

CRISP MAASAM

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Monthly Account of Achievements,
Successes and Memories

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ExpertSpeak

From Gaps to Growth: The Art and Science of Transformative Change Management

Dr. IV Subba Rao IAS (Retd.)

Former Secretary to the Vice President of India
Former, Principal Secretary Dept. of Education, Health and Revenue,
Andhra Pradesh

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ExpertSpeak

FROM GAPS TO GROWTH: THE ART AND SCIENCE OF TRANSFORMATIVE CHANGE MANAGEMENT



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"At its best, change management is a co-creative process. Inspirational ideas act as catalysts, driving individuals and organizations to explore new possibilities. **Collaborative efforts among diverse stakeholders lead to the co-creation of value**, ensuring that solutions are not only innovative but also practical and implementable. This collaborative approach transforms change from a disruptive process to a constructive journey."

Lecture summarised by

Rohit Dey

Associate Project Lead ILP, CRISP
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Change management is an essential aspect of organizational, social, and policy-based transformation. It focuses on the processes and systems that guide individuals and organizations to transition from their current state to a desired future state effectively. At its core, change management is rooted in real-world triggers and ground realities, which give rise to discussions and ideation, ultimately leading to solutions. The journey involves identifying gaps, engaging in conversations, and collaboratively designing solutions that are both practical and sustainable. This write-up delves into the multi-faceted aspects of change management, highlighting the importance of listening, stakeholder engagement, mapping processes, and addressing gaps for achieving meaningful change.

Key Components of Change Management

1. Idea Generation and Gap Identification

Change begins with an idea - often sparked by real-world triggers that highlight discrepancies or unmet needs. Identifying these gaps is a critical step, as it provides clarity on the problem areas requiring attention. This phase requires attentiveness and reflection, as stakeholders analyze existing processes or systems and pinpoint areas where improvements can be made.



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2. Discussions and Solution Design

Effective change management thrives on inclusive conversations. Engaging diverse stakeholders in discussions ensures that ideas are refined, and potential solutions are scrutinized from multiple perspectives. These discussions act as a crucible for testing the feasibility and implications of various approaches. Listening actively to all contributors fosters an environment of trust and innovation, enabling collaborative problem-solving.

3. Stakeholder Engagement and Trust-Building

One of the cornerstones of successful change management is stakeholder inclusion at all levels. Whether it is policymakers, implementers, or end-users, every voice adds value. This inclusivity not only enriches the pool of ideas but also builds trust among stakeholders. The trust serves as the foundation for collaboration, ensuring smoother implementation and acceptance of proposed changes.

4. Mapping Political, Organizational, and Stakeholder Dynamics

Change initiatives often operate within complex systems influenced by political, economic, and organizational factors. Understanding these intricacies is essential to tailor solutions effectively. Political economy analysis and stakeholder mapping provide insights into power dynamics, resource distribution, and potential challenges. Such an understanding ensures that interventions are context-sensitive and adaptable.

5. Prototyping and Impact Assessment

Once ideas are refined through discussions, it is important to create blueprints or prototypes of the proposed solutions. These prototypes must be evaluated for their implications, ensuring that potential challenges are identified and addressed early. Proactive impact assessment allows for iterative improvement, enhancing both the process and outcomes.

A Case Study to Understand the Components of Change Management

Tirumala Temple, located in the southern part of India, is one of the largest temples in the country, attracting approximately forty thousand devotees every day. The age-old system required devotees to wait in long queues for hours. The speaker, Mr. Subba Rao, conceptualized an online queue system to address this issue. This system would provide devotees the freedom to move around while drastically reducing waiting times by assigning each person a designated time slot to enter and exit the main complex of the temple. It would also be particularly beneficial for groups with elderly members or children.



Photos Credit /Google

This idea was conceptualized by Mr. Rao when he was appointed as the Executive Officer of the TTD (Tirumala Tirupati Devasthanams Trust) to the temple. It was further refined through discussions with Professor Saragopen and other members of the temple authority. These conversations identified several major gaps, including the need for a proper sanitation system within the temple complex. This initiative serves as an exemplary case of how engaging with various stakeholders, visitors, and devotees can help refine an idea, transforming it into an effective system.

