SAMARTH

Towards self-sufficiency

Annual Impact Report
2022-23

medha

NEP 2020 envisions a transformative higher education experience for youth

The National Education Policy (NEP) 2020 goals focus on having:

Effective governance of higher education institutions

Motivated, energized, and capable faculty

Integration of technology

Optimal learning environment and support for students

Quality universities and colleges

Samarth enables government colleges to realize NEP's vision as Centres of Excellence

Samarth aligns with NEP goals for higher education and enables 22 Centres of Excellence to support the development of other non-nodal colleges by:

Enhancing teaching and learning quality	Through structured faculty advancement programs
Enabling access to employability skills training	With tested models of ecosystem engagement
Improving training & placement data management	Using an online information management portal
Strengthening student and alumni support services	Through student-led placement and alumni cells
Enabling meaningful industry-academia connections	With relevant industry projects and placement events

In a phased manner that brings the department, academia, and industry together

Over 2 years, Samarth covered nodal campuses from 7 districts in Phase 1 and colleges from 15 other districts in Phase 2. We focused on a few key activities:

Holding structured faculty advancement programs

Enabling employability skills training from the ecosystem

Facilitating industry-academia partnerships

Structured faculty advancement programs

The Facilitation Advancement Bootcamp (FAB) helped teachers enhance their skills and knowledge on 3 topics: facilitation techniques, content creation, and ed-tech. We followed it by setting up a Professional Learning Community (PLC) that enables continuous and multidisciplinary peer learning. **So far, 664 faculty members have taken FAB, and we have facilitated 4 PLC meetings.**

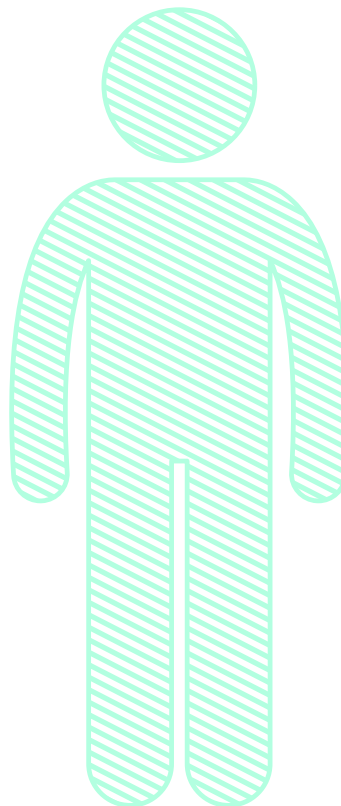## Faculty profile

39 YEARS
average age
of faculty

11 YEARS
average experience
as a faculty

78
Sex ratio: M/F
(per 100 females)

64%
faculties had never
attended a workshop
on boot camp modules

Their feedback

98%
of the faculties found the boot camp
content helpful in their work.

94%
of the faculties said that the boot camp
used energizers/activities effectively.

89%
of the faculties said they will use the
boot camp experience in class.

91%
of the faculties said they will
recommend the boot camp
to their peers.

21st-century skills training from the ecosystem

Ecosystem support is crucial for facilitating 21st-century skills in youth. We partnered with organizations whose validated training models, industry connections, and promotion of innovation and entrepreneurship contribute to a well-rounded education that prepares students for the future. **So far, we have facilitated collaborations between 3 ecosystem partners and 7 government colleges.**

21st-century skills training
from the ecosystem

Reap Benefit and Government College Faridabad in Haryana

Reap Benefit conducted sessions to equip undergraduate students in Year I and Year II with 21st-century skills, such as problem-solving, community leadership, communication skills, and life skills. Their sessions are designed to support the development of a holistic education system that emphasizes practical learning, skill-building, and the overall well-being of the students.

TCS and GCG Sector 14 Gurugram

TCS has committed to training 250 women students at Government College for Girls, Gurgaon, under their Youth Employability Program (YEP) in the next few months. YEP will provide free employability training for candidates from SC, ST, and other under-resourced communities and guide them for internal (in TCS) and external job opportunities.

21ˢᵗ-century skills training from the ecosystem

IDP and 5 colleges

GCG Palwal, Kurukshetra, GNC Sirsa, GCW Sector 14 Panchkula,
Govt PG College Safidon, Jind, and Govt College Chhachrauli, Yamunanagar

IDP's sessions focus on academic progression in higher education in India and abroad, as well as 21st-century skills like communication, resume writing, and interview preparation. IDP will train and support female students in the college, impacting approximately 1,500 UG & PG final-year students.

