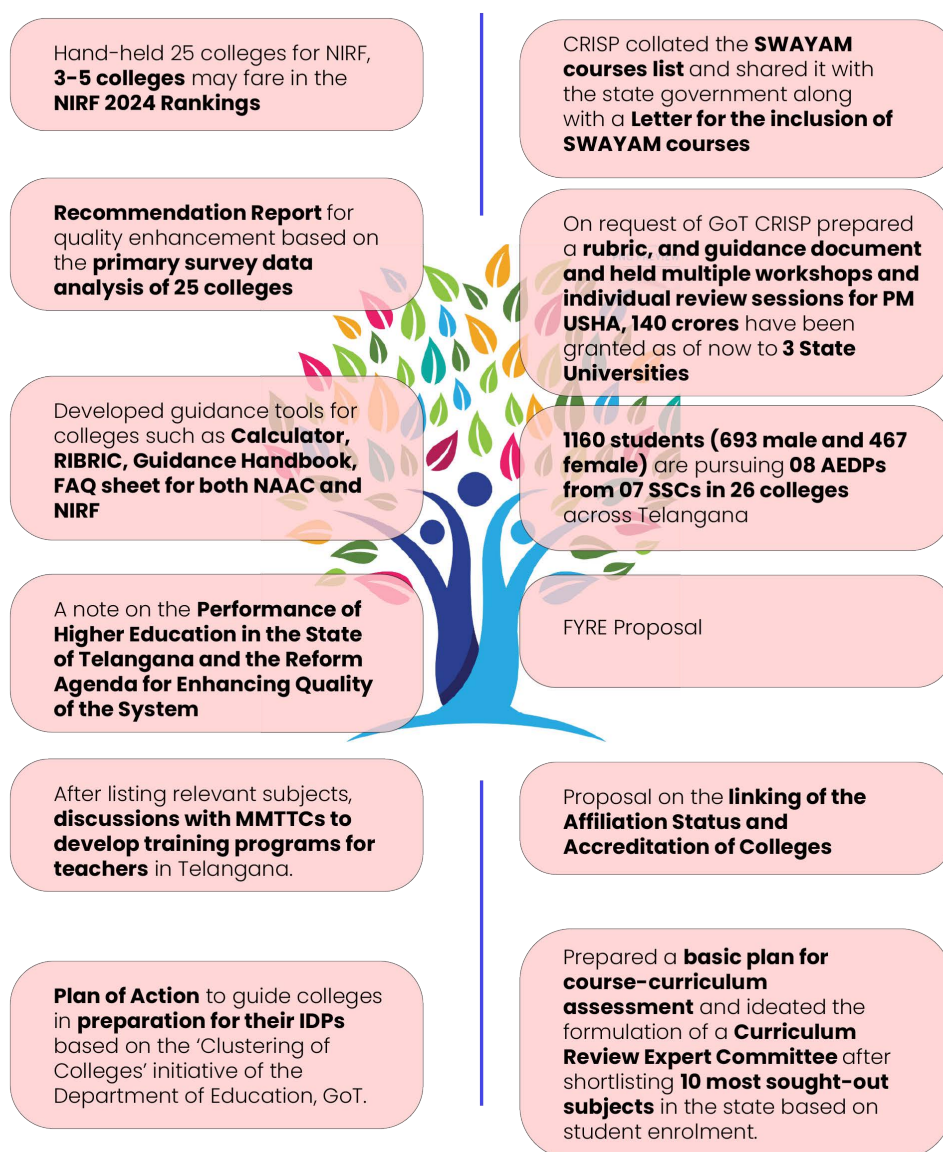*Figure 1: Momentum for Change In a nutshell.*

CRISP believes that change cannot be achieved through a straight-jacketed approach and adapting to the challenges at hand can only guarantee incremental systemic transformation. CRISP has initiated a momentum for quality transformation of the higher education system in Telangana and is striving every day to ensure that students benefit from this collaborative effort

2. Introduction

The 2030 Agenda for Sustainable Development recognizes the importance of Education in accelerating progress toward achieving a range of Sustainable Development Goals, especially health, growth and employment, gender, and climate change. All these goals intersperse and are directly or indirectly related to Sustainable Development Goal (SDG) 4, which highlights the importance of quality education. While primary education sets the foundation for learning in an individual's educational journey, higher education is associated with their relevance in society by providing them with specialized skills, knowledge, and opportunities. Moreover, it is estimated that between 2021 and 2052, India will have the highest global share of the working-age population (between 20 and 60 years). As this is a time-bound opportunity, reaping the benefits of the demographic dividend will only be possible if comprehensive efforts and investments are made in education, healthcare, skill development, entrepreneurship, and job creation. During this period of demographic dividend, it is only through a skilled workforce that increased productivity and economic prosperity can be achieved within any country. Thus, India must restructure and enhance the quality of its higher education institutes on a priority basis.

3. Project Overview

The Centre for Research in Schemes and Policies (CRISP) and the Government of Telangana (GoT) initiated a collaboration in April 2023 to bring a transformation in the Higher Education system of the state under the Heading for Excellence Globally for Telangana State (HEIGHTS) project. The primary motive behind this partnership was to ensure an inclusive, equitable, lifelong quality education and learning opportunities for all. CRISP with its overarching goal of expanding the public good on a mass scale,

signed an MoU with the Department of Education, GoT, on 12 April 2023. The association emerged from the organization's desire to support the Telangana government in effectively and efficiently implementing its higher education policies and to achieve the GoT's goal of improving quality in terms of teaching and learning, integrating technology and skills development, curriculum revision and updation, teacher development, and global good practices. After signing the MoU, the HEIGHTS project commenced in July 2023.
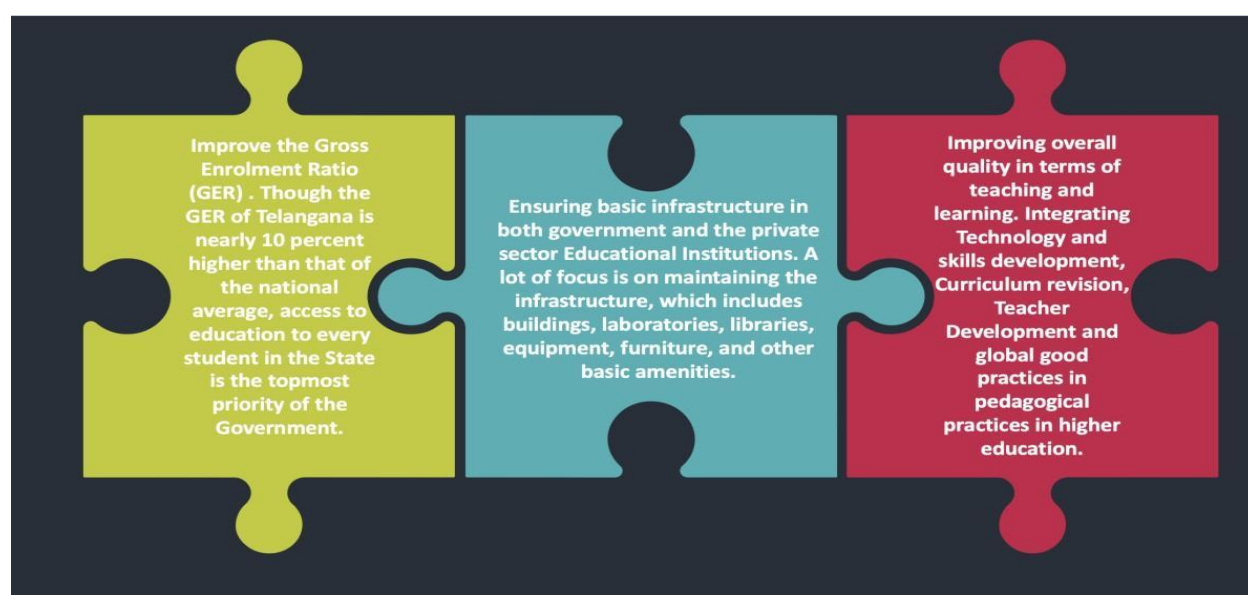
Figure 2: Government of Telangana's three-pronged approach towards improving Higher Education in the State