Transformative and Disruptive Nature of Change

Change is inherently uncomfortable, often challenging the status quo. While stability and routine provide comfort, they may not show the underlying gaps. Impact assessments of existing policies or systems often reveal gaps between theoretical outcomes and actual results due to implementation failures. Addressing these discrepancies requires a deep dive into systemic issues, identifying the instruments and mechanisms contributing to the gaps. Bridging these smaller gaps incrementally can lead to resolving larger systemic failures.

Furthermore, change can have both positive and negative consequences. Certain stakeholders may perceive change as disruptive, especially if it challenges their interests or established norms. Identifying and addressing these impacts is crucial for ensuring equitable and sustainable transformation. Contextualizing change initiatives within their geographical, cultural, and political settings adds an additional layer of robustness to the process.

Collaboration and Adaptation

1. Borrowing and Modifying Ideas

A significant aspect of change management is the ability to borrow ideas and adapt them to fit specific needs. This requires openness to learning from external sources and creatively tailoring solutions to align with local contexts. Collaboration with various departments and agencies enhances the process, fostering co-creation and innovation.

2. Creating a Supportive Environment

Sustainable change requires a supportive environment where teams can work together harmoniously. Encouraging open communication, fostering mutual respect, and maintaining shared goals contribute to an atmosphere conducive to change. Trust-building plays a pivotal role in this aspect, as it mitigates resistance and facilitates smoother transitions.

Case Study to Understand Collaboration and Adaptation

Mr. Subba Rao's stay in the United States exposed him to their centralized emergency system, 911. Upon returning to his home state of Andhra Pradesh, he aimed to address the lack of an emergency system by establishing a similar one. This became a significant task he undertook as the Principal Secretary of Health.

To achieve this, he engaged in extensive discussions at various levels and also sought input from outside the government spectrum.

One of the most enlightening conversations was with the founder of Satyam Computers, which ultimately led to the establishment of the 108 emergency services. Another critical aspect highlighted during these discussions was the need to establish an effective ambulance service equipped with proper medical equipment and staffed with trained personnel, ensuring better care for casualties.



Addressing Implementation Gaps

Implementation gaps are a common barrier to achieving desired outcomes. These gaps often arise due to insufficient coordination, resource constraints, or misalignment between policy and practice. Identifying and addressing these gaps requires a systematic approach that includes the following steps:

- **Instrument Assessment:** Evaluating the tools and processes currently in use to determine their effectiveness.
- **Process Improvement:** Streamlining workflows to minimize inefficiencies.
- **Stakeholder Collaboration:** Ensuring alignment between all parties involved in implementation.

Addressing these gaps not only improves immediate outcomes but also enhances the overall system's capacity to manage future changes.

Change as a Co-Creation Process

At its best, change management is a co-creative process. Inspirational ideas act as catalysts, driving individuals and organizations to explore new possibilities. Collaborative efforts among diverse stakeholders lead to the co-creation of value, ensuring that solutions are not only innovative but also practical and implementable. This collaborative approach transforms change from a disruptive process to a constructive journey.

Conclusion

Change management is a dynamic and multifaceted process that requires careful planning, active engagement, and iterative refinement. By grounding the process in real-world triggers and fostering inclusive conversations, organizations can design solutions that are both effective and sustainable. Addressing gaps, building trust, and contextualizing interventions ensure that change initiatives are holistic and impactful. Ultimately, successful change management transforms challenges into opportunities, paving the way for innovation, growth, and lasting impact.



Arjoma Moulick

Sr. Associate M&E, CRISP Central Office Hyderabad

The CRISP Fellowship is a unique platform to unite diverse disciplines, perspectives, and passions to come together to work for a larger goal. It brings together a group of mentors who have served in the Government of India and various domains of public policy who are committed to tackling the complexities of our ever-evolving domain.

As a fellow, I have been encouraged by the mentors to push boundaries to tackle challenging situations, especially in a state like Meghalaya where the political complexities of the state manifest in different dimensions in the social fabric. Working in such a state has allowed me to see the theory in practical application. At the same time, I have been able to contribute significantly to the state by assisting in the creation of a budget for teachers' training related to the Foundational Literacy and Numeracy (FLN) initiative. During my time here, I have not only deepened my understanding of school education within the Government of Meghalaya, but I have also gained valuable insights into the monitoring and evaluation processes at the organizational level.

