

Annual Action plan for the State of Uttar Pradesh

24 - 25

Action plan under the State - FY 24 -25

Key Projects undertaken

1. **National Institute Ranking Framework**
2. **Research on Government Colleges**
3. **NAAC**
4. **Faculty Development and Leadership Programs**
5. **Implementation of National Education Policy 2020**
6. **Innovation and Entrepreneurship**
7. **Promoting research in UP HEIs**
8. **Tech-driven education**

NIRF

Objective as per MoU – Work along with UP Academic Cell for Ranking Accreditation and Monitoring (UPACRAM) and 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.

a) Project Background

In Uttar Pradesh, there are more than 8500 colleges, but none of them comes in the list of the Top 100 Colleges of NIRF ranking. Only 46 colleges i.e. 0.54% of Uttar Pradesh colleges has applied in 2023 NIRF Ranking. There is hardly any support for the colleges applying for the ranking and colleges who are applying work in isolation getting very low perception score. To increase the accessibility for the students of Uttar Pradesh to study in Top Ranked institutes of India. Currently, the lowest college participation is from Uttar Pradesh.

b) Work done so far in the last FY

- The team has organised 4 major workshops in 5 Universities. In which more than 300+ colleges are in direct contact with the CRISP UP Team.
- Action Plan and the recommendations has been presented to the Chief Secretary and Principal Secretary.

- Capacity building and handholding has been done for more than 10 colleges of Uttar Pradesh.
- CRISP UP-Team has successfully won the trust of colleges where they now trust us and share confidential data and ask our inputs.

c) Key accomplishments

- A toolkit named ‘Sanjeevani’ has been prepared for the colleges on how they can find a place in Top 100 College Ranking.
- There will be the highest participation of colleges from Uttar Pradesh for the first time. The team targeted to achieve at least 3-digit participation this time.

d) Proposed plan for FY 24 – 25

- There are **18** Universities under the Department of Higher Education. We need to scale up and increase our touch points to achieve our goal. Only then can we achieve our target of getting 25 colleges in the top ranking.
- For this year’s cycle, for which pre-registrations will begin in September, the team will organise the refresher workshop with the 5 universities that we went to earlier. This time, more colleges will be invited for the workshops so that the reach and awareness can be increased.
- To scale up, an initial offline workshop is scheduled, and follow-up meetings will be held online.
- Faculty Recruitment drive: It takes approximately six months in Uttar Pradesh to finish the hiring faculty positions in Aided/ Government colleges. This is crucial for the colleges as they must hire faculty before 31st August. Without maintaining the faculty-student ratio, it is almost impossible to achieve a rank. This particular information is being shared with every college we interact with. Here, CRISP will play the role of catalyst and cannot take direct action since CRISP does not have the authority to recruit.
- Establish placement and alumni cells in colleges.
- Helping the colleges to prepare the Institutional Development Plans.

e) Key Objective

Short Term Goal

- This is to increase awareness and motivate the colleges of UP to register in NIRF since UP has the lowest participation.

- To achieve more than **100** participation from Uttar Pradesh.
- Earlier, the team had identified the 5-6 colleges that have a higher probability of achieving a rank, similarly, the team will identify more colleges and work closely with them to help them in their data-collecting processes and to take key policy decision.

Long Term Goal

- To bring the 5 college of Uttar Pradesh in Top 100 College NIRF Ranking within 3 years.
- Increase the accessibility for the students of Uttar Pradesh to study in top college within their state.

Key Objectives	Inputs / Activities	Outputs	Outcomes	Impact
1	<p>-Toolkit: A detailed toolkit for NIRF has been prepared for the colleges which includes each and every detail on how to register, how to submit data, how to collect data and present it. No such document exists as of now which colleges can refer to.</p> <p>-Workshop: To increase our reach with the colleges and gain their trust, workshops play an instrumental role in this. To scale up this project more such workshops will be scheduled and follow-up meetings will be held.</p> <p>-Handholding of colleges: All those colleges who have</p>	<p>Increase in number of registrations- The direct impact of these activities will result into the higher number of registrations in coming years. Since the colleges are not aware about the procedures.</p> <p>-Data Management Processes will be established in the colleges since, NIRF is solely depends on the quantitative aspects. Currently, very few colleges have dedicated cell for NIRF data collection and management.</p> <p>-Institutional Development Plans: A concrete roadmap</p>	<p>-Increase in importance and awareness of Ranking- Unlike NAAC, NIRF is competition amongst the best in the nation. Since very few colleges register in NIRF from Uttar Pradesh, not many colleges even include this in their development Plans. The lowest participation percentage of colleges is from Uttar Pradesh, only 46 colleges participated and no college has been ranked.</p> <p>-Cluster of colleges working for NIRF: When best colleges of Uttar Pradesh will work together, they will have better chance of getting a better score</p>	<p>Culture of Reform: In Uttar Pradesh, Colleges have now started to ask for guidance and take necessary steps for them. The greater number of colleges we engage with, higher the impact.</p> <p>Awareness: The colleges have become aware about the need for the registering in NIRF and work to achieve a rank. The colleges are taking these seriously as many grants and recognition will be coming from NIRF and NAAC.</p> <p>Importance of Data: The colleges have started to</p>

