



Yearly Status Report - 2018-2019

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	allwynm@gmail.com
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	private
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	utpal.talukdar12@gmail.com

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://www.sccz.edu.in/pdf/SCCZ%20AQAR%202017-18.pdf
4. Whether Academic Calendar prepared during the year	Yes
if yes, whether it is uploaded in the institutional website: Weblink :	http://www.sccz.edu.in/?q=scczcalendar

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	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
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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
Boosting Educator	25-Feb-2019 2	31
Students Orientation	18-Jul-2018	261

Programme	1	
Departmental Planning and Benchmarking	21-Jul-2018 1	31
Result Analysis	21-Jul-2018 1	31
AQAR 2017-18	28-Dec-2018 1	11
AISHE 2018-19	25-Feb-2019 1	3
NIRF	26-Nov-2018 1	3
Mentoring	12-Oct-2018 1	668
CHEP	10-Aug-2018 30	742
Academic Audit (Staff Service Journal)	28-Jul-2018 36	31
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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	View File
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	View File
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)	

Staff orientation program Students orientation program AQAR IQAC meetings AISHE, NIRF

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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
<p>Plan of Action 201819 The plan of action of IQAC, SCCZ 201819 were highlighted within the seven criteria as given below: Curricular Aspects • Effective curriculum delivery through a well planned and documented process. • Enrollment of more students in subject related certificate/addon programs along with regular courses. • Feedback from the stakeholders (manual) need to prepare and analyzed Alumni Parent and Students. • The members proposed for the introduction of short term courses like fashion design. Teaching Learning and Evaluation • Improve studentteacher ratio • To conduct student satisfaction survey, analyzed and action to be taken (if needed). • Mentoring to students for academic and stress related issues. • The Chairperson requested the Coordinator to include Teacher's profile and quality proceedings in teachers' recruitment. • The members requested to include a subject expert for interview recruitment of teachers. • The members also suggested, dividing the major students into small care group for mentoring. • The Chairperson requested the members to keep a record of the mentoring activities. Research, Innovation and Expansion • The Research Cell need to initiate research ambience for the teachers. • Number of research publications in the journal notified by UGC. • To publish books/chapters in edited volumes/ conference proceedings. • Linkage for students exchange, internships, field trips, on the job training etc. • Number of extension activities in the neighborhood communities. • Number of extension and outreach programs to conduct in collaboration with NGO(s) through NSS unit. • Research Committee was initiated formally under the leadership</p>	<p>Outcome Achieved during 201819 A brief outcome on plan of action 201819 are as given below: Criterion - I: Curricular Aspects • To introduce more certificate courses in the next academic session. • Feedback from stakeholders (manual)curricular enrichment need to prepare for alumni, parents, and students and to collect feedback from the same. • The members suggested that peer counselling to be included in the certificate programme. The ongoing certificate courses and syllabus to get approved by the University. Mrs.Sonisha R. Syiem, Asst.Prof. Department of Education is nominated to pursue for the approval of the courses under PESEC. • Fashion Technology to be introduced as a new certificate course. • Indian Remote Sensing (IRS) to be initiated for Geography Major Students using LAN connection. • Online Portal for various discipline to be made available spoken English course online and the like. • MOU with NSC for Economics and Commerce departments. • SAP to be renewed. • MOU to be signed with other Universities and other organizations. Criterion - II: Teaching, Learning, and Evaluation • Improve studentteacher ratio • To conduct student satisfaction survey in a more streamlined manner with regard to the teachinglearning process • Google survey/Survey Monkey for alumni records. • Feedback from the parents/Guardians to be obtained Criterion - III: Research, Innovation, and Extension • To constitute RPC/IRB in the coming sessionin order to initiate research projects from the teachers and for promotion of research culture. • To have more publication of research papers in the journals notified on UGC website • To encourage</p>