CRISP has allowed me to work on a multitude of issues that plague the real world such as Human Resources of Teachers, Rationalisation Program of Schools, and Drop-Out Reduction Study in the state of Meghalaya. For a brief period, I had the opportunity to work with the NISHE team understanding the demand of skill-oriented courses among the tier 2 & 3 colleges. I had the opportunity to see the formation of the base firsthand and allowed me to work closely with the Government of Maharashtra and its officials.

As for my current role in the M&E function which has allowed me to observe a multitude of projects closely and assist them in developing their Theory of Change, Contextual Analysis increases my scope of knowledge in all the functional areas as well as gives me an opportunity to work with all the program teams closely.

Hannah Ardent, a renowned political theorist noted particularly for her work on Power, noted "Power corresponds to the human ability not just to act but to act in concert." This speaks volumes to the importance of collaboration and collective effort in bringing about systemic change. As an organization, we consistently emphasize that "we are a systems organization." However, driving change at the systems level requires resilience, patience, and a sustained commitment to adapting and engaging with stakeholders. It is a process that demands constant follow-up, collaboration, and a willingness to navigate complexities. Through my journey with CRISP, I have gained a deeper understanding of addressing issues from diverse perspectives. Engaging with governments and various program teams has broadened my appreciation of the challenges and opportunities inherent in systemic change. I continue to look forward to my journey with CRISP in the coming years.

Major Developments at CRISP

CRISP Signs MoU with CAG to Integrate Social Audits with Performance Audits



The Centre for Research in Schemes and Policies (CRISP) marked a historic milestone by signing a Memorandum of Understanding (MoU) with the Comptroller and Auditor General (C&AG) of India to develop a framework for integrating Social Audits with Performance Audits. This collaboration aims to enhance transparency and accountability in public administration by converging two critical auditing mechanisms.

Under the terms of the MoU, CRISP will:

1. **Identify Relevant Schemes and Programmes:** Focus on government initiatives with significant public interest that are suitable for aligning Performance and Social Audits.
2. **Develop Tools and Training:** Collaborate with C&AG to create formats, protocols, and training modules necessary for achieving the convergence of these audits.
3. **Submit Recommendations:** Provide actionable suggestions for merging feedback from Social Audits into C&AG's financial or performance audits.
4. **Design Social Audit Guidelines:** Work with C&AG to establish guidelines ensuring the independence, quality, and objectivity of Social Audits.

This strategic partnership reflects a shared commitment to fostering accountability in governance. Speaking on the occasion, Shri Girish Chandra Murmu, the Comptroller & Auditor General of India, praised the initiative as a progressive step toward transparent and citizen-centric administration.

By bridging the gap between Social and Performance Audits, this collaboration is expected to provide more robust insights into the implementation of public schemes, ensuring they deliver on their intended objectives. CRISP looks forward to playing a pivotal role in this transformative journey.

CRISP in Action

NISHE November 2024 Highlights



Karnataka



Ms. Harshitha, Fellow, CRISP Karnataka visited GFGC, HSR Layout, Bengaluru for interaction with students and faculty under NISHE Project. She clarified all their doubts and explained them the benefits of AEDPs.



B.Com. Retail Students from the Government First Grade College, Kengeri, Bangalore visited Decathlon Store on Mysore Road, Bengaluru as part of AEDP's industry visit.



B.Com. Logistics Students from the Government First Grade College, Bellary visited VRL Logistics as part of AEDP's industry visit.



Dr. Shobha G, Director, Dept. of Collegiate Education, Govt. of Karnataka visited GFGC, Bellary to interact with B.Com. Logistics students. She explained the uniqueness and prospects of AEDPs. Such visits from the state government motivate and inspire HEIs, fostering a deeper connection between academic institutions and government initiatives.



Andhra Pradesh



Mr. A. Rajeshbabu, NISHE Associate, Andhra Pradesh visited PBN College, Nidubrolu, Guntur to interact with BFSI students and faculty.



Healthcare Faculty Training was conducted on 18th & 19th November 2024 at Gayatri Vidya Parishad College for Degree & PG Courses (A), Visakhapatnam.



