



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SAMSI COLLEGE

P.O.- KANDARAN (VIA SAMSI), DISTRICT- MALDA, STATE-WEST BENGAL,

PIN 732139

732139

<http://samsicollege.ac.in>

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Samsi College, a prestigious institution, was formerly affiliated to the University of North Bengal from 1968 to 2008 and presently affiliated to the University of Gour Banga since 2008. It is the second oldest college in Malda district and the first one in Chanchal Sub-Division (i.e., North Malda) of the district. Founded in 1968 by the philanthropists and social activists of the Samsi area, it was initially established to spread educational seeds in North Malda. It soon reached beyond the border of the locality and proved itself as an institute of higher education, not only in North Malda but also in West Bengal, Bihar, and Jharkhand.

Samsi College, which initiated its journey as an intermediate and graduate-level college with a few arts subjects, is today an institute of higher studies with B.A., B.Com., and P.G. courses (distance mode) with a large number of subjects to meet the needs of the students. It currently runs undergraduate courses with arts and humanities in twelve (12) subjects, and commerce in allied subjects. The college also has postgraduate courses on distance learning in seven (7) subjects.

This institution of higher learning has recently crossed half a century since its establishment, maintaining its chief objective of focusing on the all-round development of its stakeholders. After the 1st Cycle NAAC Peer Team visit in 2017, the RUSA has been pleased to sanction grants to turn this institute into a model college.

The supreme motto of this institute of higher learning is to enable the students to become responsible citizen of society, the nation, the state, and the world as a whole.

Vision

“The destiny of an Indian is being shaped in her classroom” (National Education Commission 1964-66). Truly education has the power to shape a nation and we are committed to contribute to nation-building through imparting education to its citizens. Our vision is to mould the students into responsible citizens with education, advanced knowledge, skills and moral values so that they can serve society and the nation. The college upholds the values of social justice, diversity and inclusiveness. We believe in inclusive education for all specially the underprivileged and minorities.

Mission

- To provide quality education;
- To create generations who can contribute significantly to society and nation-building;
- to secure a learning environment for personal and holistic growth;
- To create interest among the students to get enrolled in higher education;
- To make the students creative and research-oriented;
- To provide a platform for the students to explore their talents & creativity;
- To focus on effective and efficient training of the students to enable them to reach the height of their aspirations in the present-day job market;
- To equip the students with skills for employability;

- To provide quality education to the rural, underprivileged and minority students;
- To develop within the students a spirit of environmental consciousness with a goal towards sustainable development;
- To promote educational awareness among the illiterate and backward people as the college is located in a remote and backward area;
- Personality development of all students with special emphasis on students from Socio-economically disadvantaged backgrounds.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

i). *The qualified faculty members and the non-teaching staff are efficient.*

ii). *There are three air-conditioned & ICT-enabled smart classrooms, an air-conditioned & ICT-enabled Seminar Hall with state-of-the-art facilities, and a resourceful library with e-sources and computer & internet facilities.*

iii). *Each department has separate spacious classrooms. Apart from the main academic campus, a new campus across the public road has been developed with newly built classrooms to meet the needs of the students of different subjects.*

iv). *The college has one hostel for the male students and one hostel for the female students. There is another hostel which is old and needs to be repaired for use.*

v). *To enhance the academic atmosphere of the campus, a separate administrative building has recently been built at a central position between the two campuses and between the women's hostel and the men's hostel.*

vi). *It has a plot of Land near the Samsi Railway Station, for which a new project may be planned in the near future.*

vii). *The College has a big playground protected with a boundary wall, where not only the college students can play games and sports, but also the nearby schools, with formal permission from the college authority, organize games and sports for their students. It gives the college an opportunity to bond socially and academically with the neighboring schools, students, and guardians. The college also has separate playgrounds with basketball and volleyball courts to promote games and sports. There is another playground to be developed on the new college campus.*

viii). *The college has a pond that harvests rainwater and uses it for pisciculture and plantation. It is encircled with green trees, which add an aesthetic grandeur to the campus.*

ix). *The college maintains a lush green campus and has developed initiatives for solid waste management, a ban on plastic usage, and adopting other environment-friendly measures.*

x). *The college has received grants from UGC, RUSA, the Higher Education Department (W.B.), and*

WBMDFC, which have led to its infrastructural development.

xi.) The college was awarded Grade 'B' by NAAC in the 1st cycle in 2017, and consequently, the RUSA sanctioned grants to upgrade the institution to a model college.

xii.) The college has two NSS units that are actively functioning with regular programs.

xiii.) The Samsi College Natya Prashikshan Kendra promotes and trains interested students and employees in performing arts.

xiv.) The college, through the initiatives of the Departments, Sub-Committees, and NSS units, organizes programs to teach students and value education.

xv.) The college has different cells (grievance redressal cell, anti-ragging cell, sexual harassment cell, etc.) to provide service to the students and solve their problems.

xvi.) The college provides students with scholarships/stipends systematically and has been awarded by the district administration for its best management.

xvii.) Financial transactions regarding payment of admission fees and university form fill-in fees have been successfully initiated online. The college has adopted a transparent cashless mode of payment so that any student can make payments from anywhere at any time.

Institutional Weakness

i). Most of the classrooms are yet to be ICT-enabled, so a sufficient financial grant is needed.

ii) The science stream could not be introduced as the science laboratories have yet to be set up and need sufficient funds.

iii). The college has a Former Students Association (Alumni Association), which is actively assisting the college, but it has not yet been registered.

iv). The college is situated in a socio-economically backward area, and as a consequence, the students from such a background are mediocre in performance. A major part of the students are first- and second-generation learners with Bengali medium schooling. Most of them are weak in English language skills. It becomes difficult for them to cope with the syllabus in the first and second semesters, leading to an unsatisfactory level of performance in the newly introduced NEP syllabus.

v). Though a few departments conduct add-on courses for the benefit of the students, many departments have not yet started any such program despite having potentiality.

vi). Most of the students are first-generation learners, and their parents are not affluent enough to support their children in continuing their studies in higher education, especially beyond U.G. courses.

vii). Malda district being one of the economically most backward districts in India, a part of the male youths become migrant labourers to work outside the state, which counts the increase of female enrolment and

decrease of the male students in the U.G. level.

viii). The commerce stream lacks sufficient student enrolment. In spite of a permanent teaching post, it lay vacant for many years. Recently, it has been filled by a full-time teacher, who is a beckoning light for the department.

Institutional Opportunity

i). The teaching staff has the potential to guide the students in learning and completing the certificate, diploma, and degree courses under the newly introduced NEP system.

ii). The college is committed to fostering collaborations with various institutes/organizations at the Regional level, with potential expansion to the National/ International levels in the future, particularly through student and faculty exchange programs.

iii). The college is dedicated to engaging its staff and students in extension activities, with the assistance of the NSS units, for the upliftment of society. The college is considering adopting the neighboring village, Kandaran, for developmental guidance, given its diverse and peaceful community.

iv). The college expects to motivate students in MOOC courses in the future.

v). UG-level research projects and publications shall be undertaken, especially within the scope of the 4-year Honours & Research program under the NEP system.

vi). The college is situated in a historically antique place (ancient Gour), which requires archeological attention and assistance. A historical museum may be built on the college premises to preserve the historical elements of the local area.

vii). The college has the potential to install solar panels to provide alternative energy and lower the electricity cost.

viii). The college may develop a Learning Management System (LMS) named E-Shiksha to provide study materials, routines, and a teaching plan.

ix). An NCC unit is to be opened in this college.

Institutional Challenge

i). The college is the 2nd oldest college in Malda district and the 1st one in the Chanchal Subdivision. It has around eight thousand students enrolled with a limited number of teaching staff. It is a big challenge for the college to cope with the pressure of student' enrollment.

ii) The second big challenge of the college is to maintain its huge infrastructure scattered in a big land mass. The new campus needs to be protected with a boundary wall which should be constructed at the earliest.

- iii). *To meet the expenditure in the maintenance of the big campus and the function of the institution, the college authority should generate revenue.*
- iv). *The Post-pandemic situation has created a challenge for the college to move on to a blended mode of learning.*
- v). *Adopting the concept of Service-Learning is another challenge for the staff and students in a present crisis of employment.*
- vi). *The government needs to be approached constantly to sanction more teaching and non-teaching posts as per norms.*
- vii). *The Semester system introduced in recent years has created one of the biggest challenges to maintaining the 180 days actual teaching days a year, as eight examinations for eight semesters are to be conducted in a year under the 4-year NEP Programme. It has increased the administrative workload of the teachers, straining the teaching-learning process.*
- viii). *Management of time to offer add-on and introduction of new certificate courses in an academic year is also an institutional challenge.*
- ix). *Tracking the students' progression beyond the UG level is a challenge for the departments, too.*
- x) *A formal alumni is required to be established and properly engaged in the development of the college.*

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Adheres to the University of Gour Banga's curricular framework for undergraduate programs.
- Adopted the Choice-Based Credit System (CBCS) syllabus in 2019, offering flexibility and educational opportunities.
- Promotes participatory learning through traditional chalk-blackboard approaches and ICT-enabled strategies.
- Maintains and evaluates systematic lesson plans, attendance records, and internal assessments.
- Encourages co-curricular and extracurricular activities.
- Provides a comprehensive library with textbooks, reference volumes, journals, and electronic resources.
- Regular departmental meetings with the Internal Quality Assurance Cell (IQAC) and targeted instruction for students with academic difficulties.
- Provides internal assessments and assignments for tests and personal growth.
- Successfully transitioned to remote learning during the pandemic using tools like Google Meet and Zoom.
- Implements continuous internal evaluation (CIE) method, aligning monthly unit assessments with the annual teaching plan.
- Uses online evaluation platforms for a variety of question styles during the pandemic.
- The College offers a diverse range of undergraduate degrees, including gender studies, environmental studies, sustainability, human values, and professional ethics.
- The curriculum integrates socially and environmentally pertinent subjects into departmental initiatives.

- The College upholds universal ethical principles such as honesty, integrity, loyalty, respect, law compliance, responsibility, beneficence, and non-maleficence.
- The college has established committees to uphold these principles, including the Grievance Redressal Cell and the Disciplinary Committee.
- The college's code of conduct is accessible to the public, promoting professional ethics and gender equality.
- The Gender Sensitization and Equal Opportunity Cell organizes awareness campaigns and online quizzes about gender equality and women's rights.
- Commemorations of significant personalities like Swami Vivekananda, Rabindranath Tagore, Kazi Nazrul Islam, and International Mother Language Day highlight the importance of ethical conduct, social accountability, and cultural heritage.
- Feedback on academic performance and ambience is obtained from various stakeholders, and action taken is made available on the institutional website.

