

CRISP July 2025 Edition MAASAM

Monthly Account of Achievements,
Successes and Memories

Content

ExpertSpeaks

**Leading with Integrity : Ethics and Collaboration
in the Social Sector**

Natasha Agarwal
Senior HR Lead, Central Square Foundation

The Learning Lens

**Champions of Change: Elevating Emergency and
Trauma Care in Madhya Pradesh**

Pooja Kapoor
Research Fellow, CRISP, Madhya Pradesh

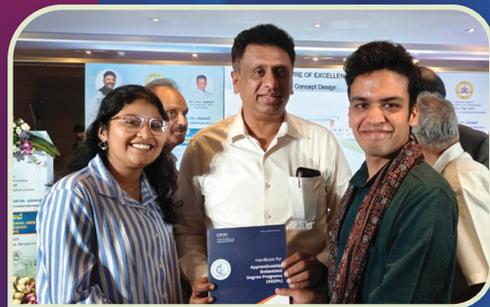
**Ground Realities, Grassroots Insights:
Reflections from the Field**

M Gnaneshwar
Research Fellow, CRISP, ILP

FellowSpeak

Major Developments in CRISP

CRISP in Action





Leading with Integrity: Ethics and Collaboration in the Social Sector



Natasha Agarwal

Senior HR Lead, Central Square Foundation

In the social sector, leadership is not about authority but about serving with integrity, listening deeply, and enabling others to grow. True teamwork thrives when people feel safe to speak up and take ownership together, while ethical conduct anchors every decision in values rather than convenience. When leaders model humility, fairness, and care—even when no one is watching—they create teams that are resilient, collaborative, and driven by purpose.

Summarized by

Srija Sahay, CRISP Fellow, Bihar

In the social sector, leadership is not simply about steering teams or making decisions—it is a daily negotiation between purpose, people, and accountability. Unlike in traditional sectors, where success may be defined by metrics like profit or efficiency, leadership here unfolds in more ambiguous terrain. Goals are complex, outcomes are often long-term, and the work touches people's lives in deeply personal ways. In this context, leadership, teamwork, and ethics are not soft skills; they are structural pillars.

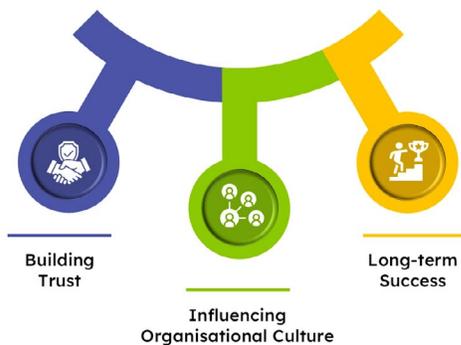
Leadership in this space must be grounded in listening, responsiveness, and the ability to adapt. This orientation leans toward servant leadership, where the leader's role is not to command but to enable and uplift others. Robert Greenleaf's original framing remains deeply relevant: "The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first." (Greenleaf, 1977). This way of leading prioritizes humility, trust, and shared growth over visibility or authority. Moreover, this is not just a philosophical stance—empirical research supports it too. In nonprofit settings, servant leadership has been shown to encourage work engagement and discretionary effort, including acts of creativity, collaboration, and initiative that

go beyond formal roles (Aboramadan, 2022). These are precisely the kinds of behaviours that social sector teams need—especially when working with limited resources, unpredictable field conditions, or evolving community needs.

Closely tied to leadership is the quality of teamwork. In mission-driven work, collaboration is rarely a linear or smooth process. Teams are often interdisciplinary, geographically dispersed, or embedded within complex stakeholder webs. In such contexts, teamwork is less about coordination and more about shared ownership, bound together by a sense of collective responsibility for the work and the values it represents. This kind of collaboration is sustained by psychological safety, where individuals feel confident that they can speak up, make mistakes, or raise concerns without fear of punishment or humiliation. Harvard researcher Amy Edmondson describes it as the key enabler of team learning and ethical behaviour (Edmondson, 1999). When psychological safety is high, teams are more likely to address ethical dilemmas early, solve problems collectively, and stay focused on impact rather than ego.



