Yearly Status Report - 2019-2020

Part A	
Data of the Institution	
1. Name of the Institution	**SAINT CLARET COLLEGE, ZIRO**
Name of the head of the Institution	**Dr. Fr. Allwyn Mendoz**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**03788255433**
Mobile no.	**8119860245**
Registered Email	**zirocollege@gmail.com**
Alternate Email	**principal@sccz.edu.in**
Address	**Salaya**
City/Town	**Ziro**
State/UT	**Arunachal Pradesh**
Pincode	**791120**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Rural**
Financial Status	**Self financed**
Name of the IQAC co-ordinator/Director	**Dr. Utpal Talukdar**
Phone no/Alternate Phone no.	**03788255433**
Mobile no.	**9436232385**
Registered Email	**sccziqac@gmail.com**
Alternate Email	**iqac@sccz.edu.in**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://sccz.edu.in/wp-content/uploads/2021/03/AQAR_2018-19.pdf

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	https://sccz.edu.in/wp-content/uploads/2021/03/Academic_Calendar_2020.-21docx.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	**A**	**3.02**	**2016**	**02-Dec-2016**	**01-Dec-2021**

6. Date of Establishment of IQAC	**02-Aug-2004**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
No Data Entered/Not Applicable!!!		
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	<u>View File</u>
10. Number of IQAC meetings held during the year :	**2**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	<u>View File</u>
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

12. Significant contributions made by IQAC during the current year(maximum five bullets)

12. Significant contributions made by IQAC during the current year(maximum five bullets): • IQAC organized the Staff Orientation Program (SOP) on the theme: "Reaching In, Reaching Out", Sr. Mary Vanaja, Counselor, Clarentine Support Service was the resource person for the program from July 1819, 2019. • Departmental Planning Benchmarking: The IQAC conducted the departmental planning and setting up of benchmarks for the academic year 201920 on July 20, 2019, wherein all nine departments comprised of 31 faculty members participated. • Conducting Talks and Awareness Programmes: A talk was organized on October 28, 2019, in collaboration with Xavier Board of Higher Education in India, wherein the resource person Dr. Annamma Phillip, FMM, SecretaryGeneral, XBHEI Former Principal, Stella Maris College (Autonomous), Chennai, delivered a lecture on "Professional Ethics Rights and Responsibilities" to the staff of SCCZ. • Academic Administrative Audit (AAA): The Xavier Board of Higher Education in India (XBHEI) was invited by IQAC, SCCZ to visit the institute and conduct the academic and administrative audit (AAA). The board accepted the invitation and nominated two members: Dr. Annamma Phillip, FMM, SecretaryGeneral, XBHEI, and Dr. Ordetta Mendoza, Member, XBHEI to conduct AAA. Day1 (October 27, 2019): Meeting with Principal, SCCZ meeting with IQAC members verification of physical facilities. Day 2(October 28, 2019): Interaction with staff verification of documents (Departments and Administration). • Online Faculty Development Programme (FDP) on "Teaching, Learning, and Evaluation using TALENT LMS" from July 2228, 2020, organized by IQAC, SCCZ in collaboration with Edifyers Global Solution LLP, India, and Epignosis LLC, USA.

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
No Data Entered/Not Applicable!!!	

14. Whether AQAR was placed before statutory body ?	**Yes**

Name of Statutory Body	Meeting Date
Management Council	**22-Aug-2020**

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	**Yes**
Date of Visit	**28-Oct-2019**
16. Whether institutional data submitted to AISHE:	**Yes**
Year of Submission	**2020**
Date of Submission	**08-Mar-2020**
17. Does the Institution have Management Information System ?	**Yes**
If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	**The Management Information System (MIS) of the college is a central data repository capable of gathering, organizing, and storing student data along with processing and analyzing it and generating various reports from it. Hyperlynk Info designed the College Management System (CMS) 3.1.0.0 for Saint Claret College, Ziro. In the CMS, student behaviour can be largely tracked. It stores crucial student data such as personal data, exam records, and hostel and library details. The system includes various modules such as master setting admission details Hostel, Transport, Attendance, Results, Payroll (includes employee details), and Payment Gateway Utility (yet to be**

integrated with online payment). These insights can be eventually used to analyze and monitor the improvements or retrogression in the students over time. Modules Offered: 1. Master Setting 2. Admissions 3. Hostel 4. Transport 5. Attendance 6. Results 7. Payroll 8. Payment Gateway 9.Utility The MIS of Saint Claret College, Ziro is a userfriendly and efficient system that enables the management to track the resources and to make appropriate decisions. It is currently running on offline mode due to limited connectivity issues. There is a provision to take it online. Regular online tech support and bug fixes has ensured that the system runs smoothly.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The academic year begins with SOP: Staff Orientation Program, much ahead of the arrival of first year students. An integral component of the SOP is the session on "Departmental Planning." It involves discussion on various papers or courses that need to be handled by the faculty. The discussion involves the elements on Departmental Objectives for the Year, Benchmarking (Batch-wise), Zero Hour Activities (equivalent to Tutorials), Mentoring Strategies, Remedial Teaching, and Assignment of CHEP (Claretine Holistic Education Program) responsibilities. This Planning is followed up by the use of Staff Service Journal: a daily log book with two sections: Plan of Action (PoA) and Action Taken Report (ATR). In the PoA, every faculty enters each portion of the curriculum as well as co-curricular activities as planned for each week. In the ATR, on a daily basis, the faculty enters the topics taught, methodology, and co- and extra-curricular activities engaged in. The HoD scrutinizes the Journal periodically, and at the end of every Term/Semester, the Journal is submitted to the IQAC Coordinator who verifies the entries and forwards it to the Principal for his final signature. The Journal becomes a focus of discussion at the mid-year and end-of-the-year personal meeting of the staff with the Principal. Other Methods of Implementation include: • Class Routine which is drafted by the Academic Coordinator in consultation with the Vice Principal, reviewed by the HoDs, and adopted by all. • Staff Substitution: In case a faculty is absent on a day or needs to take leave, the class is engaged by another faculty, and later recovered by the faculty who was absent, thus ensuring class hours are not lost. There is a Staff Substitution Format each leave applying faculty must fill in and submit to the Staff Coordinator who will ensure its realization. • Regular Departmental Meetings to assess progress and to provide for remedial actions. • Monthly Staff Council Meetings for review of progress. • Question Paper Patterns of the University examinations are discussed. Previous Question Papers are made available in the Library. Evaluation has two parts: evaluation of the performance of the students under the curriculum, and the evaluation of the curriculum itself. The student performance and realization of objectives are evaluated through Continuous Internal Assessment (CIA) with three