Teaching-learning and Evaluation

- Samsi College has a total enrolment of around 8000 students.
- Each academic session boasts an admission of over 3500 students.
- Samsi College employs a total of 46 full-time teachers. Over 60% of them pursued a PhD degree or M.Phil degree and/or qualified for the NET or SET.
- The teacher-to-student ratio is significantly high, exceeding 1:150.
- Seat reservations are upheld in accordance with government regulations, and approximately 90% of seats are occupied during the admission process.
- The college follows a student-centric approach, focusing on educational trips, field surveys, project work, and extracurricular activities to enhance students' writing, language, and critical thinking skills.
- During the COVID-19 pandemic, Samsi College transitioned to remote learning using WhatsApp groups and advanced information and communication technology.
- The college library offers access to online electronic resources, and faculty members participate in training programs, workshops, seminars, and conferences that address the use of ICT and new teaching methods.
- The college follows the Choice-Based Credit System (CBCS) curriculum, which outlines the learning objectives and course outcomes for each program.
- The college website serves as the primary platform for disseminating information about programs and course outcomes, and individual departments provide comprehensive orientation programs at the start of each academic year.
- Teachers are encouraged to participate in workshops, seminars, and Faculty Development Programs to improve their communication and achieve predetermined objectives.
- Periodic evaluations are conducted to assess students' progress in attaining the specified objectives.
- The college has a comprehensive feedback system that allows students, alumni, and parents to share their views on the significance and success of the Programme and Course Outcomes.
- The teachers provide supplementary materials aligned with the Programme and Course Outcomes, and various methods are employed to evaluate the attainment of program and course outcomes.
- Feedback from students, alumni, and parents is prioritized, providing valuable insights into the efficacy of the teaching-learning processes and identifying areas for refinement.

Research, Innovations and Extension

- Despite no UGC grants in the last five years, the institution encourages and extends all help possible to promote research activities in the institution.
- Eminent academicians, poets, historians, and scientists have visited as resource persons in international, national, and state-level seminars.
- The faculty has published and presented over 60 research papers in various National/International journals, books, and chapters in books.
- The college has 12 MOUs and Collaborates with national and regional level government and NGOs.
- The college has enhanced social awareness, improved health consciousness, and enhanced environmental stewardship through annual blood donation awareness campaigns and World Cancer Day awareness programs. It has also strengthened national integration through events like Kargil Vijay Diwas, the Quit India Movement anniversary, and "Har Ghar Tiranga."
- The college has also improved digital literacy and safety through cyber security awareness programs. Community collaboration through partnerships with NGOs, diagnostic centers, and government bodies has strengthened community ties and fostered civic engagement.
- The college has also fostered cultural sensitivity by working in tribal and minority areas, preparing students for a diverse society.
- The college's institutional growth and recognition have been enhanced by the introduction of NSS units and social causes cells.

Infrastructure and Learning Resources

Campus infrastructure:

- The college is distributed in an area of a total of 13.69 acres and constructed area of 1121 sq.m. with 24 classrooms with proper teaching-learning facilities, an administrative building, office room, principal's room, teacher's common rooms, library, properly equipped laboratory, and sports ground.
- A good number of computers with internet facilities, Wifi, and LAN to cater to the students for qualitative teaching and learning.
- One large seminar hall named "Raktakarabi," situated on the 1st floor of the college, is mainly used for all the compulsory classes, seminars, workshops, special lectures, and various cultural programs, and an open stage named "Najrul Mukta Mancha" that is used to College Annual Day, other cultural and social events.
- The college has five playgrounds for sports and cultural activities.
- The college has one outdoor badminton court and a volleyball court.
- The college has a separate hostel facility for outstation students and separate common rooms, a common yoga room, and a common drama practising room.
- A lush green garden with specially curated mango trees and a clean pond and sitting arrangements beside the ponds.
- A canteen for students and all the staff.
- Samsi College is catering as a Distance Learning Study Center of Rabindra Bharati University.

Library as a Learning Resource:

- Samsi College has its own Library, which acts as a gateway to information; both staff and students have free access to all library materials, such as books, magazines, journals, e-journals, and e-books through NLIST and other open-access resources.
- The library has a collection of 11000 books on 12 subjects and a reference collection and books for preparing for competitive exams.
- The library automation process is going on with using Koha ILMS; books are being barcoded, and OPAC is provided.
- Open Educational Resource Repositories (OER repositories) including Sodhganga, e-sodhSindhu, ePGpathsala, IGNOU e-GyanKosh, DOAJ, HathiTrust Digital Library, Vidyamitra, NDLI and many other open access e-resources, e-newspaper etc. can be accessed through Samsi College Library webpage.
- The library is a small showcase for locally found historical items.

Student Support and Progression

- Financial Assistance and Welfare Schemes:
 - Various scholarships from central/state government and national agencies
 - Reservation in admission for eligible students
 - Remedial coaching for academic support
 - Railway and bus concessions for commuting students
 - Freeships and half-freeships for tuition fees based on merit and financial need
 - Assistance to needy students with books, tuition fees, and medical help from the College fund
- Holistic Development Opportunities:
 - Career counseling services
 - Publication opportunities in College Magazine and Wall magazines
 - Active participation in sports, NSS, and cultural activities
 - Focus on developing students as worthy Indian citizens
- Academic Performance and Career Progression:
 - The strong success record of alumni in competitive examinations for government and academic positions
 - Better than average pass percentage (over 90%) compared to neighboring colleges and university average
 - Graduates find employment in various government and private sectors, with many pursuing entrepreneurship
- Counseling and Mentoring:
 - Academic, personal, career, and psychological counseling offered by teachers
 - A dedicated mentoring system for students
- Anti-Ragging Measures:
 - Adoption of UGC Regulations to curb ragging
 - Anti-Ragging Committee led by senior staff members
 - No reported instances of ragging in the last five years
- Alumni Engagement:

- Registered Alumni Association with annual meets
- Distinguished alumni contributing to college progress through advice and aid
- Special Support Services:
 - Concessions for economically backward students
 - Tutorials and remedial coaching
 - Bilingual explanations and simple but standard course material
 - Enhancement of communication skills
 - Mock examinations and trial tests
- Accommodation:
 - Two hostels with necessary facilities for education and comfortable living
- Student Council and Extracurricular Activities:
 - Active Student Council with dedicated committees
 - Involvement in the admissions process and creating a welcoming environment for new students
 - Encouragement of participation in co-curricular and extracurricular activities
 - Dramatic Club offers training in acting, producing, and stagecraft
 - Performances both on and off-campus

Governance, Leadership and Management

- Samsi College, a leading institution in Malda, has adapted to new educational paradigms through its leadership and governance structure.
- The structure includes the Administrative Body, Teacher-in-Charge, Teachers' Council, and Internal Quality Assurance Cell (IQAC).
- The college's governance is decentralized and participative, involving various bodies in decision-making processes.
- The college's action plans consider the diverse needs of all stakeholders, demonstrating a balanced approach to short-term and long-term institutional development.
- Despite the COVID-19 pandemic, Samsi College has demonstrated remarkable adaptability and resilience, maintaining its commitment to quality education while prioritizing community well-being.
- The college's institutional perspective plan is effectively deployed through a well-organized administrative structure, digital transformation, and a comprehensive digital hub.
- The college's performance appraisal system and welfare measures support employee well-being and enhance institutional quality.
- Samsi College has strategies for mobilization and optimal utilization of resources and funding, including proactively soliciting financing from various sources and developing rigorous financial management standards.
- The college's financial management is a complex process involving internal and external audits. The college administration, in collaboration with the bursar and accountant, conducts thorough audits to ensure transparency and accountability.
- In addition to conducting internal audits, Samsi College regularly carries out external audits. Every fiscal year, a competent Audit and Accounts company conducts an audit of the college's annual financial statement.
- The external audits are overseen by a nominee chosen by the Director of Public Instruction of the West Bengal Government.
- The Internal Quality Assurance Cell (IQAC) at Samsi College has been instrumental in institutionalizing quality assurance methodologies and processes, focusing on curriculum delivery,

faculty development, and student support.

- The college has made incremental improvements to learning outcomes, including faculty development, improved student support, community engagement, curriculum enrichment, and career progression support.

Institutional Values and Best Practices

Commitment to Gender Equality

- Prioritizes student well-being and gender equality.
- Introduces courses supporting women's empowerment and gender equality.
- Organizes debates, seminars, and events to promote gender consciousness.
- Maintains a zero-tolerance policy against gender discrimination and sexual harassment.
- Has an Internal Complaint Committee (ICC) that handles complaints.
- Provides a safe academic environment.
- Organizes seminars and workshops on gender equity and women empowerment.
- Separate common rooms are available for girls and boys.

Institutional Initiatives in Providing an Inclusive Environment

- Fosters tolerance, unity, and civic duty among students and employees.
- Employs a comprehensive strategy to welcome and support diversity.
- Promotes secular values by recognizing similarities across many religions.
- Acknowledges and respects indigenous peoples' ancestral knowledge and cultural practices.
- Promotes open dialogue, fostering a climate of peaceful coexistence and respect.

Samsi College's Constitutional Obligations and Strategies

- Emphasizes the importance of constitutional duties and values.
- Organized the Youth Parliament program to instil constitutional responsibility among students.
- Promotes group discussions to foster empathy and collaboration among students.
- Cultivates responsible learners by imparting moral ideals and a sense of civic duty.

Facilities for Waste Management

- Comprehensive waste management system includes solid waste management, liquid waste management, biomedical waste management, and e-waste management.

