

CLARETINE HOLISTIC EDUCATION PROGRAM (CHEP)

A report on the meeting of
**EVALUATION &
RE-VISIONING OF
CHEP**



SAINT CLARET COLLEGE, ZIRO

ARUNACHAL PRADESH, INDIA



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REPORT ON THE MEETING OF EVALUATION & RE-VISIONING OF CLARETINE HOLISTIC EDUCATION PROGRAMME (CHEP)

Day 1: 25/06/2020 // 11:45 A.M//Auditorium

The meeting began with a short prayer. Sr. Vanaja, college counsellor introduced the two parts agenda of a. gathering of experience and evaluation of the CHEP partners and b. submission of evaluation report and sharing of insights, reflections and suggestions. She presented us with an evaluation template and oriented on the whole process.

Members divided into small groups based on CHEP module partnership to work on the evaluation template, in order to recapture their experiences and evaluate the program on the following eight points:

1. Nature of topic:
 - Interest
 - Appeal
 - Applicability
 - Ease to conduct
2. Presentation:
 - Familiarity of topic
 - Availability of materials
 - Personal appeal (teacher)
 - Modes of presentation
 - Confidence to conduct
3. Student participation
4. Teacher – student interaction
5. Suggestions to improve
6. Comments and feedback from students
7. What are the difficulties encountered?
8. What was helpful?

Day 2: 26/06/2020//11:45 A.M//Auditorium

The second session was conducted on 26th June, 2020, chaired by Sr. Mary Vanaja. All the faculties along with management attended the same. Dr. Fr. Allwyn, the principal presented the objectives and outcomes of Mulya Pravah (UGC) and the need to incorporate its elements with the CHEP module. The manual will be made available for further study and integration.

Component/module wise observations and suggestions (detailed reports attached Annex A)

The groups submitted their group report based on the evaluation template. Each group was encouraged to present their insights, reflection or realization during this process of evaluation. Following are their observations and suggestions.



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Component 1|Professional Skill (communication skills, decision making, and interview skills) | Presenter: Dr. Utpal Talukdar

This module fulfils the mission of the college and it is presented in a hierarchical order as the students' progress through their academic year levels. This makes the topics appropriate and timely in their sequence and implementation.

Observations: Overall it is necessary, important, and appealing.

Suggestions: Students participation could be improved.

Component 2|Spiritual Evolution (love, forgiveness, authentic friendship) | Presenter: Mr. Dani Lalyang

He said that it is a common topic as well as very appealing, but difficult to explain. Students get excited about the topics, they are integral and when we go into the depth, it makes us realize the different aspects of it. He also mentioned that fathers and sisters would be able to explain this module in a more effective way. It is difficult to find audio visual material.

Observations: Overall; universal, interesting, appealing//CHEP booklet is helpful//Repository of materials required at institutional level.

Suggestions: All modules in a component could be delivered to students in 1 year not across 3 years.

Component 3|Moral Uprightness (healing corruption, honesty, response-ability| Presenter: Mr. Jeremiah Modi

This module is very appealing for both teachers and students; it helps to shape an individual to be complete. We are continually reminding them of these aspects and we should bring insights into the topics. We need to come up with a mechanism to know what the students are thinking.

Observations: Overall; important, interesting, relevant

Suggestions: All modules/components must be relevant to students//students' feedback required at the end of sessions

Component 4|Social Responsiveness (universal human rights, fundamental duties, being good Samaritans) | Presenter: Mr. Kago Kobin

He shared that the module is very interesting yet the students often found it boring. There were difficulties with the sound system, but students were very responsive. Social responsiveness involves duties towards society. They find it difficult because they have to follow the rules even if they do not like it. This module teaches them about how to be a good person.

Observations: Sometime interesting to teachers and not to students and vice versa//getting inspired is easy but hard to practice

Suggestions: Sound system, technical requirements could improve

Component 5|Cultural Tolerance (overcoming stereotypes, communal harmony, many voices one world) | Presenter: Dr. Jenny Jami

She shared that the topics are relevant in today's times.



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Observations: highly interesting, relevant, applicable//Communal harmony not appealing for students

Suggestions: Time constraint//for some topics, trained instructor required//other relevant topics such as depression, mental health, etc. could be incorporated//assessment from students required//technical issues i.e., sound, light, etc.