Importance Of Ethics In Leadership



Ethical conduct, meanwhile, anchors both leadership and teamwork in the social sector. It extends far beyond compliance or codes of conduct. Ethical behaviour here means aligning actions with values in situations where rules may be unclear. It can mean many things: resisting pressure to bend reporting standards to satisfy donors, designing fairer hiring practices even when talent is scarce, or slowing down implementation to ensure deeper consultation with communities.

More importantly, ethical leadership enhances outcomes. Studies show that when leaders behave ethically, it fosters greater volunteer retention, team morale, and stakeholder trust (Lee, 2024). In a

sector often dependent on voluntary effort and public legitimacy, these are anything but peripheral outcomes; they are central to institutional effectiveness.

Recent research by Lee and Khan (2024) further suggests that ethical and servant leadership are directly correlated with higher team creativity and cohesion—especially when tasks are interdependent and context-sensitive, as they often are in social programs (Vecina et al., 2020). When people feel that their leaders act with fairness, integrity, and transparency, they are more willing to engage meaningfully and take initiative, even in uncertain conditions.

Taken together, these insights point to a deeper truth: leadership in the social sector is not about having all the answers. It is about asking the right questions, creating space for dialogue, and modelling the values the organization seeks to embody externally. Teamwork is not merely a set of practices; it is a cultural environment built over time. And ethics is not just a checklist; it is a commitment to integrity at every layer of our work.

To sum up this insightful lecture: as young professionals stepping into this space, we will likely encounter dilemmas that challenge us to reconcile ideals with constraints. In such moments, it is not charisma or technical skill that will guide us, but our commitment to lead with integrity, collaborate with humility, and act with care—even when no one is watching.



Champions of Change: Elevating Emergency and Trauma Care in Madhya Pradesh

Towards a resilient, responsive, and patient-centred healthcare system



Pooja Kapoor

Research Fellow, CRISP, Madhya Pradesh

The Champions of Change initiative is transforming emergency and trauma care in Madhya Pradesh by equipping district healthcare teams with practical skills, collaborative leadership, and ethical practices. Through immersive training, expert guidance, and tailored action plans, the program is building a resilient, patient-centred system ready to deliver timely, compassionate care—and to save lives with dignity and precision.

From June 16–20, 2025, a five-day intensive workshop was held at the JPN Apex Trauma Centre, AIIMS New Delhi, bringing together healthcare teams from eight districts of Madhya Pradesh—Alirajpur, Burhanpur, Indore, Jhabua, Khargone, Vidisha, Bhopal, and Sehore. Conducted under the **Champions of Change** initiative, this training formed a cornerstone of the Medical Education and Health Systems Advancement in Madhya Pradesh (MEHAK MP) program. The initiative is jointly spearheaded by the Department of Public Health and Medical Education (DoPHME), CRISP, the Health Systems Transformation Platform (HSTP), and the WHO Collaborating Centre for Emergency and Trauma Care (WHO CCET).

Building Capacity for Better Care

The workshop was designed as a direct follow-up to the earlier assessment of emergency and trauma services across the state. It aimed to enhance readiness at the district level through hands-on training, skill-building, and strategic planning. Each district team comprised a Civil Surgeon, Nodal Medical Officer, Hospital Manager, and Staff Nurse—ensuring representation from both clinical and administrative leadership. The inclusion of hospital managers, responsible for logistics, staffing, and data oversight, allowed for a more streamlined focus on clinical excellence by the medical staff.



Facilitating Field-Level Change

Representing CRISP, Ms. Pooja Kapoor participated as both facilitator and observer, while Dr. Jyoti from HSTP supported facilitation and helped identify priority areas for ongoing monitoring. From the DoPHME, Dr. Ashish (Consultant) and Mr. Veerendra (Divisional Biomedical Engineer) contributed throughout the training, with Dr. Himanshu Jayswar, Deputy Director (Hospital Administration), joining mid-week for strategic discussions with WHO experts on statewide implementation.



Immersive Learning, Practical Skills

Participants explored the operational model of AIIMS' trauma centre, touring key emergency zones such as triage, resuscitation (Red), observation (Yellow), minor OT, and disaster response areas. Each district team presented current workflows, challenges, and opportunities for improvement in their local emergency departments.