of Dr. Bhaboklang Sohkhlet, Mrs. Sonisha R. Syiem Dr.Utpal Talukdar and Sr.Shiny George are the newly inducted members. • The Chairperson informed the members about the possibility of signing an MOU with British Council and exchange program for students as well as teachers in the future. • The Chairperson requested Ms.Withoam Socia, NSS Coordinator to coordinate students for Swatch Bharat Internship. • Mr. Hage Tachang, Parent Dy. Director, AIR invited the NSS Unit and teachers to give brief talk on radio, on some awareness program related to health, cleanliness, literacy and literary matters. He also assured that a proper certification and remuneration will be made for the individual concerned. He further added that, programs can be in English, Apatani, Hindi and Nyishi. Infrastructure and Learning Resources • The fund allocation for purchase of more books and journals. • Subscription of more research journals. • Increase usage of Library by teachers and Students • Installation of RFID in the Library and office automation software for administration. • Increase in studentcomputer ratio. • The Chairperson informed the members that an integrated Library Management System is already on the process. Student Support and Progression • Number of capability enhancement and develop

the teachers to publish books/ chapters in edited volumes/ conference proceedings. • Linkage for student exchange, internship, field trip, on the job training etc. • The Chairperson requested Dr. BhaboklangSohkhlet, Senior Faculty to conduct a special session on Research and Publication during Staff Orientation 2019. • Upgrading 'Interviews' for recognition by UGC. • To proceed with Extension programs i.e., school adoption in the neighbourhood. • The Chairperson informed the members about the possibility of signing an MOU in Collaboration with other colleges such as NIT, ALS, SAP, etc. • Internship for commerce students to be undertaken with Canara Bank. • StudentsClub to be formed under the leadership of NSS for extension services. Criterion - IV: Infrastructure and learning resources • To increase in fund allocation for purchase of more books and journals • Subscription of more research journals • Increase in usage of library by teachers and students • Increase in studentcomputer ratio. • The Chairperson requested IQAC to monitor the number of Books and Journals in the Library as well as the use of Inflibnet, NList NDL. (National Digital Library). • List of Journals to be made aware for quality publication.A special session to be conducted during SOP by Dr. BhaboklangSohkhlet, Senior Faculty. Criterion - V:

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14. Whether AQAR was placed before statutory body ?

Yes

Name of Statutory Body	Meeting Date
Management Council	19-Nov-2019

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission	2019
Date of Submission	25-Feb-2019
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief description and a list of modules currently operational (maximum 500 words)	SCCZ is having a partial management information system. The time table for all the departments are being prepared with time table software (XL Timetables) and admissions are being done by admission software (online). The institute is upgrading the management information system to make it fullfledged from partial.

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

Every academic year begins with TOP: Teachers' Orientation Program, much ahead of the arrival of first year students. An integral component of the TOP 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 of Tutorials), Mentoring Strategies, Remedial Teaching, and Assignment of CHEP 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 Vice Principal in consultation with the Staff Coordinator, 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 the progress of the implementation 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 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. 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/entrepreneurship	Skill Development
No Data Entered/Not Applicable !!!					

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 !!!		
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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
CHEP	10/08/2018	742
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1.3.2 – Field Projects / Internships undertaken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BA	1. Anthropological Study of Apatanis of Bamin-Michi, Dutta, and Mudang Tago Villages.	17
BA	2. BA VI SEM (Geog. Major) students conducted field survey at Tago Village, Lower Subansiri	30

	district, Arunachal Pradesh.	
BA	3. BA VI SEM (Mass Com) students participated in internship in various media houses.	7
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	
Employers	
Alumni	Yes
Parents	Yes

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

Feedback Obtained
<p>The feedback system is adopted using structured questionnaires 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 were 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 were tabulated as: [1Poor 2Average 3Good 4Very Good 5Excellent]. Analysis: Average rating of all the respondents and for each criterion was drawn from the total sample and tabulated. Thus, each criterion was 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 was 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. The feedback thus obtained was 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 TOP • 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.</p>