components—Assignments/Monthly Assessment Test (MAT), Mid Semester Exam (MSE), and Attendance—take care of the diagnostics and evaluation. The Marks of the CIA are published on the notice board for students to follow up. MAT serves as diagnostic tool to identify the areas of strengths and weaknesses of each student. The evaluation of the Curriculum is realized through the following means: • Faculty Appraisal by the students. • An exit-interview to a sample of the final year students. • Discussions on curriculum with the members of the Board of Undergraduate Studies (BUGS) of the affiliating University and through suggestions made to them, informally and formally through the college's own faculty members serving in the BUGS. Formal and informal feedback from parents, visitors, academicians, and students.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
NIL	NIL	Nil	0	0	0

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		
No file uploaded.		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
No Data Entered/Not Applicable !!!		

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
No Data Entered/Not Applicable !!!		

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Coaching for Competitive Examinations	05/08/2019	35
Tourism Management	06/08/2019	48
Personality Development	06/08/2019	64
Communicative English	06/08/2019	81
Short Film Production	06/08/2019	21
CHEP	09/08/2019	673
IIRS Distance learning program on GIS, Remote Sensing GPS	12/09/2019	70
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
No Data Entered/Not Applicable !!!		

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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	No
Alumni	No
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

The feedback system is adopted using structured questionnaire with 17 criteria focusing on quality improvement such as upgrading of the curriculum, teaching-learning and evaluation process, physical facilities, students' welfare and benefits. Respondents are required to give their responses against each specified parameters based on a 5-point rating scale (1 being the lowest and 5 being the highest). Thus, the ratings obtained are tabulated as: [1Poor 2Average 3Good 4Very Good 5Excellent]. Analysis: Average rating of all the respondents and for each criterion is drawn from the total sample and tabulated. Thus, each criterion is assigned a specific score using the following formula: Criterion score (e.g, library facilities) Total score in a criterion/ total number of respondents Similarly, the overall feedback score for the institution is computed using the following formula: Overall Rating Total score across 17 criteria / 17 In addition, feedback from students are invited through following means: • Suggestion boxes are placed at different locations on campus to ensure that students can register their feedback as well as grievances. • A complaint register with ATR section is also maintained by the college, for prompt action. • A Washroom Maintenance Committee consisting of the management, students, staff members, and janitors has been constituted to address issues with regard to washroom facilities and its cleanliness. • Exit Interview on curriculum as well as other variables- obtained from the outgoing batch. The feedback thus obtained is evaluated and communicated to students, teachers, and stake holders through following means: • Feedback is communicated within the College through Management Council, Staff Council Meetings and during personal meetings with the faculty. • Feedback is communicated with the University and Department of Education through discussing them at the Annual Conference on Higher and Technical Education, which is regularly attended by the Principal. • Evaluation by Students on Objectives and Curriculum, as part of the Staff Appraisal. • Exit Interview on curriculum as well as other variables. • Suggestion boxes in the Office, Library, and Hostel. • Review of Curriculum and Enrichment Strategies through Departmental Meetings, Staff Council Meeting, and Departmental Planning during SOP • IQAC supervises such feedback activities and submits summary findings. • Informal and formal discussions with various governmental departments on curriculum. • Ideas and suggestions are carried to BUGS as well as various meetings and consultations at the University.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BA	General	300	265	204
BA	Professional	30	15	14
BCom	Commerce	50	15	8
[View File](#)				

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	673	Nill	31	Nill	Nill

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
31	31	8	16	2	5
[View File of ICT Tools and resources](#)					
[View File of E-resources and techniques used](#)					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Yes. The College has a robust practice of mentoring. The teachers are assigned a group of students to conduct mentoring for academic-related issues and stress-related issues, a student counsellor is available for counselling sessions for the students thrice a week. A mentor meets his/her wards at least twice in a Semester to monitor the academic performances of the students, to follow up their attendance, and to find remedies for better performance. This is mandatory for all the mentors and the mentees. The mentor may assign home tasks for the mentee and the details will be recorded in the mentoring Log in the Handbook of the student. Other than the mandated mentoring sessions, mentors meet students who are facing any kind of issues, at different times. Some who need professional help are referred to the Counsellor of the College.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
673	31	1:22