Since then, the CRISP Telangana team has primarily focused on the following 5 overarching projects and 14-time bound targets that underpin the HEIGHTS Framework for Action.
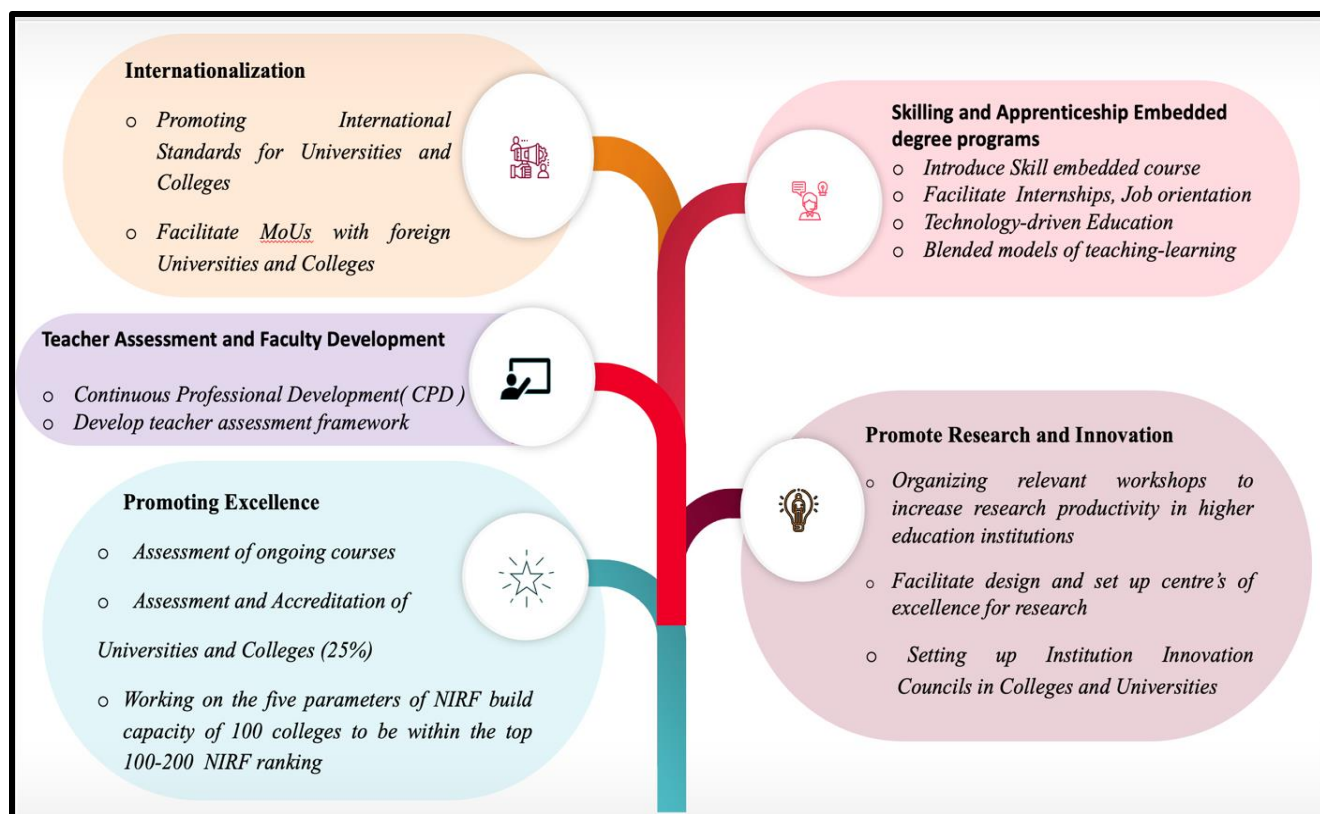
Figure 3: Five overarching projects and Fourteen-time bound targets of HEIGHTS.

4. Partnering for systemic change

Since the commencement of the project in July 2023, the CRISP Telangana team has had 23 meetings with various representatives of the Government of Telangana either offline, online, or in a blended mode. Beyond the plethora of meetings, the multi-pronged strategies devised by CRISP in collaboration with the state have generated visible progress.

Activities and Timelines planned for 2024

This strategic plan document will act as a blueprint for taking forward the HEIGHTS project and ensuring its successful implementation for the first half of the year 2024. Building on CRISP's integrated approach of intersection and interaction of the various

verticals, the aim is to ensure the enhancement of the quality of higher education in the state.

1) Apprenticeship Embedded Degree Programs (AEDPs)

Progress so Far

The need to integrate industry-driven skill sets into the general education stream is a significant objective of the Government to enhance the employability of India's student population. One of the projects of the Centre for Research in Schemes and Policies (CRISP) is of facilitating the implementation of Apprenticeship Embedded Degree Programs (AEDPs) in Telangana by coordinating with the Sector Skill Councils (SSCs) and the Government of Telangana from the academic year 2023-24. AEDPs hold immense relevance in today's rapidly evolving job market as they offer a perfect blend of academic knowledge and practical experience, equipping students with the requisite skills, industry connections, and hands-on experience necessary to succeed in the world of work. These AEDPs through apprenticeships not only bridge the skills gap between industry and academia but also allow students to earn while they learn.

MoUs were signed with the SSCs to implement AEDPs across HEIs in Telangana. With the persistent efforts of CRISP, 1160 students (693 male and 467 female) are pursuing 08 AEDPs from 07 SSCs in 26 colleges across the state.

Table 1: Admissions for AEDPs in Telangana State

S.No	AEDP	Colleges	Intake	Final Admission
1	BBA Retail Operations	17	1035	654
2	BBA Logistics	4	240	186
3	BBA Tourism & Hospitality	1	60	60
4	BBA Healthcare Management	4	240	108
5	BBA E-Commerce	2	120	78

S.No	AEDP	Colleges	Intake	Final Admission
	Operations			
6	B.Sc. Gaming	1	60	10
7	B.Sc. Fashion Technology	1	30	19
8	BA Content & Creative Writing	1	60	45
Total		**31**	**1845**	**1160**

'Letter of Intent' apprenticeship letters were disbursed to 380 students pursuing BBA Retail Operations on 04th October 2023 at Potti Sreeramulu Telugu University, Hyderabad by Ms. V. Karuna, Secretary, Education Department, Government of Telangana in collaboration with the Retail SSC.

CRISP's Advisory Board (consisting of 08 eminent personalities) visited a few AEDP colleges and interacted with the students. The Board expressed their appreciation of the program and suggested that CRISP may take up the implementation of AEDPs on a large scale. The Board was of the opinion that Telangana has the potential to become a Model State in the country for the implementation of AEDPs. The CRISP Telangana team also visited 15 colleges to interact with the students and analyze the implementation of AEDPs. Recognizing the potential of AEDPs in terms of skilling, practical learning and student employability, CRISP is seriously embarking on the mission to upscale the initiative in terms of diversifying the AEDPs and increasing the number of colleges for the academic year 2024-25. The CRISP Telangana team visited colleges to interact with the students and analyze the implementation of AEDPs.

Under the guidance of Mr. VLVSS Subba Rao, a document was prepared on 'Upscaling the implementation of AEDPs in Telangana from AY 2024-25' in terms of increasing the number of colleges and the Sector Skill Councils (SSCs) and shared the same with the state government.

Upscaling AEDPs in Telangana from AY 2024-25

Telangana has 36 Special Economic Zones (SEZs) in Textile and Apparel, Garments and Fashion Accessories, Agriculture and Livestock Products, Free Trade Warehousing Zone (FTWZ), Gems & Jewellery, Pharmaceuticals Products & Medical Devices, Light Engineering, IT/ITES, Hardware, Biotech, Aero Space and Precision Engineering, Semiconductor Facility, Aviation Sector, Biotechnology, Airport Based Multi Service in the districts of Hyderabad, Rangareddy, Karimnagar, Mahabubnagar and Nalgonda. Telangana is also one of the leading states in the Information Technology (IT) and Pharmaceutical sectors. Given the large quantum of student resources and the presence of various SEZs in Telangana, the college system in the state is an ideal catchment area to expand AEDPs into diverse sectors for enhancing skilling, practical learning and employability of students. The state may implement AEDPs from Retail, Logistics, Life Sciences, IT & ITeS, BFSI, Media & Entertainment, Fashion Design, Healthcare, Tourism & Hospitality, Electronic, Capital Goods, etc. sectors for the next academic year.

To upscale the implementation of AEDPs in Telangana from AY 2024-25, CRISP conducted a virtual meeting with Mr. B. Venkatesham, Principal Secretary, Education Department, Govt. of Telangana on 17th February 2024. The meeting was attended by the officials of Sector Skill Councils (SSCs), Telangana State Council of Higher Education (TSCHE) and Commissionerate of Collegiate Education (CCE), and 50+ Principals of the Government and Aided Degree Colleges. A decision was taken by the state government to shortlist the colleges for upscaling AEDPs by the end of February 2024.

Objectives

- Integrate skills into higher education so that industry obtains skilled workforce.

- Introduce industry-led curricula into colleges with apprenticeship linkage so that students get hands-on-work exposure and earn while they learn.

- Enhance employability and establish an industry-academia connect.

- Create an environment for entrepreneurship and foster the start-up culture.

- Transform the higher education system with an orientation towards skilling & employment.

Expected Outcomes

- Increased enrolments in conventional degree programs.

- Increased employability of students through skill-integrated degree courses.

- Reduction in the unemployment rate of the state.

- Improve the state's contribution to the country's economy through a skilled workforce.

Implementation Strategies

S.No	Activity	Timeline	To be done by
1	Acceptance by State Government	Completed	State Govt
2	Finalization of budgets and signing of MoUs	15.03.2024	CRISP & State Govt
3	Meeting of Universities	31.03.2024	State Govt
4	Curriculum submission for Universities approval	01.04.2024	SSCs and CRISP
5	Selection of colleges by State Government	15.04.2024	State Govt
6	Approval by Universities BoS to selected colleges	01.06.2024	Universities
7	Training of Teachers	15.06.2024	SSCs/ CRISP
8	Issue of Prospectus for AEDPs	30.06.2024	Colleges
9	Admissions	15.08.2024	Colleges

Responsibilities of Stakeholders

Upscaling AEDPs from AY 2024-25 requires stakeholders to fulfill responsibilities.

