

CRISP

April 2025 Edition

MAASAM

Monthly Account of Achievements,
Successes and Memories

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**Empowering Communities, Strengthening Systems:
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Major Developments in CRISP

CRISP in Action



CRISP is actively engaged in 14 Indian states, working closely with state governments, local bodies, and community organizations to drive impact. Our interventions are making a difference across the country.

Through policy innovations, field interventions, and strategic collaborations, we are redefining the way social sector programs are designed and delivered.

14

States where CRISP actively operates

Change in the higher education system through quality and employability



5,000+

students benefiting from skill-integrated higher education



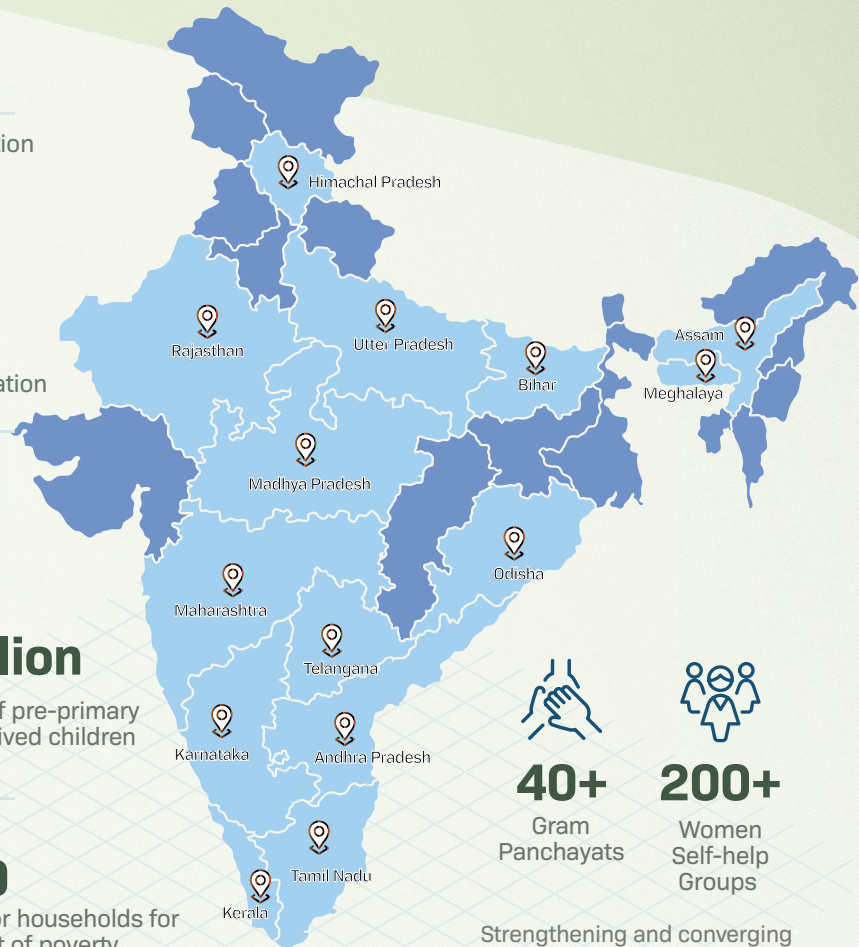
Pre-primary education for **14 Million**

Attempt to improve quality of pre-primary education to 14 million deprived children in 11 States



Focus on **18,000**

poorest of poor households for graduating out of poverty.



40+
Gram Panchayats



200+
Women Self-help Groups

Strengthening and converging of GPs & WSHGs of in 4 states and piloting climate action programs.

ExpertSpeak

EMPOWERING COMMUNITIES, STRENGTHENING SYSTEMS: THE YOUNG PROFESSIONAL'S ROLE IN ADMINISTRATION



Sri. S.M. Vijayanand, IAS Retd.

President, CRISP

Good governance requires young fellows to understand the interplay between policy formulation and implementation. While designing, **it is critical to ensure that policies are not detached from the lived realities of people.** Participatory planning, where local voices are considered in decision-making, is key to ensuring that governance is effective and meaningful. Good governance also emphasizes accountability and effective service delivery.

Lecture Summarised by,

Sreeja Rachel Varghese

Fellow CRISP, Odisha

"His little, nameless, unremembered, acts of kindness.."