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	BA (Gen)	300	276	251
BA	BA (Mass Com)	30	11	11
BCom	B.Com	50	24	21
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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
2018	742	0	31	0	0

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	Number of smart classrooms	E-resources and techniques used
No Data Entered/Not Applicable !!!					
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. A well streamlined Mentoring system has been introduced since the academic year 2016-17. The entire student community is divided into 17 batches, with up to two mentors assigned. A mentor meets his/her wards at least twice in a Semester to monitor the academic performances of the students, follow-up their attendances, and finding remedies for their better performance. 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.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
742	31	1 : 24

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	0	4	5

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
No Data Entered/Not Applicable !!!				
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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 (MAT 5 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 leave, authorized or unauthorized, using the following parameters: 100-90 5 Marks 89-85 4 Marks 84-80 3 Marks 79-75 2 Marks 74-70 1 Mark 69 and below No Marks. 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, Picnic Day, College Day, Farewell Day, Graduation Day, Pre-Christmas Day, Claretian Universal Mission Day, NSS Day.
- Inauguration of Associations
- Mid Semester Examinations (First Term / House Test/Pre-Finals)
- End Semester Exams
- Deadlines for various registrations with the University
- College Fest, Resonance
- Food Fest, Gastronomica
- 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 and Twitter.

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)

<http://www.sccz.edu.in/?q=DegreeCourses>

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
No Data Entered/Not Applicable !!!					
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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)

[http://www.sccz.edu.in/pdf/Student%20Satisfaction%20Survey%20\(SSS\)%202018-19_WEBSITE.pdf](http://www.sccz.edu.in/pdf/Student%20Satisfaction%20Survey%20(SSS)%202018-19_WEBSITE.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 !!!				
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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 !!!					

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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)
No Data Entered/Not Applicable !!!			
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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
No Data Entered/Not Applicable !!!	
No file uploaded.	

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
No Data Entered/Not Applicable !!!				
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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	Number of students participated in such
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		activities	activities
Special Camps	NSS	2	200
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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
NSS	Best NSS Unit Award	Govt. of Arunachal Pradesh	200
View File			

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/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
Swachta Abhiyan	NSS unit CASA	Cleanliness drive	31	400
Mission Clean Kley	NSS	Cleaning of Kley River	2	100
Mission Clean Kley	CASA	Cleaning of Kley River	2	100
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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
No Data Entered/Not Applicable !!!			
No file uploaded.			

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	Aaj Ki Awaz, Digital Cable TV Network, Hapoli, A.P. email:aapkia wazziro@gmail.com 8974070828	17/12/2018	17/01/2019	02
Internships	Print	Arunachal Pioneer, Itanagar,	15/12/2018	18/01/2019	01

		A.P. email: thearunachal pioneer@gmail.com, 9436227772			
Internships	Electronics	Bihar News, Patna, email: bihar newssiti246@gmail.com 9334107989	20/12/2018	19/01/2019	01
Internships	Electronics	Arunachal News 24x7, Itanagar email: arunachalnews24x7@gmail.com, 9402817063	15/12/2018	18/01/2019	01
Internships	Electronics	Shambo Film Production House, Naharlagun, A.P.	15/12/2018	18/01/2019	02

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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
Phoenix Rising	30/06/2018	To organized Ziro Literary Fest as an annual event at SCCZ	303

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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
131.84	131.84

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing
Seminar halls with ICT facilities	Existing

Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
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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
Library Automation Softwares: KOHA	Fully	17.11.13.000	2013
RFID	Fully	NA	2019

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	5294	2640964	169	69924	5463	2710888
Reference Books	1845	920395	0	0	1845	920395
Journals	24	76812	0	47254	24	124066
CD & Video	90	54391	0	0	90	54391
Library Automation	2	878547	0	0	2	878547
Others(spe cify)	3914	207824	0	0	3914	207824
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 Co mputers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departme nts	Available Bandwid th (MBPS/ GBPS)	Others
Existin g	74	50	0	0	0	7	12	0	5
Added	7	0	0	0	0	1	0	0	6
Total	81	50	0	0	0	8	12	0	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 incurred on maintenance of physical facilities
22.24	22.24	12.29	12.29

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, equipments, 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, canteen, 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.