Stakeholder-wise Responsibilities

SSCs	Government	Colleges/Universities
Curriculum with credit mechanism	Selection of colleges	Extensive awareness campaigns on benefits of AEDPs
Detailed Syllabus	Extensive awareness campaigns on benefits of AEDPs	Identification of faculty for training
Assessment Framework	Integration of AEDPs in degree admissions	Preparation of classrooms and laboratory space
Reference books for core subjects	BoS approvals from universities	Provision of relevant reading materials and reference books in college library
Apprenticeship linkage with stipend	Mapping academic schedules with admission schedules	
Assessment of skill component	Establishing proper coordination mechanisms between Universities and Colleges	Bridge courses on English language communication

a. Log Frame Table – AEDPs

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring & Evaluation	Assumptions	Risks & mitigation factors
Acceptance by the State Government	State Govt. to accept NISHE proposal of CRISP.	Online Documents.	NA	Communication from state govt.	NA	Acceptance by State Govt.	Acceptance may be delayed.
Finalization of budgets and signing of MoUs	CRISP & State Govt. to work out financials and sign MoU.	Online Documents.	NA	Signing of MoU.	NA	Timely signing of MoU.	MoU signing may be delayed.
Meeting of Universities	Govt. to conduct Universities meetings to discuss on NISHE implementation.	Online / physical meetings.	No of universities attended.	Photos, Videos and news clippings.	State Govt.	All Universities to attend meeting.	All Universities may not attend.
Curriculum submission for BoS approval	Curriculum submitted by SSCs.	Email or Letter.	NA	Draft Curriculum.	CRISP / SSCs.	Universities to review draft curriculum.	Delay in curriculum submission.

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring & Evaluation	Assumptions	Risks & mitigation factors
Selection of Colleges by State Govt.	State Govt. to select colleges for NISHE.	NA	Colleges selected.	Email or Letter.	State Govt.	Govt to select colleges in time.	Delay in colleges selection.
Approval by Universities BoS to selected colleges	Universities to approve curriculum.	BoS meetings.	NA	BoS approval documents.	State Govt.	Universities to approve AEDPs.	Delay in BoS approvals.
Training of Teachers	SSCs to train teachers as per course curriculum.	SSCs.	No of teachers trained.	Photos and Videos.	CRISP / State Govt.	Teachers equipped to teach after receiving training.	All teachers mayn't grasp quickly and may require additional training.
Issue of Prospectus for AEDPs	State Govt. issue prospectus for all AEDPs.	Media, Govt. and Colleges.	Awareness campaigns.	Photos and Videos.	State Govt.	AEDPs to reach all eligible students in state.	AEDPs mayn't reach all eligible students.
Admissions	Admission of students into AEDPs.	Colleges.	No of students admitted.	Admission numbers.	State Govt. & Colleges.	Full strength for all AEDPs.	Mayn't get full strength.

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring & Evaluation	Assumptions	Risks & mitigation factors
Monitoring	Monitoring the implementati on of AEDPs.	NA	Colleges Visited.	Documents.	CRISP & SSCs.	Monitor all colleges in time and stakeholders are supportive.	Mayn't monitor all colleges and stakeholder s mayn't be very supportive.

Table 2: Log Frame Table – AEDPs

b. Timeline

Action Points	Year 2024														
	Feb	Mar 15	Mar 31	Apr 01	Apr 15	May	Jun 01	Jun 15	Jun 30	Jul	Aug 15	Sept	Oct	Nov	Dec
Acceptance by the State Government.	▉ State Govt.														
Finalization of budgets and signing of MoUs.		▉ State Govt. and CRISP													
Meeting of Universities.			▉ State Govt.	▉ Meetings with stakeholders											
Curriculum submission to Universities for BoS approval.				▉ SSCs and CRISP	▉ Meetings with stakeholders										
Colleges Selection by State Govt.					▉ State Govt.	▉ Meetings with stakeholders									
BoS Approval by Universities.							▉ Universities	▉ SSCs and CRISP							
Training of Teachers.								▉ Meetings with stakeholders	▉ Colleges	▉ Colleges					
Issue of Prospectus for AEDPs.							▉ Meetings with stakeholders		▉ Colleges	▉ Colleges					
Admissions.											▉ Colleges				
Monitoring & Evaluation.												▉ Meetings with stakeholders	▉ Meetings with stakeholders	▉ SSCs and CRISP	▉ SSCs and CRISP

Table 3: Timeline – AEDPs

Legend:
- ▉ Universities
- ▉ Colleges
- ▉ SSCs and CRISP
- ▉ State Govt.
- ▉ Meetings with stakeholders
- ▉ State Govt. and CRISP

2) *Promoting Excellence*

Progress so far

Under the vertical of Promoting Excellence, CRISP has been working on improving the ranking, accreditation, and course curriculum of the Higher Education Institutions (HEIs) in Telangana. Under the mandate, 100 institutions for NIRF and 400 institutions for NAAC, i.e., overall, 500 institutions will be hand-held in a focused manner. Both, NAAC and NIRF, are an appropriate measure of an institution's drive towards enhancing quality and overall effectiveness. A good NAAC grade or a good performance in the NIRF rankings allows institutions to gain recognition and enhanced reputation in the education sector. As a domino effect it can attract quality faculty, students, and collaborations with other institutions and industries, leading to further growth and development. Currently, only 12% of the HEIs in Telangana are accredited by NAAC (NAAC,2023) and only one college and one University figure in the NIRF ranking (NIRF 2023). Keeping the mandate and the on-ground status of the Telangana HEIs in mind, CRISP has been working in a systematic manner for quality enhancement in teaching-learning practices.

Alongside conducting several base-line studies and preparing guidance tools for colleges, multiple workshops for NAAC and NIRF have also been conducted since the project commenced. Till now CRISP has conducted a plethora of workshops with multiple institutions, and handheld atleast 15 colleges on a one-on-one basis for NAAC and NIRF data presentation and submission.

Major Strategic Interventions

National Assessment and Accreditation Council (NAAC)

- CRISP in collaboration with the Telangana State Council of Higher Education (TSCHE) identified 230+ potential private unaided colleges for accreditation by NAAC.

- Prepared and floated the survey questionnaire to the shortlisted colleges.

- Prepared a report on the state-wise NAAC performance of colleges.

- Developed guidance tools for colleges such as Calculator, RUBRIC, and Guidance Handbook.

- To guide policy decisions for improving the quality of Higher Education 'A Note on the Performance of Higher Education in the State of Telangana and the Reform Agenda for Enhancing Quality of the System' was prepared.

- Prepared a proposal to be presented to the Department of Education, GoT. on the linking of the Affiliation Status and Accreditation of Colleges, to achieve graded autonomy as envisioned under NEP 2020.

- Prepared a concept note on the role of Institutional Development Plans (IDPs) in achieving quality higher education within higher education institutions in Telangana. Also, a plan of action was chalked out to guide colleges in preparation for their IDPs based on the 'Clustering of Colleges' initiative of the Department of Education, GoT.

National Institutional Ranking Framework (NIRF)

- Identified 84 colleges for NIRF rankings 2024. Shortlisted 25 colleges to be handheld in a focused manner.

- Prepared and floated the survey questionnaire to the shortlisted colleges.

- Developed guidance tools for colleges such as a Calculator, Guidance Manual, and FAQ sheet.

- Primary survey data analysis of 25 shortlisted colleges was conducted to gauge their preparedness for NIRF rankings 2024, by analyzing their strengths and weaknesses, and offering pragmatic recommendations. A report was prepared and the findings were shared with the Department of Education, GoT.

- Handheld colleges on a one-on-one basis at each stage of NIRF data submission.

- Worked actively and closely with 5 most promising colleges for NIRF Rankings 2024.

Course Curriculum Assessment

- Shortlisted the top 10 most sought subjects in Telangana based on the descending order of student enrolment.

- Prepared a basic plan for course-curriculum assessment and ideated the formulation of a Curriculum Review Expert Committee.

Action Plan for AY 24-25

Changes in systems and processes are inevitable. Thus, strategies need to be devised accordingly to ensure directionality of effort and continuity of impact. Telangana underwent Legislative Assembly elections in November 2023 that led to a change in the state administration. Moreover, NAAC also brought forth major alterations in its evaluation framework that will be tentatively finalised by May 2024. These transformative changes have inevitably decreased the pace of the project implementation. However, CRISP has not plummeted but risen to the opportunity by retaining the essence of the goal of quality enhancement in Telangana HEIs. The

Action Plan prepared for AY 24-25 places immense importance on the preparation of pragmatic and effective Institutional Development Plans (IDPs) to ensure that institutions actualize their full potential in imparting quality education. Also, CRISP is pushing for the formation of a Curriculum Review Expert Committee to update or revise the curriculum of the top 10 most sought subjects in Telangana. The assessment of courses is an essential step to measure the learning outcomes, effectiveness, and quality of the courses. Moreover, 50 colleges will be handheld for NIRF ranking 2025 and once the NAAC framework is officially released, CRISP will actively create awareness regarding the reforms brought about in the accreditation processes and handhold institutions for data interpretation and presentation preparation.

Outputs

- Work along with the Department of Education to ensure the accreditation of at least 400 colleges for NAAC in the next 2 years.