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
31	31	Nill	7	6

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National,

International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
No Data Entered/Not Applicable !!!			
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BCom	Commerce	Nill	24/09/2020	20/11/2020
BA	Professional	VI	22/09/2020	20/11/2020
BA	General	VI	28/09/2020	20/11/2020
[View File]()				

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

SCCZ conducts its CIE creatively across three CIA components viz., Assignments/Monthly Assessment Test (MAT), Mid Semester Exam (MSE), and Attendance as follows: There are three components for CIA (20 marks): Attendance (5 marks), Assignments/Monthly Assessment Test (MAT5 marks), and Mid-Semester Exam (MSE 10 marks). Attendance: The five marks for attendance is tabulated based on the actual attendance of a student, without considering any unauthorized leave, using the following parameters: ??100-90 5 Marks ??89-85 4 Marks ??84-80 3 Marks ??79-75 2 Marks ??74-70 1 Mark Assignments: Every subject/paper has at least three assignments which may take the form of written assignment, presentation, project work, etc. Average of these assignments is taken for the five marks under assignments. Monthly Assessment Test: MAT is held on every first hour of Monday across a semester. Each subject/paper has at least two written MAT of 1 hour duration and for 25 marks, which would then be reduced to 20 (5 marks). The best score of these two MAT is taken for the five marks under MAT. Attendance at MAT is absolutely mandatory. Mid-Semester Exam: MSE is held for each subject/paper mid-way through a semester. MSE is a written examination of 2 hours duration and for 50 marks, which would then be reduced to 20 (10 marks). Attendance at MSE is absolutely mandatory.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

With the circulation of the parent University's academic schedules a Staff Council Meeting is conducted at the end of an academic year to plan the major events of the Academic Calendar for the next academic year. This helps in the transparency, shared ownership, and systematic execution of the plans and projects of the institution. Every teacher is aware of the signature programs of SCCZ, and there is a concerted effort to brainstorm as to how the events can be distributed across the entire year with optimal effectiveness. Some of the major events that are factored in the Academic Calendar are the following: ??Teachers' Orientation Program ??Certificate Courses ??Academic Year Inauguration ??Student Orientation Program ??Fresher's Day, Inauguration of Associations, College Day, Farewell Day, Commencement Day, Claretian Universal Mission Day, NSS Day. ??Mid Semester Examinations (First Term / House Test/Pre-

Finals) ??End Semester Exams ??Deadlines for various registrations with the University ??College Fest, Resonance ??Food Fest, Gastronomia ??Departmental Seminars The academic calendar is integrated into the College Handbook which also contains the course details as well as rules and regulations of the college and university. The Handbook is distributed at the admission time, so that students have ample time to read, understand, and come prepared from day one. There are periodical Staff Council meetings to check on the progress of the ongoing projects and planning. Any changes, due to exigencies, are communicated through the notice board, College Website, and College Facebook page.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://sccz.edu.in/index.php/program-course-outcomes/

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
UG	BCom	Commerce	13	12	92.31
UG	BA	Professional	12	12	100
UG	BA	General	212	181	85.38

View File

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://sccz.edu.in/wp-content/uploads/2021/05/SCCZ_Student-Satisfaction-Survey.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
No Data Entered/Not Applicable !!!				
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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
No Data Entered/Not Applicable !!!		

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
No Data Entered/Not Applicable !!!				

No file uploaded.

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
No Data Entered/Not Applicable !!!		

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
No Data Entered/Not Applicable !!!	

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Anthropology	1	0.44
National	Education	2	0
National	Geography	2	0
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Mass Communication	1
View File	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
No Data Entered/Not Applicable !!!						
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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
No Data Entered/Not Applicable !!!						
No file uploaded.						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	Nill	3	Nill	Nill
Presented papers	Nill	3	Nill	Nill
View File					

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Mass social service at the adopted Kalung village	NSS Unit	2	45
Cleanliness drive at Hapoli township	NSS Unit	1	26
Awarness drive at Kalung, and Old Ziro Market	NSS Unit	1	25
Blood Donation Camp	NSS Unit	2	13
Capacity building of Youth on Leadership and Personality Development through life skills	NSS Unit of Arunodaya University	Nill	4
North East Youth Festival	NSS Unit NSS, Regional Directorate, Guwahati	Nill	6
Obervation of Poshan Maah	NSS Unit	3	257
Mission Clean Kley	NSS Unit	1	90
View File			

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
No Data Entered/Not Applicable !!!			
No file uploaded.			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agen	Name of the activity	Number of teachers	Number of students

	cy/collaborating agency		participated in such activites	participated in such activites
NSS	NSS	Awareness drive on COVID-19	1	60
NSS	Apatani Youth Association	Mission Clean Kley	1	90
NSS	CASA	Swachhta Abhiyan	31	300
Geography, SCCZ	Directorate of Tourism, Government of Arunachal Pradesh	Awarness on prospects of tourism in Ziro Valley through skit performance at Swikhe Lake, Ziro	3	43
NSS	NSS	Poshan Maah	3	257
View File				

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Ziro Literary Festival	49	SCCZ	2
Human Resouce Management Labour relation: Chat with TISSian 4.0	122	SCCZ	1
View File			

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internships	Electronics	Arunachal Today, Itanagar, A.P. Jack Tayeng, 9774032046	12/12/2019	12/01/2020	2
Internships	Electronics	CDCN (Capital Digital Cable News), Itanagar, A.P. Mintu Tamuli,	12/12/2019	12/01/2020	2