Through dedicated skill stations, attendees received practical training in critical interventions—airway management, oxygenation, ECG interpretation, defibrillation, chest compressions, and trauma handling. A session on E-FAST (Extended Focused Assessment with Sonography in Trauma) introduced rapid bedside trauma assessment techniques,

while medico-legal documentation was covered from both compliance and ethical standpoints.

Expert Guidance, Transformational Insights

The workshop benefitted from the leadership of renowned experts. Dr. Tej Prakash Sinha (Co-director, WHO CCET and Additional Professor, Department of Emergency, JPNATC, AIIMS New Delhi) and Prof. Dr. Sanjeev Bhoi (Director, WHO CCET and Professor, Department of Emergency, JPNATC, AIIMS New Delhi) delivered key sessions on emergency department structuring, clinical protocols (A-B-C-D approach), simulation-based learning, and creating pain-free, compassionate emergency spaces.

Dr. Patanjali Dev Nayar (Former Regional Advisor, SEAR WHO) closed the program with an inspiring session on leadership and team dynamics, using the metaphor of “The





Elephant Story” to convey traits essential for healthcare transformation—vision, patience, and collective strength.

Participants were also encouraged to critically assess their local emergency systems and brainstorm innovative solutions. Using the Donabedian Model (Structure–Process–Outcome), presented by Ms. Roopa Rawat Sanghvi, they evaluated existing gaps and formulated strategies for improvement across key domains, including infrastructure, staffing, patient flow, and reporting mechanisms.

Sessions on the Johari Window, 5-Chair Model, and Colour Personality Exercise further helped participants enhance self-awareness, communication, and interpersonal effectiveness—laying the

groundwork for reflective and collaborative leadership in emergency care.



Actionable Outcomes, Accountable Follow-Up

Each district team developed customized action plans targeting areas such as triage redesign, trauma service integration, resource optimization, staff capacity enhancement, and improved diagnostics and data systems. As part of the MEHAK MP roadmap, CRISP’s Ms. Pooja Kapoor will closely track the progress of

these plans on the ground, supported by HSTP and DoPHME, to ensure long-term impact.

Driving a Culture of Readiness and Resilience

The *Champions of Change* initiative represents more than a training—it marks a transformative journey towards strengthening emergency healthcare in Madhya Pradesh. By investing in leadership, teamwork, and practical skills, the program is catalyzing a shift towards more responsive, efficient, and compassionate care systems.

With empowered district teams, sustained collaboration, and a shared vision, Madhya Pradesh is advancing with purpose towards an inclusive, high-performing emergency health system—prepared not just to treat, but to save lives with dignity and precision.

Ground Realities, Grassroots Insights: Reflections from the Field



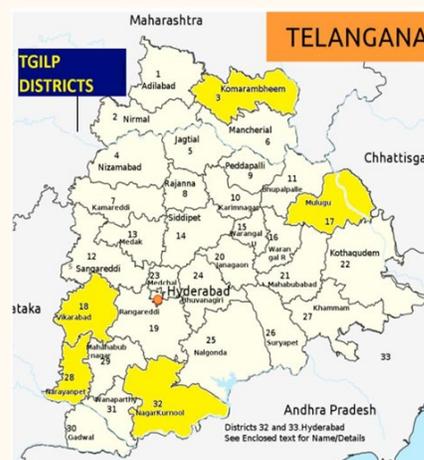
M Gnaneshwar

Research Fellow, CRISP, ILP

As a CRISP fellow working on the Telangana Inclusive Livelihoods Programme (TGILP)—as part of CRISP’s role as the concurrent evaluation partner for TGILP—I closely monitored the implementation processes to ensure adherence to guidelines, assess stakeholder preparedness, and identify any miscommunication in execution. This role enabled me to gain deep insights into the complexities of rural development interventions and the real-world challenges encountered during their rollout.