Uttar Pradesh

Skill-based courses to boost employability

Four Courses To Start From Current Session

tsaha.jain@timesofindia.com

Lucknow: Universities and colleges across the state will introduce four apprenticeship-embedded degree programs (AEDP) to enhance the employability of students pursuing undergraduate degree courses by providing practical industry experience, starting from the current academic session 2024-25.

In a missive to all state and private universities, special secretary, higher education, Sipu Giri has asked the vice-chancellors and the department's director to begin these skill-based courses after completing formalities such as obtaining approval from the respective board of studies (BoS), academic council, and the executive council, at the earliest.

"However, the VCs can use their power mentioned in the UP Universities Act, 1973, to

LEARNING & EARNING

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> These courses are in banking, financial services & insurance; retail ops mgmt; logistics; and tourism and hospitality

implement AEDP immediately and subsequently seek approval from various boards," Giri said in the order.

Designed by the sector skill council (SSC), the four skill-based BCom/BSc courses are in banking, financial services and insurance; retail operations management; logistics; and tourism and hospitality operations.

Earlier this month, the University Grants Commission (UGC) launched the guidelines for AEDP. After receiving comments from the public, the guidelines will be notified, enabling higher educational institutions to

launch the courses from the Jan-Feb academic session.

In UP, the higher education department's chief held a meeting of officials on Oct 22 regarding the implementation of NEP, where it was decided to follow the recommendations of Delhi-based Centre for Research in Scheme and Policies (CRISP) to introduce AEDP in higher learning institutions.

CRISP state lead Prof Balraj Chauhan said, "Earning while learning and getting placement after the completion of the course is the new initiative of the govt. The idea is to make UP a hub of higher education and curb mass exodus of students to other states and countries."

Set up by a group of civil servants with over three decades of experience, CRISP is working with UP govt to make the state a hub of higher education under the flagship Project for Excellence in Higher Learning and Education in UP (PEHLE-UP) organisation. UP has 24 state universities, 44 private universities, and over 7,500 colleges.

A News Article on the implementation of NISHE project in Uttar Pradesh published in The Times of India newspaper. HEIs across state will introduce AEDPs in the state.

NISHE Orientation

As part of the orientation, NISHE team visited the Government City College (A), Hyderabad to understand the implementation of AEDPs and interact with the students of different AEDPs on 04th November 2024.



Hyderabad

MSDF's Visit to CRISP Central office

MSDF (Michael & Susan Dell Foundation) Team visited the CRISP Central Office, Hyderabad on 20th November 2024 and had a strategic planning session on NISHE project. NISHE representatives from each state presented comprehensive action plans for implementing AEDPs in the upcoming academic year.



► HIGHER EDUCATION



Uttar Pradesh

Online Interaction with Lucknow Colleges

The CRISP-UP team conducted outreach sessions at over 50 institutions across 3 universities and 15 districts under RHEO Lucknow. The interactive sessions provided valuable insights on binary accreditation, NIRF rankings, and Apprenticeship Embedded Degree Programs. By actively addressing queries from principals, the team empowered institutions to make informed decisions and pursue the initiatives.



A workshop at Raghunath Girls' Post-Graduate College, Meerut

The CRISP-UP team held a comprehensive discussion on NIRF, dissecting the previous year's report. RGPG College was identified as a potential strong contender for NIRF rankings. Joined by five other institutions, the session provided valuable insights. The team then shifted focus to AEDPs, outlining plans to introduce at least two courses from the next academic year.



Visiting the Mihir Bhoj College in Dadri, Greater Noida

The CRISP-UP team visited the Mihir Bhoj College in Dadri, Greater Noida. Discussions held at the college delved into the institution's NIRF and AEDP initiatives. Leveraging the college's strong foundation of NAAC accreditation, the team engaged in discussions on specific strategies to help the college work towards NIRF rankings.



Telangana

Institutional Development Plan (IDP)

CRISP Telangana is spearheading transformative efforts to enhance the quality of higher education across the state through the development and implementation of Institutional Development Plans (IDPs). These strategic tools enable Higher Education Institutions (HEIs) to achieve long-term growth, academic excellence, and sustainability by aligning institutional goals with regional and national priorities. By fostering strategic vision, resource optimization, and compliance with quality standards, the initiative empowers HEIs to drive innovation, strengthen governance, improve academic outcomes, and build sustainable models that contribute to Telangana's socio-



economic development.