- Work along with the Commissioner of Collegiate Education to identify 100 colleges for NIRF for a focused action plan so that 25 of them reach national ranks in two years and 50 in 4 years.

- To review the curriculum of the top 10 most sought subjects in Telangana and recommend relevant changes in accordance with the rapidly transforming academic and industry needs.

- To ensure that maximum number of institutions apply for accreditation by linking Accreditation and Affiliation status validity of institutions.

- To help all accredited institutions and institutions applying for NIRF, in the preparation of an effective and pragmatic Institutional Development Plan (IDP). Other willing institutions will also be onboarded.

Implementation Strategies

NIRF and NAAC

- Meeting with VCs & CoEs

- Workshop with colleges for NAAC and NIRF

- Best Practices Booklet

- Survey Data Analysis

- Institutional Development Plans (IDPs) preparation for NIRF/NAAC/willing institutions

- Handholding private-unaided shortlisted colleges and 30% govt-aided colleges to prepare their Self Study Reports (SSRs)

- 50 colleges will be handheld for NIRF 2025

- Hand Holding colleges for NIRF data submission.

- Field Visits

Course Curriculum Assessment

- Formation of Expert Committee

- Letter to universities for course curriculum updation/revision

- Meeting with VCs and Chairpersons of BoS

- Analysis of the curriculum of top 10 subjects against benchmarked curriculum

- Submission of report to suggest viable changes in the courses.

- Adoption of the changes by colleges based on university guidelines in the next academic year

NAAC

a. Log Frame Table – NAAC

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
Meeting with VCs & CoEs	Enhancing coordination between universities and their affiliated colleges, thereby leading to relevant statutes and ordinances issued for on-ground implementation.	TSCHE, CRISP, Online/ if offline meeting then will need a venue and other arrangements	N/A	Number of attendees to the meeting.	N/A	All the CoEs and VCs will attend the meeting. The meeting will lead to better coordination between the various stakeholders.	A meeting of such a scale might be difficult to organize without proper help from the Department. Thus, it is imperative, that timely orders are issued by TSCHE, and the arrangements are well-thought out.
Workshop with shortlisted colleges	To introduce CRISP to the colleges (university-wise), the targets enclosed within	TSCHE, CRISP, Offline/Online, Support from the VCs of affiliated	Number of institutions attending the workshops, CRISP	A pool of responses that form the database for further analysis.	Initial willingness of the colleges can be gauged through a live	The predetermined criteria will act as a strong basis for evaluating	Attendance of too many representatives might fog the purpose of the workshop.

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
	the MoU, and introduce the survey questionnaire to the colleges. This workshop will also introduce the new marking framework to the institutions.	colleges, Survey form	and domain experts to organize an online Quantitative data accumulated through close-ended survey questions.	An attendee list and minutes will be prepared.	vote through mentimeter.	excellence within the institution.	
Best Practices Booklet	To collate the best practices of the identified colleges in the realm of innovation, research based on extension and outreach activities, entrepreneurship etc. This can act as a reference material for	CRISP, HEIs	Number of institutions participating	Best Practices Booklet is prepared	N/A	Colleges are very forthcoming in sharing data actively. A Best Practices Booklet will help in motivating other colleges to achieve their full potential.	Smooth collation of such data might be an elaborate process. Thus, preparation of a well-rounded plan of action with proper mapping of what needs to be incorporated and how will have to be done in a well-thought manner.

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
	motivating aspirational colleges.						
Survey Data Analysis	To gauge the strengths and weaknesses of the 50 colleges to analyze their preparedness for NAAC.	CRISP, NAAC website	Number of institutions who have filled the survey form	A report will be prepared based on the analysis of the survey data.	N/A	The data interpretation will accurately present the current status of the institution.	Time-taking process. Might take longer than the intended timeframe. There might be lack of clarity in filling the survey, thereby leading to irrelevant data accumulation or data gaps. There might be data loopholes. Data collection and analysis plan will have to be laid down.
Handholding shortlisted colleges to prepare their Self Study Reports (SSRs)	Ensuring that the colleges have a better understanding of presenting their data for NAAC.	CRISP, TSCHE, VCs of affiliating colleges, shortlisted 50 colleges, Online/Offline meeting	Number of institutions showing eagerness to participate in the process.	Number of SSRs prepared.	Monthly updation in status of colleges that were handheld.	The SSR will help the institutions in mitigating their weaknesses and harnessing their strengths,	Limited human resource and expertise can prolong the process.

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
						leading to completion of the NAAC application process.	
Institutional Development Plans (IDPs) preparation for NIRF/NAAC/willing institutions	This will help to draw a map of how enhancement in teaching–learning quality can be achieved within the colleges.	Resource (financial, infrastructural, human)	Number of institutions showing eagerness to participate in the process.	Number of IDPs prepared.	Quarterly	The colleges have the necessary human resource and motivation to develop IDPs.	Colleges might get demotivated and become unwilling after showing initial interest. Resource (financial, infrastructural, human)
Field Visits	To collect qualitative inputs, beyond the data derived from surveys and other secondary sources. This will help to acquire a better understanding of the on-ground realities,	CRISP, TSCHE and Affiliating University approvals	Number of colleges participating actively in the process	Number of field visits	N/A	All stakeholders will cooperate in ensuring smooth visits. Visits will reveal the raw real realities.	Limited Resources (financial, infrastructural, human)

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
	enrich the recommendati on reports, and allow the preparation of detailed IDPs.						

Table 4: Log Frame Table – NAAC

b. Timeline

Activity Planned (Year 2024)	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Meeting with VCs and CoEs	▨						
Workshop with shortlisted colleges	▨	▨	▨		▨		
Survey Data Analysis		■	■				
Handholding private-unaided shortlisted colleges to prepare their Self Study Reports (SSRs)			▨	▨	▨	▨	
Institutional Development Plans (IDPs) preparation for willing institutions		▨	▨	▨	▨		▨
Best Practices Booklet		■	■	■	■		
Field Visits							

Table 5: Timeline – NAAC

Legend:
- ■ (navy) CRISP
- (green) Government
- (yellow) HEIs
- (orange) Government & CRISP
- (light blue) Meeting with stakeholders
- ▨ (grey) CRISP and colleges
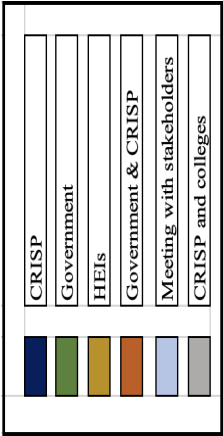
NIRF

a. Log Frame Table – NIRF

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
Meeting with VCs & CoEs	Enhancing coordination between universities and their affiliated colleges, thereby leading to relevant statutes and ordinances issued for on–ground implementation	TSCHE, CRISP, Online/ if offline meeting then will need a venue and other arrangements	N/A	Number of attendees to the meeting.	N/A	All the CoEs and VCs will attend the meeting. The meeting will lead to better coordination between the various stakeholders.	A meeting of such a scale might be difficult to organize without proper help from the Department. Thus, it is imperative, that timely orders are issued by TSCHE and the arrangements are well–thought out.
Report for publication on NIRF and NAAC metric correlation	The purpose is to present the trend in Telangana of how the	CRISP	N/A	Report is prepared.	N/A	N/A	It needs to be ensured correlation is not assumed as causation.

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
	incremental growth of colleges in NAAC has not been reflected in NIRF ranking leading to demotivation amongst institutions. The report will highlight the reasons for the same, and review the relevance of the NIRF parameters for well-performing rural colleges and offer constructive critique to the transformative changes in data submission						Well researched and supported evidence needs to be filed in this report

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
	and evaluation processes, One Data, One Nation.						
Workshop with shortlisted colleges	To introduce CRISP to the colleges, the targets enclosed within the MoU, and introduce the survey questionnaire to the colleges. This workshop will also introduce the new marking framework to the institutions.	TSCHE, CRISP, Offline/Online, Support from the VCs of affiliated colleges, Survey form	Number of institutions attending the workshops, CRISP and domain experts to organize an online Quantitative data accumulated through close-ended survey questions.	A pool of responses that form the database for further analysis. An attendee list and minutes will be prepared.	Initial willingness of the colleges can be gauged through a live vote through mentimeter.	The predetermined criteria will act as a strong basis for evaluating excellence within the institution.	Attendance of too many representatives might fog the purpose of the workshop.
Survey Data Analysis	To gauge the strengths and weaknesses of the shortlisted colleges to analyze their	CRISP, NIRF website	Number of institutions who have filled the survey form	A report will be prepared based on the analysis of the survey data.	N/A	The data interpretation will accurately present the current status of the institution.	Time-taking process. Might take longer than the intended

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
	preparedness for NIRF.						timeframe. There might be lack of clarity in filling the survey, thereby leading to irrelevant data accumulation or data gaps. There might be data loopholes. Data collection and analysis plan will have to be laid down.
Institutional Development Plans (IDPs) preparation for willing institutions	This will help to draw a map of how enhancement in teaching–learning quality can be achieved within the colleges.	Resource (financial, infrastructural, human)	Number of institutions showing eagerness to participate in the process.	Number of IDPs prepared.	Quarterly	The colleges have the necessary human resource and motivation to develop IDPs.	Colleges might get demotivated and become unwilling after showing initial interest. Resource (financial,

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
							infrastructural, human)
Field Visits and workshops	To collect qualitative inputs, beyond the data derived from surveys and other secondary sources. This will help to acquire a better understanding of the on-ground realities, enrich the recommendation reports, and allow the preparation of detailed IDPs.	CRISP, TSCHE and Affiliating University approvals	Number of colleges participating actively in the process	Number of field visits	N/A	All stakeholders will cooperate in ensuring smooth visits. Visits will reveal the raw real realities.	Limited Resources (financial, infrastructural, human)
Hand Holding colleges– data submission–	To clarify doubts and ensure that all the shortlisted	CRISP, Colleges, TSCHE	Number of workshops conducted.	Number of colleges successfully	N/A	Handholding of colleges will lead to them being ranked.	Some colleges might not be interested in seeking help or

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
	colleges submit their NIRF forms to be considered for NIRF ranking 2025.			submitting NIRF data.		If colleges appear in NIRF ranking, quality education is assured.	clarifying their doubts even after repeated follow-ups.