Best Practices:

1. Empowering Communities Through Education and Social Responsibility

- Focuses on minority women and marginalized groups
- Addresses early marriage, education disparities, and career opportunities
- Community outreach and awareness programs
- Student engagement in social responsibility initiatives
- Mental health support during COVID-19
- Collaboration with local organizations

1. Bridging the Digital Divide: ICT-Based Teaching-Learning

- ICT-enabled classrooms for engaging presentations and online resources
- Comprehensive college website for academic support
- Online assessments and feedback mechanisms
- Streamlined administrative processes
- Enhanced student engagement and academic performance
- Seamless education continuity during COVID-19

Challenges of Best Practices:

- Overcoming deep-rooted beliefs in conservative communities
- Limited access to digital resources and internet connectivity
- Logistical challenges during lockdowns
- Need for additional funds and resources
- Requirement for collaboration with local government and NGOs

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAMSI COLLEGE
Address	P.O.- Kandan (Via Samsi), District- Malda, State- West Bengal, Pin 732139
City	SAMSI
State	West Bengal
Pin	732139
Website	http://samsicollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Salil Kumar Mukherjee	03513-265252	7908039639	-	samsicollege.malda@gmail.com
IQAC / CIQA coordinator	Manoje Kumar Bhoje	03513-265330	8436589289	-	manojerdakbaxo@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
West Bengal	Gaur Banga University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	13-10-2017	View Document
12B of UGC	13-10-2017	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.O.- Kandan (Via Samsi), District- Malda, State-West Bengal, Pin 732139	Rural	13.69	1121

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English,	48	HS	English,Bengali	158	158
UG	BA,Arabic,	48	HS	English,Bengali	362	362
UG	BA,Economics,	48	HS	English,Bengali	15	7
UG	BSc,Geography,	48	HS	English,Bengali	37	32
UG	BA,History,	48	HS	English,Bengali	1215	1215
UG	BA,Bengali,	48	HS	English,Bengali	213	213
UG	BA,Sanskrit,	48	HS	English,Bengali	121	28
UG	BA,Political Science,	48	HS	English,Bengali	1014	1014
UG	BA,Philosophy,	48	HS	English,Bengali	330	330
UG	BA,Sociology,	48	HS	English,Bengali	382	382
UG	BCom,Commerce,	48	HS	English,Bengali	20	14

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				20			
Recruited	0	0	0	0	2	0	0	2	10	6	0	16
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	10	1	0	11
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	6	1	0	9
M.Phil.	0	0	0	0	0	0	1	3	0	4
PG	0	0	0	0	0	0	3	2	0	5
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	174	190	495	332
	Female	117	73	487	128
	Others	0	0	0	0
ST	Male	74	68	116	77
	Female	82	488	142	49
	Others	0	0	0	0
OBC	Male	498	492	403	406
	Female	550	133	403	294
	Others	0	0	0	0
General	Male	1131	1052	934	963
	Female	1289	1355	1512	1201
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3915	3851	4492	3450

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The colleges affiliated with the University of Gour Banga offer interdisciplinary and multidisciplinary courses following the Choice Based Credit System (CBCS) in their curriculum. Students can choose
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	<p>from various general electives, ability-enhancement courses, and skill-enhancement courses offered by different departments. These courses aim to expand students' knowledge and prepare them for competitive exams. To provide students with a comprehensive education, the institution promotes their exploration of a wide range of course offerings and their engagement in interdisciplinary discourses. By integrating courses from several departments, students enhance their understanding of subjects and establish links across diverse fields of study.</p>
2. Academic bank of credits (ABC):	<p>The successful implementation of the Academic Bank of Credits (ABC) at Samsi College depends on adhering to the rules established by the University of Gour Banga and the Department of Higher Education, Government of West Bengal. Under the implementation of the National Education Policy 2020, all students enrolled at Samsi College, associated with the University, will be required to enrol in the ABC program. A linkage between the centralized ABC database and the student records database at the college level is necessary for the college to achieve the objectives of this initiative. This would streamline the digital storage of academic credits obtained by students from different courses. The ABC system enables effortless storage and retrieval of credits earned from various higher education institutions inside the country. Additionally, it facilitates the seamless integration of abilities and experiences into a standardized Credit system. The credit transfers and accumulation service aims to facilitate student mobility between colleges and universities, as outlined in the NEP 2020.</p>
3. Skill development:	<p>Due to the constantly changing demands of the workforce, educational institutions are responsible for providing students with the necessary training and educating them to meet the current job market requirements. In the 21st century, skill development is a crucial component of the college curriculum. The National Education Policy (NEP) 2020 has specifically emphasized the acquisition of diverse talents to accomplish the goal of Samagra Shiksha. Starting in the third semester, the Samsi College commenced providing skill enhancement courses designed by the University of Gour Banga. The college also cultivates the growth of students' soft skills by offering them the chance to participate in</p>

	lectures delivered by renowned experts from several fields. In addition, the College actively strives to create a comprehensive skill development environment through seminars, presentations, interactive sessions, Add-on Courses, and various training possibilities. The Samsi College is now engaged in conversations with prominent organizations focused on enhancing students' skill development.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Before implementing the National Education Policy 2020, the College has already initiated efforts to promote the utilization of the Indian language, culture, and value system. The college has endeavoured to include the Indian knowledge system in its lesson plans. At our educational institution, we use the bilingual methodology as the main method of teaching. The college organizes several cultural events on major occasions to promote knowledge and appreciation of Indian culture and tradition among students. On February 21, the college commemorates International Mother Language Day. An array of programs has been organized to commemorate the birth anniversary of Rabindranath Tagore and Kazi Nazrul Islam, in recognition of their significant contributions to Bengali literature, art, and music. Furthermore, students are highly encouraged to participate in and represent the college in such events, which aim to enhance the assimilation of Indian knowledge systems and are organized by other educational institutions and colleges. In each academic session, the students are informed about the skill-oriented and value-based outcomes of the program through both online and offline orientation sessions. The institute attempts to incorporate language and culture into its curriculum, particularly emphasizing the vibrant local milieu. Exploring local festivities, customs, and folklore will help to create an appreciation for the region's legacy.
5. Focus on Outcome based education (OBE):	The University of Gour Banga introduced the Choice-Based Credit System (CBCS) in 2019. The method prioritizes distinct learning outcomes for each course. Before enrolling in a course, students get an orientation that includes information on the course's objectives, the topics that will be taught, and the overall structure of the content. The focus on clear learning objectives is particularly important because the CBCS provides students with a broader range of

	course choices, all of which are directly relevant to their future careers. Students who possess a comprehensive understanding of the subject matter covered in their classes will be more adept at choosing which classes to enrol in. As a result, individuals have the chance to select courses that align with their desired future careers, ensuring that their studies are not just academic but also practical and career-oriented.
6. Distance education/online education:	Rabindra Bharati University offers postgraduate courses in many topics through distance education provided by the college. During the Pandemic, online classes for post-graduation and under-graduation were conducted as per the timetable. Teachers also participate in additional online courses as necessary to enhance student outcomes.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	We have an Electoral Literacy Club and quite regularly conduct election consciousness campaigns. The Political Science Department mainly leads such campaigns.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The college authority has formed an Electoral Literacy Club where students become members and organize various campaigns. Some teachers are also included in the group to monitor these campaigns. The club comprises students and teachers from various departments, making it truly representative in character. This group is very active, and due to its initiatives, the college has consistently been a prominent participant in the district-level Youth Parliament competition.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior	This club has been engaged in various innovative activities. They try to bridge the gap between district administration and the local society. This gap is an important issue to focus on because the local society is largely impoverished, and they also lack education to a great extent. So, the formalized machinery of district administration is somewhat out of reach for the local population. The local population feels somewhat left out of the proceedings or functions of the official governmental procedures. So, various

<p>citizens, etc.</p>	<p>election-related processes can be best aided if these are helped by those who have the same socio-economic backdrop as the local population but possess education. Students fulfill this requirement. Therefore, our students help the local administration in various election-related procedures, forming an interface between district administration and the local population. This is particularly important for those sections of the society which feel most insulated. They feel distanced from even the society itself they live in and more so from the administration. These are the senior citizens, disabled persons, and people engaged in professions that are subject to social taboos and whose gender identities go beyond the socially accepted binary sex identities. Here, the issue of ethical voting is also important because, commonly, backward or deprived sections of society tend to resort to unethical means out of a sense of frustration. So, it is important to convince people that the ethical way is the best way of correcting wrongs and voting for the right candidates in the right way is the best way of coming out from the present distressful conditions. This is also important from the point of view of physical accessibility. Remote areas are sometimes not visited by the district administration. Therefore, assisting the administration in reaching those areas with electoral necessities is important, and our students try to do that.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Our locality is a backward one, and the local populace feels that it has little to do with matters of national interest. The prevailing notion among the local people is that they are too insignificant to contribute to national matters or interests. The student group has taken important awareness initiatives about the historical importance of marginal people; they have always taken significant steps towards national movement in British India. In fact, some historians consider their role to be the most significant one. Today, their role is even more significant, and the problems of the country have increased manifold. A few selected people from the privileged sections of society cannot solve the problems. This persuasion, in our opinion, is one of the most significant measures taken by the group. Normally, any such awareness program stops at the need for election processes for the day-to-day needs</p>

	<p>of the people. Very few try to inculcate feelings like confidence, self-respect, etc., among the people. Once this is done, people try to participate in the electoral process in various ways on their own. So, people with various types of challenges, like socio-economic and physical ones, tend to surpass the obstacles and become part of the electoral processes, which is a way of becoming part of the nation. It is also important to understand the psychological barriers, mental states of the people, the phenomenon of isolation, autonomous or closed forms of existence, etc. These are of academic interest, and research activities are needed to understand things and put these in proper perspective. Collective psychology or social psychology are areas of active research in the sphere of social science. Our students report some issues, and the teachers try to extract materials of academic importance from them so that collective behavior of electoral interest can be put into a theoretical way that can be of general importance. So, social surveys are important, which our students conduct to garner data, and our teachers and sometimes students themselves try to turn into an organized whole from which theoretical constructions can be made. We are now trying to put our findings into publications so that they can reach wider sections of the intelligentsia or people having an interest in political matters.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>There are a significant number of students above 18 years who are yet to be enrolled as voters. The college periodically organizes workshops to identify eligible voters and encourage them to register in the voter list. Besides physical meetings, we are on the way to creating a WhatsApp group through which the whole process can be monitored.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
8563	8429	6977	8318	6149
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 48

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
48	48	49	22	22

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
195.55	62.55	41.25	36.00	31.08

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Each year, the University of Gour Banga releases an academic calendar as a comprehensive scheduling guide for its affiliated colleges. Undergraduate arts and commerce programs often commence in the second week of July, as state higher education rules mandated, to ensure timely advancement of UG program.

The College's academic subcommittee formulates a primary academic plan based on this schedule, which is evaluated by the teacher's council and the Internal Quality Assurance Cell (IQAC). To promote transparency, the schedule is extensively disseminated through various online and offline channels, such as the college website, notice boards, email, and WhatsApp.

By the rules set by the UGC, Samsi College, adopted the Choice-Based Credit System (CBCS) syllabus in 2019. This system provides students with increased adaptability and various educational opportunities.

Throughout all sessions, departments have combined conventional chalk-blackboard approaches and ICT-enabled strategies to promote participatory learning. Active promotion has been given to experiential learning methods, such as group discussions, quizzes, debates, student seminars etc.

Co-curricular and extracurricular activities are encouraged to foster holistic student development, enhance social skills, build teamwork and leadership qualities, and provide opportunities for practical application of classroom knowledge.

The students receive assistance from a comprehensively equipped library that contains textbooks, reference volumes, journals, and electronic resources such as NLIST.

Regular departmental meetings with the Internal Quality Assurance Cell (IQAC), targeted instruction for students who are academically disadvantaged or have difficulty learning, and frequent parent-teacher meetings all contribute to the ongoing enhancement and holistic growth of students.

Internal assessments and assignments equip students for tests and personal growth. The collective endeavours of all staff members contribute to the overall attainment of academic objectives.