		8119053721			
Internships	Electronics	Arunachal 24x7, Itanagar, A.P. Sapna T. Taku, 9402817063	12/12/2019	12/01/2020	2
Internships	Print	The Arunachal Times, Itanagar, A.P. Amar Sangno, 9436675445	12/12/2019	12/01/2020	2
Internships	Electronics	Arunachal Mirror, Itanagar, A.P. J. T. Tagam, 8131925115	12/12/2019	12/01/2020	2
Internships	Electronics	Spark Film Production, Naharlagun, A.P. Topan Rimo, 8131921784	12/12/2019	12/01/2020	2
[View File](#)					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
NIT, Arunachal Pradesh	17/10/2019	Staff and Students exchange programme	Nill
[View File](#)			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
91	90.89

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing

Laboratories	Existing
Class rooms	Existing
Campus Area	Existing

[View File](#)

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
KOHA	Fully	17.11.13.000	2013
RFID	Fully	192.168.7.1	2019

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	5463	2710888	190	45109	5653	2755997
Reference Books	1845	920395	80	12840	1925	933235
Journals	24	76812	Nill	Nill	24	76812

[View File](#)

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
No Data Entered/Not Applicable !!!			
No file uploaded.			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	81	50	0	0	0	8	12	0	11
Added	0	0	5	0	0	0	0	5	0
Total	81	50	5	0	0	8	12	5	11

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

5 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
No Data Entered/Not Applicable !!!	

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
22.51	22.51	16.74	16.73

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

SCCZ is committed to integrating the objectives of achieving academic excellence and holistic educational development with concurrent infrastructural development. In order to create and enhance the infrastructure that facilitates effective teaching and learning, policies are framed meticulously according to the strength and needs of the students in different streams. The strategy is to enhance infrastructure parallel and optimal to the expanding curricular and beyond curricular requirements and programmes of students. The policy is based and formulated considering the developments in educational skills, upgradation and maintenance of infrastructure, laboratories, equipment, furniture etc. Infrastructural requirements are discussed at staff meetings and at management committee meetings. Before the end of a calendar year, the infrastructural needs for the upcoming year are discussed and decided upon and communicated at the Governing Body and incorporated into the budget proposals which are scrutinized by economic council of the society. On recommendation from the economic council, the governing body approves them, subject to the availability of funds. On approval and release of funds, the project is implemented. SCCZ has an optimal and well maintained infrastructure in terms of buildings, residential blocks, staff quarters, play grounds, prayer hall, computer lab, language lab, audio-visual lab, projectors, lab materials required for geography, anthropology, and mass communication, library and variety holdings, canteens, parking facilities, indoor facilities for games, space of IGNOU, examinations and admission offices, etc. Complete record of all infrastructures, software and other maintenance work are maintained under the supervision of Vice Principal (Administration). A periodic verification are carried out to find out and replaced (if needed). Apart from regular maintenance and the plumbers and electricians promptly attend the complaints, if any. SCCZ remains earnestly committed to provide optimal infrastructure available for smooth teaching-learning-research-extension programme.

https://sccz.edu.in/index.php/infrastructural-development/

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	SCCZ Residential Scholarships Academic Scholarships……	26	95000
Financial Support from Other Sources			
a) National	Ishan Uday Special Scholarship	66	1377900

	Scheme For NER Umbrella Scheme-Post Matric Scholarship		
b)International	Single Step Foundation Scholarships (SSF)	54	173500

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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Peer Counselling	24/09/2019	13	Student's Counsellor
Communicative English	06/08/2019	81	SCCZ Faculty
Personal Counselling	05/08/2019	27	Student's Counsellor

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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2019	ALS-	Nill	Nill	Nill	Nill

No file uploaded.

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
No Data Entered/Not Applicable !!!		

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
No Data Entered/Not Applicable !!!					
No file uploaded.					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to

2020	110	BA, B.A. (Mass Communication),B.Com	Anthropology Economics Education English Geography History Political Science Mass Communication Commerce	Rajiv Gandhi University, Itanagar NEHU, Shillong BHU, Varanasi IIMC, New Delhi.	MA, M.Com MCJ…

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
No Data Entered/Not Applicable !!!	
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
College Week (Resonance)	**College level**	**673**

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5.3 – Student Participation and Activities

5.3.1 – 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	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
No Data Entered/Not Applicable !!!						
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Junior Claretine Council (JCC) is the Body of the Student Representatives of Saint Claret College, Ziro. Its role is to be at the service of the academic fraternity of the Institution, the Senior Claretine Council and the Management in the realization of the Mission, Values, and Objects of Saint Claret College.The JCC has a consultative status in the matters in which suggestions/opinions of the Council are sought by the President. The JCC is and shall be absolutely non-political in character. The Principal is the ex-officio President, and the Vice Principal (Administration) is the ex-officio Treasurer of JCC. The Vice Principal (Academics Student Affairs) is an ex officio member of JCC. The other members of JCC are either elected or nominated, for one academic year. A student is eligible to get elected only once in his/her entire studentship at SCCZ. At any point of time, the maximum number of student-members shall not exceed 20. The JCC meet takes place at least once in a term, thus three times in an academic year, and as and when deemed necessary by the President. The JCC shall co-operate with the Senior Claretine Council and the Core Staff Council for the smooth conduct of the classes, examinations, co- and extra-curricular activities of the college. The JCC shall be the Organizing

Committee for the major functions held on campus. From the JCC, student animators shall be appointed for the various associations of the College, such as SCALE, CASA, SAGA, CYC. The Sub-Committees formed for the smooth organization of various functions shall have the JCC members as ex-officio functionaries. Grievance Redressal Cell to look into the genuine grievances of the student body shall have the JCC Captain as an ex officio member, besides other nominated members from the JCC and the Staff. However, if the Grievance is against the Captain, he/she shall be excluded.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No Data Entered/Not Applicable !!!