One of the most transformative aspects of my fellowship was the opportunity to observe the Participatory Rural Appraisal (PRA) process from May 29 to June 15, 2025. This period significantly shaped my understanding of community dynamics and the lived realities of marginalised households. TGILP, a holistic initiative grounded in the globally recognised “Graduation approach,” strives to foster self-confidence, social inclusion, and sustainable prosperity for 6,000 vulnerable households. These include tribal and Particularly Vulnerable Tribal Groups (PVTGs) like the Kolams, Chenchus, and Thotis, as well as socially vulnerable communities like the Joginis. Operating across eight mandals in five districts—Mulugu (Tadvai, Kannaigudem), Nagar Kurnool (Padra, Amrabad), Narayanpet (Narva), Vikarabad (Kodangal), and Kumuram Bheem Asifabad (Lingapur, Tiryani)—the programme delivers time-bound, multi-dimensional interventions over 36 months, aligned with the commitment to “leave no one behind.”



Within this broader framework, the PRA process—especially transect walks and social mapping—emerged as powerful tools for understanding village layouts, socio-economic patterns, and household-level challenges. These participatory activities, conducted efficiently by Community Resource Persons (CRPs), revealed the deep-seated issues facing remote communities and the vital role of community engagement in uncovering them. Household visits allowed for firsthand interaction with residents, surfacing the gaps between policy intentions and ground realities. Notably, many villagers struggled with Direct Benefit Transfers (DBT), grappling with limited banking literacy, inaccessibility of bank branches, and insufficient knowledge of credited benefits. Others faced persistent challenges with biometric authentication for pension disbursements, often unaware of existing alternatives.

These challenges were compounded by a lack of access to basic services like drinking water, roads, schools, and healthcare—highlighting the inadequacy of generic, top-down policy frameworks. The field experience reinforced the importance of context-specific, participatory policymaking that reflects community realities. Equally important were the cultural insights gathered during PRA—exposure to diverse traditions, languages, and geographic terrains—which deepened my appreciation of community diversity and the nuances that must inform inclusive policy design.

To ensure these insights contributed meaningfully to programme improvement, I presented my field learnings during the TGILP half-yearly review held from June 16–18, 2025. High-level stakeholders such as the Joint Secretary of the Ministry of Rural Development (MoRD), Government of India; the CEO of SERP; and senior representatives from TGILP partners—including the CRISP Secretary, the Aga Khan Foundation CEO, BRAC Country Lead, and the J-PAL team—attended the review. My presentation underscored the need for greater on-ground engagement by policymakers to better understand the complex realities of vulnerable populations.

FellowSpeak

A peek into the adventurous journey of understanding the importance and accessibility of education in the states of Meghalaya and Uttar Pradesh

After joining the Centre for Research in Schemes and Policies (CRISP), I had the opportunity to immerse myself in two distinctly dynamic educational landscapes — school education in Meghalaya and higher education in Uttar Pradesh. My initial tenure as a Research Fellow was dedicated to school education in Meghalaya, a region rich in cultural diversity and unique geographical complexities. This assignment offered profound insights into the socio-cultural and geographical challenges that significantly influence educational access and quality in the Northeast. I engaged directly with a wide array of grassroots stakeholders — including teachers, community leaders, parents, and students — conducting extensive fieldwork in remote and underserved areas. This direct interaction was crucial for understanding the on-the-ground realities and the specific needs of various communities.

A significant part of my work involved a meticulous analysis of government interventions, particularly under schemes like Samagra Shiksha. I evaluated the effectiveness of these programs in addressing issues such as infrastructure deficits, teacher shortages, curriculum relevance, and student retention. This experience not only deepened my understanding of the complexities of educational development in a challenging terrain but also significantly sharpened my ability to design context-sensitive and culturally appropriate educational strategies that are both inclusive and sustainable.

Following this, my focus shifted to higher education in Uttar Pradesh, a stark contrast to Meghalaya's predominantly rural and tribal educational context. Uttar Pradesh, being one of India's most populous states, presented a different set of challenges and opportunities within its higher education system. This phase of my work at CRISP involved analyzing issues such as access to quality higher education in densely populated urban and semi-urban areas, the employability of graduates, the role of vocational training, and the impact of large-scale policy initiatives like the Apprenticeship Embedded Degree Program (AEDP) on a massive student demographic. I examined accreditation processes, funding mechanisms, and the integration of technology in higher education institutions across the state. This dual exposure to both foundational school education in a challenging geographical context and the complexities of higher education in a populous state has provided me with a holistic perspective on India's educational ecosystem, enhancing my capabilities in policy research, program evaluation, and strategic educational planning.