-Lines Composed a Few Miles above Tintern Abbey, William Wordsworth

Development administration is a dynamic space where young professionals play a crucial role in shaping policies and programs that respond to the evolving needs of the state and people. As emerging practitioners in development, they bring fresh perspectives, idealism, and a commitment to social justice. Their approach must be rooted in deep analysis, lateral thinking, and an evaluative mindset to drive meaningful reforms.

The role of young fellows is not just to execute pre-designed policies but to actively participate in refining governance structures. By analysing existing frameworks and identifying gaps, they can introduce innovative solutions that enhance efficiency, transparency, and inclusivity.

Core Competencies and Approach

Here, learning is understanding what those you wish to serve truly need. A willingness to get your hands dirty and feet muddy is at the heart of real learning. The more you immerse yourself in the social realities around you, the more they teach you in return. While



data is crucial for decision-making, field experiences and direct engagement with communities provide insights that numbers alone cannot capture. Balancing intuition with reason ensures that learning translates into actionable change, leading to meaningful development.

Young fellows must balance idealism with pragmatic action, ensuring their vision aligns with ground realities. This requires a constant interplay between aspiration and feasibility, making sure that while pushing for reforms, they remain aware of constraints within the social and governance systems.

Understanding governance structures and assessing policies critically enable informed decision-making. They should develop expertise in public administration, law, and economic policies while remaining honest evaluators of how these structures function in practice.

Emerging leaders must learn to establish strong networks with stakeholders, which strengthens the capacity for change. Development is not a solitary endeavour; it thrives on collaboration with governments, communities, and organizations. Governments often prefer maintaining the status quo. Fellows must use soft skills, negotiation, and evidence-based advocacy to push for reforms. Identifying allies and leveraging soft reasoning can create reform spaces within development. Government systems are complex, and creating change requires building coalitions with like-minded people.

Action research and cross-learning offer a well-rounded approach for achieving effective outcomes. Learning from real-world applications through continuous feedback loops helps refine policies by testing and evaluating them iteratively. Simultaneously, exchanging knowledge across sectors enhances adaptability and innovation. By drawing from best practices in different states and countries, we can implement solutions that have already demonstrated success elsewhere. Moreover, executing and facilitating, doing and thinking, documenting and action, intuition and reason—these dualities define the role of young professionals in development. Balancing these contrasts is essential for effective action, ensuring that ideas translate into impact and vision leads to tangible outcomes.

The daily operations of a state are often hindered by structural barriers such as bureaucratic inertia, resistance to change, and limited resources. Those in the field of development administration must learn to navigate and balance these bureaucratic challenges while also seeking opportunities for progressive change. This can be achieved by engaging with government structures, fostering participatory governance, and critically analyzing existing policies. Through these efforts, they can contribute to an administrative framework that is more accountable, inclusive, and just.



Understanding Governance and Planning

Developmental governance is about structuring relationships, policies, and institutions to enable collective action for the community. A deep analysis of government organizations helps to identify opportunities for reform. The essence of a plan is not just technical execution but ensuring people understand their social and economic standing. Bridging the gap between citizens and policymakers creates an inclusive governance framework.

Good governance requires young fellows to understand the interplay between policy

formulation and implementation. While designing, it is critical to ensure that policies are not detached from the lived realities of people. Participatory planning, where local voices are considered in decision-making, is key to ensuring that governance is effective and meaningful. Good governance also emphasizes accountability and effective service delivery. Civic capital (community engagement) must complement political capital (institutional power) for holistic development. "People auditing the environment" ensures that citizens hold institutions accountable. Public accountability mechanisms such as social audits, grievance redressal systems, and participatory budgeting can make governance more responsive and transparent.

Understanding development administration means grasping the essence of processes, relationships, and linkages within the social and governance framework. The convergence of democracies is evident in structures like Self-Help Groups (SHGs), which embody social democracy by fostering economic self-reliance and collective action, and Panchayati Raj Institutions (PRIs), which represent political democracy by enabling local governance and decision-making. When SHGs and PRIs collaborate, they create a synergy where economic empowerment complements political participation, resulting in more effective governance at the grassroots level.

Social Justice and Contextual Sensitivity

Correcting historical wrongs should be at the heart of development. Policies should address systemic inequalities and create opportunities for historically disadvantaged communities. Understanding the socio-cultural context enables targeted interventions. What works in one region may not work in another due to cultural and demographic differences; thus, policies should be tailored accordingly. Fairness should be seen as an evolving process, and democracy as a behavioural ethic. Young fellows must understand that democratic governance is not a static achievement but a continuous effort to improve representation, inclusivity, and equity.