5.4.2 – No. of enrolled Alumni:

No Data Entered/Not Applicable !!!

5.4.3 – Alumni contribution during the year (in Rupees) :

No Data Entered/Not Applicable !!!

5.4.4 – Meetings/activities organized by Alumni Association :

No Data Entered/Not Applicable !!!

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The departments are given free and creative rein to plan and execute the delivery of the curriculum in the most effective manner, especially the manner of organizing the Zero Hours, departmental seminars, special classes, remedial teaching, etc. The individual teachers report to the HoD, who in turn reports to the Staff Coordinator. The Staff Coordinator reports to the Principal and VPs. In more specific terms, the following levels of decentralization are present: • Vice Principal is entrusted with the attendance monitoring, student associations, clubs, and cells, College Festivals, and other cultural programmes and events. He discharges his duties through delegation to various staff and student committees. • Vice Principal (Administration) deals with the financial management of the College, infrastructural management and development. The Office of the non-teaching staff reports directly to him. • IQAC Coordinator takes care of quality related procedures, organization of workshops, and assessment of faculty, and reports to the Principal directly. • Staff Coordinator is the liaison officer between the top leadership and the departments. He serves as secretary to the Staff Council. • HoDs take responsibility for the planning and execution of departmental goals and activities for each year. • Various Cells, Associations and Centres have their Coordinators who, together with the student animators, plan and execute various activities with approval from the Principal. • Student Council, Junior Claretine Council, is entrusted with the task of executing student related activities such as Resonance (College Week), Teacher's Day, Fresher's Day, Farewell Day, College Day, etc. • The Hostel related matters are handled by a Sr. Warden who is entrusted with the responsibility of day to day management of the Hostel. The Hostel Cabinet comprising of student representatives assists in various matters related to the hostel. The college works through delegation

with participative management and accompaniment. Major decisions are taken collectively, in consultation with the Staff, and wherever necessary, with the student leaders as well. The various levels of participatory management are: the management, Faculty, non teaching staff, students, and parents. University and Government departmental officers, academic peers, and distinguished or general visitors are also taken into confidence and their consultation and opinions sought in bettering the College in manifold ways.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	The University provides for 10 of updating of the curriculum without any explicit approval of the University and without taking away the existing components in the syllabi. Making use of this provision, SCCZ has done the following: • Adding 'Unit 0' as Foundational unit, as a sort of revision and updating of the basic fundamentals at the beginning of each paper. Unit 0 creates a launching pad and improves learning readiness. Adding 'Unit 100' as an Advanced unit, whereby students engage in creative learning tasks such as small project, class quiz, wall magazine, etc.
Teaching and Learning	• Upgrading Library facilities • Upgrading Lab facilities: Computer Lab. • Provisions for ICT-enabled teaching-learning process: Audio-Visual Repository. • Zero Hours (Tutorials) • Departmental Seminars and Departmental Fest • Newsletters, Wall Magazines • Add-on Certificate Courses such as DCA, Tourism management, Personality Development, Communicative English. • Streamlined Continuous Internal Assessment • Streamlined Examination Cells
Examination and Evaluation	Examinations comprises of two parts viz., Continuous Internal Assessment (20 marks) and End Semester Examinations (80 marks). SCCZ conducts its CIE creatively across three CIA components viz., Assignments/ Monthly Assessment Test (MAT), Mid Semester Exam (MSE), and Attendance. Evaluation: The student performance and realization of objectives are evaluated through Continuous Internal Assessment (CIA) which takes care of the diagnostics and evaluation. The Marks of the

	examinations are published on the notice board for students to follow up. MAT serves as diagnostic tool to identify the areas of strengths and weaknesses of each student.
Research and Development	• Establishment of Research Promotion Cell and Institutional Review Board • Encouragement for Research through Seed money • Encouragement through financial reward for quality publication in journals • Other seminars and workshops, national regional. • Publication of research journal, InterViews • Library upgradation • INFLIBNET Access Registration Progressive and phased Infrastructural Development: hostels, computer lab, canteen, chapel, staff quarters, playground, etc.
Library, ICT and Physical Infrastructure / Instrumentation	Library: Working Days: Monday – Saturday (except holidays) RFID, KOHA, OPAC Working Hours: Week Days- 8:30 AM to 4:30 PM Working Hours: Weekend (Saturday)- 8:30 AM to 1:30 PM Closed on- Sundays, Public Holidays Lay Out of the Library- Stack Room/Librarian's Office/Staff Reading Section/Student Section ICT LCD Projectors/Smart Boards/Departmental repositories/Computers/Language Lab/AV Lab/GIS Lab
Human Resource Management	• Adoption of a comprehensive Employee Manual, detailing parameters of work culture, salary scale, promotional parameters, etc. • Staff Orientation Program (SOP) every academic year. • National and regional seminars/workshops for in-house external faculty. • Research support Consultative and collaborative Councils for teachers students
Industry Interaction / Collaboration	• Field visits to various newspapers houses and media by Mass Com students • Preparing students for industry with soft skills training.
Admission of Students	• An Admission Committee is formed of the staff to co-ordinate the admission process. Student volunteers are chosen to assist during the admission days. • Scrutiny of application by the Admissions Committee. • First Cycle of Admission: following the scrutiny and based on merit, a selection list is published on the College Website and the Notice Board, with specific date and time given to each student to take

admission. • Admission is given following verification of original documents, interview with the Principal, and in the presence of parent/guardian of the student. • Admission Entrance Test: Students who have not made into the First List and those securing less than 50 in 102 examination are required to undergo an Admissions Entrance Test (written). The nature and type of Questions to be expected are informed to the candidates through the Bulletin Board and the website. The Second List for Admission is prepared on the results of the Admissions Test. The Closing Date of Admission is announced over the Notice Board and the College website.