<http://www.sccz.edu.in/?q=InfrastructuralDevelopment>

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	24	88000

	Academic Scholarships.....		
Financial Support from Other Sources			
a) National	Ishan Uday Scholarships SJVN Jubilee Merit Scholarships....	8	32000
b) International	Single step Foundation Scholarships Grace EduCare Scholarships	56	286500
View File			

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 implementation	Number of students enrolled	Agencies involved
Mentoring	12/10/2018	742	SCCZ Faculty
Peer Counselling	01/03/2019	13	SCCZ Counselling
Remedial Coaching	01/08/2018	65	SCCZ Faculty
View File			

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 passed in the comp. exam	Number of students placed
2018	Coaching for Competitive Exam	22	22	0	0
2018	IAS Mega Seminar -I (August 28, 2018)	215	0	0	0
2018	IAS Mega Seminar -II (September 27, 2018)	257	0	0	0
2019	IAS/ALS Talent Hunt 2019	119	0	0	0
View File					

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
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0	0	0
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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 !!!					
View File					

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
2018	98	BA, B.Com	Anthropology Economics Education English Geography History Political Science Mass Communicatio n Commerce	Rajiv Gandhi University, Itanagar NEHU, Shillong....	MA, M.Com

[View File](#)

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 !!!	
View File	

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	742
Darpan	College level	742
View File		

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
2018	0	National	0	0	0	0
2018	0	Internatio nal	0	0	0	0
View File						

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

5.4.2 – No. of enrolled Alumni:

0

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

0

5.4.4 – Meetings/activities organized by Alumni Association :

0

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 VPs and Principal. In more specific terms, the following levels of decentralization are present: • Vice Principal (Academics Student Affairs) 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 report 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 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, FCC sisters on campus, 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)?

Partial

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 provide 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 (as a student is returning from vacation and may have lost touch with the basic concepts and ideas). 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) • SCCZ Quiz • Departmental Seminars and

Departmental Fest • Newsletters, Wall Magazines • Add-on Certificate Courses such as DCA, Tourism management, Personality Development, Communicative English, SAP • Streamlined Continuous Internal Assessment • Streamlined Examination Cells • Automation of Office/exam administration through Honeycomb Software

Examination and Evaluation

Examinations comprise 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 as follows: Attendance (5 marks), Assignments/Monthly Assessment Test (MAT5 marks), and Mid-Semester Exam (MSE 10 marks). [As detailed in previous section 2.5.2] 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 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
- Several trainings offered for own staff and others in research methodology.
- 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 Physical Infrastructure / Instrumentation

Human Resource Management

- Adoption of a comprehensive Employee Manual, detailing parameters of work culture, salary scale, promotional parameters, etc.
- Teachers' Orientation Program (TOP) 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 day.
- 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-governance 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
2018	Mr. Chow Khanseng Manang	FDP	Salesian College, Sonada	8600
2019	Ms. Geeta Zirdo	National Seminar	RGNIYD	3000
View File				

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)
No Data Entered/Not Applicable !!!						
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 programme	Number of teachers who attended	From Date	To date	Duration
Faculty Development Program	1	30/11/2018	05/12/2018	21
Orientation Program	1	21/01/2019	17/02/2019	21
View File				

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
31	0	2	19

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Interest free loan CPF Pension Scheme (EPF) Gratuity Free Transportation facilities...	Interest free loan CPF Pension Scheme (EPF) Gratuity Free Transportation facilities...	Scholarships and Awards...