Component 6|Faith in God (faith, God-concept, religious harmony) | Presenter: Mr. Nyumme Nomuk

He was surprised at the varied perspectives students presented on their God concept. We come to know more about God. It helped students to understand their faith, self-esteem and self-control.

Observations: Religious harmony is highly relevant in India//faith is general, not necessary to a particular religion//different perspectives of God//appreciated by students.

Suggestions: More inputs may be added

Component 7|Integrity (sincerity, intellectual integrity, fidelity) | Presenter: Ms. Junu Elapra

When given examples the students were able to understand. Fidelity is a touchy topic but was highly appreciated by students with positive comments.

Observations: All modules under this component are relevant//Module 1: appealing and interesting//Module 2: Difficult for students to understand, not much interaction//Module 3: fidelity-touchy topic //good interaction

Suggestions: requires confidence of facilitator//time constraints//large student size//space and time required

Component 8|Peace (non-violence, respect, being peace agents) | Presenter: Ms. Evana Tissopi

She expressed that the topics are very interesting and appealing. It is useful to students and applicable in their present circumstances.

Observations: All modules are relevant, relate to daily life, interesting//good feedback from students//materials readily available

Suggestions: incorporation of fun activities//need larger space//technical difficulties//time constraints//feedback sheet and suggestions from students required

Component 9|Cooperation (team work, building trust, conflict resolution) | Presenter: Dr. Vajana Thakuria

The modules are interesting and appealing, but with prolonged and repetitive use, boredom sets in.

Observations: highly interesting for teachers as well as students//related to real life situation

Suggestions: materials update necessary//insufficient space//more resources required

Component 10|Personal Competence (self-esteem, interpersonal skills, leadership) | Presenter: Dr. Akoijam Milan Meitei

Many students have low self-esteem when they get low grades.



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Observations: highly relevant, important, applicable

Suggestions: teacher needs time for preparation//awareness to students on importance of CHEP highly necessary, not merely for attendance sake

General comment by Sr. Vanaja, college counsellor

She appreciated the efforts and actions taken by all the groups. Following are the points she emphasized:

- Need to enrich CHEP modules with additional activities, exercises and audio visual materials. (components and modules)
- Integration of self-idea required
- Values must be reflected in instructors
- Need to clearly identify the distinction/connection between different topics in a CHEP component

In order to find out the ease of presentation of CHEP modules, a rating scale was distributed. Participants were asked to rate on a continuous scale of 1 to 10. One being the easiest and 10 as the most difficult.

Dr. Fr. Allwyn Mendoz. Principal, concluded the meeting with closing remarks.



SUMMARY OF GROUP EVALUATION REPORTS
(Detailed report on ANNEX A)

1. Nature of Topic:

All the modules were found to be interesting, appealing, applicable and easy to conduct. because of the nature of the topic. It is closely connected to daily life and relevant to both students and teachers. These modules expand the knowledge on the given values and give a wider perspective in its application to their realities. Most of them found the modules easy to conduct as all the materials were provided, some were able to find other related resources to supplement and enrich the topics. Communal Harmony, Faith in God, and Intellectual Integrity are difficult topics, as these are wide in perspective and need more in-depth psychological knowledge.

2. Presentation:

All the modules were reported to be familiar except for Social Responsiveness. The materials are available and appealing to the teachers, except for social responsiveness and cooperation. Personal convictions and beliefs of the teachers affect how these modules are presented and it is a challenge to explain it to the students if the teachers are not convinced. Most of them utilized lectures, PPT, audio visual aids, interactions, exercises, discussions, activities and skits as means to conduct the modules. The groups also expressed the need to be trained and to replenish them with more and varied choice of resources

3. Student participation:

There was a general impression of average to good student participation for the modules, there could be better participation for communications skills and interview skills. The need to improve student participation by making it more interesting and appealing was also expressed.

4. Teacher student interaction:

Most of the groups reported active and fruitful interaction between teachers and students. Two-way communication was felt, and some topics were highly engaging while others were satisfactory. There was a lack of participation for the modules on professional skills and need to be improved.

5. Suggestions to improve:

Following are the suggestions presented by the groups

- CHEP classes could be less formal and in a friendly manner.
- To be well organized and polished with objectives clearly communicated to students.
- To make audio-visual material available for all the modules.
- Counselling for those who do not attend CHEP classes.
- Proper ICT equipment for all the CHEP classrooms.
- Teachers need to be trained on the modules.
- To add more input materials, simulation and other practical and new activities.