During the pandemic, Samsi College successfully transitioned to remote learning, utilizing tools like Google Meet, zoom, etc., to organize classes. Every department effectively conducted online classes, ensuring uninterrupted education for our students.

Continuous Internal Assessment

Samsi College has embraced an innovative method of continuous internal evaluation (CIE) that offers flexibility and support to students. This method involves monthly unit assessments that align with the annual teaching plan.

With the adoption of the CBCS system, the curriculum now includes internal evaluation, which covers a range of tasks such as written exam, MCQ test, Assignment, projects, field surveys, seminars, viva voce, and homework for Practical assignments. Departments have the flexibility to conduct additional internal evaluations, such as quizzes, debates, and student seminar, to enhance the learning process and accommodate the diverse needs of students.

Amidst the pandemic, departments have effectively adjusted by employing online evaluation platforms. These online tests provide a variety of question styles, such as multiple choice, short answer, online group discussion, debate, viva-voce etc.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 07

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1	View Document
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1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 12.09

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
33	232	35	2293	2055

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Samsi College is dedicated to maintaining universal ethical principles, including honesty, integrity, loyalty, respect for others, compliance with the law, responsibility, beneficence, and non-maleficence. The college has established many committees, including the Grievance Redressal Cell and the Disciplinary Committee, to guarantee the preservation of these principles.

The college's code of conduct for teaching and non-teaching staff is accessible to the public on its website. This is done to uphold professional ethics, promote gender equality, and ensure a safe atmosphere for everyone. Committees have been formed to address the issues of ragging and sexual harassment, reinforcing our commitment to ethical conduct and safety.

In addition, the Gender Sensitization and Equal Opportunity Cell arranges awareness campaigns and online quizzes about gender equality and women's rights. These events aim to foster a deep comprehension and admiration of these ideals within the student body.

The institution of Gour Banga, as the affiliated institution, offers a diverse range of disciplines in its undergraduate (UG) degrees, including gender studies, environmental studies, sustainability, human values, and professional ethics.

The curriculum integrates socially and environmentally pertinent subjects, including gender sensitivity, community development, environmental sustainability, professional ethics, human values, and national integration. These subjects are integrated into a range of departmental initiatives.

Moreover, these ideas are strengthened in students, alumni, and staff members through the commemoration of various programs. These programs include commemorating the birth anniversaries of Swami Vivekananda, Rabindranath Tagore, Kazi Nazrul Islam, as well as celebrating International Mother Language Day. The objective of these events is to showcase and highlight the importance of ethical conduct, social accountability, and our rich cultural legacy by offering opportunities for their promotion and reinforcement. We take pride in our cultural heritage and are committed to preserve it.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 46.39

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 3972

File Description	Document
Upload supporting document	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 89.98

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
3851	4492	3450	3860	3342

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4102	4702	4102	4102	4102

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 73.94

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
1443	2049	1290	1288	1009

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1849	2127	1866	1866	1866

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 178.4

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:**Educational Excursions and Experiential Learning:**

Our college arranges educational trips and field surveys to different locations. Departments such as Geography, History, and Sociology organize excursions to strategically and historically significant areas. These experiences transcend textbook knowledge, cultivating cooperation, social skills, and practical problem-solving ability in pupils. They acquire skills in planning, organizing, coordinating, and assuming responsibility through group activities on these excursions.

Project Work and Assignments:

Students are assigned projects and assignments each semester to enhance their writing and language abilities. By adopting a practical approach, students can actively participate in the course material and cultivate essential abilities in analysis and communication.

Extracurricular activities:

Our college organizes extracurricular activities such as drama festivals, cultural programs, sporting events, quizzes, and debates to promote comprehensive growth. These activities enhance academic learning by fostering pupils' creativity, collaboration, and leadership abilities.

Adjustment Amidst the Pandemic:

Amidst the COVID-19 pandemic, our college promptly shifted to remote learning. WhatsApp groups were established for each semester and organized by department. These groups distributed study materials, reference notes, and links for online classes on PCs and mobile phones. With the improvement of conditions, physical lessons recommenced utilizing advanced technology such as projectors, PowerPoint presentations, and interactive smart boards to enhance the effectiveness of teaching and learning.

ICT-Enabled Teaching Tools:

Our faculty extensively utilizes smart class equipment, including projectors, PowerPoint presentations, and interactive smart boards. These technologies improve students' comprehension and involvement, creating a more engaging and influential learning experience. Faculty members utilize their laptops to facilitate immediate access to study materials and enable uninterrupted teaching experiences beyond traditional classrooms' confines.

Library and electronic resources:

The college library has desktop computers and offers access to online electronic resources via platforms such as N-LIST. The abundance of resources in this environment facilitates research and study, allowing students to easily obtain diverse academic materials to assist their coursework and projects.

Experiential and problem-solving learning:

Faculty members utilize various experiential learning techniques, including interactive workshops,

documentary screenings, play performances, and quiz competitions focused on current topics. Engaging in these activities enhances students' comprehension of courses and fosters the development of crucial critical thinking and problem-solving abilities that are vital for their academic and professional advancement.

Continual professional development:

Faculty members are urged to participate in training programs, workshops, seminars, and conferences that specifically address the use of ICT and new teaching and learning methods. Our educators engage in continuous professional development to maintain proficiency in employing the most up-to-date instructional tools and approaches.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 98.44

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
49	49	50	22	22

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 61.38**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
28	27	27	18	16

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

At the start of each academic session, the college implements a range of measures to guarantee a comprehensive and equitable evaluation process:

During orientation, the respective departments provide students with detailed information on the curriculum, exam schedules, and academic activities. This ensures that students have a clear understanding of these aspects right from the beginning.

From the outset of each academic session, the college takes several key steps to ensure a comprehensive and fair assessment process:

Effective Communication: Students receive timely notifications on tests and activities through classroom announcements, notice boards, and the college website.

Diagnostic Testing: Upon admission, a diagnostic exam is administered to evaluate the academic history

of incoming students and identify those who are either advanced or slow learners, enabling customized support.

Periodic Assessments: Regular class tests are scheduled throughout the semester to help students thoroughly prepare for their final exams by systematically covering the entire syllabus.

Transparency: College and departmental notice boards instantly exhibit exam results. Students can bring any complaints or concerns about their grades or outcomes to the Head of the Department (HOD).

Feedback from faculty members: Faculty members engage in one-on-one discussions with students to evaluate their answer scripts and identify specific areas that need work. Question papers and their corresponding ideal answers are thoroughly examined during class sessions to assist students in enhancing their preparation for upcoming examinations.

Assistance for Slow Learners: Students who receive low grades are encouraged to revise their answers, which are then re-evaluated by the faculty. An additional assessment method has been implemented to increase their chances of success in university exams, providing a supportive environment for their learning journey.

Parent-Teacher Involvement: The results of internal examinations of honours students are communicated to parents/guardians during parent-teacher sessions, promoting transparency and active participation.

Pandemic Adaptations: The college transitioned to conducting assessments online using Google Forms and other digital technologies in response to the lockdowns. Various online internal assessment tools were utilized to measure student learning outcomes thoroughly.

Post-pandemic resumption: With the removal of lockdown and the loosening of limitations, the college is once again offering traditional, regulated settings for offline tests and evaluations.

Examination Issues and Grievance Redressal

Samsi College has adopted a thorough and student-centred approach to addressing examination issues. The procedure commences with the Grievance Redressal Committee, which handles concerns during examinations meticulously. If necessary, the issue is raised to higher authorities.

Using the university portal, the college effectively oversees multiple facets of the examination procedure, such as registration, form submission, and the distribution of admit cards and mark sheets.

During university examinations, the Head of the Institution is responsible for submitting student applications to the institution's controller.

After the results are published, students can request reconsideration or scrutiny of their papers by submitting an application form to the college within the dates allotted by the university. The college then forwards all the necessary information to the university for the required review or scrutiny process. If students remain unsatisfied with the outcome, they can obtain copies of their response scripts under the RTI Act.

The college promotes transparency in internal evaluations by allowing students to review their graded answer scripts, effectively minimizing complaints.

In addition, Samsi College offers both online and offline feedback mechanisms, providing students with multiple channels to voice their concerns.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Samsi College follows the Choice Based Credit System (CBCS) curriculum. The learning objectives and course outcomes for each program are carefully developed by faculty members in respective departments. The purpose of these goals is to conform to the Learning goals-based Curriculum Framework, guaranteeing their applicability to the present requirements of students in terms of further education and job opportunities.

Samsi college website serves as the primary platform for disseminating information about our programmes and course outcomes. These details are explicitly listed and easily accessible to all parties involved, including students, parents, and teachers, ensuring transparency and equal access to information.

Individual departments provide comprehensive orientation programs at the start of each academic year. During these meetings, faculty members discuss the learning goals, course objectives, and expected competencies for their selected programs during in-depth talks with students.

In their classroom sessions, teachers frequently integrate discussions on course-specific outcomes. This continuous conversation assists students in comprehending the significance of each subject and their overall educational goals.

The institution promotes teachers' participation in workshops, seminars, and Faculty Development Programs (FDPs) to improve their capacity for effective communication and achieving predetermined objectives. Additionally, several faculty members engage in syllabus revision seminars at the university level.

Accomplished graduates are encouraged to engage with present students and teachers. They discuss how

particular course outcomes have directly contributed to their professional achievements, offering real-life examples to illustrate their academic goals.

Periodic parent-teacher meetings are arranged to explain the significance of educational achievements. This aids parents in comprehending the organization and objectives of their child's education.

The institution arranges specialized presentations showcasing industry experts and scholars. These seminars give students a wider understanding of how course outcomes connect to professional demands.

Periodic evaluations are carried out to assess students' advancement in attaining the specified objectives. This crucial process enables the identification of specific areas that may benefit from increased attention or alternative instructional approaches.

The college has established a comprehensive feedback system that allows students, alumni, and other stakeholders to offer their views regarding the significance and success of the Programme and Course Outcomes. This feedback is utilized to enhance and optimize the curriculum and instructional techniques.

Our college library is a valuable resource for students, providing supplementary materials that are aligned with the Programme and Course Outcomes. These resources are carefully selected to support students in achieving their learning goals.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

A variety of methods are employed to rigorously evaluate the attainment of program and course outcomes at our institution to assess student performance and achievement:

University Examinations: Our institution administers both semester and annual exams by the examination schedule established by the affiliating university. These assessments directly evaluate program outcomes, assessing students according to predetermined course attainment levels established for each program.

Internal and External Assessment: Assignments closely aligned with program outcomes within their respective subjects comprise internal assessments. The University appoints external experts to conduct practical exam assessments, which involve the evaluation of practical files and Viva-Voce.