	<p>potential of getting a rank or those who are willing to work, CRISP team will work closely with them and help them to collect and manage their data.</p>	<p>and a vision document prepared by the stakeholders of the institute, to take critical decisions.</p>	<p>in Perception which most of the institutions lack behind. Increase in Perception of Colleges: When an institute achieve a rank it not only changes the perception about the college but about the entire region. This becomes the pride amongst the alumni and have multiplied effect on the job opportunities and exposure. -Increase in Median Salary's of the students: It has been observed that the median salaries of the NIRF colleges are much higher than non-ranked colleges. Companies offer better packages to the students from Tier -1 Colleges or Ranked college.</p>	<p>recognise the importance of data collection. Many colleges were not aware how crucial there alumni data is. Colleges have started to recognise the data importance.</p>
--	---	---	---	--

Timeline

Action	Monthly Timeline 2024								
	April	May	June	July	August	September	October	November	December
Result of 2024 Ranking									
Workshop									
Pre-Registration									
Data Capturing System									

Helping the Colleges to collect data									
Faculty Recruitment									

Action points	Quarterly Timeline 2024		
	April-May-June	July-August-September	October-November-December
Workshops			
Pre-Registration			
Data Capturing System			
Helping the Colleges to collect data			
Faculty Recruitment			

Note: This action plan is College-centric and not State or university-centric because the key stakeholder is the College. All the Aided and Private colleges can make their own decisions. The majority of the selected colleges and highly potential colleges of Uttar Pradesh that can achieve a rank are either private or Aided. Many major decisions, such as the clustering of colleges, depend upon the State-Level Quality Assurance Cell, which was established last year. However, there has not been a single meeting. Similarly, in decisions like establishing data management processes in colleges, CRISP can only help and guide them as to which data is most important and how to collect it. In addition to that, recruitment of faculties, the decision will be taken by the respective college managements, CRISP can only guide that how many faculties are needed and by which

date faculties should be recruited so that they can count them as faculties in NIRF and we are doing it regularly, and informing the state government also.

We are trying to facilitate the process through RHEOs in respective colleges, but the clustering of institutions, though provided in NEP, is a policy decision that has to be made by the state and executed by the university. CRISP has suggested certain amendments to the university regulations, but so far, nothing has been done in that direction. To our knowledge, this clustering has not been initiated so far.

Research on Government Colleges

The purpose of the study is to identify the external and internal factors responsible for the deterioration of these institutions. There is a need to understand these issues in depth, generally and particularly in relation to individual institutions, so that a roadmap and an agenda for reform may be prepared for the institutions to bring them to par with the best institutions of Uttar Pradesh. As you are aware, the biggest challenge in Uttar Pradesh is to collect specific and correct information from the institution's officers and the government. Therefore, we are suggesting that an in-depth study be conducted by the crisp, and the report should be presented to the government in the presence of the Honourable Chief Minister, Higher Education Minister and Chief Secretary by the end of this year. The research will aim to cover areas like technical education, Infrastructure, satisfaction index of the students, teachers and employees, alumni and students' perception.

a) Project Background

During the meeting with the Principal Secretary of the UP Higher Education Department this January, he showed keen interest in improving the condition of the government college. CRISP State Lead Prof Balraj Chauhan took the initiative to provide a detailed report on the government colleges, highlighting the gaps, issues, areas of improvement and recommendations. This report will play a crucial role in improving the quality of education in the state of Uttar Pradesh. Along with this report, the CRISP Team will work closely with the government colleges to prepare the Institutional Development Plan. This project is not a part of the MoU. However, the team has taken the initiative to help us achieve our overall target of improving the quality of education in Uttar Pradesh.

b) Work done so far in the last FY

- Chalking out the clear objectives, scope and the target of the research.

c) Proposed plan for FY 24 – 25

- The team will select 30 out of 171 government colleges to do the primary research. A field visit plan will be prepared, if need be, the team will stay with the college to help them prepare the IDPs.
- A document will be prepared and submitted to the Principal Secretary for this approval, in which all the details like Objective, Methodology, scope, etc, will be mentioned.
- Based on the information collected, the team will prepare a report that includes the above, and recommendations will be given on ‘How can we increase the number of autonomous colleges in Uttar Pradesh?’

d) Key Objective

- To develop government colleges into autonomous colleges since there is not a single government autonomous college in Uttar Pradesh.
- To prepare a roadmap for the government to increase the number of Autonomous colleges in Uttar Pradesh.
- To find out the gaps and areas of improvement in the government colleges.
- To provide data-based policy recommendations to the Department of Higher Education.