Young professionals in development administration must embrace a continuous cycle of learning and reflection to drive meaningful change. By analysing structures at all levels, introspecting on challenges, synthesizing insights, and translating them into actionable reforms, they can create a more inclusive and accountable system. The success of both development and developmental reforms relies on the ability of professionals to build bridges between policies and people, theory and practice, and government institutions and local communities. Through their dedication, analytical skills, and commitment to society, they can create meaningful change.

Ultimately, young professionals should approach development with the mindset of reform by stealth, embracing subtle yet meaningful actions that quietly drive change. True progress is not solely about grand policies but about everyday efforts that uphold dignity, foster inclusion, and empower communities. Change doesn't have to be loud; its impact is reflected in the lives it transforms and the quiet, yet lasting shifts it creates in society.

Reflections on My One-Year Journey at CRISP

As I pen down my thoughts today, I stand on the verge of completing one year at CRISP. Working in Uttar Pradesh—the largest state in the country—and contributing to the higher education sector has been an enriching journey that words alone cannot fully capture.

The quote, *"15 minutes with an experienced person is more valuable than hours of reading books or gaining theoretical knowledge,"* resonates deeply with me. At CRISP, I've had the privilege of working under the mentorship of some of the most distinguished minds in academia, public policy and administration: Prof. Balraj Chauhan, Shri R. Subhramanyam (IAS Retd), Shri Sitaram Kunte (IAS Retd), Shri Radheyshyam Julaniya (IAS Retd), and Smt. Monika Garg (IAS). For young public policy practitioners, CRISP is undoubtedly one of the best destinations to learn. It has offered me exposure to public policy from two distinct yet interconnected lenses—one of an Additional Chief Secretary, shaping policies at the top, and the other of the students, who are the ultimate beneficiaries of these interventions.

I would like to extend special thanks to Principal Secretary, UPHED M.P. Aggarwal, IAS and particularly Special Secretary, UPHED, Shri Sipu Giri, IAS, whose unwavering support and assistance have been instrumental in driving the implementation of AEDP across the state.

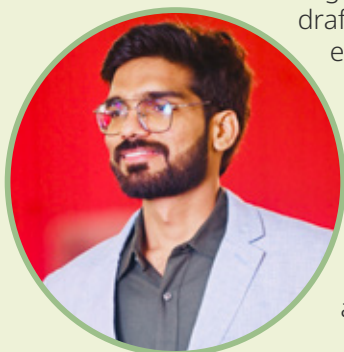
Higher education marks a crucial phase in an individual's life—a transition from being guided by mentors to standing independently as a graduate, with the world asking, "What are you doing next?" In Uttar Pradesh, I have been entrusted with the responsibility of implementing the Apprenticeship Embedded Degree Program (AEDP). With employability being a growing concern today, it is disheartening to witness youth grappling with uncertainty and even depression due to the lack of practical skills.

While my core task is to operationalize AEDPs, I see my role extending beyond that—I aspire to foster a culture of apprenticeship-embedded learning, making it an integral part of the academic ecosystem. One of the most exciting aspects of this journey has been the field visits. Engaging directly with universities and colleges, listening to their challenges, and understanding their unique contexts has been invaluable. Whether it is government, aided, or self-financed colleges—each comes with its own set of issues, requiring tailored solutions. Striking a balance between fieldwork and office responsibilities has been both a challenge and a rewarding learning experience.

What I have truly appreciated at CRISP is the collaborative work culture. Every colleague shares a collective responsibility for each project—we firmly reject the notion of working in silos. This culture of shared ownership has made the experience both enriching and fulfilling.

Looking back, I find myself significantly more equipped with managerial skills, adept at drafting government orders, and more proficient in public speaking and stakeholder engagement. As I reflect on this year, I take away not just a deeper understanding of higher education policies and governance but also a broader perspective on India's socio-economic development framework.

The fellowship has strengthened my commitment to evidence-based policy research and strategic governance interventions. Moving forward, I aspire to leverage these learnings to contribute meaningfully to effective policy formulation, institutional development, and impactful governance initiatives as a public policy professional.