Together, these experiences have shaped my academic interests in education policy, decentralization, and the intersection of equity and access in public education systems. I now seek to build on this foundation through rigorous academic training and critical engagement with global perspectives on education reform. My goal is to contribute meaningfully to the design and evaluation of inclusive education systems that respond effectively to regional disparities and social challenges. I thank the Centre for Research in Schemes and Policies for giving me the opportunity to explore and gain experience in a completely new domain of work that will forever benefit my future and career.



Nihaiika Baishya Yadav

Research Fellow, CRISP, Uttar Pradesh

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Mukeshwaran M
Madras School of Social Work



My internship experience marked my first exposure to a formal work environment, and it proved to be truly transformative. What set this opportunity apart was the people-centered culture — one defined not by rigid office structures but by the warmth, freedom, and unwavering support of the team.

I was entrusted with meaningful responsibilities, contributing actively to the development of the Healthy Village module for CRISP, alongside dedicated fellows and interns.

This experience also introduced me to the concept of Localized Sustainable Development Goals (LSDGs), which significantly deepened my understanding of grassroots development and its critical role in sustainable progress. One of the most valuable lessons I learned was that while anyone can complete a task, true value lies in executing it with perfection, ownership, and meticulous attention to detail. Mistakes were never viewed as failures but as opportunities for learning, always met with constructive guidance and encouragement. I began this internship with certain expectations, but the experience exceeded them in every way. I am sincerely grateful for such a meaningful and enriching journey that has contributed immensely to my personal and professional growth.

CRISP was an invaluable first experience in a professional setting, where I gained deep insights into rural governance and the Panchayati Raj system. Alongside my office work, I had the opportunity to engage in field visits to Gram Panchayats, which provided me with firsthand exposure to grassroots realities and enriched my understanding of community dynamics. During this period, I also developed technical skills by preparing a training module under Theme 5: Clean and Green Village, and by facilitating the Own Source Revenue symposium, which was a great opportunity to build my knowledge and enhance my efficiency. This experience significantly boosted my confidence and deepened my practical understanding of social work.

I sincerely appreciate the entire CRISP team for their warm guidance and unwavering support throughout my journey.



Saran R
Madras School of Social Work

Shenbagavalli A
Queen Mary's College



CRISP was an invaluable first experience in a professional setting, offering me a comprehensive understanding of rural development schemes and governance. I gained insightful knowledge about the roles and responsibilities of Panchayats and the Panchayati Raj system, as well as key institutions such as SIRD and NIRD. Alongside my office work, I had the opportunity to engage in field visits to Gram Panchayats, which provided firsthand exposure to grassroots realities and enriched my understanding of community dynamics.

During this period, I developed technical skills by preparing a training module under Theme 5: Clean and Green Village. Additionally, I had the opportunity to facilitate the Own Source Revenue symposium, which was a great chance to deepen my knowledge and enhance my practical skills. The supportive and encouraging environment at CRISP greatly facilitated my learning and growth. This experience significantly boosted my confidence and strengthened my practical understanding of social work. I sincerely appreciate the entire CRISP team for their warm guidance and unwavering support throughout my journey.

Krishna Priya G
Queen Mary's College



CRISP was my first professional experience and provided me with an excellent opportunity to learn and grow. I had the chance to develop a training module, which taught me how to create learning materials that are both practical and effective, tailored to grassroots needs.

We also went to the field in two Gram Panchayats over two days, which helped me understand grassroots-level realities and provided invaluable field experience. Throughout my time at CRISP, I received valuable guidance from my State Lead, Dr. Vijayaragavan, whose constant support and encouragement motivated me greatly. The weekly meetings held exclusively with mentors allowed for focused guidance and learning. While these sessions were a great source of inspiration, it is important to note that other colleagues and team members were also present in the office, contributing to a supportive and collaborative work environment.

I am truly grateful to CRISP for offering such a positive, enriching, and stress-free experience. This opportunity has equipped me with confidence and practical knowledge that I will carry forward throughout my career.