Theory of Change

Key Objectives	Inputs / Activities	Outputs	Outcomes	Impact
	Field Visit to the Government College: The team will visit the 30 selected government colleges of UP to collect the primary data and talk to the College Principals, Faculties and students. A	Research Report: The direct output of this project will be a detailed report in which details of every college will be there. The major focus will be on the issues of the government college, areas of improvement,	Increase in understanding the government colleges: Currently, no such study exists with the department of Higher Education of Uttar Pradesh. This study will help the department to understand and	Autonomous Colleges: The desirable outcome of the study is to increase the number of autonomous institutions in the State.

	detailed survey will be conducted during the field visit.	support needed from the government. Recommendations: Based on the information received on field; the team will provide recommendations to the department of Higher Education.	take data backed policy decisions.	
--	---	---	------------------------------------	--

Timeline for Research on Government Colleges

Action	Monthly Timeline 2024 - 25								
	April	May	June	July	August	September	October	November	December
Field Visit									
Report Submission									

Action	Quarterly Timeline 2024 - 25		
	April-May-June	July-August-September	October- November-December
Field Visit	8 Colleges	8 Colleges	4 colleges

This is a year long project and the team will visit all the 20 colleges, as there are so many stakeholders involved and also be present during our visit. There are also vacations coming for colleges, the team will plan the visits accordingly.

NAAC ACCREDITATION

a) Project Background

- NAAC Accreditation focuses on improving quality of education in Higher Education institutions. It Focuses on assessment of institutions through combination of self and external quality evaluation based on its criteria and benchmarks.
- UP Higher Education Department (UPHED) has approximately 91 Public and Private Universities and more than 8000 colleges and the state is home to highest number of institutions in the country. Yet approximately **34% Universities and less than 1% colleges are NAAC Accredited under UPHED indicating quality profile of the institutions.**
- Although the status of universities is improving, enhancing the quality of affiliated institutions through mechanisms such as NAAC accreditation remains a pressing issue that needs to be addressed as a priority.
- The CRISP framework under the PEHLE-UP Project will concentrate on generating suggestions at the state level in the form of policy-level initiatives, establishing state-level cells for the long-term sustainability of the agenda, and capacity building and handholding of affiliated institutions for NAAC, as well as motivating and enhance active participation of new and previously accredited institutions.
- **As per MoU the objective of the project is to get at least 25% colleges accredited by next 3 years.** Though our immediate target is to get at least 400 HEIs NAAC Accredited by next FY.

b) Work done so far in the last FY

- Preparation of an Action Plan and presentation of the Action Plan to officials of the UP Higher Education Department, including the Hon'ble Chief Secretary of UP, Principal Secretary of UPHED, and others.
- Establishment of the State Level Quality Assurance Cell (SLQAC), though still awaiting meetings and subsequent actions.
- Selection of 766 HEIs, with the list serving as the base for many government initiatives.

- Preparation of toolkits and user manuals on NAAC, such as the NAAC Worksheet, User Manual for the preparation of Institutional Development Plans, NAAC Accreditation Status Report and Guidebook, and booklet on Mentor-Mentee SAARTHI.
- Conducted capacity-building workshops at 5 universities and engaged with at least 300 HEIs.
- The number of NAAC Accredited institutions has increased in the past fiscal year after the initiation of the PEHLE-UP Project.