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
No Data Entered/Not Applicable !!!	

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
No Data Entered/Not Applicable !!!				
No file uploaded.				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2020	Teaching, learning Evaluation using Talent LMS	Teaching, learning Evaluation using Talent LMS	22/07/2020	28/07/2020	31	3
[View File](#)						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development	Number of teachers who attended	From Date	To date	Duration

programme				
Refresher Course	1	19/08/2020	01/09/2020	14
Refresher Course	1	07/07/2020	20/07/2020	14
Orientation Program	2	26/06/2020	24/07/2020	21
Faculty Development Program	13	22/05/2020	29/05/2020	6
[View File](#)				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
2	8	Nill	Nill

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
No Data Entered/Not Applicable !!!		

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The institution conducts both internal and external financial audits regularly. The internal audit is conducted by the society of Claretians, Northeast India Delegation on a quarterly basis. The annual financial audit is conducted by RSM Associates, Chartered Accountants, Guwahati, Assam

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NIL	0	NIL
No file uploaded.		

6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Xavier Board of Higher Education in India (XBHEI), Bangaluru	Yes	IQAC, SCCZ
Administrative	Nill	Xavier Board of Higher Education in	Yes	Society of Claretians, Northeast India

	India (XBHEI), Bangaluru, RSM Associates, Charted Accounts, Guwahati			Delegation

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

NIL

6.5.3 – Development programmes for support staff (at least three)

Over the years, several systems and processes have been built into the SCCZ work ethics/culture for the professional development of its staff and are consistently and religiously adhered to: 1. Staff Orientation Program in the beginning of the academic year. 2. Staff Induction Program for newly recruited support staff. 3. Training on the use of college management system.

6.5.4 – Post Accreditation initiative(s) (mention at least three)

• Formation of IQAC as per latest NAAC guidelines. • Quality initiatives by IQAC. • Feedback from the stakeholders

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	Yes
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Staff Orientation Program (SOP): Reaching In, Reaching Out	18/07/2019	18/07/2019	19/07/2019	31
2019	Departmental Planning Benchmarking (Odd Semester)	20/07/2019	20/07/2019	20/07/2019	31
2019	Claretine Orientation Program (COP)	22/07/2019	22/07/2019	22/07/2019	218
2019	Result Analysis (Even Semester)	19/07/2019	19/07/2019	17/08/2019	9
2019	CHEP	09/08/2019	09/08/2019	08/11/2019	673
2019	First IQAC (Internal)	09/10/2019	09/10/2019	09/10/2019	10

2019	IQAC Meeting with Xavier Board of Higher Education in India, Bangalore.	27/10/2019	27/10/2019	27/10/2019	10
2019	Talk on Professional Ethics: Faculty Rights and Responsibilities by Dr. Annamma Philip, XBHEI	28/10/2019	28/10/2019	28/10/2019	31
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
No Data Entered/Not Applicable !!!				

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
Energy conservation measures taken by the college: The Institution has regularly reminds the students as well as the staff to conserve energy and not to waste any resources. As regards to energy conservation, the following steps have been implemented: 1. An "End of Day Task List" for the Staff Coordinator and Head of Departments to perform as part of their routine. This List includes ensuring that all lights are switched off in the Staff Rooms, Colloquium, and Offices. 2. At the end of the day, the residential Class IV staffs physically verify if all lights are turned off in corridors, classrooms, offices, toilets, etc. 3. The Building is designed with as many windows in the East-West corridor, so as to receive maximum natural lighting, reducing power consumption. The institution also has facilities for alternative sources of energy and energy conservation measure: a. Solar energy: The institution has installed 2 numbers of solar water heaters in the 140-bedded residential hostels so as to cater for hot water requirement of hostel students. Capacity of this solar water heater is 500 litres each of hot water per day. b. Use of LED bulbs: The institute has been using 100 LED bulbs and power efficient equipment in the building as well as in the campus. The sole objective of introducing the use of LED bulbs in the institution is to conserve and reduce the consumption of power.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries

Nill	No	Nill

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
No Data Entered/Not Applicable !!!							
No file uploaded.							