CRISP in Action

► HIGHER EDUCATION

CHEQUE Project



Workshop on NAAC and IDP Held at St. Mary's Centenary Degree College

A one-day workshop on the National Assessment and Accreditation Council (NAAC) was held at St. Mary's Centenary Degree College on 3rd June 2024 to enhance faculty awareness and preparedness for the accreditation process. The sessions offered detailed guidance on addressing the various NAAC criteria, with emphasis on effective documentation, student projects and internships, alumni engagement, research promotion, Ed-Tech integration, and Faculty Development Programmes (CDPs). A key highlight was the importance of accurate data management for successful accreditation.

Additionally, a session on the Institutional Development Plan (IDP) introduced faculty to its strategic value in aligning institutional goals with educational priorities. The discussion covered common challenges in IDP formulation and stressed the need to periodically review the institution's vision and mission. Together, the sessions aimed to build institutional readiness, foster continuous improvement, and promote a culture of quality assurance.



Empowering Participating Colleges of CHEQUE through SWAYAM Workshops

In the month of June 2025, CRISP organized two impactful workshops aimed at promoting awareness and effective utilization of the SWAYAM platform among institutions participating in the CHEQUE project. The first workshop was conducted on 9th June 2025, specifically for the CHEQUE colleges, with the primary objective of introducing the participants to the framework, structure, and functioning of SWAYAM. The second workshop, held on 21st June 2025 in collaboration with Avinash College of Commerce, brought together a wider group of faculty members, administrators, and coordinators from various institutions to deepen their understanding of how SWAYAM can be effectively integrated into the teaching-learning ecosystem.

These workshops highlighted how SWAYAM courses could be leveraged not only to enhance student learning outcomes but also to support the continuous professional development of faculty members. Participants were guided through the enrolment processes and the potential of SWAYAM courses to serve as value-added or certificate courses. Additionally, the workshops emphasized the importance of establishing a SWAYAM Local Chapter in every college to institutionalize its use and ensure sustained engagement. Overall, the workshops provided a comprehensive introduction to the SWAYAM platform, encouraging institutions to adopt and promote digital learning in alignment with the objectives of the National Education Policy.

CRISP Extends On-Ground Support to Colleges for NAAC Accreditation Readiness



As part of its ongoing efforts to support higher education institutions in Telangana, the CRISP team has been actively visiting colleges to assist them in their preparedness for the accreditation process. During these visits, the team engages in hands-on guidance by reviewing institutional data, identifying gaps, and offering practical suggestions to improve documentation and compliance with accreditation standards. This personalized support aims to build the colleges' capacity for quality assurance and ensure a more structured and confident approach to the NAAC accreditation process.

Techno Group of Education, Lucknow Secures NAAC 'B' Grade under CHEQUE Project

Lucknow: Techno Group of Education, Lucknow, has successfully attained NAAC accreditation with a commendable 'B' grade. The institution is one of the 11 colleges selected under the CHEQUE Project facilitated by CRISP, aimed at strengthening quality standards in higher education institutions.



Under the CHEQUE initiative, Prof. A. M. Saxena, Academic Mentor for the institution, played a pivotal role in steering the college towards this achievement. Prof. Saxena held multiple strategic sessions with the Principal, IQAC Coordinator, and NAAC committee members. These sessions focused on enhancing documentation practices, refining presentation formats, and developing an effective roadmap for the NAAC assessment.

Prof. Saxena has acknowledged the sincere and dedicated efforts of the management, faculty, and all stakeholders of Techno Institute of Higher Education for nurturing a culture of quality and accountability.

He also expressed his gratitude to CRISP for providing him the opportunity to contribute meaningfully to this initiative through the CHEQUE Project. Looking ahead, Prof. Saxena remains committed to extending his support to similar quality enhancement efforts in the future.

CHEQUE PROJECT : Experiences and Reflections

Prof V K Sehgal, Academic Mentor, Bundelkhand University

Prof. V. K. Sehgal, serving as the Academic Mentor for Bundelkhand University under the CHEQUE Project, has successfully completed visits to all ten institutions assigned to him for mentoring. During the initial phase of his engagement, he oriented the college leadership and faculty to the objectives and framework of the CHEQUE initiative.