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 RSM Associates, Chartered Accounts, 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
1. Single Step Foundation (SSF) 2. SCCZ Management	438107	Scholarships
View File		

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	No		Yes	IQAC
Administrative	Yes	RSM Associates, Chartered Accounts, Guwahati, Assam	Yes	Management Council

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

NA

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 (SOP) in the beginning of the academic year. 2. Staff Induction Program (SIP) for newly recruited faculty members.

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

Quality initiatives by IQAC Academic Audit AISHE data upload NIRF data upload

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
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2018	Boosting Educator's Awareness and Response	16/07/2018	16/07/2018	17/07/2018	31
2018	Students Orientation Programme	18/07/2018	18/07/2018	18/07/2018	261
2018	Departmental Planning and Benchmarking	21/07/2018	21/07/2018	21/07/2018	31
2018	Result Analysis	21/07/2018	21/07/2018	21/07/2018	31
2018	AQAR 2017-18	28/12/2018	02/07/2018	28/12/2018	10
2018	NIRF	26/11/2018	02/11/2018	26/11/2018	3
2018	Mentoring	12/10/2018	12/10/2018	12/10/2018	668
2018	CHEP	10/08/2018	10/08/2018	09/11/2018	742
2018	Academic Audit (Internal)- Review of Staff Service Journals	28/07/2018	28/07/2018	04/05/2019	31
View File					

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
The Staff and Students of SCCZ participated in the 69th Van Mahotosava by planting and adopting trees on campus on July 20, 2018.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Braille Software/facilities	Yes	0
Scribes for examination	Yes	0

7.1.4 – Inclusion and Situatedness

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

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 2018-19	16/07/2018	The SCCZ Handbook explains about the code of conduct for students, wherein various campus culture directives are provided.
SCCZ Staff Service Manual	16/07/2018	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	03/08/2018	09/11/2018	742
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 Plant Adoption.
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7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

<p>Best Practice No. 1</p> <p>1. Title of the Practice Claretine Holistic Education Programme (CHEP)</p> <p>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.</p> <p>3. The Context When SCCZ came into being, the educational scenario in</p>

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: No. Mission/Value component I YEAR II YEAR III YEAR 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 Spiritually 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 Samaritans 5 Cultural Tolerance Module 5.1 Overcoming Stereotypes Module 5.2 Communal Harmony Module 5.3 Many Voices, 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

[http://www.sccz.edu.in/pdf/SCCZ%20Best%20Practices%20\(two\).pdf](http://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

Saint Claret College, Ziro (SCCZ) has lived up to its vision and mission of providing quality Higher Education for the tribal youth of Arunachal Pradesh. The College has one of the best, cleanest, and greenest campuses in Ziro valley. SCCZ has consistently scored the highest pass percentage in the University examinations. SCCZ has bagged Best Disciplined Team Award repeatedly at various youth festivals. SCCZ has a well-designed value education program, CHEP (Claretine Holistic Education Program). The College has been commended by the State Government with a Commendation Certificate in 2015 and also an Award for Best Performing Private College in Arunachal Pradesh in 2019.

Provide the weblink of the institution

<http://www.sccz.edu.in/?q=VisionMission>

8.Future Plans of Actions for Next Academic Year

For the Academic Year 2019-2020, the following are the plans of action. • The College plans to introduce new certificate courses. • Initiating process for upgrading the college to PG level and introduction of ITEP (Integrated Teacher Education Program) • To conduct Capacity building programs for students and teachers. • To make the College Management Software fully functional. • Provide internet access to the Library and Computer Lab. • Collaborate with institutions and industries through MoUs. • Alumni meet to be conducted. • Internships and field trips in a few departments such as Anthropology, Geography, Mass Communication, and Commerce. • To conduct the Academic and Administrative Audit (AAA) by an external agency. • To keep up the regular Quality enhancing initiatives adopted by the College. • To submit mandatory data in prescribed format to affiliating and recognising agencies viz., AQAR 2019-20 to NAAC, NIRF, AISHE, RGU and DHTE data upload as the portal opens.