Chandramani Singh

Research Fellow, CRISP Uttar Pradesh



CRISP in Action

► RURAL DEVELOPMENT



Tamil Nadu

Exploring OSR: CRISP Tamil Nadu team visit to Karnataka

The CRISP Tamil Nadu team recently conducted a two-day field visit to Karnataka as part of an ongoing study aimed at improving Own Source Revenue (OSR) in Gram Panchayats across Tamil Nadu. The primary objective of this visit was to explore and analyse best practices in OSR adopted by Karnataka's villages and assess their feasibility for replication in Tamil Nadu. During the visit, the team studied 4 villages in the Mysore district. The villages were selected based on the high-income and low-income Gram Panchayats regarding OSR. This classification enabled the team to gain a well-rounded understanding of the diverse revenue generation mechanisms, challenges, and innovative solutions employed by villages with varying income levels. The visit focused on analysing innovative practices that effectively address revenue leakages and identify potential sources for enhancing Own Source Revenue, with an emphasis on evaluating feasible solutions that can be adopted and implemented in Tamil Nadu.



Strengthening PRI-CBO Convergence: Field Visit Insights

A three-day field visit was conducted to the Thiruchirapalli and Tanjore districts to understand activities on PRI-CBO Convergence undertaken by TNSRLM and Kudumbashree NRO. Interactions were held with Self Help Groups, Panchayat Level Federations, District, Block and Local resource persons, PRI representatives, etc. The preparation process for the Village Poverty Reduction Plan and follow-up on demands through departmental convergence were also observed. The visit focused on understanding various convergence activities happening at the Village Panchayat level and how it is contributing to local development.

Meeting between the Rural Development & Panchayati Raj department and CRISP

A meeting was held between Thiru. Gagandeep Singh Bedi (IAS), The Additional Chief Secretary of the Rural Development and Panchayati Raj Department, Thiru. P. Ponniah (IAS), the Director of Rural Development and Panchayati Raj Department, and the Centre for Research in Schemes and Policies (CRISP) to discuss the components under which CRISP is working as per the MoM between RDPR and CRISP. Thiru. S.M. Vijayanand (IAS Rtd), President of CRISP, introduced the team and briefed the meeting on the work done so far in Tamil Nadu by the CRISP team. The team had a detailed discussion with RDPR about the progress of work on various components and new areas under each component that CRISP can engage with.





UBA Symposium conducted at Sairam Institute

CRISP facilitated a UBA symposium at Sairam Institutions and conducted a lecture on the importance of UBA and student participation in rural development. CRISP explained the components of UBA, the different steps involved, and emphasized the significance of youth involvement in rural development.

Meghalaya

Training-cum-Exposure Visit to Stree Nidhi, Telangana

The Centre for Research in Schemes and Policies (CRISP) successfully organized a training-cum-exposure visit for State-level officials from the Meghalaya State Rural Livelihood Mission (MSRLS) to Stree Nidhi, Telangana, from February 27 to March 1, 2025. The primary objective of this visit was to provide MSRLS officials with an in-depth understanding of Stree Nidhi's operations across various settings.

As part of the program, officials participated in a field visit to a Village Organization (VO), where they observed firsthand how loans are processed and repayments are managed. Additionally, the team had the unique opportunity to interact with the Managing Director of Stree Nidhi and various staff members. These interactions provided valuable insights into the institution's functioning and best practices, which MSRLS officials can apply to enhance their own operations.



The exposure visit has equipped the officials with a deeper understanding of Stree Nidhi's approach and will play a crucial role in the implementation of the Pla Tangka Cooperative Society (PTCS) in Meghalaya. This collaborative learning experience is expected to foster more effective strategies for rural livelihood enhancement in the state.



Pla Tangka Cooperative Society: Unite, Uplift & Prosper

Following the Cabinet approval on January 30, 2025, for the establishment of the Pla Tangka Cooperative Society (PTCS), significant progress has been made to ensure its successful implementation within the set timelines. Efforts have been focused on mobilizing and training key stakeholders, with 50 Cluster Level Federations (CLFs) carefully selected for participation.

A training-cum-mobilization program was conducted in March 2025, beginning on March 11 in Tura (Garo Region) and continuing on March 12 and 13 in Shillong for the Khasi, Ri-Bhoi, and Jaintia Regions. Organized by the Meghalaya State Rural Livelihood Mission (MSRLS) and the Centre for Research in Schemes and Policies (CRISP), the training provided participants with crucial insights into the goals and operations of PTCS.