c) **Key accomplishments**

- Setup of SLQAC
- Capacity building and handholding of institutions.
- Establishing a relationship and instilling confidence among various stakeholders such as officials of UPHED, Vice Chancellors, Registrars, RHEOs, Principals, IQAC Coordinators, and teaching staff.
- Building the brand value of CRISP as a recognized subject matter expert for NAAC, NIRF

d) **Proposed plan for FY 24 – 25**

- To extend the project with a two-way strategy, we aim to implement the following approaches:
- **State Level Initiatives:** to prioritize the functioning of state-level bodies like SLQAC and help UP Higher Education department in tailored state level initiatives, schemes and policies to the specific needs of the state, aiming to drive improvements in areas such as quality enhancement. However, CRISP can only suggest and share research-based outcomes to the UPHED final action may only be taken by the department.
- **Institutional Level Initiatives:** Support institutions for preparation of Institutional Development Plans aimed at identifying existing issues, challenges and strengths. The ultimate focus is on improving the quality of education and performance in NAAC Accreditation. Help institutions in data management and presentation to perform better in preparation of Self-study Report
- **Scaling up Project:** To maximize the impact of the project, our goal is to establish connections with a wide range of institutions, including universities and educational establishments across the entire state at least reach out previously selected 766 colleges through capacity building workshops.

e) **Key Objective**

1. To enhance NAAC accreditation of affiliated colleges under UPHEd.
2. To formulate suggestions and draft research-based reference documents for state level actions by UPHEd.
3. To reach out to at least 766 HEIs selected for accreditation by UPHEd and CRISP.
4. To encourage institutions to focus on the mandates of quality education and improve overall learning outcomes based on gap analysis.

Theory of Change

STATE LEVEL INITIATIVES

Input/Activities

Proposals and Suggestions for SLQAC:

- Develop proposals outlining the scope and activities of the State Level Quality Assurance Cell (SLQAC) and suggest effective functioning mechanisms.
- To suggest Monetary – Non-Monetary incentives based on the research and reference of best practices of other states.

Outputs

Short Term:

- Actions under State Level Quality Assurance Cell, SLQAC, especially issue of action like Government Order by UP Higher Education Department.

Long Term:

- Effective and outcome-oriented functioning of state level bodies

Outcome

- **Robust State Level Cells:** This will insure to develop and build a culture to sustain efforts towards quality education.
- Support Government institutions and their capacity building to get NAAC Accredited.

INSTITUTIONAL LEVEL INITIATIVES

Input/Activities

1. Capacity Building and Handholding Activities:

- Conduct workshops and provide handholding support for capacity building activities tailored to HEIs' needs.

2. Support for Institutional Development Plans (IDPs):

- Assist HEIs in preparing Institutional Development Plans (atleast 15 IDPs) and provide necessary guidance and templates.

3. Data Management and Presentation:

- Establish robust data management systems and protocols for effective data presentation in HEIs.

4. Toolkits, User Manuals, and Reference Documents:

- To draft and prepare reference documents showcasing best practices from other states for subprojects like SLQAC and IDP. Further develop toolkit and user manual for HEIs after declaration of Binary Accreditation System.

5. Initiatives to improve areas of quality education

- Support institutions in improving areas of quality education by utilizing NAAC criteria to assess areas needing improvement in Higher Education Institutions (HEIs). Based on the analysis of each institution, which may vary from one to another, assist them in recognizing those areas and working towards their improvement.

6. Lesioning with Recommended Accreditation Systems:

- Introduce recommended accreditation systems like Binary Accreditation and Maturity-Based Systems to HEIs once published officially.

Outputs

Short Term:

- NAAC Accreditation of at least 50 HEIs in next Financial Year
- Reaccreditation of Previously Accredited Institutions
- Help at least 15 institutions to prepare Institutional Development Plan (IDP)

Survey Format and Data Collection for baseline data collection									
Visit to individual Institutions									
Document on Suggestions in SLQAC to UPHED									
Research Report on Monetary and Non-Monetary Incentives to UPHED									
User guide on recommended NAAC Accreditation System									
NAAC status Report to UPHED									

Faculty Development and Leadership Programs

a) Project Background

- Faculty development and leadership Programs is one of the focus points of National Education Policy,2020. FDPs conducted currently lack robust quality monitoring system, resulting the outcome of the programs remains unknown. Faculties undergo FDPs mostly for the appraisals and thus learning and skill development is compromised.
- Presently there are 9 Pandit Malaviya Mission Teacher Training Centres (PMMTTC) in the state of which 4 Universities comes under preview of UP Higher Education Department.
- This project is important to study the outcome of the FDPs which are being conducted by universities and under PMMTTC so that a monitoring system may be developed. Work with PMMTTC to prepare roadmap on FDPs as per requirement. Establishment of state level body.

b) Work done so far in the last FY

- Proposal to establish UP State Faculty Development Academy (UPSFDA) and research-based reference material regarding the structure for the same.