CRISP Telangana has conducted hands-on workshops in 15 HEIs, engaging over 300 faculty members on IDP preparation, covering vision and mission framing, goal setting, strategic objectives,

action planning, and resource optimization. These sessions received enthusiastic support from institutional leadership and faculty, with participating HEIs committing to mentor an additional 80 institutions. Six draft IDPs are currently under review, and a roadmap for mentee colleges will soon be rolled out, targeting a total outreach of 150 HEIs.

NIRF

To boost HEIs' performance in national rankings, CRISP Telangana is mentoring 50 institutions in applying for the National Institutional Ranking Framework (NIRF). A custom-built NIRF calculator has been developed to assess performance across key parameters, which will help these HEIs through actionable recommendations to enhance their rankings and institutional competitiveness.

NAAC

Eight HEIs guided by CRISP Telangana successfully achieved NAAC accreditation in November 2025, with notable achievements by Government City College, Begumpet (A++) and Vanita Maha Vidyalaya (A+), securing some of the highest grades in Telangana. These institutions have expressed appreciation for CRISP's dedicated yearlong support in meticulously recommending quality enhancement measures. CRISP Telangana is also actively assisting Osmania University in its NAAC accreditation process, further strengthening quality standards across the state.



Faculty Development Programs (FDPs)

As part of its capacity-building efforts, CRISP Telangana played a pivotal role in Faculty Development Programs (FDPs) focused on at RBVRR College. Shri R. Subrahmanyam inaugurated the event, and Dr. K. Rama, Team Lead at CRISP Telangana, served as an expert resource, addressing over 110 faculty from institutions affiliated with Osmania University.



► RURAL DEVELOPMENT

Meghalaya

Localising SDGs through Collective Participation and Action

Striving to strengthen Village Development Plans in Meghalaya, hands-on training on the Localisation of Sustainable Development Goals (SDGs) was organised in one Hub village - Mookyniang under West Jaintia Hills District on 19th October 2024 to the members of the Village Level Planning & Facilitating Team (VLPFT). The exercise is aimed at building the capacities and knowledge of preparing inclusive community plans and initiating collective actions to achieve SDGs at the local level.



Nudging CRISP's projects in Meghalaya



With multiple ongoing projects in Meghalaya, crucial visits were made by CRISP mentors - RS Julaniya (retd IAS) and Sandhya K (retd IPoS) during September and October subsequently resulting in pivotal meetings with different officials and bureaucrats. During the visit of RS Julaniya, meetings were held on the Education front with Sampath Kumar, Principal Secretary, Vijay Kumar Mantri, Commissioner & Secretary, School Education, and Swapnil Tembe, Director, SPD - DSEL. Another landmark meeting was held between CRISP and Khasi Hills Autonomous

District Council (KHADC) in the presence of RS Julaniya and Pyniaid Sing Syiem, Chief Executive Member (CEM) along with other officials to forge ways to strengthen the institution of KHADC.

On the other hand, the visit of Sandhya K saw a series of meetings with different stakeholders and officers from the Social Welfare Department (SWD). The meetings were critical in reinforcing the role of CRISP in supporting the Government in strengthening Early Childhood Education (ECE) for the state.

Karnataka

CRISP Karnataka Concludes its Project on Resource Cluster for GP-SHG Convergence

In November, CRISP Karnataka completed its project on Resource Clusters for GP-SHG Convergence in Solid Waste Management (SWM), which is one of the flagship projects of the Department of Rural Development and Panchayat Raj, Government of Karnataka.

The project began in January 2024, with the objective to offer guidance and support to women from self-help groups (SHG) involved in SWM operations, enabling them to efficiently manage operations while adhering to robust entrepreneurial principles. The overarching goal was also to foster collaboration between GPs and SHGs to collectively drive progress and sustainability in waste management



practices, while also enhancing oversight and supervision.