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
SCCZ Handbook 2019-20	29/06/2019	The SCCZ Handbook explains about the code of conduct for students, wherein various campus culture directives were provided.
SCCZ Staff Service Manual	01/07/2019	The entire manual comprises of 12 chapters, which include role profile, code of conduct, work culture. Every employee shall be governed by the code of conduct, as specified in the manual and every such employee shall be liable to the disciplinary actions specified separately for breach of any provision of the code of conduct.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
CHEP	09/08/2019	08/11/2019	673
[View File](#)			

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

* Litter free campus, • Rain water harvesting, • Green campus with plantation of trees, • Cleanliness drive, • Taking care of the plants regularly by adopting a plant by each student.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice No. 1 1. Title of the Practice Claretine Holistic Education Programme (CHEP) 2. Goal The Mission Statement (MS) of the College underscores that the kind of education a student, especially a tribal student, receives at the portals of Saint Claret College must be a holistic one, geared towards a

soulful, human formation of their intellect, will, heart, and soul. The MS thus delineates six-pronged formation, of which only the first one ("intellectual competence") is addressed by the university curriculum directly. The rest must be addressed, communicated, and given training in. Besides, the College has proclaimed five Core Values to be upheld in its being and conduct, which also need to be passed on to the Claretines. "Home in for soulful learning" has been the invitation offered to potential students, and CHEP was set in place for the purpose. 3. The Context When SCCZ came into being, the educational scenario in Arunachal Pradesh was anything but rosy. There was little infrastructure, few institutions, and limited exposure for the youth to quality education. The teachers exclusively focused on completing syllabus, and no other out-of-the-box thinking was easy. However, SCCZ insisted on providing education with a difference, and wanted its students—Claretines—to graduate with a differential. 4. The Practice First of all, teachers were formed into teams. The five components of the Mission and five Core Values of the Colleges were listed (thus ten). Teachers were allowed to choose each component as per their degree of comfort and confidence. Each team was then guided to select and finalize three sub-topics, in a graded order, building on the previous ones. They were then guided to prepare a lesson module for 45 minutes, which is light on theory, but strong on exercises, interactive discussions, debates, group games, and a final reflective wrap up with consolidation of gains from the session. The lesson plans for 10 components x 3 subtopics (thus 30) were prepared and compiled into a CHEP Module Booklet. It was then distributed to all faculty, and each team trained the rest of the faculty in how to impart the module to the class, so that everyone is trained to take any module and every student will get a standardized class input. The CHEP Hour runs for ten hours a year. Thus a Claretine gains 30 hours of CHEP Hours during his/her entire life at SCCZ. Given below is the CHEP Module of 30 hours: 0. Intellectual Competence: Taken care of through regular Course Work Zero Library Hours. 1. Professional Skills: Module 1.1 Communication Skills Module 1.2 Decision Making Module 1.3 Interview 2. Spiritual Evolution: Module 2.1 Love Module 2.2 Forgiveness Module 2.3 Spiritual Inspired Youth Culture 3. Moral Uprightness: Module 3.1 Healing Corruption Module 3.2 Honesty Module 3.3 Response Ability 4. Social Responsiveness: Module 4.1 Fundamental Rights Module 4.2 Fundamental Duties Module 4.3 Being Good Samitan 5. Cultural Tolerance: Module 5.1 Overcoming Stereotypes Module 5.2 Communal Harmony Module 5.3 Many Voice, One World 6. Faith in God: Module 6.1 God-Concept Module 6.2 Faith Module 6.3 Religious Harmony 7. Integrity: Module 7.1 Sincerity Module 7.2 Intellectual Integrity Module 7.3 Fidelity 8. Peace: Module 8.1 Nonviolence Module 8.2 Tolerance Module 8.3 Being Peace Agents 9. Cooperation: Module 9.1 Teamwork Module 9.2 Building Trust Module 9.3 Conflict Resolution 10. Personal Competence: Module 10.1 Self-esteem Module 10.2 Interpersonal Skills Module 10.3 Leadership 5. Evidence of Success The Programme has been a great success. Measuring such success is mostly qualitative. Student and staff feedback have been very encouraging. Students love the highly interactive environment of the CHEP Hours, with its thought-provoking exercises and discussions. Many alumni have mentioned that what they have cherished most in their SCCZ Campus experience was the CHEP Programme. Best Practice No. 2 1. Title of the Practice Departmental Seminars cum Darpan (Departmental Fest) 2. Goal "Intellectual Competence" and Professional Excellence," professed in the SCCZ Mission Statement are primary commitments for the College. This goes coupled with the fifth Value that SCCZ upholds: personal competence. The "Departmental Seminars cum Championship Fest" is conceived as a strategic response in fulfillment of this part of the Mission of SCCZ. The explicit goal is to enhance the personal competence of the Claretines by providing creative avenues for building on their learning by additional research, write-up, and presentation as well as by creative expression of the learning transforming learning into enjoyable play. Students also learn to make presentations through PowerPoint. Through this Best