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- To incorporate guidelines of “Mulya Pravah”
- Detailed presentation with inclusive terms.
- Bigger space for conducting group activities.
- Mechanism to get student feedback and Comments
- More relatable topics such as depression, health, hygiene and understanding adolescence.

6. Comments and feedback from students:

Some have received positive comments in the form of appreciation, interest and participation, while others have not received any comments or feedback. Following are some of the remarks

- Should be once in a month with Hindi as a medium of communication. Students feel more comfortable speaking in Hindi.
- Need to be organized in an informal and friendly setting.
- Boring and poor participation.
- Interesting lectures and personally helpful.
- Students enjoyed the entire sessions with good interaction.

7. Difficulties encountered:

- Some of the groups did not encounter any difficulties while other expressed the following:
- Inhibition from students and lack of participation.
- Balancing between preparation for CHEP classes and regular classes.
- Limited resources and unavailability of audio-visual materials.
- Lack of proper sound system and equipment, i.e. technical problems.
- Poor and irregular attendance.
- Atheism
- Limited time, congested space and large number of students.
- Lack of confidence and feeling of not qualified and unequipped to teach the topic.
- Miscommunication, exhausted students and teachers.
- Lack of student understanding and orientation about the objectives of the sessions.

8. Helpful factors:

Following are some of the aspects helpful in conducting and attending CHEP classes

Conducting classes:

- A sense of fulfilling the SCCZ mission.
- Providing the students with visualization of a real interview helped to boost their confidence.
- Cooperation, compatibility and support from fellow CHEP partners Understanding of various aspects of love helps as spiritual nourishment.
- Positive feedback and engagement from students.
- Support system among teachers and cooperation from students to engage positively.



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- Clear guidelines and right direction provided by the modules, life lessons, practical applicability and availability of online materials.
- Participation of students because the topic was relatable and helpful to both students and teachers.

Attending CHEP classes:

- Students were given insight about the importance of making decisions for themselves.
- Helping students understand the influence of peer-pressure in decision making.
- Students understand their role and importance in response-ability.
- Understanding the concept of “peace of mind” was helpful.
- The exercises helped students feel comfortable to share life experiences.
- Appreciating one another in creating long and lasting friendship bonds.
- Helped Claretines to build self-esteem, develop religious harmony and to exercise self-control.
- Confidence in one’s abilities