The focus of the project was on 3 GPs in Bagalkote district, namely Hebballi, Katageri, and Sonna. CRISP Karnataka was assisted by 2 Research Assistants, Ranjitha K.G. and Roja. N., kickstarted the project by administering a baseline survey with 260 respondents to understand the perception of citizens on waste management. The project has been successful in initiating activities that are essential for running an enterprise by SHG women. The women were trained in several areas such as resource management, regular bookkeeping, negotiating with the residents and GP officials, etc. In all the three GPs, user fee collection was initiated. CRISP facilitated the SWM team in this process and instituted a system for maintaining fee receipts and recording compliance by households and commercial establishments utilising waste management services.



Moreover, CRISP facilitated the formation of supervisory committees to monitor SWM operations, comprising representatives from both GPs and Gram Panchayat Level Federations (GPLF), thereby making it a platform for deliberation between equal partners in convergence. In two GPs, the committee which meets every month, has been instrumental in dealing with issues such as the performance of the SWM Team and the lack of support from residents, while in one of the GPs, the committee took an important decision to issue notices to non-compliant shops.

Implementing an action research project presented numerous challenges, particularly when dealing with stakeholders such as GP and GPLF with a wide power imbalance between them. Facilitating their collaboration and ensuring regular communication between them demanded persistent efforts by the team. Moreover, implementing new initiatives in the absence of enabling provisions by the government in the form of orders and circulars proved to be difficult, as the GP and GPLF were reluctant to take risks in such circumstances.

Based on the learnings from the project, a SWM Guidelines document was prepared and has been submitted to the department for review. While suggesting several modifications to the existing government circular on SWM, the Guidelines also suggested frameworks for grievance redressal, complaint resolution, monitoring at the TP and ZP level, instituting a community-based monitoring system, the roles and responsibilities of the SWM Supervisory Committee, etc. It is expected that most of these recommendations will form part of the upcoming government circular on GP-SHG Convergence in SWM.

CRISP Karnataka will use these insights and learnings gained from the resource cluster to inform the convergence efforts in SWM and effective waste management practices in other GPs of Karnataka.



Tamil Nadu

CRISP Tamil Nadu Presents Field Study Reports on Housing for the Poor and SDG Localisation to Rural Development Director

The CRISP Tamil Nadu team submitted and presented two field study reports to Mr. Ponniah, I.A.S., Director of the Rural Development Department, Tamil Nadu, on 23rd November. The team conducted comprehensive field visits and studies on two critical topics: "Improving Housing for the Poor Schemes" and "Localisation of Sustainable Development Goals in Tamil Nadu."

The Housing report provides valuable recommendations on alternative technologies suitable for Tamil Nadu. It also presents strategies to promote these technologies and improve conventional construction methods. The LSDG report highlights field findings and outlines key strategies for enhancing SDG localisation at the grassroots level, ensuring alignment with Tamil Nadu's development goals and the 2030 SDG targets.



CRISP Tamil Nadu Joins UNICEF in Celebrating World Children's Day: Advancing Child-Friendly Villages for an Inclusive Future



The CRISP Tamil Nadu team was privileged to participate in the World Children's Day celebration organised by UNICEF India on 20th November. The central theme of this inspiring event was "Listening to the Future: Building an Inclusive Environment for a Child-Friendly Society."

The Honourable Minister for Social Welfare and Women Empowerment of Tamilnadu, Tmt. P Geetha Jeevan delivered an impactful address on the Tamilnadu government's initiatives to create a supportive and nurturing environment for children and highlighted the importance of collective efforts in ensuring every child

grows up in a safe, inclusive, and empowering society.

CRISP Tamil Nadu's participation underscored our commitment to exploring collaborative efforts with UNICEF India and other Civil Society Organizations to establish child-friendly villages within the Localizing Sustainable Development Goals (LSDG) framework. This event reinforced our belief in the significance of listening to children's voices and meeting their needs to create a genuinely child-friendly environment.

NISHE Projects Featured in News Media

Skill-based courses to boost employability

Four Courses To Start From Current Session

Isha Jain@timesofindia.com

Lucknow: Universities and colleges across the state will introduce four apprenticeship-embedded degree programmes (AEDP) to enhance the employability of students pursuing undergraduate degree courses by providing practical industry experience, starting from the current academic session 2024-25.