The program aimed to empower CLF members with a thorough understanding of PTCS, enabling them to effectively communicate and disseminate information within their respective clusters. This initiative sought to mobilize communities, encourage participation in PTCS, and help them leverage financial services for economic empowerment.

The training sessions facilitated open dialogue, with participants engaging in vibrant discussions and seeking clarifications on various aspects of PTCS. The response from all three regions was overwhelmingly positive, reflecting a high level of enthusiasm and commitment from participants.

Karnataka

Strengthening VPRP-GPDP Integration: CRISP Karnataka's Field Study

Over the last few weeks, the CRISP Karnataka Team conducted field visits to five Gram Panchayats in two districts of Karnataka: Mysore and Mandya, to study the process of preparation of Village Prosperity Resilience Plan (VPRP) by Self-Help Groups and its integration with the Gram Panchayat Development Plan (GPDP).

In Mandya, the Team had the opportunity to observe and record the functioning of a GPDP Gram Sabha and Women's Gram Sabha and note the participation of women from self-help groups in these meetings. The Team led a discussion with SHG members to understand their expectations and demands from the GP.

In Mysore, the Team visited 4 Gram Panchayats in two Taluks and held discussions with members and community cadre of Gram Panchayat Level Federations, and the officials of Gram Panchayats. The discussion focused on the planning process, the extent of inclusion of SHG members, the capacity of women to prepare the plan, training requirements and the follow-up process.

So far, the team has studied the status and process of VPRP-GPDP integration in 16 GPs across 5 districts of Karnataka. Over the coming weeks, the Team will continue to do field visits in districts of coastal and northern Karnataka. Insights from these field visits will be documented in the form of a report, based on which a pilot for a more effective VPRP-GPDP integration will be prepared and implemented.



Training SHG Women on PRA Techniques in Bagalkot

As part of the NARI KILP project, a field visit to Bagalkot offered valuable insights into the training of Self-Help Group (SHG) women tasked with identifying project beneficiaries. The training covered key modules, including an overview of the State Rural Livelihoods Mission (SRLM) and Panchayati Raj system, a deep dive on the questionnaire, and hands-on exercises in participatory rural appraisal (PRA) techniques such as transect walks and social mapping. A mock village visit allowed trainees to apply these skills through real-time interactions, practice interviews, and community engagement. Additionally, discussions with district officials such as the project director, deputy directors of line departments, and local NGOs provided valuable perspectives on implementation challenges and collaborative strategies. The visit reinforced the importance of community-led data collection and participatory approaches in ensuring effective beneficiary identification and program impact.



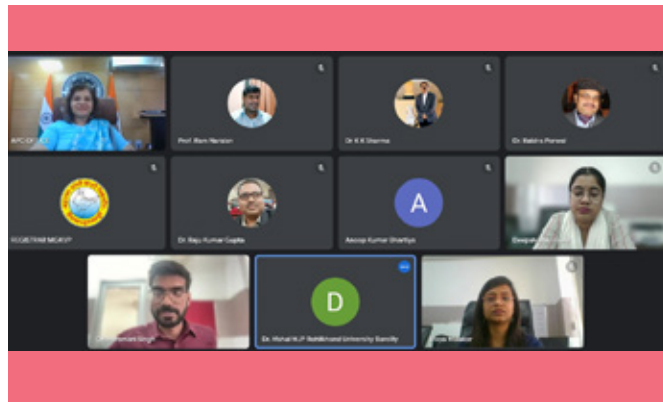
▶ HIGHER EDUCATION

 Uttar Pradesh

Review of BoS Approval: Universities Commit to Timely Implementation

A high-level meeting on the review of Board of Studies (BoS) approvals was held under the chairmanship of Smt. Monika S. Garg, Additional Chief Secretary, Government of UP. Moderated by Mr. Chandramani Singh from the CRISP-UP team, the session brought together nodal officers from seven universities, each presenting updates on their progress.

Smt. Garg meticulously reviewed each institution's advancements and provided strategic insights to streamline the approval process. Stressing the importance of timely decision-making, she underscored the need for universities to accelerate approvals to facilitate the seamless implementation of academic programs. The universities pledged to complete the process within the stipulated timeline, reinforcing their commitment to academic reforms.