Institutional Examinations and Tests: Students are subjected to continuous evaluation throughout the academic year through various institutional tests, including unit tests, surprise tests, and terminal examinations. These assessments conduct a thorough analysis of student performance to determine the levels of attainment for both program outcomes and program-specific outcomes.

Feedback Evaluation: Our institution prioritizes feedback from students, alumni, employers, and parents. This feedback is an essential method for assessing the completion of objectives across syllabi, courses, subjects, and programs. It offers valuable insights into the efficacy of the teaching-learning processes and assists in identifying areas that require refinement.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 90.82

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1525	1297	1582	1356	1627

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1555	1309	1583	1654	2033

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Samsi College has made substantial progress in establishing an environment that encourages innovation, advocates for the Indian Knowledge System (IKS), and enhances understanding of Intellectual Property Rights (IPR). Although we have not yet established a formal Intellectual Property Rights (IPR) cell or incubation center, we have launched many initiatives that facilitate the generation and exchange of information and technology. Our college has established a strong innovation environment that fosters creative thinking and the development of original solutions to practical challenges by students and teachers. We have implemented a Research Development cell that arranges frequent seminars, conferences, symposiums, and competitions to foster creative thinking.

These initiatives aim to foster innovation and entrepreneurial mindset among students and faculty.

Although the college does not currently provide a specialized curriculum on IKS, there are ongoing efforts to implement an additional subject. Meanwhile, our committed faculty members integrate Indian perspectives and IKS opinions into their teaching in addition to the regular course curriculum. The institution organizes frequent seminars and workshops to increase intellectual property rights (IPR) knowledge. These events offer extensive information and resources on patent filing, copyright, and trademarks. Despite the absence of a formal Intellectual Property Rights (IPR) cell and incubation center, the college intends to build these facilities. The proposed Intellectual Property Rights (IPR) cell will assist in patent filing and management of intellectual property. On the other hand, the incubation center will help start-ups and entrepreneurial initiatives by providing necessary infrastructure, mentorship, and access to funds. These next initiatives will augment the college's endeavors to bolster support for students and faculty in innovation, making a substantial contribution to generating and disseminating knowledge and technology.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 0

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during

the last five years

Response: 0.69

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	6	11	0	4

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.94

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	17	17	00	09

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Enhanced Social Awareness:

- Students and the local community gained increased awareness of critical social issues such as girl child trafficking, drug abuse, and tobacco use through targeted programs and rallies.
- These activities fostered a sense of social responsibility among students and encouraged community engagement in addressing these issues.

COVID-19 Response and Community Support:

- During the COVID-19 pandemic, students, teachers, and non-teaching staff actively engaged in distributing masks, sanitizers, food, and medicine to the local community.
- The college conducted awareness programs about COVID-19, emphasizing the importance of social distancing and providing information on dos and don'ts during lockdown.
- These initiatives received a massive positive response from local communities, who reported being immensely benefited by the college's efforts.
- Students gained firsthand experience in crisis management and community support, enhancing their sense of social responsibility.

Improved Health Consciousness:

- Blood donation awareness campaigns and rallies conducted annually led to an increased understanding of the importance of blood donation in the community, resulting in a significant increase in blood donations and potentially saving numerous lives. The World Cancer Day awareness program and the health and hygiene survey resulted in better health awareness and practices in the neighbourhood, such as increased cancer screenings and improved hygiene

habits. These initiatives sensitized students to public health concerns and motivated them to take an active role in community health improvement.

Environmental Stewardship:

- Regular tree plantation drives and Van Mahotsav celebrations resulted in increased green cover in the area and heightened environmental consciousness.
- World Earth Day observations and cleanliness drives as part of Swachh Bharat Abhiyan led to improved local environmental conditions and waste management practices.
- Students developed a strong sense of environmental responsibility and learned practical conservation skills.

Strengthened National Integration:

- Observances of Kargil Vijay Diwas, the Quit India Movement anniversary, and the "Har Ghar Tiranga" campaigns fostered patriotism and national pride among students and the community.
- These events enhanced students' understanding of India's history and their role as responsible citizens.

Digital Literacy and Safety:

- The cyber security awareness program improved digital literacy and online safety practices in the community, equipping students and community members with the knowledge to protect themselves from online threats. Students gained valuable knowledge about navigating the digital world safely, which they could share with their families and peers.

Community Collaboration:

- Partnerships with local NGOs, diagnostic centres, and government bodies for various programs strengthened community ties and created a collaborative approach to addressing social issues.
- Students learned the importance of networking and cooperative problem-solving in community development.

Increased Civic Engagement:

- Regular interaction with the local community through various programs encouraged students to become more involved in civic matters.
- The community benefited from the enthusiasm and fresh perspectives of young volunteers, leading to more dynamic local development initiatives.

Cultural Sensitivity:

- By working in tribal and minority areas, students developed a deeper understanding of diverse cultural contexts and the specific challenges faced by these communities.
- This exposure fostered empathy and cultural competence among students, preparing them for a diverse society.

Institutional Growth and Recognition:

- The introduction of NSS units and various cells dedicated to social causes enhanced the college's capacity to serve the community.
- The college's active community engagement improved its reputation and strengthened its role as a centre for social change in the region.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Despite conducting numerous social awareness, extension, and outreach programs, Samsi College has yet to receive specific awards or recognitions from government or government-recognized bodies for these extension activities from 2018 to 2023.

The college has been actively engaged in various community-oriented programs, including but not limited to:

- Awareness campaigns on girl child trafficking
- Blood donation awareness rallies
- Environmental conservation efforts like tree plantations and Earth Day celebrations
- Health and hygiene awareness programs
- COVID-19 response initiatives include distribution of masks, sanitizers, and essential supplies

These efforts have not only significantly impacted the local community but also inspired hope for a better future. They have contributed to students' holistic development and the betterment of society, even without formal recognition from external bodies.

However, it's important to note that the college did receive the Kanyashree Award for the excellent performance of its female students. This award, while not directly related to extension activities, reflects the college's commitment to empowering young women through education.

The absence of formal awards for extension activities does not diminish the value and impact of these programs. Our college remains focused on prioritizing its commitment to community engagement and social responsibility, which are integral parts of our educational mission. This reassures our stakeholders of our unwavering dedication.

The positive feedback and active participation from the local community serve as meaningful indicators of the success and importance of these extension activities, even in the absence of formal recognition.

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 42

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10	08	01	05	18

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration**3.5.1**

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 12

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Over the years, the institution has consistently enhanced its facilities to accommodate the different requirements of its student population, which includes first-generation learners and individuals from economically disadvantaged backgrounds.

Classrooms and Learning Spaces:

Samsi College has committed to providing enough infrastructure and physical facilities to facilitate teaching and learning activities. The college's facilities have been continuously renovated throughout the years to meet the different demands of the student.

Classroom and Learning Spaces:

Twenty classrooms with whiteboards, sufficient seating, and podiums for teachers.

One smart room with an interactive board for ICT lessons and smart education, as well as for career counselling programmes.

One large seminar hall is called "Raktakarabi" for mandatory lessons, seminars, workshops, special lectures, and cultural programmes.

Twelve more classrooms were created in recent years to alleviate space concerns.

ICT-enabled Facilities:

The smart room is equipped with an interactive board that is used for ICT and smart education.

The smart classroom includes visual assistance to enhance the learning experience.

Using projectors in classrooms for multimedia presentations

Computers with internet access for students to browse topics of interest.

Wi-Fi coverage throughout the campus allows for easy internet access.

The Learning Management System (LMS)

Implemented a Learning Management System to support online learning and resource sharing.

The platform allows teachers to post course materials and assignments while students can access learning resources and participate in online conversations through the LMS.

laboratory and specialised facilities.

One geography lab with appropriate equipment.

A theatrical room for performing cultural events.

Nazrul-Sukanta Mukto Mancha is an open-air stage that is visible from all floors and hosts performances and cultural displays.

Library:

A well-managed library has two rooms: a reading room with office space and an open-access library stack for students, teachers, and non-teaching personnel.

Sport and Recreation:

There is one playground on the college campus, and there is a huge playground at the building extension.

Designated spaces for football, cricket, high jump, and long jump.

Indoor facilities include carom and chess, as well as an open-air badminton court.

A yoga centre associated with NSS where yoga experts visit at regular intervals to teach yoga to staff and students

Student amenities:

Separate hostel facilities for outstation students.

Two common rooms for students.

A canteen for students and employees.

A green, lush landscape with carefully curated mango trees

A clean pond with seating areas.

Administrative and Faculty Facilities:

A separate room for the Principal with the necessary facilities

Two teachers' rooms with separate male and female restrooms

A well-managed office room featuring computers, printers, and Wi-Fi for office employees.

All college staff have access to the guest house facility.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 30.45

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
20.08	22.68	14.74	26.94	27.14

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

- The Library of Samsi College has always been important part of the college from the very first and it is located at the ground floor of the main building covering 2 rooms, one for the book stack and one for the reading purpose with library office, and separate toilet for women and men.
- The library has a versatile collection of books for all the arts and commerce subjects along with some reference collection and books for competitive exams. The library has a collection of approximately 11000 books. Book acquisitions are made to keep the collection up to date and relevant as much as possible to meet the patron requirements.
- The library is “partially-automated” with ‘Koha’ Integrated Library Management Software (v. 21.11.05.000), which has been initiated in the year 2022. Bibliographic details of books are being recorded and the college library is planning to fully automate the library system using ILMS. The college has OPAC to search its collection remotely and distributed QR code of the OPAC just promotes the facility more.
- In the matters regarding e-resources, our college library is a member of N-LIST program of the UGC-INFLIBNET centre for the purpose of accessing the electronic resources like e-book, e-journals etc. along with this the library has incorporated as much as free e-resources available through different sources in the LIBRARY tab of the college website as “e-brary”, “open access e-journals” and “important links”.
- The library maintains a small display of items found in the local surrounding of the college which carry different history.
- The library is under CCTV surveillance.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Samsi College has made significant efforts to establish and maintain modern IT facilities to support its

educational and administrative functions. The college regularly updates its IT infrastructure to ensure efficient operations and enhanced learning experiences for students.