Table 6: Log Frame Table - NIRF

b. Timeline

Activity Planned (Year 2024)	Jul	Aug	Sep	Oct	Nov	Dec
Meeting with VCs & CoEs	■	■				
Workshop with shortlisted colleges			■	■	■	■
Survey Data Analysis		■	■			
Institutional Development Plans preparation for willing institutions	■	■	■	■	■	■
Field Visits and workshops					■	
Hand Holding colleges– data submission				■		■

Table 7: Timeline – NIRF

Legend	
■	CRISP
■	Government
■	HEIs
■	Government & CRISP
■	Meeting with stakeholders
■	CRISP and colleges

Course Curriculum Assessment

a. Log Frame Table – Course Curriculum Assessment
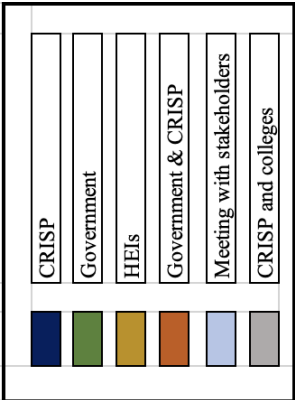
Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
Letter to universities for course curriculum assessment	A letter from the Education Department, Government of Telangana will be sent to all the conventional state universities for cooperation in the review of the most sought out 10 subjects in the state.	CRISP, TSCHE	N/A	Letter is sent from the Department	N/A	The Department and Universities are willing to revise their curriculum.	As it is an administrative and bureaucratic process, it might take its own time to materialise beyond our control.
Formation of Expert Committee	Once the letter has been sent, an expert committee (domain experts in the top 10	CRISP, TSCHE, Domain Experts	10 Domain Experts, Committee members are recommended by TSCHE	Committee is formulated	N/A	Expert Committee recommendations are really be fruitful in bringing on	As it involves a huge task of reassessing curriculum there might be a convoluted process of

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
	subjects) will be formulated by the Department, based on suggestions from CRISP, in coordination with TSCHE.					ground change. Teacher training for their recommendations might still be lacking.	engaging experts. This can take more time than allocated.
Analysis of the curriculum of top 10 subjects against benchmarked curriculum	Analysis of the curriculum will be carried out by the subject experts, leading to relevant modifications/alterations (if any) in the curriculum.	CRISP, TSCHE, Committee formulated	Time and resources expended through meetings for analysing the curriculum.	Commencement of the preparation of a recommendation report.	N/A	The analysis is well-suited to the actual needs of the students wanting to study in colleges in Telangana.	Time taking process and highly dependent on the intrinsic motivation of the experts. This might need a lot of push from the side of the organisation, government, and the universities to materialise, and put in effort

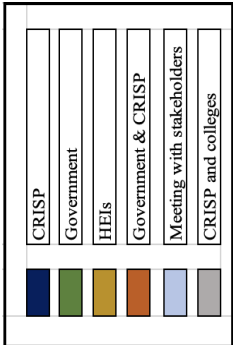| Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
Submission of report to suggest viable changes in the courses	Once completed the report will be submitted to the Department for approval. The VCs of various state conventional universities will be taken into confidence. This stage will be important in making additions/deletions to the report. Well formulated curriculum development policy and processes Aligned with local, regional and global	TSCHE, VCs, CRISP	Meetings and deliberations held to discuss the viability of the report.	Number of minutes of meeting prepared.	N/A	The passing of the recommendation report will lead to actual on-ground changes without any resistance from the various institutions.	There might be multiple inputs, and review from multiple stakeholders. Might lead to delays in actual passing of the report.

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
	development needs Adherence to the regulating bodies like UGC/AICTE/NCTE						
Adoption of the changes by colleges based on university guidelines in the next academic year	A GO will have to be issued to all the VCs by the Department and through the VCs to all affiliated colleges Department, once all the reviews and inputs are incorporated by the committee.	TSCHE, VCs, CRISP	GO issued to all the state conventional universities. University guidelines passed on to the various colleges.	Number of favourable responses from colleges.	Immediate interaction with multiple colleges to gauge their understanding, willingness, and preparation to adopt the various changes. Quarterly evaluation of the adopted changes in	There might be an immediate transformation in the quality of education being imparted in the colleges.	There might not be a uniform adoption of changes by colleges. There might be several issues pertaining to availability of relevant faculty, poor student enrolment, lack of facilities etc.

Table 8: Log Frame Table – Course Curriculum Assessment

b. Timeline

Activity Planned (Year 2024)	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Formation of Expert Committee	■	■					
Letter to universities for course curriculum assessment			■				
Meeting with VCs and Chairpersons of BoS				■			
Analysis of curriculum of top 10 subjects against benchmarked curriculum					■	■	
Submission of report to suggest viable changes in the courses							■
Adoption of the changes by colleges based on university guidelines						So that can be adopted in the next academic year.	

Table 9: Timeline – Course Curriculum Assessment

■	CRISP
■	Government
■	HEIs
■	Government & CRISP
■	Meeting with stakeholders
■	CRISP and colleges

3. Teacher Assessment and Faculty Development Programs

Once the curriculum is evaluated and updated, it becomes more important to enhance the capacities of faculty in transacting the revised curriculum. In line with this, Faculty Development Programs (FDPs) are planned to improve the capacities of faculty to deliver the curriculum effectively and promote immersive learning. CRISP floated a survey questionnaire to faculty in Apprenticeship Embedded Degree Programs (AEDPs) colleges to analyze the skills required by teachers and classify the training needs into upskilling, reskilling, and skilling. As part of AEDPs, faculty have already been trained to offer the new skill-oriented courses introduced. CRISP collated the FDPs available on SWAYAM and shared it with the government along with a Letter for the implementation.

CRISP contacted the 07 Malaviya Mission Teacher Training Centres (MMTTCs) in Telangana under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) Scheme. CRISP listed the subjects, and discussions were held with MMTTCs to develop training programs for teachers in Telangana. CRISP also wrote a Letter to the state government to support the program.

S.No	MMTTCs	Subject
1	National Institute of Technology, Warangal	• Technology mediated Teaching-Learning • Content Development • Teaching Online Courses
2	Mahatma Gandhi National Council of Rural Institute, Hyderabad	• Social Sciences • Research in Social Sciences

S.No	MMTTCs	Subject
3	Indian Institute of Technology, Hyderabad	- Technology mediated Teaching-Learning - Content Development - Teaching Online Courses
4	Jawaharlal Nehru Technological University, Hyderabad	- Physics - Computer Science - Electronics
5	Maulana Azad National Urdu University, Hyderabad	- Languages - Arts & Humanities
6	University of Hyderabad, Hyderabad	- Sciences (Physical & Biological) - Research in Sciences
7	Osmania University, Hyderabad	- Commerce - Management

Plans for 2024-25

CRISP will make use of the Malaviya Mission Teacher Training Centers (MMTTCs) in conducting the teacher training programs. The Government needs to support this initiative by coordinating with the MMTTCs and providing other support. Teachers will receive training from the experts of reputed institutions under the PMMMNMTT scheme through online mode (preferably) to update and upgrade their knowledge and skills. Self-learning modules on digital platforms like SWAYAM, NPTEL, edX, Coursera, etc. will also be encouraged among the faculty to pursue their specific training needs. As most students hail from rural backgrounds, CRISP wants to focus on these teachers especially in the areas of *Use of Ed-Tech Solutions, Pedagogy, and Training & Research.* CRISP envisions to equip teachers with soft skills for better communication and pedagogical skills of a particular domain specialization.

Objective

To improve the quality of teaching-learning by implementing a comprehensive development mechanism for teachers focusing on their professional growth and performance.

Expected Outcomes

- Identification of areas for improvement and intervention.

- Improved teaching practices and pedagogical skills.

- Increased student engagement and learning outcomes.

- Integration of technology in the teaching-learning process.

- Teachers upgraded with the required skills to match the needs of industry and society.

Implementation Strategies

- Meetings with MMTTCs.

- Listing and Contacting Faculty.

- Preparing training schedules in consultation with relevant stakeholders.

- Conduction of the online training programs.