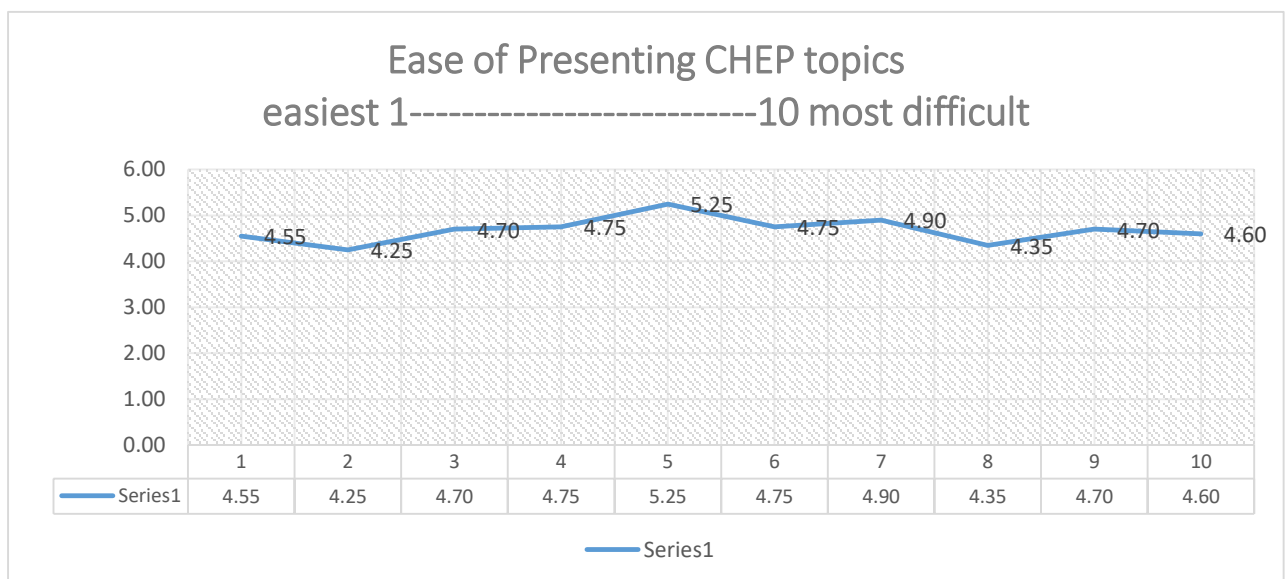


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ANALYSIS OF THE RATING SCALE ON EASE OF PRESENTATION OF CHEP MODULES

Most of the scores fell between 4-5 points indicating ease of presentation, except for the module Cultural Integrity which gained 5.25 suggests difficulty in presentation.

Module		Average
1.	Professional Skills	4.55
2.	Spiritual Evolution	4.25
3.	Moral uprightness	4.70
4.	Social Responsiveness	4.75
5.	Cultural Tolerance	5.25
6.	Faith in God	4.75
7.	Integrity	4.90
8.	Peace	4.35
9.	Cooperation	4.70
10.	Personal competence	4.60





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DETAILED GROUP REPORTS OF CHEP EVALUATION & REVISIONING

(ANNEX A)

1. Nature of topic

Module	Interest	Appeal	Applicability	Ease to conduct
1. PROFESSIONAL SKILLS				
1.1. Communication Skills	Interesting	Appealing	Applicable	yes
1.2. Decision Making	Interesting	Appealing as well as important	Applicable in day-to-day life	yes
1.3. Interview Skills	Interesting	Appealing as well as essential, especially for the final year students.	Applicable	yes
2. SPIRITUAL EVOLUTION				
2.1. Love	Interesting because love can create long lasting bonds.			It is easy to conduct because love is an universal language.
2.2. Forgiveness	Interesting because when we forgive someone it brings us inner peace.			



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2.3. Authentic Friendship	It links us to a broader social network.			
3. MORAL UPRIGHTNESS				
3.1. Healing Corruption	This is an interesting topic because since time immemorial it is one of the biggest challenges of the world, especially power, politics, etc.	The topic is appealing in terms of the above line.	From the above points the topic is applicable to all especially to the youths of today's world.	It is very easy to teach but in reality to practice is a big challenge (temptation).
3.2. Honesty	Since childhood we read about honesty as the best policy. So to realize this quote we need to apply practically to ourselves and to others.	It is appealing in the sense that honesty is a positive word and puts an impression and can bring many solutions.	Based on the above line the topic seems applicable to make the world better.	In terms of ease of conduct, honesty can be easily followed because of its practicality.
3.3. Response-ability	The world depends on each other, it means one must always be a responsible person to bring the sense of responsibilities we need	One's responsibility can bring down the earth's burden that is why it is appealing.	Its applicability is suitable to everyone in terms of the world's burden.	Response-ability is also easy to follow especially in terms of one's conduct and behaviour.



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	to impart knowledge to the literate and illiterate.			
4. SOCIAL RESPONSIVENESS				
4.1. Universal Human Rights	Universal Human Rights are interesting because we get to know our rights, power, laws and freedom.	It is appealing for the very reason of the notion of being protected from violation and in terms of justice and to maintain world peace.	Yes, it is applicable because the resources of rights are available.	Yes, it is easy to conduct, because we are entitled to our rights and personal freedom.
4.2. Fundamental Duties	It is interesting to become aware about what we ought to do.	It is not very appealing as everyone is more concerned about themselves than others.	It is important for bringing a better society for everyone.	It is not very easy to make students realize the importance of fundamental duties.
4.3. Being Good Samaritan	It is really interesting as it comes with inspiring stories or parables.	It is appealing as it shows us to be a good human being.	In real life it is not easy to replicate the character we learnt in the parables to be as good as them.	It is easy because basically we have to deal with inspiring stories.