Special Secretary, UPHEd, Engages with CRISP-UP on Key Initiatives

In a significant engagement, Shri Sipu Giri, Special Secretary, UPHEd, held an extensive discussion with the CRISP-UP team to review ongoing initiatives and explore strategic directions. The meeting covered the progress of the Apprenticeship Embedded Degree Program (AEDP), industry collaborations, and necessary government support for its effective rollout. Discussions also focused on the expansion of autonomous colleges, the CHEQUE Project, and CRISP-UP's participation in the upcoming Bhartiya Shiksha Expo 2025.



Addressing accreditation challenges, the team explored the possibility of state-specific accreditation mechanisms to support institutions struggling with national accreditation processes. The session also laid the groundwork for a long-term vision document for higher education in Uttar Pradesh, emphasizing structured reforms, student insurance programs, and the implementation of SWAYAM and SAMARTH digital learning initiatives.

Statewide Orientation on the CHEQUE Project

A virtual meeting with state universities and affiliated colleges was conducted under the chairmanship of Shri Mahendra Prasad Agarwal, Principal Secretary, UPHED, to orient institutions on the CHEQUE Project. Ms. Deepshikha Trivedi from the CRISP-UP team delivered a detailed presentation outlining the project's objectives, parameters, and action plan.

The Principal Secretary lauded the initiative, emphasizing its potential to drive institutional growth and academic excellence. Expressing his full support, he urged universities to actively collaborate with CRISP-UP for its successful execution. He also confirmed his participation in the upcoming Academic Mentors' Orientation in Lucknow, reinforcing the government's commitment to strengthening the state's higher education ecosystem.



Workshop on NIRF, NAAC, and AEDP Conducted in Meerut

A comprehensive workshop on National Institutional Ranking Framework (NIRF), National Assessment and Accreditation Council (NAAC), and AEDP was organized at Shaheed Mangal Pandey College, Meerut, with participation from faculty members of ten prominent colleges.

Ms. Divya Malakar led an interactive session on the NAAC accreditation process, providing insights into the newly introduced binary and maturity assessment methods. Mr. Chandramani Singh followed with a detailed discussion on AEDP, addressing institutional queries on implementation strategies and expected benefits.

The workshop also facilitated discussions with key colleges in the region to explore institution-specific approaches for AEDP execution. The event reinforced the commitment of educational institutions to enhancing skill-based learning and employability opportunities for students.



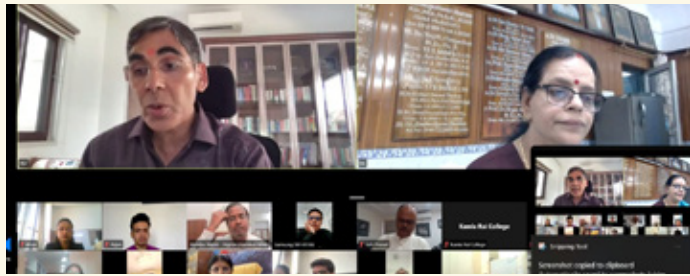
NISHE Highlights

CRISP's Nationwide Efforts to Expand AEDPs Under the NISHE Project

CRISP teams across multiple states have been actively working to promote and implement the National Initiative for Skill-Integrated Higher Education (NISHE) project. Their efforts in March 2025 have been met with positive responses from universities, government officials, and students. Here are the key highlights:

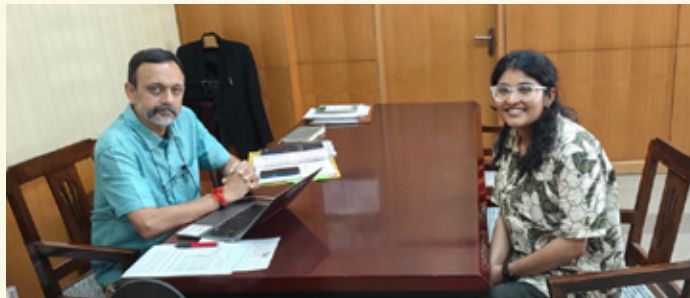
Andhra Pradesh

The CRISP Andhra Pradesh (AP) team visited 15 colleges across the state to introduce the benefits of the NISHE project. Institutions responded positively and expressed their readiness to implement the Applied Education and Development Programs (AEDPs) from the Academic Year (AY) 2025-26. Additionally, the team attended the BFSI AEDP Colleges Meet on March 4 at Aditya Degree College, Kakinada, where they shared insights on CRISP's initiatives across India and its efforts to enhance student employability.