Udyami Chaupal in 3 districts

Youthscape Haryana is a 10-month program by Medha to support youth in their idea-to-enterprise journey. It will help shortlisted students build entrepreneurial skills, improve business thinking, and get incubation support. In its first 'awareness' phase, we facilitated Udyami Chaupals in 3 districts (Sirsa, Faridabad, and Panipat). More than 500 students interacted with real-life entrepreneurs for insights and inspiration.
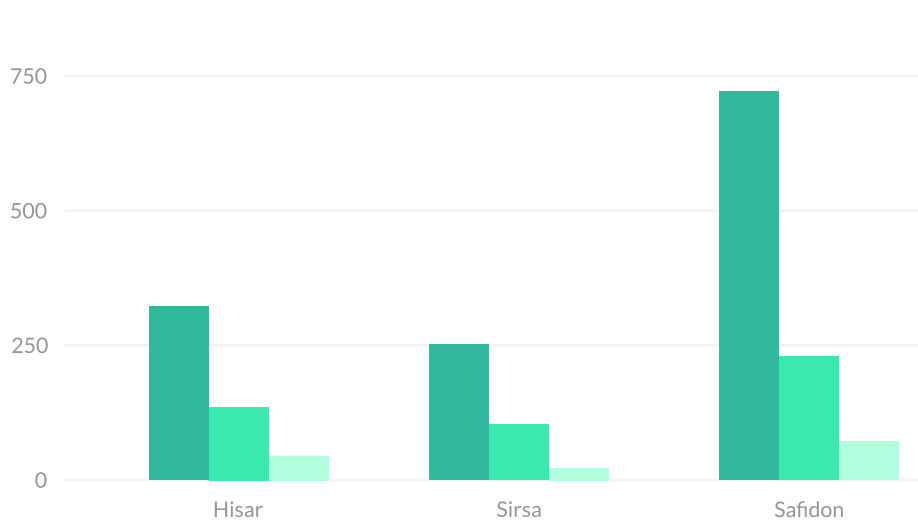
Industry-academia partnerships

We engaged 8 employers to conduct placement drives in 3 districts. We conducted a workshop with 119 TPOs on a proposed placement cell structure and encouraged them to adopt "Meet" - our app that helps connect with local employers. We shared 84 active employers' data with DHEOs and **mapped 130 industries across 11 Haryana districts, emphasizing those for non-tech backgrounds.**

1289
Total Registrations

434
Total Participants

109
Total Selections in
Final Round

Employers Participated

Policy Mart

Vemosa Skills

Kotak Mahindra Bank

AFCA Computer Center

Hinduja Finance

Swastik Investment

Poonia Associates

IECS Computer Education

And closely partner with system actors on the ground

Regular meetings helped orient DHEOs around the vision, key interventions, expected support, potential impact by NAAC and DHE performance indicators, and the progress made across nodal colleges.

Resulting in a greater skilled and energized cohort of system actors

Outcomes of the faculty advancement program:[1]

70% of faculties learned about tech tools to manage classroom learning.

65% of faculties learned to use virtual platforms like Zoom for holding classes.

95% of faculties learned facilitation techniques for engaging students.

Outcomes of the professional learning community:

50% of faculties expressed their day-to-day challenges. [1]

75% of faculties shared best practices and ideas on mitigating challenges.

25% of the faculty took responsibility for solving challenges on campus.

75% of the faculties found their Professional Learning Community useful.

[1] The faculty assessment was conducted before the phase II, whereas the feedback provided by faculties is phase agnostic.

Creating a positive learning experience for youth with improved access to opportunities

33,200

Students indirectly impacted

664

Faculty members impacted

119

T & P Cell officers engaged

22

Nodal colleges touched

8

Employers engaged

3

Ecosystem Partners engaged

Creating a positive learning experience for youth with improved access to opportunities

Impact of faculty advancement program observed in faculty:

80% of the faculty used adult learning principles in their lesson plan.

80% of the faculties engaged in a non-clerical, teaching-learning activity.

75% of the faculty created opportunities for students to collaborate.

65% of the faculty used facilitation strategies and e-content in class.

Impact of faculty advancement program felt by students[2] in class:

94% of students said that their online classes took place on time.

88% of students said their classes used videos and applications like PPT.

92% of students said faculties resolved glitches in online platforms like Zoom.

85% of students said faculties were inclusive to all of them.

[2] The student satisfaction survey was conducted after phase one of the workshop as the workshop content was more oriented towards the virtual classrooms.

"Samarth's initiatives have been truly inspiring for us here at Safidon. Following the faculty advancement boot camp, we have innovated in our classrooms, much to the amusement of our students."

Mr. Pradeep Mann, Assistant Professor,
GC Safidon, Jind

"Students come to college with the sole goal of earning a degree, so using tools like Slido or Canva will help us improve classroom engagement. I hope we will retain students in class with an optimal learning environment."

Dr. Renuka Dhyani, Assistant Professor,
Mata Mansa Devi Sanskrit College, Panchkula

We are grateful for your unwavering support towards realizing Samarth

We would like to express our heartfelt gratitude for the provision of a dedicated space and the establishment of the Program Management Unit (PMU). The availability of resources and PMU's expertise in project coordination and monitoring have been instrumental in executing Samarth effectively and efficiently.

And are thrilled to bring a transformative higher education experience to youth

Samarth's priorities in the future:

System Actors' Capacity-Building
Scale our efforts to build faculties' facilitation skills, help training & placement officers strengthen placement cells, and grow professional learning communities.

Strong Industry-Academia Interface
Foster a stronger collaboration for improved industry exposure and skill-building among students through industry visits, internships, and apprenticeships.

Alumni Engagement
Set up student-led placement & alumni cells and an e-counseling system that provides students with comprehensive guidance and support.

Ecosystem Engagement
Continue partnering with other non-profits, education institutions, and corporate partners to amplify and diversity the impact on students.

Support requested from you:

Collaboration and Coordination
Continue working closely with us through regular meetings, consultations, and coordination so we may align our goals, share progress, and seek expertise.

Support in Capacity Building Initiatives
Schedule training, workshops, or conferences that equip faculties with the necessary skills and knowledge to deliver high-quality education.

Policy Alignment and Guidance
As co-creators in the education sector, help align our programs with the broader policy framework, any changes, and priorities set by the government.

Access to Networks and Partnerships
Facilitate connections with relevant stakeholders within the education sector for collaboration, knowledge sharing, and collective action.