The college's IT infrastructure is designed to support various academic and administrative functions:

1. Facilitating online admissions as per university guidelines
2. Enabling internet-based research and learning for students and faculty
3. Supporting smart classroom activities and career counselling programs
4. Ensuring efficient administrative operations

Internet Connectivity:

- High-speed internet connection of 50 Mbps provided by SITI Broadband
- Monthly renewal of internet connection to ensure continuous service
- Additional LAN facility provided by BSNL for redundancy and improved connectivity

Wi-Fi and LAN:

- Wi-Fi coverage in key areas, including administrative office, smart classroom, library, and Principal's room
- Four installed routers to ensure comprehensive Wi-Fi coverage
- Local Area Network (LAN) connecting the college office, Principal's Chamber, Office, College Library, Smart Classrooms, and IQAC room, Geography lab

Computer Infrastructure:

- twenty two computers with Windows operating system
- Designated professionals perform regular maintenance and updates from a local computer shop
- Antivirus software is installed on all computers to ensure cyber security

Audio-visual Equipment:

- Projectors are available in the Classroom, seminar hall (Raktakarabi) and smart classroom
- Smartboard (interactive board) available for ICT classes and Career counselling programs

Printers and Scanners:

- Multiple printers with scanning capabilities and specifications tailored to departmental needs

Online Admission System:

- Partnership with AIDNI Infotech Ltd. to manage the online admission process and college accounts
- System updates are performed as needed to align with university requirements

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 389.23**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 22

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 69.54**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
175.47	39.86	26.50	9.05	3.93

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 86.74

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6981	6120	6576	7866	5796

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 0

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 10.13

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
117	223	123	109	200

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1827	1527	1309	1328	1627

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0.03

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	01	00	00

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 0

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 13.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
17	18	07	12	13

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The Alumni Association of Samsi College serves a crucial role in cultivating long-lasting links between former students and their alma institution. The association establishes opportunities for alumni to re-establish and fortify their sense of community by organizing frequent liason events. Its inclusive membership approach ensures wide participation, while alumni-led social initiatives such as blood donation camps, health check-ups, and awareness drives demonstrate their commitment to social responsibility. Amidst the COVID-19 pandemic, alumni shown remarkable unity by offering monetary aid, vital resources, and guidance to present students. Their participation in preserving college traditions and offering industrial insights to current students connects academic learning and professional realities. The association's multifaceted contributions not only benefit the college and its current students but also provide alumni with meaningful ways to give back to their alma mater, creating a robust ecosystem of lifelong learning and mutual support. Through these diverse efforts, the Alumni Association of Samsi College continues to play a crucial role in shaping the institution's future while upholding its core values and traditions.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Samsi College has shown its ability to adapt to new educational paradigms through its leadership and governance style, which are in perfect harmony with the college's vision and goal. The college's dedication to providing a high-quality education and fostering inclusive growth demonstrates its ability to adapt, guaranteeing its position at the forefront of educational innovation.

Governance Structure and Vision Alignment:

The college's governance structure, comprising the Administrative Body, Teacher-in-Charge, Teachers' Council, and Internal Quality Assurance Cell (IQAC), is designed to ensure all stakeholders are involved in the decision-making process. This inclusive approach not only aligns with the college's vision of providing quality education and contributing to nation-building but also fosters a sense of belonging among all members of the college community, making them feel valued and integral to the institution's mission.

NEP Implementation: the college's governance structure is well-positioned to adapt and implement the National Education Policy. The Teachers' Council and IQAC will align the curriculum and teaching methodologies with NEP guidelines, focusing on holistic and multidisciplinary education.

Sustained Institutional Growth: The college's commitment to sustained growth is evident in its focus on infrastructure upgrades and the revision of academic programs. The IQAC's role in promoting quality improvement demonstrates the institution's dedication to continuously enhancing educational standards.

Decentralization and Participative Management: The governance structure of Samsi College is a shining example of decentralization and participative management. The involvement of various bodies like the Teachers' Council and Student Council in decision-making processes ensures that diverse perspectives are considered.

Short-term and Long-term Perspective Plans: The college's action plans, which consider the diverse needs of all stakeholders, indicate a well-thought-out approach to short-term and long-term institutional development. Focusing on optimal resource utilization, infrastructure upgrades, and creating a holistic campus atmosphere demonstrates a balanced perspective on immediate needs and future growth.

Adaptability and Resilience: Amidst the COVID-19 pandemic, Samsi College has demonstrated remarkable adaptability and resilience. The college has maintained its commitment to quality education while prioritizing community well-being, aligning with its mission to create generations who can

contribute significantly to society, even in challenging circumstances.

Inclusive Growth: The governance structure's emphasis on increasing inclusivity aligns perfectly with the college's vision of providing education to all, including underprivileged and minority students. The Student Council's involvement in planning extracurricular activities ensures that student perspectives are integrated into the college's growth plans.

Quality Assurance and Improvement: The presence of an Internal Quality Assurance Cell (IQAC) underscores the institution's commitment to maintaining and improving educational standards. This aligns with the mission to provide quality education and equip students with skills for employability.

Environmental Consciousness: The college's mission is to develop environmental consciousness among students. This suggests that sustainability considerations are likely integrated into institutional practices and decision-making processes, creating a perception among individuals that the college is socially responsible and cares about the environment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The institutional perspective plan of Samsi College is successfully implemented and operationalized through a well-organized and effective administrative structure that aligns with its aim for modernization and improvement of quality. This is apparent in the college's policies, administrative procedures, and general governance structure.

Digital Transformation: In an audacious move, the college has decided to digitize most of its administrative processes. This strategic initiative involves digitizing several aspects of the college, such as admissions, fee submission, accounts, evaluation processes, and the college website. The establishment of an Online Admission Committee is a testament to the institution's dedication to simplifying and updating its procedures, guaranteeing openness and ease of use for potential students.

Administrative Efficiency: The college's commitment to precise and streamlined financial management is evident in the implementation of HRMS software to manage accounts and finances. This solution improves administrative processes' effectiveness and guarantees transparency and accountability in

financial transactions, instilling confidence in stakeholders about the college's financial operations.

Comprehensive Digital Hub: Samsi College's website is a centralized digital platform that offers various services and information. From academic calendars and digital class routines to e-learning materials and open-access library resources, the website facilitates seamless information dissemination and resource accessibility. Integrating INFLIBNET further expands the digital learning resources available to students and faculty.

Organizational Framework: As per Order Ref No. 811/UGB/R-16 dated 24.08.2016, the governing responsibilities of the Governing Body (GB) were passed to the Administrator, who is also the Sub Divisional Officer (SDO) of Chanchal Sub Division, Malda. The Administrator, in conjunction with the Teacher-in-Charge, supervises the institution's management by utilizing thorough resolutions and note sheets. This framework enables expeditious decision-making and the execution of policies, which are essential for the advancement and progress of the college.

Policy Formulation and Implementation: The Administrator plays a crucial role in developing important administrative policies in collaboration with the Teacher-in-Charge. This involves taking new initiatives and selecting key staff members, such as the Bursar and IQAC coordinator while adhering to government regulations and university statutes. This approach ensures that the college's policies align with broader educational goals and regulatory requirements.

Academic Governance: The Teachers' Council, consisting of all permanent faculty members, supervises the fundamental academic responsibilities of instruction, education, and assessment. The Internal Quality Assurance Cell (IQAC) further reinforces the college's commitment to maintaining high academic standards and fostering continuous improvement.

Committee Structure: Establishing statutory and non-statutory committees by the Administrator, Teacher-in-Charge, and IQAC coordinator exemplifies a decentralized approach to college administration. This framework guarantees that many facets of college operations, from daily operations to strategic planning, are efficiently overseen by committed teams.

Academic Leadership: The Academic Council, under the leadership of the Teacher-in-Charge and consisting of departmental heads, has a vital role in determining the college's academic trajectory. The Council is responsible for ensuring that academic decisions are made through collaborative processes, taking into account diverse perspectives from different fields.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

- 1.Administration**
- 2.Finance and Accounts**
- 3.Student Admission and Support**
- 4.Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Samsi College exemplifies a holistic approach to employee well-being, performance evaluation, and professional advancement, showcasing its dedication to cultivating a nurturing and progressive atmosphere for both faculty and administrative personnel. This comprehensive approach not only guarantees the welfare of employees but also enhances the overall institutional quality.

Social welfare initiatives: The institution has introduced a variety of welfare measures that aim to support the financial stability and overall well-being of its workforce.

1. Financial Security: The Employees' Provident Fund is a fundamental pillar of financial well-being, ensuring financial security. The generic provident fund, overseen by the Teacher-in-Charge and kept in the district treasury, mandates a minimum 7% payment from the basic salaries of permanent staff. The institution's dedication to aiding staff during financial emergencies is seen in the provision allowing borrowing of up to 70% of the credit balance without incurring any interest.

2. Leave Benefits: The college provides various leave benefits, such as Casual Leave (CL) Maternity

Leave etc., to promote work-life balance and assist personnel during important life events.

3. Financial Assistance: The institution offers Festival advances to non-teaching personnel and advance salary from the college fund to newly appointed teachers as a means of providing financial assistance.

4. Health and Well-being: The college places a high importance on the health of its employees and provides them with health insurance (govt.), access to medical facilities, and coverage for medical expenses.

5. Bonus: The college's inclusive welfare policy is demonstrated by bonuses to non-teaching casual employees during Durga puja and Eid, extending advantages to non-permanent staff.

Performance Appraisal System:

Samsi College has implemented a strong performance appraisal system that adheres to government criteria and promotes ongoing enhancement.

1. Faculty Evaluation: The yearly self-assessment mechanism for faculty, which is reported to the IQAC, encourages introspection and the establishment of objectives. This procedure is enhanced by obtaining input from students regarding the quality of teaching and the learning environment, so ensuring a comprehensive evaluation approach from all perspectives.

2. Non-Teaching Staff Assessment: The adoption of MCAS (Modified Career Advancement Scheme) for non-teaching personnel guarantees periodic evaluations of their work, acknowledging their crucial contribution to the institution's operations.

3. Transparency and Feedback: The appraisal system prioritizes transparency and constructive feedback, fostering a culture of ongoing improvement and open communication between management and personnel.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 0

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 15.87

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
01	07	05	15	02

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Samsi College has formulated comprehensive strategies to effectively mobilize and utilize resources and funding from many sources. These measures guarantee that the institution may efficiently uphold its academic and administrative operations while preserving financial soundness through periodic audits.

Resource Mobilization: The institution proactively solicits financing from many sources to sustain its operations and facilitate its development initiatives. This encompasses financial assistance in the form of grants provided by government agencies, as well as contributions received from non-governmental organizations, and donations made by alumni. Samsi College maintains a robust financial foundation to support its long-term objectives and efforts by diversifying its sources of revenue.

Optimal Utilization of Funds: In order to ensure the most effective use of resources, the college has developed rigorous financial management standards. The college conducts budget planning and resource allocation with great attention to detail, ensuring that funds are channeled into priority areas that improve the institution's educational programs and infrastructure. This encompasses investments in digital infrastructure, building enhancements, academic advancement, and student assistance services.

Internal and External Financial Audits: A robust audit system is integral to the financial management of Samsi College. The college administration, in collaboration with the bursar and accountant, conducts thorough audits to ensure transparency and accountability. The Bursar of the college plays a vital role in this procedure. The Bursar is responsible for conducting frequent evaluations of the college's financial statements and books of accounts. This includes doing internal audits to check the accuracy of financial records and the justification of expenditures.