- Follow up actions of the training programs i.e., on use of skills by teachers and impact survey on skills acquired. Feedback for CRISP on improvement of training programs and identification of new programs.

a. Log Frame Table – FDPs

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
Meetings with MMTTCs	State Govt. to organize meetings with MMTTCs in the state	Physical / online meetings	No of MMTTCs contacted	No of MMTTCs onboarded	Meetings Photos & Documents	All MMTTCs onboarded	All MMTTCs may not be onboarded or delay in onboarding
Listing and Contacting Faculty	Identify the faculty for FDPs	Physical / online meetings	No of faculty contacted	No of faculty onboarded	List of faculty, documents, email	Maximum faculty to be listed and contacted	Listing & contacting of faculty may be delayed or insufficient
Preparing training schedule	Preparing training schedules in coordination with the relevant Course Coordinators	Domain Experts, VCs, Accessibility to online programs	Number of teachers providing acceptance for participation	NA	NA	Training schedules to suit the timings of faculty, HEIs & academic calendar	Possible delays in the academic calendar leading to delays in the training schedules

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
Conduct of the training programs	Activities will be conducted preferably online on specified skills/ identified domain areas	Domain Experts through online	No of teachers attending training	Photos & certifications	State Govt.	Selected faculty to attend the required programs & acquire skills improving their overall quality	Selected faculty mayn't complete the training programs. They may fall back again to the normal situation, lagging behind their peers
Follow up actions of the training programs	Feedback for CRISP on improvement of training programs and identification of new programs. Follow up on use of skills by teachers and impact survey	Online FDPs programs, Experts, Teachers	Data availability/ training material availability for future planning	Report on the outcome of the feedback analysis	NA	Completion of the feedback report in time on the improvement of training programs. Track the use of skills by the teachers through impact survey	Inadequate feedback and lack of quality inputs not leading to constructive conclusions and delaying the process. Feedback received may not be feasible for future replication and implementation

Table 10: Log Frame Table – FDPs

b. Timeline

Activity Planned (Year 2024)	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
Meetings with MMTTCs.	CRISP	CRISP							
Listing and Contacting Faculty.	Meeting with stakeholders	Government & CRISP	Government & CRISP						
Preparing training schedules in consultation with relevant stakeholders.			Meeting with stakeholders	Govt, MMTTCs & CRISP	Govt, MMTTCs & CRISP				
Conduction of FDPs.					Meeting with stakeholders	MMTTCs & CRISP	MMTTCs & CRISP		
Follow up on FDPs.						Meeting with stakeholders	Meeting with stakeholders	Meeting with stakeholders	
Report Preparation and Submission.									CRISP

Table 11: Timeline – FDPs

Legend:
- ■ CRISP
- ■ MMTTCs & CRISP
- ■ Government & CRISP
- ■ Govt, MMTTCs & CRISP
- ■ Meeting with stakeholders

5. Research and Innovation

Progress so far

Research and innovation are imperative for universities and colleges to make a mark nationally and globally. Further, in line with the NEP 2020 requirements, even Undergraduate Colleges must be engaged in research with an emphasis on community-oriented and socially relevant aspects in coherence with the Sustainable Development Goals (SDGs). Thus, CRISP is facilitating and encouraging research amongst the conventional degree colleges by converting Extension and Outreach activities (NSS, NCC, UBA) into research proposals and publications. This will result in "active learning through action research". Ground-level social impact surveys play a huge role in providing exposure to both the faculty and students by connecting the knowledge with experiences from the field. At the behest of the government, CRISP formulated a Fellowship for Young Faculty for Research Excellence (FYRE) proposal to enhance the research productivity among the faculty. Moving ahead, CRISP identified 40 faculty with research interests and shall handhold them to increase their research activities and improve their publications.

Parallel to this, CRISP is also looking to enhance and strengthen Telangana's Institutional Innovation Councils (IICs). As of now, it is observed that there are only 35 Government Degree Colleges that have established IICs. Most of which are not active. CRISP interacted with all 35 colleges to gauge the reasons behind their IICs' inactivity. Also, it connected with the Ministry of Education's Innovation Council (MIC) to look at the possibility of increasing the numbers and showcasing the best practices of five IICs (Conventional Degree Colleges) from Telangana to improve the number of IICs in Conventional Degree Colleges.

Plan of action for AY 2024-25

The strategy of CRISP would be to ensure that FYRE proposal gets the approval of the Department and a Committee is formulated to review research proposals. Alongside this, Research Capacity building workshops on writing research proposals, publications and guiding UG students for research, would be organised. CRISP will also prepare a Guidance Handbook for improving research capacity of faculty integrating the inclusion of research emerging from extension and outreach actvities and best practices of institutions. Under Innovation, the purpose of CRISP is to make colleges understand that innovation is not just limited to engineering or technical colleges, but is something that can bring about pertinent change in society through applying acquired knowledge to observe and ideate. This would involve conducting multiple workshops with colleges and model IICs with conducive support of MIC. For the purpose of organising activities for Research and Innovation, mentors from each group of clustered colleges, under the State Cluster Policy, will be identified.

Outputs

- Find ways for promoting research in the HEIs through various orientation and training programmes, including promoting publication of peer-reviewed high-quality journals.
- Promote Innovation and Entrepreneurship by setting up innovation councils in 500 colleges, thereby promoting innovative thinking leading to community specific solutions in the form of publications/patented products..

Implementation Strategies

Research

- Internal deliberation on the FYRE proposal
- Meeting with TSCHE and Education Department to finalize FYRE proposal

- Organizing workshops for improving research productivity

- Implementation and impact evaluation of workshops

- Preparation of a Guidance Handbook

Innovation

- Meeting with MIC

- Workshop with Model IICs, MIC, and 19 colleges with inactive IICs

- Workshop with Model IICs, MIC, and colleges with NO IICs

- Report on IICs

- Implementation and impact evaluation of workshops

a. Log Frame Table – Research

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
Internal deliberation on the FYRE proposal	A clear-cut idea about the purpose, processes involved, and outcome of the FYRE proposal in the state of Telangana. Approval of the proposal.	CRISP	N/A	FYRE proposal is approved internally.	N/A	N/A	Intrinsic organizational clarity might take some time to be formulated.
Meeting with TSCHE and Education Department to finalize FYRE proposal	There is clarity on the aspects of funding, committee formulation, degree of involvement of CRISP and TSCHE, etc.	CRISP, TSCHE	Funds are allocated under the FYRE proposal.	The various processes to establish Fellowship Review Comittee are completed, committee is formulated, proposals are submitted.	Each stage to actualise the proposal will have to be monitored carefully.	FYRE proposal approval can lead to quality publications and increase motivation of faculty.	There might be operational differences of opinion between CRISP and TSCHE that can delay the process.

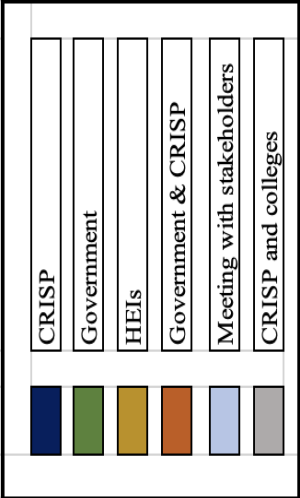| Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
				Funds are released.			
Organizing workshops for improving research productivity	A series of workshops and mentoring of the professors will result in research project proposals, increased motivation and knowledge regarding research publications, and	CRISP, Colleges	Number of action plans generated.	Approval of the action plan by the institutions.	After approval, in the implementation phase, the effectiveness of the action plan can be interpreted from the performance of the institutes in the next ranking application.	What is in theory is reflective of the drive of the institutions and can be translated to practical steps within the expected time.	Professors might get demotivated and become unwilling after showing initial interest. Organizing repeated workshops may not lead to an improvement in research output.
Preparation of a Guidance Handbook	Prepared by CRISP with third-party expert inputs to guide faculty in research proposal writing,	CRISP	N/A	Guidance Handbook	N/A	The Guidance Handbook will motivate research production.	The message of the document might not be discernable by the readers.

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
	research paper writing and publishing, advisory role for Undergradaute Research,etc.						