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5. CULTURAL TOLERANCE

5.1. Overcoming Stereotypes	Good. Need of the hour for combating racism.	Universal appeal	Very applicable	Easy
5.2. Communal Harmony	Average common topic	Lesser appeal, not relatable	Very applicable, hallmark of democracy	Easy
5.3. Many Voices, One World	Very good, very relevant in present times of globalization.	Universal appeal for wide cultural differences	Very applicable.	Difficult. Coverage of the topic is wide, it needs more in-depth knowledge.

6. FAITH IN GOD

6.1. Faith	Yes, because it is an everyday requirement.	Yes, without faith we can't do anything.	Yes, everyone applies faith regardless of one's religious background.	It may not be easy for all.
6.2. God Concept	Yes, different perspectives about God is seen.	Yes, activities	May not be applicable to everyone.	Difficult to conduct.
6.3. Religious Harmony	yes	yes	Very much applicable in a multi-religious country like India.	Yes

7. INTEGRITY

7.1. Sincerity	Highly interesting	Very good	Very much applicable.	Easy to conduct. Practical and current examples.
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7.2. Intellectual Integrity	Highly interesting	It appeals to the students because this focuses on academics.	Highly applicable	Some parts of the topics are difficult for them to associate.
7.3. Fidelity	Highly interesting because students can associate with this topic.	It appeals to the effective nature and dimensions.	Highly applicable to the present age group.	Not very easy due to touchy issues, taboo, inhibitions on the part of teachers.
8. PEACE				
8.1. Nonviolence	Because it helps to overcome violence within self as well as around us.	It appeals to individuals to overcome violent situations and be at peace.	to all	Yes, because of the availability of materials both online and offline and relatable topics.
8.2. Respect	Because the topic helps individuals to give respect as well as gain respect.	No matter the age or position, respect can help develop cordial relationships with all.	to all	Yes, because of the availability of both online and offline materials and relatable topics.
8.3. Being Peace agents	Because the topic assists individuals to be at peace as well as spread aspects of life.	It helps to become an icon of peace and to spread the same everywhere.	to all	Yes, because of availability of both online and offline materials and relatable topics.



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9. COOPERATION

9.1. Teamwork	Interesting, as well as appealing. It is also applicable in real life situations, personal and professional. The applicability can be seen and understood by students especially during sports week (which was conveyed as well). Also it is found to be easy to conduct.
9.2. Building Trust	It is interesting, yet not so appealing due to less knowledge as well as vastness of the topic. It wasn't very appealing to us as teachers due to lack of resources. It has a great applicability in real life. We faced a lot of difficulties in conducting this session.
9.3. Conflict Resolution	It is interesting as well as appealing. It is also applicable in real life situations (personal/social/professional). It was easy to conduct.

10. PERSONAL COMPETENCE

10.1. Self-Esteem	Interesting because it applies to all	It is appealing because everyone desires for high self-esteem but on one is ever willing to accept/admit that they have low self-esteem and it is relatable to every individual.	Yes the topic is applicable to all because we all deal with our own fight and journey every day.	As the topic is relatable to us, we found it very comfortable to conduct the classes.
10.2. Interpersonal Skills	Interesting because it teaches us the very core of relationship building process i.e. to	It is appealing because one needs to acquire the skills for a successful communication.	It is a daily process whether intentional or unintentional which	Since one of the teachers is a communication teacher. The topic was very easy to explain with various



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	communicate. It can be personal and intimate.		helps us strengthen our relations with others.	examples of interpersonal communication.
10.3. Leadership	Interesting because we are yet to understand the potential to be a leader, instead of following others.	This topic is appealing because it is a huge challenge to in-I still the feeling of being a leader.	It is applicable because everyone becomes a leader in their life.	It was easy to conduct because we had class control.

2. Presentation

Module	Familiarity of topic	Availability of materials	Personal appeal (teacher)	Modes of presentation	Confidence to conduct
1. PROFESSIONAL SKILLS					
1.1. Communication Skills	familiar	available	appealing	interaction, exercise	confident
1.2. Decision Making	familiar	available	appealing	audio visual aids, PPT, exercise, interaction	confident
1.3. Interview Skills	familiar	available	appealing	exercise, interaction, ppt.	confident



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2. SPIRITUAL EVOLUTION

2.1. Love	yes	yes	sparsely appealing	lecture	yes, because of the availability of CHEP modules
2.2. Forgiveness	yes	yes	sparsely appealing	lecture	yes, because of the availability of CHEP modules
2.3. Authentic Friendship	yes	yes	sparsely appealing	lecture	yes, because of the availability of CHEP modules