- Started working with the 9 identified centres under Pandit Malaviya Mission Teacher Training Centres
- c) **Key accomplishments**
UPHED is working towards establishment of UPSFDA and 4 nodal centres based on the suggestions by CRISP
- d) **Proposed plan for FY 24 – 25**
To work with PMMMTCs and prepare a roadmap, the first step is to identify programs based on demand, need, and popularity. Once these programs are identified, the next step is to prepare a plan to rerun them by the UP Higher Education department or PMMMTCs.
- e) **Key Objective**
To plan for undertaking extensive faculty development programmes, including academic leadership.

Theory of Change

Input/Activities

- To study and analyse the programs and structure conducted under PMMMCTs and prepare an action plan
- Proposals for establishment of State Level Faculty Development Academy and encourage HEIs to conduct Faculty exchange Programs.
- Identify needs and challenges which shall be addressed to make FDPs more impactful and target skill development.
- Promote online tech driven platforms like ARPIT Portal

Outputs

Short Term:

- Networking with PMMMCTs
- Establishment of State Level Faculty Development Academy
- Establish importance of Faculty Exchange Programs

Long Term:

Implementation of National Education Policy 2020

a) **Project Background**

To implement the National Education Policy (NEP) in Uttar Pradesh, the Higher Education Department issued separate Government Orders (GOs). The department monitors progress by collecting monthly data from universities and sharing it with the CRISP-UP team. However, there have been delays in data sharing from universities, and the team is working on solutions. This project is crucial for enhancing the quality of education in UP higher education institutions (HEIs) and elevating their rankings.

b) **Work done so far in the last FY**

In collaboration with the department, the CRISP-UP team analyzed data collected based on the 18 established action points. To enhance data quality and facilitate deeper insights, the team developed a revised survey form, incorporating quantifiable measures and assigning weights to each of the 18 parameters.

c) **Key accomplishments**

The new system created by the team would help us grade the institutions by giving them an NEP achievement score. It'd promote healthy competition among institutions, to achieve NEP goals.

d) **Proposed plan for FY 24 – 25**

The CRISP-UP team will utilize the new survey format to gather data aligned with the revised parameters. This survey addresses the government's inability to obtain monthly data from universities, making it an important project to monitor the progress of NEP in the state. This refined approach will enable the ranking of institutions and provide them with targeted insights to address areas needing improvement. The team has already received 105 responses, including 20 from government colleges. The target for FY 24-25 is at least 500 colleges, with a possibility of overlap with NAAC and NIRF subprojects.

The implementation of the National Education Policy (NEP) is expected to improve the quality of institutions, directly impacting NIRF and NAAC rankings. An ongoing study examining the correlation between NAAC scores and NEP implementation's Average Performance Scores (APS) currently shows a low correlation of 0.162451, based on a limited number of responses. The team hypothesizes that this correlation will strengthen

with data from more colleges. The resulting research paper will be submitted to the UP Higher Education Department (UPHED) to enhance its capacity for better NEP monitoring.

The team is still analyzing the data and hasn't conducted field visits yet. However, stakeholders are eager for NEP scoring and ranking. Existing qualitative surveys conducted by UPHED provide a broader picture of the state but lack institutional performance analysis. The CRISP-UP survey offers a more focused approach, scoring individual parameters and sharing "report cards" with colleges, including their Average Performance Score (APS). This will provide actionable insights for improvement.

e) Key Objectives

- To enhance monitoring of NEP in the state.
- To prepare a roadmap for the implementation of NEP 2020

Inputs

- Identification of quantifiable parameters.
- Preparation of a new survey form.
- Data Collection through the department.
- Data Analysis.

Outputs

- Availability of quantifiable data for monitoring of NEP implementation.
- Ranking of UP HEIs in terms of Implementation of NEP.
- A report with recommendations to the UP Higher Education department, universities, and colleges in the state.

Outcomes

- Better monitoring of NEP Implementation in the state.
- Healthy competition among the institutions to achieve excellence.
- Issuance of Government orders as an intervention for better implementation of NEP 2020

Impact

- Effective implementation of NEP in the state, resulting in excellence in higher education.

Timeline for NEP 2020

Action	Timeline 2024 - 25											
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Conducting Surveys for NEP as per the new format												
Data Analysis												
Preparation of Report												

Innovation and Entrepreneurship

a. Project Background

There are 261 Institute Innovation Councils (IICs) in the colleges under the UP Higher Education Department (UPHED), registered with the Ministry of Education’s Innovation Cell (MIC). The MIC has classified the IICs into three categories, based on their consistent performance in IIC 3.0, 4.0, and 5.0 Calendar Activities. Among these, 12 have been recognized as high-performing, 43 are moderately performing, and the remaining 206 are inactive. While moderately performing ones are those, who’ve started submitting their activities on the MIC portal (activity numbers ranging from 1 to 58), they’re still new and need to be mentored for better workshops and ideation. Inactive IICs are the ones, who haven’t uploaded a single activity on the portal. Among these, the focus of the CRISP-UP team is to work with at least 15 moderately performing, and 30 inactive IICs to shift and upgrade them to high-performing and moderately performing IICs, respectively.