Table 12: Log Frame Table – Research

b. Timeline

Activity Planned (Year 2024)	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Internal deliberation on the FYRE proposal	■ (navy)									
Meeting with TSCHE and Education Department to finalize FYRE proposal		■ (orange)	■ (light blue)	■ (light blue)	■ (light blue)					
Organizing workshops for improving research productivity						■ (grey)	■ (grey)	■ (grey)	■ (grey)	■ (grey)
Preparation of a Guidance Handbook				■ (navy)	■ (navy)	■ (navy)				

Table 13: Timeline – Research

■ (navy)	CRISP
■ (green)	Government
■ (gold)	HEIs
■ (orange)	Government & CRISP
■ (light blue)	Meeting with stakeholders
■ (grey)	CRISP and colleges

c. Log Frame Table – Innovation

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
Meeting with MIC	To discuss the existing situation of IICs in Telangana. CRISP is clear on its role in facilitating the establishment of 500 IICs in the state.	Online meeting with MIC representatives, CRISP	N/A	Minutes of the meeting	N/A	N/A	Availability of the MIC team will determine the pacing of the project.
Workshop with Model IICs, MIC, and 19 colleges with inactive IICs	The colleges are motivated to activate their IICs. Processes for the same are clarified. The role of MIC in supporting the colleges is also clarified.	Online meeting with MIC representatives, Representatives from the 19 colleges, CRISP	Number of attendees in the workshop	Workshop report prepared by CRISP A Google feedback form/ Mentimeter poll from the attendees	Monthly evaluation of whether inactive IICs have been activated	All colleges with inactive IICs will attend the workshop, get motivated and show interest in activating IICs.	An online workshop might not have the same impact as an offline workshop. However, interactive methodologies will have to be designed to ensure the

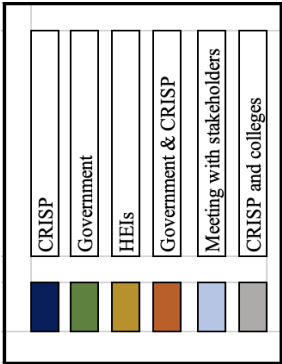| Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
							active participation of colleges and the eventual adoption of transformative strategies for IICs.
Workshop with Model IICs, MIC, and colleges with No IICs	A session with MIC will allow the colleges with no IICs to become aware of the processes for the establishment of IICs, the advantages of having IICs, mentorship and guidance role of MIC can be clarified, eventually resulting in	Online meeting with MIC representatives, Representatives from the colleges with no IICs, CRISP	Number of institutions attending the workshop	Workshop report prepared by CRISP A Google feedback form/ Mentimeter poll from the attendees	Monthly follow up of whether the process to establish IICs has been initiated	All identified colleges with no IICs show interest in attending the workshop and get motivated to establish IICs.	Attendance of too many representatives might fog the purpose of the workshop. Conducting it in clusters will lead to better communication. CRISP's intervention might be limited at the larger scale due to limited

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
	more and more colleges opening IICs.						Resource (financial, infrastructural, human)
Report on IICs	Analysis, recommendations, case studies, and future steps are presented holistically to give an overarching picture of the status of IICs in the state. This can act as a both internal and external reference document for IICs.	CRISP, Colleges	Report	N/A.	N/A	What is, in theory is reflective of the drive of the institutions and can be translated to practical steps within the expected time.	Deviations/ Delay in achieving the above three activities will impact the timely completion of this step.

Table 14: Log Frame Table – Innovation

d. Timeline

Activity Planned (Year 2024)	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Meeting with MIC	░ (light blue)						
Workshop with shortlisted colleges and MIC	▓ (gray)	▓ (gray)	▓ (gray)	▓ (gray)			
Workshop with Model IICs, MIC, and 19 colleges with inactive IICs					▓ (gray)		
Workshop with Model IICs, MIC, and colleges with inactive IICs						▓ (gray)	
Report on IICs							█ (dark blue)
Monitoring of establishment of IICs in shortlisted colleges		█ (dark blue)	█ (dark blue)	█ (dark blue)	█ (dark blue)	█ (dark blue)	█ (dark blue)

Table 15: Timeline – Innovation

Legend:
- ■ (dark blue) CRISP
- ■ (green) Government
- ■ (yellow) HEIs
- ■ (orange) Government & CRISP
- ■ (light blue) Meeting with stakeholders
- ■ (gray) CRISP and colleges

6. Tech-driven Education

CRISP collated the SWAYAM courses list and shared it with the state government along with a Letter for the inclusion of SWAYAM courses. CRISP conducted a focused webinar involving experts from SWAYAM on 22nd November 2023, where the challenges of colleges in implementing SWAYAM courses were also discussed. CRISP is following up to resolve the challenges.

Plan for 2024

In Telangana, 50+ colleges are offering online lectures through a video conference in 04 subjects benefiting 380+ students across the state. This needs to be reviewed and interactive sessions are required to make the learning interesting. Capacity building of teachers is required in delivering the online lectures. There is a need to create awareness on SWAYAM courses and the state government needs to integrate the SWAYAM courses into the curricula at the universities level. The state government needs to give directions to the universities for providing approvals to colleges offering online courses and establish a proper credit transfer mechanism. The state government needs to appoint state-level and university-level Nodal Officers to work out the academic schedules and resolve any other issues. There is a need to coordinate with the Central Institute of Education Technology (CIET) to identify more courses on Liberal Arts and Humanities, beyond the courses provided on SWAYAM platform. CRISP may also facilitate the collaboration between the state government and EdTech organizations to develop and provide online courses for students.

Objective

To enhance the quality, accessibility, and effectiveness of learning through

technology-driven initiatives.

Expected Outcomes

- Improved access to digital and interactive learning across the state.

- Increased number of students pursuing online courses.

- Integration of technology in the teaching-learning process.

- Bridging the digital divide in the state.

Implementation Strategies

- Conducting workshops for colleges on SWAYAM courses.

- Awareness creation on virtual courses.

- Appointment of Nodal Officers at state-level and university-level.

- Integration of SWAYAM courses into curriculum at state-level.

- Aligning academic schedules with that at national level.

- Necessary approvals from Universities for offering courses and credit transfers.

- Colleges offering online courses at a large number.

a. Log Frame Table – Tech-Driven Education

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
Conducting workshops for colleges on SWAYAM courses	Conducting workshops for colleges	Physical or virtual meetings	No of colleges attending the workshops	Photos or Videos	State Govt.	Maximum colleges to attend workshops	Desired number of colleges mayn't attend
Awareness creation, on SWAYAM courses	Awareness creation campaigns on SWAYAM courses	Physical / online meetings	No of colleges targeted	No of colleges reached	State Govt.	Extensive awareness campaigns	Awareness campaigns mayn't reach well
Appointment of Nodal Officers	State Govt. to appoint Nodal Officers at state-level and university-level	Directions from state govt.	Appointment of Nodal Officers	Documents or Emails	State Govt.	Timely appointment of Nodal Officers	Delay in appointment of Nodal Officers
Integration of SWAYAM courses into curriculum at state-level	Directions to universities to integrate SWAYAM courses into curricula	Physical / online meetings	Meetings held	Documents or Emails	State Govt.	Timely integration of courses into curricula	Delay in integration of courses

Key Activities	Activity Description	Resources	Measurable Indicators	Means of verification	Monitoring and evaluation	Assumptions	Risks and mitigation factors
Aligning academic schedules with that at national level	Nodal Officers to work out the academic schedules at the state with that of national level	Physical / online meetings	Discussions with SWAYAM national team and state representatives	Documents or Emails	State Govt.	Work out the academic schedules in line with national timelines	Possible delays in academic schedules meetings or schedules may not completely match at national level
Necessary approvals from Universities for offering courses and credit transfers	Universities to give necessary approvals to colleges	Physical / online meetings	NA	Documents or Emails	State Govt.	Universities to give proper directions to colleges including credit transfers	Delay in Universities giving directions to colleges including credit transfers
Colleges offering online courses at a large number	Colleges to offer online courses on a large scale targeting maximum number of students	Online courses	No of students opting for online courses	Enrolment documents	State Govt.	Students to enjoy and pursue online courses	Students may face difficulties in pursuing online courses

Table 16: Log Frame Table – Tech Driven Education

b. Timeline

Activity Planned (Year 2024)	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Conducting workshops on SWAYAM courses		🟧	🟧				
Appointment of Nodal Officers				🟨	🟨	🟨	
Awareness creation on SWAYAM courses							
Integration of SWAYAM courses into curriculum at state-level							🟩
Aligning academic schedules							🟩
Necessary approvals from Universities for offering courses and credit transfers							🟩

Table 17: Timeline – Tech Driven Education

Legend:
- ◼ CRISP
- ◼ Government
- ◼ Government & CRISP
- ◼ Colleges
- ◼ Meeting with stakeholders

7. PM USHA

On the request of the Government of Telangana, CRISP conducted a workshop on the modalities for applying to Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) for Universities and Government Degree Colleges (GDCs) on 06 September 2023 (Wednesday) at the RUSA Resource Centre, Hyderabad. The Principals of 61 GDCs and Nodal Officers of 10 Universities participated in the workshop. CRISP prepared a rubric, and guidance document and held multiple workshops and individual review sessions to support these colleges in the successful submission of the proposals. CRISP facilitated the integration of AEDPs, FDPs, and Quality Assurance in the PM USHA proposals of 62 GDCs.

ON GROUND IMPACT OF CRISP'S INTERVENTION

Under the "Strengthening of Universities" Component

- Satavahana University was granted Rs. 20 crores.
- Mahatma Gandhi University was granted Rs. 20 crores

Under the "MERU" Component

- Palamuru University was granted Rs. 100 crores

Annexure

Memorandum of Understanding with between Department of Higher Education, Government of Telangana & Centre for Research in Schemes and Policies

MEMORANDUM OF UNDERSTANDING

BETWEEN

DEPARTMENT OF HIGHER EDUCATION,

GOVERNMENT OF TELANGANA

AND

CENTRE FOR RESEARCH IN SCHEMES AND

POLICIES (CRISP)

MEMORANDUM OF UNDERSTANDING BETWEEN DEPARTMENT OF HIGHER EDUCATION, GOVERNMENT OF TELANGANA, HYDERABAD AND CENTRE FOR RESEARCH IN SCHEMES AND POLICIES (CRISP)

This Memorandum of Understanding (hereinafter referred to as "MOU") is executed on 12th of April, 2023 (hereinafter referred to as "Effective Date") at Hyderabad

BETWEEN

Department of Higher Education, Government of Telangana (hereinafter referred to as HE Dept. GoT, which expression hereof includes its successors, administrators, and assigns), through its authorized signatory Mr.Navin Mittal IAS, Commissioner, Collegiate & Technical Education, Government of Telangana, who is duly authorized to sign and execute this Agreement, known as **First Party**.