Practice, a Claretine also develops a sense of self-reliance and ownership of responsibility for one's own education. This Practice also caters to the second, fourth, and fifth Core Values of Higher Education as identified by NAAC (i.e., fostering global competencies, promoting use of technology, quest for excellence.) 3. The Context Majority of the students of Saint Claret College are first generation learners with no great background or skills for learning. Most of them are short on confidence. Though the entire school education is in English, most of them have poor linguistic skills and are challenged in communication skills. At SCCZ we insist that the best way to conquer one's inadequacies is to face them squarely and learn from mistakes. The Departmental Fest cum Seminars provide such a venture "to bite the bullet" and win over one's inner apprehensions. Initially, training students to identify topics for presentation, especially seminars, and to do research was difficult, as they were pretty unfamiliar with taking studies into their hands. However, the commitment of the teachers, enthusiasm of students, and the attractive prize money were effective in gradually making the event a great success. 4. The Practice The Practice, as titled, has two major components: Departmental Seminars and a Championship Fest. The months of August-September are chosen as the window for the Seminars, on the following reasons: (a) It is early in the academic calendar. Students are fresh, full of enthusiasm and vigour (b) Having it early will boost their interest for the subject/discipline and it adds to their performance in the examinations that follow thereafter. Every Major subject has a student-led Seminar. Generally, Saturdays are assigned for the Seminar. The paper presenters for the Seminar are chosen from the second years. Six volunteers, in teams of two (a boy and a girl), are invited. Together with the Faculty, they choose a theme for research, divide it into three sub-areas each of which is assigned to a team. The team researches diverse sources (books in the library, internet sources, journals, etc.) and writes up a paper under the guidance of the faculty. Well-known academicians from Universities in the State or outside the State, are invited to be the Chief Resource Persons. On the specified day, a two-hour long Seminar is held. The Chief Resource Person introduces the topic and its relevance first. Then the student teams present all three papers, often using PowerPoint programme, with a Q A session at the end of each paper. After all three presentations, the Resource Person gives an evaluation of the presentations, and goes on to deliver a lecture on the topic, and ends with a detailed Q A. [The topics dealt with over the years are given in detail in Criterion 3.6.4] If the Seminar is highly formalized academic exercise (thereby giving training for the same) attended by all students of the discipline, but led by six of them, the Departmental Championship Fest throws open participation to greater number of students and brings in the element of fun and play. Generally held in March, Departmental Fest is participated in by all departments. There are two parts to the Fest: In the first part, each department is given a 20-minute capsule for a cultural programme on a theme integral to their discipline. The department is free to present it in any creative way. In the second part, each department puts up an exhibition/tableau, again on themes integral to their discipline. External experts are brought in as judges for evaluating both the Cultural Display and the Exhibitions. Based on the points awarded, a Departmental Champion and Runner Up are declared. 5. Evidence of Success The Practice has produced rich dividends. Students have learned the art of research, writing up paper, and presentations. Their confidence levels and communication skills have improved. The Departmental Fest has facilitated cooperative teamwork cutting across juniors and seniors, resulting in a family-feeling within each department. Teachers and students work together as fellow learners, temporarily collapsing their formal differences and thereby sharing a common passion and joy not unlike participating in a ritual. Most importantly, students develop keen interest in academics. Students have come up with astoundingly creative programmes, especially tableaus and exhibition stalls.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
https://www.sccz.edu.in/pdf/SCCZ%20Best%20Practices%20(two).pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The one area distinctive to the vision, priority and thrust of the college is its commitment to providing soulful higher education to the tribal youth, as articulated in the Vision of the College. Saint Claret College, Ziro (SCCZ) was established in 2003, at a time when there were no Colleges nearby and it was the earnest desire of the people of Ziro to have a Degree College which would provide Quality Higher Education. SCCZ was established to fill in this lacuna and in its seventeen years of existence it has made gradual progress towards realising this commitment. The college caters predominantly to the students belonging to the ST category who comprise of more than 90 of its total strength. SCCZ has a well-designed value education program called CHEP (Claretine Holistic Education Program). Despite being located in a remote area, it has been at the forefront in its efforts to integrate the use of technology in teaching-learning. As a testimony to the quality in its teaching-learning practices, SCCZ has consistently scored the highest pass percentage in the University examinations. SCCZ has bagged the Best Disciplined Team Award repeatedly at various youth festivals, in addition to winning merit awards in various competitions at the state level. It is the only College to have been commended by the State Government for services in Higher Education (2015), and has been awarded the Best Performing Private College of Arunachal Pradesh (2019). Over the years, it has expanded its academic activities through various MoUs, publishing an International Interdisciplinary Journal in Social Sciences, establishing Coaching centre for UPSC and other competitive exams, conducting the Ziro Literary Festival, which gives exposure to the students and other stakeholders to artists and literary personalities of national and international repute. The College has also collaborated with institutes of National importance such as NIT, Arunachal Pradesh, IIRS/ISRO, Dehradun (the College is a Nodal Centre for its Distance Learning Program), Shillong Geophysical Research Centre (the college has collaborated with the institute to house a Seismograph on campus). These efforts of the college has benefited primarily the students who get access to quality higher education, which is central to the establishment of Saint Claret College. Every undertaking by the college is in view of fulfilling its vision.

Provide the weblink of the institution
https://sccz.edu.in/index.php/objectives-institutional-distinctiveness/

8.Future Plans of Actions for Next Academic Year

To propose to introduce LMS and Google Classroom to deal with online classes in view of COVID 19 Pandemic for next academic year. IQAC planned to analyse the feedback of the stakeholders on curricular aspects. The Cell will conduct the student's satisfaction survey (department-wise). And planned to organize seminar/webinars and encourage the staff to attend faculty development programme/ orientation programme/ refresher courses. Publication of research papers in UGC CARE listed journal of UGC. Internships and field trips in few departments like Anthropology Geography and Mass Communication. Faculty will be encourage to develop e-contents and digital repository, upload of e-books in the LMS to access by student and teachers. The Management planned to allocate more fund to library for purchase of books and journals as well as subscribe more relevant research journals. The departments planned to follow-up the student's progression after

graduation. The SCAN- alumni association of the college planned to conduct the alumni meet during the next academic year. And cell also planned to implement its regular quality initiatives for promoting quality culture in the college, with its regular meetings and minutes to be documented and similarly upload the same in college website (IQAC page). Cell also is to submit its AQAR 2020-21 to NAAC, NIRF AISHE data upload as the portal opens. SCCZ planned to maintain the campus green, plastic free, less usage of paper, plantation drives. And also will continue with the best practices such as CHEP Cleanliness drive.