In a missive to all state and private universities, special secretary, higher education, Sipu Giri has asked the vice-chancellors and the department's director to begin these skill-based courses after completing formalities such as obtaining approval from the respective board of studies (BoS), academic council, and the executive council, at the earliest.

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Earlier this month, the University Grants Commission (UGC) launched the guidelines for AEDP. After receiving comments from the public, the guidelines will be notified, enabling higher educational institutions to

launch the courses from the Jan-Feb academic session.

In UP, the higher education department's chief held a meeting of officials on Oct 22 regarding the implementation of NEP, where it was decided to follow the recommendations of Delhi-based Centre for Research in Schemes and Policies (CRISP) to introduce AEDP in higher learning institutions.

CRISP state lead Prof Balraj Chaudhary said, "Earning while learning and getting placement after the completion of the course is the new initiative of the govt. The idea is to make UP a hub of higher education and curb mass exodus of students to other states and countries."

Set up by a group of civil servants and those in public service with over three decades of experience, CRISP is working with UP govt to make the state a hub of higher education under the flagship Project for Excellence in Higher Learning and Education in UP (PEHLE). UP organisation. UP has 24 state universities, 44 private universities, and over 7,500 colleges.

4 progs introduced with paid internship

Bengaluru: The higher education department has announced the launch of four degree programmes with embedded apprenticeships at 45 govt colleges from this academic year. Students will get paid apprenticeship in the fifth and sixth semesters of the programme.

Over 1,300 students have enrolled for the four programmes — BCom in retail, BCom in logistics, BCom in banking, finance, service, and insurance. The curriculum is provided by the Centre for Research in Schemes and Policies and approved by the board of studies of universities. There are 430 govt colleges in Karnataka.

At an event held at the Karnataka State Higher Education Council Tuesday, industry representatives from



sectors such as banking, logistics, retail, and microfinance lined up to extend their support in providing apprenticeships. The students will get paid Rs 8,000 to Rs 18,000.

The programme is expected to increase employability of students. Among those who have taken admission, 51% are girls, 81% from rural areas, and 96% belong to SC/ST/OBC categories. "Faculty members will be trained to teach the programme. In the next three years, we hope to cater to 14,000 students in 11 sectors," said higher education minister MC Sudhakar, TNM.

Higher Education Dept. launches four new AEDPs

The Hindu Bureau

NEW DELHI

The Higher Education Department has announced the launch of four new apprenticeship-embedded degree programmes (AEDP) in the 10th and 11th semesters of the programme.

The four new degree programmes are BCom in retail, logistics, e-commerce, and banking & insurance.

The programmes are expected to increase the employability of students, said a source.

The programmes are being implemented in a phased manner according to Higher Education Minister MC Sudhakar. "Since people are coming to know about these programmes, there is a request from some colleges, and some sector representatives are



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also showing interest. So next year, there will probably be a big demand. We want to see how things will shape up in the due course of time. Other factors to consider include infrastructure, technology, information technology and more sector next year," he said.

APPOINTMENT

Government of India
Ministry of Petroleum and Natural Gas
Invites applications for the post of
Chairman & Managing Director
in
Hindustan Petroleum Corporation Limited

Last date of receipt of applications in
Ministry of Petroleum and Natural Gas
is by 15:00 hours on 14.09.2024

For details login to website
<https://im.opng.gov.in>

Road to employment: K'taka govt launches apprenticeship degree

EXPRESS NEWS SERVICE
@Bengaluru

To equip students with employable skills, the state government on Tuesday announced a new course—apprenticeship-embedded degree programme (AEDP)—in select 45 government first grade colleges across the state from the academic year 2024-25. This year, 1,373 students have registered, of which 884 are girls. The programme has been framed in line with the University Grants Commission.

During the launch of the programme, Higher Education Minister Dr MC Sudhakar said the department wants to offer skilled manpower to the industry and help students in rural areas and women.

An MoU was signed with representatives from degree colleges at the Karnataka State Higher Education Council in Bengaluru, in collaboration with CRISP (Centre for Research in Schemes and Policies) and Sector Skill Councils, who will facilitate the course.

The programme will be implemented under the Logistics, BFSI and Retail Sector Skill Councils in the form of three-year degree courses in Banking and Finance (BFSI), e-Commerce, Logistics and Retail, in select 45 government first grade colleges across the state from the academic year 2024-25. This year, 1,373 students have registered, of which 884 are girls. The programme has been framed in line with the University Grants Commission.