Internal Audit Process: To ensure adherence to established policies and processes, the Bursar, acting on behalf of the college, conducts an extensive review of financial transactions as part of the internal audit. This internal evaluation serves to discover any inconsistencies or areas in need of enhancement, enabling

the college to take proactive measures and uphold its financial well-being.

External Audit Process: In addition to conducting internal audits, Samsi College regularly carries out external audits. Every fiscal year, a competent Audit and Accounts company conducts an audit of the college's annual financial statement. The external audit procedure is essential for conducting an evaluation of the college's financial processes, guaranteeing that all transactions are transparent and adhere to regulatory norms. External audits have been successfully conducted for the sessions spanning from 2018-2019 to 2022-2023.

The external audits are overseen by a nominee chosen by the Director of Public Instruction of West Bengal Government. This ensures that the audits are conducted fairly and objectively, and that the outcomes are trustworthy and credible. The results of these audits are used to improve the college's financial strategies, ensuring ongoing economic prudence and durability.

Governance and Accountability: The financial governance of the institution is enhanced by the participation of the administrator of the college. The administrator (SDO), in conjunction with the college administration, establishes policies for financial management and allocation of resources. Regular meetings and consultations with the administrator, the bursar, and other important stakeholders guarantee that financial decisions are made through collaboration and with a comprehensive attention to the institution's strategic aims.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Samsi College's Internal Quality Assurance Cell (IQAC) has been instrumental in institutionalizing quality assurance methodologies and processes, as well as continuously examining and improving the teaching-learning experience, operational structures, and learning outcomes-

Implementing Quality Assurance Strategies: The IQAC has taken a systematic approach to quality assurance, emphasizing essential areas such as curriculum delivery, faculty development, and student support. A major method has been the development of full academic calendars prior to each session, a testament to our proactive planning that ensures successful curriculum implementation and continual review. This proactive planning has enabled regular lessons, internal examinations, and timely result dissemination to go well, even during trying times such as the COVID-19 pandemic, reassuring all stakeholders about our preparedness.

The IQAC performs frequent reviews of teaching-learning processes, adjusting approaches to meet changing educational needs. During the 2020-2021 term, in response to the pandemic, the cell facilitated a quick transition to online education. They encouraged teachers to use a variety of assessment procedures, such as multiple-choice questions, viva voce, and online seminars, to ensure academic integrity in the virtual environment.

During the 2021-2022 session, the IQAC supported the smooth implementation of the Choice Based Credit System (CBCS), which promotes flexibility and equity in learning. They campaigned for the use of technology and innovative teaching methods to facilitate online and hybrid learning. The cell also developed a framework for ongoing monitoring and assessment of CBCS implementation, which included regular feedback systems and data analysis to identify difficulties and measure effectiveness.

Improving Operational Structures and Methodologies: The IQAC has been instrumental in fine-tuning operational structures to increase institutional quality. They have routinely examined and approved a wide range of college events and activities geared toward holistic student development. These include cultural awareness programs, social issue lectures, literary appreciation events, and academic enrichment activities.

The iqac has also prioritised stakeholder engagement, acknowledging the critical role of students, academics, alumni, and parents. THE IQAC has introduced online and offline feedback systems, as well as focus group discussions, which have resulted in deeper insights, allowing the IQAC to develop specific action plans to address areas for improvement while making all stakeholders feel valued and important to our success.

Learning Outcomes and Incremental Improvements: The IQAC's constant efforts have enabled various incremental improvements:

1. The cell promotes faculty development by encouraging active participation in external programs, workshops, and seminars. This has resulted in better teaching abilities, research capacity, and administrative efficiency.
2. Improved student support: To address the problems of the epidemic, the IQAC offered counselling, academic mentorship, and social-emotional learning opportunities.
3. IQAC's commitment to community engagement is evident in its promotion of social awareness through activities like COVID-19 education, vaccination drives, and the National Service Scheme (NSS), encouraging student responsibility.
4. Curriculum enrichment: Add-on programs like Drama have boosted students' academic experience and employability chances along with personality development.
5. Career progression support: The IQAC reviews and processes faculty promotion applications through the Career Advancement Scheme (CAS), recognizing achievements in teaching, research, and institutional service.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender equity or equality is a very important issue in our institution. Since our college is located in a very rural and tribal area, in every session, we have organized various programs and rallies on gender equality awareness, girl child education, etc.

On 14th August we used to observe Kanyashree dibas every year, where the students take part and participate in panel discussions and debate competitions. The gender sensitization committee of the college deals with gender issues and awakens all regarding their equal rights in all spheres of life.

The college provides a very safe and secure academic environment for the students as well as for the employees, irrespective of their gender, caste, and religion. The college authority always gives the right to the gender sensitization committee and Equal Opportunity cell to deal strictly with the complaints relating to any sexual harassment, discrimination, abuse, or violence against women.

In the CBCS curriculum, various subjects like Bengali, English, Arabic, Sanskrit, Sociology, Political Science, Economics, Geography, etc., a large and significant part is included in Gender equality. Our faculty members are very careful and sensible in teaching them about gender equality, equal opportunity, and how students can protect their rights.

The college has its own Internal Complaints Committee (ICC), which looks into the complaints of female students, teachers, and female non-teaching staff of the college and, as per guidelines, dissolves the problem. Women-centric plays and feminine approaches are included in the curriculum.

The Gender audit, which was conducted by the external auditor to assess Gender equity and to review policies and procedures, data analysis, and input from stakeholders, including students, faculties, and staff, indicates that the college has made progress in promoting gender equity through its mechanism. However, there are still certain areas that can be improved. So far as the admission ratio of the students is concerned, the number of female students has been higher than the number of boys in the recent past.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Samsi College has exhibited a robust dedication to cultivating an all-encompassing atmosphere and raising awareness within its community about constitutional responsibilities. Through various activities and programs, the college fosters tolerance, unity, and civic duty among its students and employees.

Inclusivity: The college employs a comprehensive strategy to establish an environment that welcomes and supports diversity in culture, area, language, community, and socio-economic status.

Secular Ideals: Samsi College promotes secular values by recognizing similarities across many religions. This method promotes the values of tolerance and acceptance, which contribute to the development of a harmonious community, even in the presence of religious disparities.

Indigenous Knowledge: The institution acknowledges and respects indigenous peoples' ancestral knowledge and cultural practices. This effort aims to foster a feeling of pride and a sense of belonging, all while safeguarding cultural heritage.

Linguistic Diversity: The college recognizes the interdependence of local languages and appreciates the distinct combination that defines the regional dialect. This comprehensive approach enhances the oneness of the community.

Open Dialogue: The institution promotes open dialogue, fostering a climate of peaceful coexistence and respect by encouraging open debate and knowledge exchange, thus breaking down barriers and ensuring everyone is treated with dignity.

Samsi College seeks to enhance social cohesion in the region by actively promoting inclusivity, thus contributing to developing a prosperous and harmonious community.

Constitutional Obligations:

Samsi College prioritizes the awareness and understanding of students and workers regarding their constitutional obligations. This includes a strong emphasis on the principles of values, rights, duties, and responsibilities that citizens must uphold.

Youth Parliament: The Youth Parliament program is specifically developed for students to instil a sense of constitutional responsibility and motivate them to raise awareness throughout the wider community, including college staff.

The college emphasizes that "right implies duty," emphasizing that fundamental rights are responsible for maintaining and safeguarding the Constitution.

Group Discussions: Interactive sessions are arranged to foster cohesion, empathy, and a collaborative attitude among students, motivating them to be open to each other and the broader society.

The college cultivates responsible learners by imparting moral ideals and creating a profound feeling of civic duty among its pupils.

Strategies for putting plans into action:

To accomplish these objectives, Samsi College implements a range of strategies:

Special Classes and Conferences: Special Classes and conferences are often scheduled to facilitate discussions on constitutional ideals and inclusive practices.

Cultural Programs: The college organizes various cultural activities to celebrate and foster comprehension of various traditions.

Community Outreach: Students are urged to participate actively in the local community, utilizing their knowledge of inclusion and constitutional responsibilities in practical situations.

Curriculum Integration: The academic curriculum incorporates themes of diversity and civic responsibility whenever feasible.

Faculty Development: Educators undergo training to integrate inclusive practices and promote constitutional awareness in their teaching approaches.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Best Practice 1:

Title of the Practice: "Empowering Communities Through Education and Social Responsibility"

Objectives of the Practice:

1. To foster social awareness and empower the local community, particularly focusing on minority women and marginalized groups.
2. To address critical social issues such as early marriage, education disparities, and limited career opportunities.
3. To inculcate a sense of social responsibility among students, especially during challenging times like the COVID-19 pandemic.
4. To provide students with opportunities to develop leadership skills, problem-solving abilities, and a deeper understanding of societal issues.

The Context: Samsi College is situated in a rural area where certain social practices, such as early marriage, are deeply entrenched. Additionally, the COVID-19 pandemic has exacerbated existing vulnerabilities and created new socio-economic inequalities. In this context, the college recognized the need to engage its student body in meaningful programs that would not only help those affected by social issues and the pandemic but also foster empathy, resilience, and a commitment to societal well-being.

The Practice:

1. Community Outreach:
 - Conducting household visits in the vicinity to raise awareness about the negative impacts of early marriage on physical, mental, and social well-being.
 - Organizing discussions and workshops to educate and empower women, encouraging them to pursue education and careers.
2. Awareness Programs:
 - Hosting events to keep the local populace informed about contemporary national and international issues.
 - Conducting awareness programs to educate students about the pandemic's concerns for marginalized populations.
3. Student Engagement in Social Responsibility:
 - Encouraging students to donate monetarily or contribute essential items for relief efforts.
 - Involving students in virtual community outreach programs to disseminate information on COVID-19 safety protocols and available support services.
4. Mental Health Support:
 - Providing online counselling sessions and peer support groups for students to address

mental health issues caused by the pandemic.

5. Collaboration with Local Organizations:

- Partnering with local NGOs and community organizations to implement relief efforts and social awareness campaigns effectively.

Evidence of Success:

- 1.Reduction in instances of early marriages and increased interest among women in pursuing education and career opportunities.
- 2.Active participation of students from all disciplines in the college's social responsibility initiatives.
- 3.Positive feedback from beneficiaries, including underprivileged students, communities, and NGOs, acknowledging the impact of the college's efforts.
- 4.Recognition from local authorities and community leaders for the college's commitment to social responsibility.
- 5.Increased student awareness and empathy for societal issues, as evidenced by their continued involvement in community service activities.