Bihar

CRISP participated in a virtual state-level meeting conducted by the Department of Higher Education on March 19, 2025. The team presented the benefits of AEDPs to universities and outlined a detailed roadmap for implementation under the NISHE project. Universities in Bihar demonstrated strong enthusiasm for launching AEDPs from AY 2025-26.



Karnataka

The CRISP Karnataka team met with the Principal Secretary of the Higher Education Department to provide project updates and seek support for expanding AEDPs. The team also engaged with Government First Grade Colleges (GFGCs) to explain the advantages of implementing AEDPs.



Madhya Pradesh

The NISHE team visited colleges in Bhopal currently implementing AEDPs. Through interactions with students, faculty, and management, they assessed the effectiveness of the program and identified opportunities for further enhancement.

Maharashtra

CRISP Maharashtra team held discussions with Higher & Technical Education officials, presenting a comprehensive overview of the NISHE project. They also visited colleges to orient faculty and students on the benefits of AEDPs.



Telangana

CRISP Telangana team actively participated in the Government of Telangana's "Skilling Telangana for a Brighter Future" Conclaves for BFSI, Life Sciences, and Retail sectors on March 7, 15, and 18, respectively. Additionally, the team visited colleges in Hyderabad to promote the implementation of AEDPs.



Uttar Pradesh

The CRISP Uttar Pradesh (UP) team conducted workshops at Saheed Mangal Pandey Government College, Meerut, to provide an in-depth understanding of AEDPs. They also met Shri. Sipu Giri, IAS, Special Secretary, Higher Education Department, to discuss the PEHLE UP project and explore collaborative opportunities.



These concerted efforts across states signify CRISP's commitment to enhancing skill-integrated higher education and student employability. With strong institutional and governmental support, AEDPs under the NISHE project are set to make a significant impact from AY 2025-26.

పెన్ పవర్
బుధవారం 5 మార్చి 2025

ఆదిత్య డిగ్రీ కళాశాలలో బి ఎఫ్ ఎస్ ఐ స్కీల్ సెక్టర్ కౌన్సిల్ సమావేశం

శాసనాధికారి పేజీ 2025 మార్చి 4 నుండి ఆదిత్య డిగ్రీ మరియు కీలక కార్యకర్తలను ప్రోత్సహించి, కి ఎఫ్ ఎస్ ఐ స్కీల్ సెక్టర్ కౌన్సిల్ సమావేశం నిర్వహించింది. ఆదిత్య డిగ్రీ మరియు కీలక కార్యకర్తలను ప్రోత్సహించి, కి ఎఫ్ ఎస్ ఐ స్కీల్ సెక్టర్ కౌన్సిల్ సమావేశం నిర్వహించింది. ఆదిత్య డిగ్రీ మరియు కీలక కార్యకర్తలను ప్రోత్సహించి, కి ఎఫ్ ఎస్ ఐ స్కీల్ సెక్టర్ కౌన్సిల్ సమావేశం నిర్వహించింది.

ఈ సందర్భంగా, కి ఎఫ్ ఎస్ ఐ స్కీల్ సెక్టర్ కౌన్సిల్ సమావేశం నిర్వహించింది. ఆదిత్య డిగ్రీ మరియు కీలక కార్యకర్తలను ప్రోత్సహించి, కి ఎఫ్ ఎస్ ఐ స్కీల్ సెక్టర్ కౌన్సిల్ సమావేశం నిర్వహించింది.

కేంద్రీయ పరమేశ్వరి ప్రభుత్వ డిగ్రీ కళాశాలలో 2025-26 విద్య సంవత్సరం ముందీ ఉపాధిశోక కుడిన నూతన కోర్సు ప్రారంభం

సంవత్సరం ముందు, కేంద్రీయ పరమేశ్వరి ప్రభుత్వ డిగ్రీ కళాశాలలో 2025-26 విద్య సంవత్సరం ముందీ ఉపాధిశోక కుడిన నూతన కోర్సు ప్రారంభం. ఈ సందర్భంగా, కేంద్రీయ పరమేశ్వరి ప్రభుత్వ డిగ్రీ కళాశాలలో 2025-26 విద్య సంవత్సరం ముందీ ఉపాధిశోక కుడిన నూతన కోర్సు ప్రారంభం.

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