The UP Higher Education Department is taking a proactive step by issuing a government order to ensure registration across all government and aided colleges. This initiative underscores the importance of IICs in fostering a culture and ecosystem of innovation and entrepreneurship within educational institutions. While the department works to expand IIC participation, the CRISP-UP team is concurrently working to activate existing IICs and empower them to achieve high-performing status.

b. Work done so far in the last FY

Leveraging data provided by the Ministry of Education's Innovation Cell (MIC), the CRISP-UP team conducted a comprehensive analysis of the state's IIC landscape. This analysis, coupled with a targeted survey, helped identify the specific challenges faced by institutions at the ground level. To foster ongoing communication and support, the team established a comprehensive WhatsApp network encompassing inactive, moderately performing, and high-performing IICs. This network allows for proactive engagement and timely assistance. Furthermore, the team has identified and enlisted resource persons at the grassroots level to facilitate workshops aimed at IIC activation and performance enhancement. These workshops are currently underway, providing valuable guidance and support to participating institutions.

c. Key accomplishments

The establishment of the WhatsApp network and identification of resource persons represent a significant step forward, creating a foundation for the future transformation of these institutions.

d. Proposed plan for FY 24 – 25

To further activate inactive IICs and empower moderate ones to achieve high-performing status, CRISP-UP will be conducting a series of online and offline (in collaboration with IIMT Meerut) workshops.

Activation of inactive IICs: To activate inactive IICs, the CRISP-UP team would use its network to get the willingness of the institutions, through a Google Survey form. The team targets at least 30 colleges but would be glad to work with as many colleges as possible. The team would then conduct monthly online workshops with the selected number of colleges, guiding them to train Innovation Ambassadors (IAs), on the MIC portal. With five to six IAs in each college, the inactive IICs would activate, as the IAs would start conducting the IIC activities

(including workshops, guest talks, ideation, and field and industrial visits). The online workshops would also address their challenges of lack of resources and provide them with ideas to promote innovation, with limited resources. The CRISP-UP team has already started working with resource persons who've excelled in innovation and entrepreneurship, in their respective institutions.

The best practices in an IIC include technical workshops on the basics of innovation, field visits for identification of problems at the grassroots, guest lectures by the pioneer innovators and entrepreneurs, industrial and incubator visits, ideation workshops, identification and documentation of ideas on the Yukti portal, and signing of MoUs with the nearby incubators, for incubating the ideas generated in an IIC. The CRISP-UP team would prepare a booklet for the same and distribute it to colleges across the state, with the help of the UP Higher Education Department (UPHED).

The Ministry of Education has started ranking institutions, based on their performance in key innovation and entrepreneurship metrics. It's the NIRF Innovation Rankings. Though the Ministry of Education hasn't disclosed criteria for ranking IICs, they categorize it merely based on the number of activities, the NIRF Innovation Rankings parameters should be kept in mind, by the colleges, to work on their innovation culture and ecosystem. The parameters for the same, are as follows:-

- **Mind-set Development:** This evaluates how well the college cultivates a culture that encourages creativity, risk-taking, and problem-solving among students and faculty.
- **Teaching and Learning:** This considers the courses, workshops, or programs offered to equip students with the knowledge and skills required for innovation and entrepreneurship.
- **Infrastructure & Facilities:** This assesses the physical resources available, like labs, maker spaces, or business incubators, to support innovation activities.
- **Innovations Developed:** This measures the number and quality of new ideas, inventions, or processes generated by the college community.
- **Start-ups Established:** This looks at the success rate of translating innovations into actual businesses launched by students or faculty.
- **Collaborations:** This evaluates the college's engagement with external partners like industries, research institutions, or investors to foster innovation and entrepreneurship.

- **IP & Commercialization:** This assesses the college's efforts to protect its intellectual property (patents, copyrights) and its strategies to bring innovations to market.

e. Key Objectives

- To transform the moderate IICs
- To increase the number of IICs to 1000.

Inputs

- Conduct online workshops.
- Conduct offline workshops (on campus) funded by IIMT Meerut.
- Work with the UP Higher Education department to incentivize registration of IICs.

Outputs

- Work with the UP Higher Education department to incentivize registration of IICs.
- Increased effectiveness of IIC actives in moderate IICs.
- Increased number of IICs in the state.