"As a new course, students will pursue studies in their colleges during the first four semesters. They will undergo apprenticeship training during the 5th and 6th semesters in industries and organisations as decided by the respective Sector Skill Councils," said Sudhakar. He added that in the next three years, the government has set a goal of enrolling 14,000 students in AEDP.

VLVSS Subba Rao, Senior Advisor, CRISP, and former bureaucrat, said a monthly stipend of Rs 18,000-20,000 will be awarded to students. "This cost will be borne by different companies. The added benefit here is that those students who perform well, can be absorbed by companies," he said.

Govt planning job-oriented education in degree colleges

MYSURU, DHMS: The government is planning to convert all degree colleges into professional colleges for imparting job-oriented courses, Minister MC Sudhakar has said.

He was speaking at the 104th Convention of University of Mysore (UoM), in Mysuru, on Sunday.

"We are joining hands with Centre for Research in Schemes and Policies (CRISP)—an initiative of a group of civil servants, who have worked at the level of secretary to Government of India, in order to bring about a change in higher education. We plan to impart job-oriented education in degree colleges, by converting non-professional colleges to professional colleges. We are also planning Apprenticeship Embedded Degree Programme with two years degree and internship for one year with a stipend of Rs 11,000 to Rs 17,000," the minister said.



MC Sudhakar

ಕಾಲೇಜು ಶಿಕ್ಷಣ ಇಲಾಖೆ ನಿರ್ದೇಶಕಿ ಡಾ.ಶೋಭಾ ಸಲಹೆ ಕ್ರಿಯಾಶೀಲ ಜೀವನ ರೂಪಿಸಿಕೊಳ್ಳಿ

■ ಮುಖ್ಯಮಂತ್ರಿ ಸುಬ್ಬರಾಯ್ ಅವರು

ಮುಖ್ಯಮಂತ್ರಿ ಸುಬ್ಬರಾಯ್ ಅವರು ಕಾಲೇಜು ಶಿಕ್ಷಣ ಇಲಾಖೆಯ ಕೆಲಸಗಳನ್ನು ಕುರಿತು ಮಾತನಾಡುತ್ತಿದ್ದಾಗ

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ಬಳ್ಳಾರಿಯ ಎಸ್.ಎಂ.ಎಸ್. ಕಾಲೇಜಿನಲ್ಲಿ ಬಂದಿ ಕೋರ್ಸ್‌ಗಳ ಲಾಂಛನವನ್ನು ಕಾಲೇಜು ಶಿಕ್ಷಣ ಇಲಾಖೆ ನಿರ್ದೇಶಕಿ ಡಾ.ಶೋಭಾ ಸಲಹೆ, ಮುಖ್ಯಮಂತ್ರಿ ಸುಬ್ಬರಾಯ್ ಅವರು ಕಾಲೇಜು ಶಿಕ್ಷಣ ಇಲಾಖೆಯ ಕೆಲಸಗಳನ್ನು ಕುರಿತು ಮಾತನಾಡುತ್ತಿದ್ದಾಗ

45 ಕಾಲೇಜಿನಲ್ಲಿ ಎಇಡಿಪಿ ಕೋರ್ಸ್: ಸಚಿವ

ಬಿಜ್ಜಿಪಿ ಆಧಾರದ ಮೇಲೆ ಕೋರ್ಸ್ / ಆಂಜಿಮ ಸೆಮಿನಾರ್‌ನಲ್ಲಿ ಇಂಟರ್‌ನಲ್ ಶಿಕ್ಷಕಿ 10 ನಾವರ ದೂರದರ್ಶನ

■ ಬಿಜ್ಜಿಪಿ ಆಧಾರದ ಮೇಲೆ

ಬಿಜ್ಜಿಪಿ ಆಧಾರದ ಮೇಲೆ ಕೋರ್ಸ್ / ಆಂಜಿಮ ಸೆಮಿನಾರ್‌ನಲ್ಲಿ ಇಂಟರ್‌ನಲ್ ಶಿಕ್ಷಕಿ 10 ನಾವರ ದೂರದರ್ಶನ

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