In several institutions, he observed that either the Internal Quality Assurance Cell (IQAC) had not been constituted or, where it existed, it was non-functional. Prof. Sehgal played a pivotal role in facilitating the formation and activation of IQACs, along with establishing other core committees essential for quality assurance and institutional development.

He also guided the colleges in conducting Baseline Survey 1 and carrying out comprehensive SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analyses to assess their current status and future potential.

Reflecting on his experience, Prof. Sehgal noted the encouraging enthusiasm and untapped potential among institutions in the Bundelkhand region. However, his visits also brought to light significant challenges, including gaps in faculty strength, inadequate infrastructure, limited digital resources, and the absence of strategic institutional planning.

Prof. Sehgal firmly believes that with sustained mentoring, targeted interventions, and structured support mechanisms, these colleges are well-positioned to progress towards NAAC accreditation. Such advancement would play a crucial role in enhancing the overall quality of higher education in this culturally vibrant but historically underserved region.

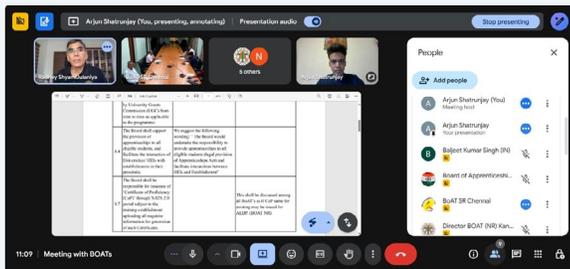


▶ SKILL INTEGRATION IN HIGHER EDUCATION

NISHE Project

ADB Conclave in Bengaluru

A conclave was jointly organized by the Asian Development Bank and the Government of Karnataka on 9th June 2025 in Bengaluru. Shri Dr. M. C. Sudhakar, Minister for Higher Education, Government of Karnataka, along with dignitaries from the Asian Development Bank and other partners of the Government of Karnataka, attended the conclave. The Government of Karnataka spoke very favourably about the AEDPs during their presentation, which sparked considerable interest among the audience. Additionally, the Hon'ble Minister noted the recent updates regarding the progress of the AEDPs. Mr. Arjun Shatrunjay, Associate Lead, NISHE, and Ms. Jaina M Haran, NISHE Fellow, CRISP Karnataka, represented CRISP at the conclave.



Virtual Conference with BOATs

A virtual conference was held between the four Boards of Apprenticeship Training (BOATs) and the CRISP Central Office on 10th June 2025 (Tuesday) to finalize the MoU to be signed between the BOATs and HEIs. Shri Radhey Shyam Julaniya, IAS (Retd.), National Lead-NISHE, and the NISHE team participated in the conference.

Virtual Conference with the Ministry of Education

A virtual meeting was held on 10th June 2025 (Tuesday) with representatives from the Ministry of Education to discuss the MoU with BOATs and seek clarifications regarding the UGC Guidelines for the implementation of AEDPs. Shri Vineet Joshi, IAS, Secretary, Higher Education, and Shri Govind Jaiswal, Joint Secretary (TEL), Higher Education, participated from the Higher Education Department, Ministry of Education, Government of India. Shri Radhey Shyam Julaniya, IAS (Retd.), National Lead-NISHE, Shri R. Subrahmanyam, IAS (Retd.), Secretary & CEO-CRISP, and the CRISP Central Office also participated in the meeting.



Healthcare Management Internships in Telangana

CRISP successfully facilitated internships for 152 BBA Healthcare Management students from the AY 2023-26 batch across four colleges at government hospitals in Hyderabad and Hanamkonda, Telangana.



Visits to HEIs by CRISP NISHE team

The CRISP NISHE teams across ten states visited HEIs to create awareness about AEDPs, explain their benefits, distribute the AEDP Handbooks, and monitor IEC activities.



▶ EARLY CHILDHOOD EDUCATION

QUEST Project

ECE training for 48 Pilot Anganwadi Workers in Rajahmundry and Rampachodavaram

Between June 10th and 13th, CRISP's QUEST team facilitated a vibrant, hands-on Early Childhood Education (ECE) training for 48 Anganwadi Workers (AWWs), with support from Sodhana Trust, Cheepurupalli, at Rajahmundry and Rampachodavaram. The training focused on engaging, child-centered teaching methods, emphasizing an **Aata - Paata - Maata (Game - Song - Story)** approach. The AWWs responded enthusiastically to this interactive style, which integrated foundational concepts in environmental science, mathematics, English, and Telugu through action songs, rhymes, and games.