Outcomes

- Increased awareness and participation of students in I&E.
- Transformation of moderate IICs into high-performing IICs.
- Increased awareness and participation of students in the state.

Impact

- Development of innovation and entrepreneurship culture and ecosystem.

Timeline for Innovation and Entrepreneurship

Action	Timeline 2024 - 25											
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Online workshops.												
Offline workshops.												
Boost registration of IICs.												

Promoting research in UP HEIs

a. Project Background

Uttar Pradesh offers two research funding initiatives: the Research and Development Scheme (up to ₹4 crore) for experienced researchers in government and aided colleges, and the Centre of Excellence scheme directly funding specific college departments. CRISP-UP evaluates the Research and Development Scheme, proposing improvements and the Fellowship for Young Research Faculty Excellence (FYRE fellowship) to enhance research opportunities for young faculty. This project aims to improve research funding accessibility and foster a vibrant research culture in UP's higher education institutions. CRISP-UP awaits approval of the FYRE proposal from the UP Higher Education Department.

b. Work done so far in the last FY

The team analyzed data from the UP Higher Education Department and surveyed funded research projects to identify challenges and grievances. The team prepared a proposal for the Fellowship for Young Research Faculty Excellence (FYRE Fellowship) to encourage young faculty engagement in research.

c. Key accomplishments:

The proposal will be presented at the first State Level Quality Assurance Cell meeting for funding consideration. The state lead is a member of this cell.

d. Proposed plan for FY 24 – 25

The team would coordinate with the UP Higher Education Department and initiate, facilitate, and manage the FYRE fellowship, post the sanctioning of proposed funds.

e. Key Objectives

- To initiate the FYRE fellowship
- To facilitate selection for the FYRE fellowship.
- To monitor the FYRE fellowship.

Inputs

- Meeting the State Level Quality Assurance Cell for tabling the proposal.
- Coordinate with the UP Higher Education Department to facilitate the selection of proposals and fellows.
- Work closely with the department to monitor the fellowship program.

Outputs

- Approval, funding, and resource allocation for the FYRE fellowship.
- Selection of 150 fellows in the state (from both science and arts streams).
- Enhanced monitoring of the fellowship program.

Outcomes

- Initiation of the FYRE fellowship.

- Allocation of grants to the selected faculties.
- Establishment of a monitoring mechanism, at the level of UP Higher Education Department.

Impact

- Increased participation of young faculties in research in the state.

Timeline for Promoting Research

Action	Timeline 2024 - 25											
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Initiation of FYRE fellowship.												
Selection of fellows for the FYRE fellowship.												
Monitoring of the FYRE fellowship.												

Tech-driven Education

a. Project Background

As of February 2024, only 0.8% of ABC accounts in the state have credit data, which falls well below the national average of 5.07%. There are currently 60 Local Chapters (LCs) registered in Uttar Pradesh under the UP Higher Education Department. Of these, only 11 are active, while the remaining 49 are inactive. The UP Higher Education Department has already issued Government Orders (GOs) allowing transfers of up to 20% of credits from online courses. The CRISP-UP team has held discussions with the department regarding the need to issue a directive for setting up NPTEL local chapters in all government and aided institutions. This project is crucial as it enhances access to quality education by integrating technology into the learning process. CRISP-UP is conducting workshops to raise awareness regarding Swayam courses, revitalize inactive local chapters, and establish new ones.

b. Work done so far in the last FY

The team analyzed data from the Swayam-NPTEL team, created a WhatsApp network of Single Points of Contact (SPOCs), visited university LCs to get insights, and conducted awareness workshops, at the university level. We're currently working with 30 local chapters, and have just started visiting them. The team has visited only 3 of the 30 local chapters, to understand the problems. We realized that the NPTEL courses provide a diverse range of courses, pre-aligned with the curriculum of technical courses. In humanities, there's a lack of courses, that are already aligned. The LC contact persons also raised the concern of the Rs. 1000/- proctor exam fee. Colleges like Harcourt Butler Technical University, have resorted to conducting in-college exams, instead of the proctored exams. Swayam courses are usually being taken as substitutes, where the students are out for internships. High exam fees, lack of diversity of courses, and the credit mismatch in the curriculum have kept the students from enrolling. Looking at the situation, even the SPOCs don't promote the courses on campus, and find offline teaching, easier.

c. Key accomplishments

The introductory workshop conducted by the team generated interest in establishing a local chapter at Dr. Ram Manohar Lohia Avadh University.

d. Proposed plan for FY 24 – 25

The team will visit more local chapters and conduct online workshops to activate inactive local chapters and establish new ones. Understanding the problems from the field visits, the CRISP-UP team would prepare booklets on the benefits of the courses to the students, and the best

practices to be implemented by the college, for the SPOCs. The team would also provide handholding support to the new LCs, through online workshops.