3. MORAL UPRIGHTNESS

3.1. Healing Corruption	It is a very familiar topic to everybody since corruption is one of the biggest challenges in India.	Materials are available in the form of books, short videos, PPT, docx, etc.	Corruption has a negative impact on the society so to reduce its impact one must practice, bring reforms in the society.	Both primary and secondary means of tools.	Yes.
3.2. Honesty	It is also a familiar topic since it is learnt from	Available in primary and secondary forms.	Honesty is more than not lying. It is truth telling, truth speaking, truth	Both primary and secondary means of tools.	Yes.



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	childhood right from the house.		living and truth loving.		
3.3. Response-ability	It begins from one's household so it is also a very familiar topic.	Available in primary and secondary forms.	One must have response-ability because through this we have the power to act responsibly and are able to respond and can change life for the betterment.	Both primary and secondary means of tools.	Yes.
4. SOCIAL RESPONSIVENESS					
4.1. Universal Human Rights	It is not very familiar for everyone.	Yes the materials are available.	It is important but not that appealing.	Videos, PPT, lectures, discussions.	It's okay to conduct.
4.2. Fundamental Duties	Not very familiar.	Yes, the materials would be available.	Not very appealing.	Videos, charts, lectures, whiteboard, diagrams, PPT.	Yes, confident enough to conduct.
4.3. Being Good Samaritan	It might not be very familiar to everyone, but for those who have religious backgrounds.	Yes it is available.	Yes, it is very appealing.	Videos, PPT, stories, lectures, images, diagrams.	Yes, really confident to conduct as it inspires the students.



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5. CULTURAL TOLERANCE					
5.1. Overcoming Stereotypes	Very familiar.	Available	Very appealing	Skit, group discussions	Very confident
5.2. Communal Harmony	Very familiar.	Available.	average	Videos, skit, discussions	Okay
5.3. Many Voices, One World	Familiar, but not well equipped.	Not specifically available.	Very appealing	Skit, PPT.	Need more confidence
6. FAITH IN GOD					
6.1. Faith	Yes	Yes, besides the mentioned materials and inputs other materials and inputs were added.	Yes	Activity, presentation, lectures, short video screening	Yes
6.2. God Concept	Yes	Yes, more inputs were added. (e.g. short story and testimonies)		Lecture strategy, storytelling, activity	Yes
6.3. Religious Harmony	Yes	Materials were substituted.		Activity, video clip, few minutes lecture.	Yes



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7. INTEGRITY

7.1. Sincerity	Highly familiar	Materials are easily available.		Lecture, video clips, discussions	yes
7.2. Intellectual Integrity	Highly familiar	adequate	Highly appealing for teachers	Lectures, video clips, discussions	yes
7.3. Fidelity	Highly familiar. Students get to experience issues related to this topic on a day to day basis.	Adequately available		Lecture, interactions	Lack of confidence to deal with the sensitive issue.

8. PEACE

8.1. Nonviolence	Yes	Yes, some materials are available online.	Good topic and easy to explain and make it understandable.	Video, lectures	Yes
8.2. Respect	Yes	Yes, some materials are available, some collected from online forums.	Good topic and easy to explain and make it simple and understandable.	Video, lectures	Yes
8.3. Being Peace agents	Yes	Yes, some materials are available, some	Good topic and easy to explain and make	Video, lectures	Yes



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		collected from online forums.	it simple and understandable.		
9. COOPERATION					
9.1. Teamwork	Both teachers and students are familiar with the topic to some extent.	Materials for presentation are found abundant, especially through online resources as well as other resources.	Great personal appeal for us teachers.	Audio visual, activities, and lectures	Confident enough to conduct with all the factors mentioned.
9.2. Building Trust	Topic is not very familiar.	Very limited materials	No personal appeal	activities and lectures	Not confident to conduct this session.
9.3. Conflict Resolution	Everyone (teacher/student) is familiar with the topic.	Limited availability of materials.	Has personal appeal	activities and lectures	we have a good level of confidence to conduct.
10. PERSONAL COMPETENCE					
10.1. Self-Esteem	The topic was relatable to our own life experiences.	Yes, we had hard copy material on the topic.	The topic is very appealing as it reminded us of our own life experiences and how important it	Lecture, sketches and exercises	Yes because as teachers we need to be confident and pass that vibe to our students.