Problems Encountered and Resources Required:

- 1.Overcoming deep-rooted beliefs and practices in conservative communities.
- 2.Limited access to digital resources and internet connectivity for some students and beneficiaries.
- 3.Logistical challenges in organizing relief operations during lockdowns and mobility restrictions.
- 4.Need for additional funds to support relief efforts and purchase materials for online tutoring and digital literacy programs.
- 5.The requirement is dedicated personnel, educational materials, and financial resources to implement programs effectively.
- 6.The necessity for collaboration and support from local government, NGOs, and community organizations.

Best Practice 2

Title: Bridging the Digital Divide: ICT-Based Teaching-Learning at Samsi College

Objective:

Samsi College aims to bridge the digital divide faced by students from rural backgrounds and equip them for the digital age through a comprehensive ICT-based teaching-learning system. This system gained even more significance during the COVID-19 pandemic, ensuring educational continuity despite campus closures.

Context:

Traditional teaching methods often need to improve in fostering key competencies and practical application of knowledge. ICT integration offers a dynamic solution, aligning with contemporary curriculum trends that emphasize performance and enduring learning skills. Samsi College recognizes the importance of embracing technology in education to cater to the diverse learning needs of students, particularly those from rural backgrounds, and to equip them with essential digital skills for the modern

world.

Practice:

Samsi College's ICT system encompasses a multifaceted approach:

1. **ICT-Enabled Classrooms:** Most Honours classrooms are equipped with technology to facilitate engaging presentations, video lectures, and access to online resources.
2. **College Website:** Serves as a comprehensive academic support platform, showcasing achievements, providing access to information and resources, and allowing for online feedback submission.
3. **Online Assessments:** Continuous internal evaluations and tutorial examinations utilize MCQs, familiarizing students with online testing formats prevalent in competitive exams.
4. **Online Feedback Mechanism:** Students and stakeholders can provide feedback through the website, ensuring transparency and responsiveness.
5. **Administrative Benefits:** The website features a dedicated section for notices and tenders, promoting transparency. Online fee payments using student IDs streamline processes and enhance accessibility.

Evidence of Success:

1. Enhanced student engagement and improved academic performance.
2. Better preparedness for competitive exams through familiarity with online MCQ formats.
3. Seamless online payments ensure hassle-free transactions and financial transparency.
4. Prompt action and continuous improvement facilitated by the online feedback system.
5. Uninterrupted education during the COVID-19 pandemic through online classes and communication channels.

Challenges and Resource Requirements:

1. Limited access to smartphones and laptops among students from disadvantaged backgrounds.
2. Poor internet connectivity in rural areas, disrupting online learning.
3. Need for initial support for students with minimal digital literacy.
4. Limited technological infrastructure and resistance to change from some stakeholders.
5. Requirement for adequate resources, including hardware, software, and training programs for both faculty and students.

Samsi College's ICT-based teaching-learning system has successfully addressed the digital divide faced

by its students, particularly those from rural backgrounds. By integrating technology into classrooms, assessments, and administrative processes, the college has created a more engaging and effective learning environment. The system's success during the COVID-19 pandemic further underscores its importance in ensuring educational continuity and preparing students for the digital age. Despite challenges such as limited access to devices and poor internet connectivity in rural areas, the college's commitment to overcoming these obstacles demonstrates its dedication to providing quality education and bridging the digital divide. As Samsi College continues to refine and expand its ICT-based practices, it sets an example for other institutions serving similar demographics, showcasing how technology can be leveraged to enhance education and empower students in the face of evolving global challenges.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Samsi College, established in 1968, is the second oldest college in the Malda district and the first in Chanchal Sub-Division. Initially affiliated with the University of North Bengal, it has been under the University of Gour Banga since 2008. Founded to spread education in North Malda, it has grown into a respected institution of higher learning in West Bengal.

The college offers undergraduate courses in twelve arts and humanities subjects and commerce, along with postgraduate courses in seven subjects through distance learning. To keep pace with technological advancements, the college has developed smart classrooms and computer facilities with internet access.

Samsi College prides itself on its teaching effectiveness, evidenced by students' performance in university examinations. The faculty employs a mix of traditional and modern teaching methods, including lectures, unit tests, tutorials, and ICT-enabled approaches. The college encourages departments to organize seminars, conferences, and workshops for academic enrichment.

Student development is a key focus. The college has an Anti-Ragging Cell, two NSS units, and plans for an NCC unit. These initiatives, along with various cultural programs and inter-college events, contribute to students' personality development and social awareness. The Research Cell guides students in academic writing and presentation skills, while the college magazine "Usashee" provides a platform for student publications.

A unique feature of the college is its Natya Prashikshan Kendra, a theatrical team that has earned recognition across the state. This centre plays a crucial role in the socio-cultural development of students. Leadership development is encouraged through student-led councils and committees supervised by faculty members. The college also prioritizes mental well-being through a mentor-mentee system, with

special attention given to female students.

Physical education is promoted through various sports activities, with the college team participating in district and state-level competitions. The campus maintains an eco-friendly environment, with initiatives for water conservation and green cover maintenance.

Infrastructure development is ongoing, with facilities including libraries, INFLIBNET, ICT-enabled classrooms, computer terminals, uninterrupted power supply, CCTV surveillance, and separate hostels for male and female students.

The college is governed by various bodies, including the Governing Body, Teachers' Council, Non-teaching Staff Council, Students' Union, Alumni Association, and the Internal Quality Assurance Cell (IQAC).

Having recently celebrated its golden jubilee, Samsi College continues to focus on the holistic development of its stakeholders. Following its first NAAC Peer Team visit in 2017, the college received RUSA grants to develop as a model college. With new infrastructure being added, including annexed buildings across the road, the college is poised for further growth.

Samsi College's primary goal is to mould responsible citizens for society, the nation, and the world. Through its diverse academic offerings, focus on research and cultural activities, commitment to student welfare, and continuous infrastructure development, the college strives to provide a comprehensive educational experience that prepares students for the challenges of the modern world.

One area of Distinctiveness

To reach the community, especially the backward minority and tribal people, the college has created a '*Natya dol*' (theatrical team). It becomes easier for us to make them realise the social burning issues like superstition, child marriage, health consciousness, anti-tobacco movement, child and adult education, and so many other issues that were presented before them by our drama team. It is the best medium to reach the community with our message. Since 2016, this '*Natya dol*' has been performing various original plays in different stages across the state. Through the theatrical performance, Samsi College is reaching the grassroots level to spread consciousness on various social and cultural issues. In 2019, the college drama team produced a play named '*Manosha Mangal*', and the play was performed in different stages of Samsi, Chanchal in 2019-20. In the post-Covid situation, another play named '*Lahu*', which means blood, was produced and performed in different stages, including Kolkata. This play is about the importance and necessity of blood donation. In a very garlic dialect, '*Shersabadia*', the play has given a very useful and important message to society regarding blood donation. In 2022, another drama, '*Rangatirtha*', was produced and performed in so many places, including in the Natya Utsav of Samsi College in December 2022 and at Chanchal in February 2023.

Our drama centre has been playing a significant socio-cultural role, inspiring and training college students. At Samsi College, we are dedicated to using drama as a medium to reach people with our message, and we appreciate your support in this endeavour.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

FUTURE PLAN

We have planned educational initiatives such as funding teachers' research concepts, MOOCS SWAYAM for an extensive digital course database, and distance education under Rabindra Varati University.

Infrastructural initiatives include the construction of an annexe building, the construction of a boundary wall, installing solar energy as an alternative energy source, a well-functioning canteen with proper arrangement, etc.; an increase in the number of classrooms, and enhanced use of interactive smart boards are also on our priority list. ICT-enabled classrooms are to be increased.

We value a well-equipped computer centre offering basic courses like Word, Excel, PPT, Graphics, etc. Local schoolchildren will be encouraged to visit the college for broader exposure.

Competitive exams are very important for a student's career, so providing facilities to crack the exams is one of our agendas. Nutrition and physical education courses are also important for a student's health awareness and conditions, so they are also one of our aims.

More awareness programmes relating to mental health and psychological well-being are planned. Also, agreements with local nursing homes for internship programmes for students for NEP 2020 are planned.

Establishing a science stream is very important for the modern world, and so we aim to do it as soon as possible.

The cultural initiatives include a Local Language Centre, a cine club, and Mous with cultural organizations. Local cultural treasures like Gambhira are to be promoted.

Scope for indoor and outdoor games will also be increased by multiplying the choice of the games.

The establishment of washroom facilities for differently abled students with wheelchairs, napkin vending machines for girls, and pure drinking water facilities for all is to be arranged. Renovation and repairs are to be initiated for the hostel and campus. Proper care should be initiated to keep a vigil on the past years' programme for sustained development.

On the social front, we want to participate in social welfare programmes of the central and State governments and collaborate with NGOs.

An incubation centre is to be formed to nurture business ideas.

Concluding Remarks :

Samsi college has come a long way since its establishment in 1968. Through its journey, it has witnessed various successes and failures. But failure have never deterred it from proceeding. The college has steadfastly advanced on the lines framed both internally and externally. The college relies upon its various internal decision-making bodies for the guidelines for advancement as well as external inputs. The college has always welcome suggestions for improvement even if they come from outside. It avoids the prejudice that best things for the college can only come from inside. If external suggestions are good for the college, it has welcome them. We, at the Samsi College, believe that our successes, though significant, are small as compared to our goals. Robert Browning's lines from his poem *The Last Ride Together* has been a constant mnemonic for us "The petty done, the undone vast". Our goals are multifaceted. Nevertheless, we can categorize them as follows

1. Educational, the primary goal of this institution is spread of education in the local society which we will do to the best of our capacity.

2. Cultural, we hold that education can only be effective only if it is operative in the broader context of culture. Hence, our endeavours will always be directed towards promotion of local culture.
3. Socio-economic, we hold that the pragmatic level of existence is as important as the intellectual existence. So, we will continue our efforts to eradicate the social bigotries and show ways to the local community to economically improve their conditions. Professional, job-oriented education and training will be our focus for the years to come.

The above, as we know, will present serious difficulties. But we believe that difficulties, however great they may be, are not unsurmountable. So, we will keep trying to the limit of our capacity despite all possible hurdles. But this does not mean or imply obstinacy. If it is found that modification of a pre-set programme will surmount the problems then we will allow for the modification. If it is found that postponement of a programme is expedient for the time being then we will do that waiting for the right time for the execution. If it is found that there should be a major change in the thought process itself, then we will also do that.

Our college will reform whenever it is needed. Our college will preserve whatever is needed. A judicious combination of these two will be our priority. We want to make organizational innovation to meet the demands of the changing time. We also want to keep intact those aspects that stand the test of time. We will obey the rules set by the highest academic authorities. We will adapt the rules to meet the requirement of the lowest ranks of the students and society at large. We will keep evolving, we will keep serving the society and humanity with the duality of rigidity and flexibility, self-inspection and openness, carefulness and consistency.