Key Objectives

- To get insights from the existing local chapters via visits.
- Conduct awareness and activation workshops online.

Inputs

- Visit at least two local chapters per month.
- Conduct one university-level and one SPOC workshops per month.

Outputs

- Workshops for replicating the process of setting up new local chapters.
- Activation and setting up of new local chapters.

Outcomes

- Increased enrolment in Swayam courses.

Impact

- Integration of technology in higher education in the state.

Timeline for Tech-driven Education

Action	Timeline 2024 - 25											
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Visit LCs												
Online workshops												

AEDP in Uttar Pradesh

To tackle the issue of employability in general degree courses, AEDP has been introduced in Uttar Pradesh, which advocates for "Earn while you Learn." Sector skill councils play a crucial role in this program, as they have formulated the curriculum according to industry standards and assist in student apprenticeship engagement, which is an integral part of the program.

Objective

The aim of the AEDP program is to enhance employability, ensuring students are prepared for jobs upon completing their degree program. It seeks to narrow the skill gap between the education system and industries.

Key Achievements

Due to delays in approvals from various authorities, the course could not start in time. When colleges eventually received approvals in December, it was too late to enroll students as they had already taken admissions in other courses. However, some colleges were able to secure admissions despite the delay. Details are as follows:

S no	College Name	Management Type	University	Course	Number of Students Studying
------	--------------	-----------------	------------	--------	-----------------------------

1	Government Degree College, Chitrakoot	Government	Bundelkhand University	BBA Retail	8
2	Neta Ji Subhash Chandra Bose	Government	Lucknow University	BBA Retail	3
3	Goel Institute of Higher Studies	Self- Financed	Lucknow University	BBA Retail	18
4	Deen Dayal Upadhyay College, Sitapur	Government	Lucknow University	BBA Retail	16
5	Sahu Ram Swaroop Mahila Mahavidyalaya	Aided	Mahatma Jyotiba Phule Rohilkhand University	BBA Retail	10

Proposed Plan 2024-25

1. Phase 1: Understanding the Landscape (April- May, 2024)
 - Engage extensively with higher education officials, Regional Higher Education Officers, university registrars, and department deans.
 - Actively participate in virtual meetings hosted by Sector Skill Councils and review past Memorandums of Understanding (MoUs).
 - Collaborate with the NISHE team to gain insights from their experiences across different states in India.

2. Phase 2: Reviewing Progress (April – May, 2024)
 - Assess the developments from the previous year and evaluate the current status of the project.

3. Phase 3: Addressing AICTE Approval (May – June, 2024)
 - Address the requirement for AICTE approval for BBA courses and ensure that colleges are informed and assisted in obtaining the necessary approvals.

4. Phase 4: Finalizing Previous Year's Colleges (May -August, 2024)
 - Follow up with colleges that faced delays in obtaining approvals last year, encouraging them to enroll students for the upcoming academic year.

5. Phase 5: Onboarding New Colleges (June – August, 2024)*

- Organize a seminar in Lucknow, in collaboration with RHEO Lucknow, to identify and engage with at least 20 colleges interested in offering the course.
- Invite Sector Skill Councils to facilitate direct communication between colleges and councils to clarify program objectives.

6. Phase 6: Establishing Monitoring Mechanisms (September, 2024 onwards)

- Develop a robust monitoring framework to track student engagement with industry partners, attendance, virtual sessions with industry experts, and resolve any apprenticeship placement issues.

7. Phase 7: Preparing for Future Onboarding (December, 2025)*

- Begin preparations for onboarding new colleges for the next academic year (2025-26), ensuring a smooth transition and continued expansion of the program.

Action	Timeline 2024 – 25								
	April	May	June	July	August	Sept	Oct	Nov	Dec
Understanding the Landscape									

Expected outcomes

In reference to the correspondence (2nd February, 2024) addressed to M P Agarwal IAS from R. Subrahmanyam IAS (85), Secretary & CEO CRISP, the proposed year-wise coverage plan for Uttar Pradesh under NISHE is outlined as follows:

2024-25 Colleges	2024-25 Students	2025-26 Colleges	2025-26 Students	2026-27 Colleges	2026-27 Students	Total Colleges	Total Students
37	2,220	52	3,120	59	3,540	148	8,880

***Note- The provided timelines are tentative and will be confirmed based on the availability of respective universities after the 4th of June (following the announcement of election results).**