It was particularly encouraging to witness the AWWs create their own Telugu alphabet songs as homework and commit to implementing the six-stage alphabet letter-writing technique and the LSRW approach in their daily teaching, demonstrating a strong grasp of the material and a commitment to making learning joyful and sustainable within their low-resource classrooms. The training concluded with concrete decisions from the AWWs to implement these new methodologies, including fortnightly ECE review meetings to reinforce their learning and ensure continuous progress in their centers.

Visit to Pune and Satara: Concurrent Evaluations Commence in Maharashtra

The QUEST team visited Pune and Satara to gain a deeper understanding of public ECE delivery in Maharashtra and the impact of capacity building in Anganwadi centres.

Numerous Focus Group Discussions (FGDs) with Supervisors and Anganwadi Workers (AWWs) in both districts revealed the effectiveness of the Ministry of Women & Child Development's **Poshan Bhi Padhai Bhi (PBPB)** trainings. Additionally, the team visited 10 Anganwadi Centres across Taliv, Koregaon, and Kudal villages in Satara, and observed the wide range of ECE activities being conducted with children, such as indoor and outdoor play, rhymes, dance, and more, using innovative teaching-learning materials rooted in the theoretical base covered during their capacity-building exercises.



The team also encountered a child with special needs in one AWC who had benefited greatly from the play-based activities conducted there. Her inspiring story served as an example of the value that universal and quality access to ECE can create.

▶ RURAL DEVELOPMENT

Tamil Nadu

CRISP Tamil Nadu Team Explores Collaboration with IFMR

The CRISP Tamil Nadu team recently held a meeting with representatives from the Institute for Financial Management and Research (IFMR) at the CRISP office. The IFMR delegation included Ms. Sharon Buteau, Executive Director, LEAD; Ms. Preethi Rao, Director of Partnerships and Outreach; and Ms. Sujatha Sreenivasan, Senior Research Fellow.



During the meeting, the CRISP team presented their ongoing initiatives in the field of rural development, while the IFMR team shared insights into their current research projects. The discussion focused on exploring potential areas of collaboration, particularly in the domains of social protection research and other related components. This potential partnership is aimed at leveraging research and field experience to drive impactful rural development initiatives.

CRISP Tamil Nadu team met with District Collector Thiruvallur for Alternate Technology in Housing

The CRISP Team had a meeting with Thiru M. Prathap, I.A.S., the District Collector of Tiruvallur, Thiru. Jayakumar. The Project Director of DRDA and the Executive Engineer to discuss the construction of the Anganwadi centre using alternative technology in the district. During the meeting, the presentation on alternative technologies and a sample design for Anganwadi using alternative technology were handed over to the district collector. Sites were identified for the construction of the Anganwadi Centre.



Meghalaya

Inaugural General Meeting of PTCS

The Meghalaya State Rural Livelihood Mission (MSRLS), with support from CRISP, successfully organised the First Inaugural General Meeting of the Pla Tangka Cooperative Society Ltd. (PTCS) on 27th May 2025 in Shillong. The meeting was attended by the Principal Secretary, CEO of MSRLS, Joint Secretary of Finance, Deputy Registrar (Registrar Cooperative Society), COOs (General & Livelihood), State Mission Manager, district officers from the Registrar Cooperative Society, other state, district, and block officials from MSRLS, and 100 members representing 50 Cluster Level Federations (CLFs) who will serve as the promoters of the Pla Tangka Cooperative Society Ltd.



The objectives of the meeting were to elect the President, Secretary, and Treasurer; confirm the Board of Directors for PTCS; present and adopt the Bye-Law, which was accepted by all the promoters; and complete the necessary steps for registering the society under the Meghalaya Cooperative Society Act, 2015. Subsequently, the formal registration application was successfully submitted, and the Certificate of Registration was obtained on 30th May 2025.

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