AND

Centre for Research in Schemes and Policies (CRISP), a not-for-profit Society registered under the Registration of Societies Act, having its registered office at **B- 38 First floor, Panchsheel Enclave, New Delhi-17** (hereinafter called "**CRISP**" which expression hereof includes its successors, administrators, and assigns), through its authorized signatory Sri R. Subrahmanyam IAS (Rtd.) Secretary, Centre for Research in Schemes and Policies, who is duly authorized to sign and execute this Agreement, known as **Second Party**.

Both Department of Higher Education, GoT and CRISP are hereinafter collectively referred to as "**Parties**" and individually as "**Party**".

Whereas CRISP is an initiative by a group of conscientious civil servants worked at the highest levels of policy-making and having put in more than 3 decades in public service, aims to give back to society by working with the State and Central Governments for designing/redesigning/evaluating the schemes/programmes for large public good, to improve at scale, the development impact of programmes and policies being implemented,

Whereas Department of Higher Education, Government of Telangana has invited **CRISP** to participate in its efforts to strengthen the higher education system in the State of Telangana, and in implementing the National Education Policy 2020 in higher education,

Whereas CRISP brings with it experience at the highest levels of governance in social sector, and the members carry with them reputation of having contributed for the social sector schemes and policies,

Whereas both Parties are having commonality of purpose of expanding the public good on scale and to strengthen the social sector of the Country.

NOW THEREBEFORE BOTH THE PARTIES DO HEREBY AGREE TO HAVE THIS MEMORANDUM OF UNDERSTANDING (MOU) APPLICABLE FROM 12th of APRIL, 2023 FOR A PERIOD OF THREE YEARS AS PER THE DETAILS BELOW:

1. SCOPE:

The initial scope of this agreement would require CRISP to design the Heading for Excellence Globally in Higher Education in Telangana State (HEIGHTS) and work with GoT in implementing the same covering the following areas:

1. **Ranking**: Work along with the Commissioner of Collegiate Education to identify 100 colleges for a focused action plan to promote them in NIRF national rankings so that 25 of them will reach national ranks in two years and 50 in 4 years.

2. **Job Orientation**: Direct and effective efforts for increasing the campus placements through job-oriented courses and identifying productive internships for 50% of the 2nd/3rd year students; and support the Department to modify existing degree/ technical courses and design new courses that are directly linked with .jobs in existing industries.

3. **Promote Innovation and Entrepreneurship** by setting up innovation councils in 500 colleges, thereby promoting innovative thinking leading to startups

4. **Faculty and Leadership Development**: Plan for undertaking extensive faculty development programmes including academic leadership for improving quality of teaching.

5. **Technology-driven Education**: Integrating the use of technology across the HEIs for moving towards blended models of teaching-learning.

6. Find ways for **promoting research** in the HEIs through various orientation and training programmes, including promoting publication of peer-reviewed high standard journals in Hindi.

7. To make an **assessment of ongoing courses** in various colleges/ universities and help the Department modify the syllabus so that national and international standards are adhered to.

8. To support at least 3 universities (Osmania, JNTUH and Kakatiya) which are otherwise qualified as per UGC's latest guidelines to enter into **MOU with Foreign Universities** to offer dual degrees.

9. To help design and set up **centres of excellence of research** and development.

10. To **develop teacher assessment framework and also CPD** for the teachers.

2. MODALITIES

2.1. CRISP will formulate a detailed action plan for HEIGHTS as identified in the MoU within 60 days, which would be considered and approved by Department of Higher Education, Government of Telangana with or without modifications.

2.2. The CRISP will select and station an expert team in Hyderabad, which will work for implementing the action plan. The modalities of functioning of the CRISP team will be as decided by the Department of Higher Education, Government of Telangana.

2.3. Both Parties would set up quarterly and annual review mechanisms for joint review of the progress made on the activities pursued under this MoU.

3. Role of CRISP:

In pursuance of the scope of this MoU, CRISP will undertake to do the following, details of which would be finalized after due discussion:

a) Set up a team of experts who will work with HE Dept., GoT for implementation of the action plan and mentor the same.

b) Design an actionable plan for achieving the goals set,

c) Undertake training for the select educational institutions and mentor them,

d) Arrange internships with Sector Skill Councils, and

e) Identify EdTech solutions that can improve the learning outcomes.

4. Role of HIGHER EDUCATION DEPARTMENT, Government of Telangana:

Department of Higher Education (HE Dept.), Government of Telangana, will facilitate the CRISP and its teams for implementing the agreed action plans and in this direction, would:

a) Provide office accommodation and ID cards for the CRISP team to visit the field,

b) Provide logistic support for visit of the Members of CRISP in Telangana as per the action plan,

c) Facilitate interaction of the Members and CRISP teams with stakeholders

d) Share the data and details as needed in the action plan,

e) Approve the plan of action prepared by CRISP as per agreed timelines,

f) Incur expenditure as required for implementation of the action plan approved, including the logistics cost for functioning of the CRISP teams in the field,

g) Set up a Monitoring committee under the Chairmanship of Secretary, Higher Education.

5. VALIDITY:

5.1. This MoU shall be valid for a period of three (3) years from the Effective Date.

5.2. The validity of this MoU may be extended by mutual agreement in writing and signed by both the Parties. This MoU may be extended on the same terms and conditions, and/or with modifications on mutual consent.

6. INTELLECTUAL PROPERTY:

6.1. Any and all intellectual property created in relation to or arising out of all project reports, case studies and modules produced under this MoU will be jointly owned by the Parties with contribution of each party towards individual components being duly acknowledged.

6.2. There will be no restrictions on the use of the material jointly developed

by either of the Parties for consulting/academic/research/capacity building purpose. Except for rights expressly granted under this MoU, nothing in this MoU will function to transfer any of either Party's intellectual property rights to the other Party, and each Party will retain exclusive interest in, and ownership of its intellectual property developed before this MoU or developed outside the scope of this MoU.

6.3. Despite anything to the contrary elsewhere contained in this MoU the intellectual property rights in all methodologies, processes, analysis and recommendations (including but not limited to any presentations made in respect thereof and/or related thereto) frameworks, know-how and techniques.

6.4. Either Party may use the other Party's logo/ branding or any other intellectual property after prior permission from the other Party.

7. MISCELLANEOUS:

7.1. **Indemnification**: Neither party shall be liable to the other for any special, indirect, or consequential damages, even if the parties have knowledge of the possibility of such damages.

7.2. **Limitation of Liability**: In no event shall either of the parties of this MoU be liable to each other for consequential, indirect, special, incidental or punitive loss, damage or expense (including without limitation, loss of profits, loss of contracts, loss and corruption of data, loss or damage to reputation and/or goodwill, opportunity costs, etc.) even if the Parties have been advised of their possible existence.

7.3. **Severability**: The invalidity or unenforceability of any provision of this MoU shall not affect the validity or enforceability of any other provision of this MoU that shall continue in full force and effect except for any such invalid and unenforceable provision.

7.4. **Relationship between the Parties**: This MoU shall not constitute the appointment of either Party as the legal representative or agent of the other Party. This MoU is on a principal-to-principal basis between the Parties hereto. Further, nothing herein shall be construed to entitle either party to be a representative, agent, partner or joint venture of the other. No Party to this MoU shall have any right or authority to assume, create or incur any liability or any obligation of any kind, express or implied, against or in the

name of or on behalf of the other Party to this MoU except as may be specifically.

7.5. **Provisions for Modifications:** The Parties agree to make suitable amendments, and modifications to this MoU by mutual agreement as per necessity, provided that no modification, amendment or variation of any provision of this MoU shall be effective unless the same has been approved in writing by each of the Parties. Any reference to this MoU shall be construed as a reference to such MoU, as the same may from time to time be amended, varied, modified, supplemented.

IN WITNESS WHEREOF, the Parties agree to be bound by the terms and conditions of this MoU and have signed it through their authorized representative on this 12th of April, 2023.
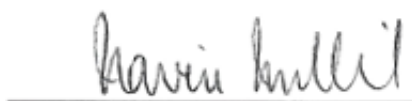
For CRISP

For Department of Higher Education, Government of Telangana

Name: R. Subramanyam

Designation: Secretary, B-38, First Floor, Panchsheel Enclave, New Delhi-17

Date:

Name: Navin Mittal, IAS

Designation: Commissioner, Collegiate & Technical Education, Government of Telangana

Date:

CRISP :

Deliberate. Design. Deliver.

Centre for Research in Schemes and Policies

Address: B-38, First floor, Panchsheel Enclave, Malviya Nagar, New Delhi-110017

Central Office: TSIIC Zonal office Building, Financial District, Nanakramguda, Gachibowli, Hyderabad-500032

www.crispindia.net