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			is to have high self-esteem to be happy in life.		
10.2. Interpersonal Skills	Because we apply this kind of communication on a daily basis.	Yes we had a hard copy of the CHEP module.	Interpersonal skills teaching is part of my academic expertise. So the topic was interesting and I was very enthusiastic in conducting.	Lectures, sketches and exercise	Yes because we ourselves communicate with our students every day and when necessary we call them out for interpersonal meetings.
10.3. Leadership	As a teacher, we know our subjects personally and that they would follow our instructions.	Yes we had a hard copy of the CHEP module.	As persons we all long to be the leader of our pack, and achieve success in everything we do. So having this feeling of being a leader brings positivity in life.	Lectures, sketches and exercise	Yes because we as a teacher play the role of a leader every day and guide our students.



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	3) Student participation	4) Teacher - student interaction	5) Suggestions to improve	6) Comments and feedback from students	7) What are the difficulties encountered?	8) What was helpful?
1. PROFESSIONAL SKILLS						
1.1. Communication Skills	difficult to make students participate. They are hesitant.	lack of student participation	CHEP classes could be less formal. Could be more organized and polished. The objectives behind CHP should be clear	Should be once in a month. Hindi as a mode of communication. Students feel more comfortable speaking in Hindi.	Inhibition from students' side. Lack of participation.	Fulfilling the SCCZ mission. Helps in moulding the students' professional skills. In accordance with the needs of each semester.
1.2. Decision Making	moderate. Students are hesitant to participate. Most of them have the fear of being judged.	not active participation	could be organized in a friendly manner.	should be once in a month. Should not be organized in a very formal environment.	lack of participation	Students were given insight on the importance of making decisions. It helped them understand the



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						concept of peer-pressure.
1.3. Interview Skills	difficult to make the students participate.	lack of participation	the modules as well as the classes could be more organized and polished.	should be once in a month. Could be in an informal setting.	lack of participation	I provided them with an opportunity to visualize a real interview. To boost their confidence. This module highlights the importance of more communication both verbal and non-verbal.
2. SPIRITUAL EVOLUTION						
2.1. Love	good participation	major students are more interactive compared to other semester students	more number of classes required to cover the topic of love	have not received any proper comments and feedback from students	It is difficult to balance between preparation for the CHEP class and regular classes.	spiritually nourished and understanding of various aspects of Love.



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2.2. Forgiveness	good participation	major students are more interactive compared to other semester students	if the institution could provide audio-visual materials to conduct the classes on the said topic.	no comments and feedback form students	non availability of audio-visual materials	it was helpful in understanding of the means to peace of mind
2.3. Authentic Friendship	good participation	major students are more interactive compared to other semester students	simulation activities	no comments and feedback form students	Sometimes it is difficult to balance between preparation for the CHEP class and regular classes.	It was helpful in appreciating one another and in creating long bonding among friends.
3. MORAL UPRIGHTNESS						
3.1. Healing Corruption	Average participation. Ex. Topic writings and reading	Good interaction through discussion and presentation.	Time to time counselling to those who are not attending the classes.	Not yet received.	No difficulties.	Some students must be spiritually reshaped.
3.2. Honesty	Good participation.	Good interaction.	Time to time counselling to those who are	Not yet received.	No difficulties.	Those students who were regular must



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	Ex. Storytelling and actions.		not attending the classes.			have some impacts on their minds to be honest.
3.3. Response-ability	Good participation. Ex. Story telling.	Good interaction.	Time to time counselling to those who are not attending the classes.	Not yet received.	No difficulties.	Students might have to realize their own importance regarding the response-ability bear & born by themselves.
4. SOCIAL RESPONSIVENESS						
4.1. Universal Human Rights	Yes it is good	Satisfactory.	Proper ICT equipment for all the CHEP classrooms.	Positive.	Lack of proper sound system & speakers.	Yes, the cooperation and support from fellow CHEP partners.
4.2. Fundamental Duties	Yes, it is positive.	It is engaging enough.	Make the ICT equipment available in CHEP classrooms.	Supportive.	Lack of proper equipment.	Positive feedback and engagement from the students.



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4.3. Being Good Samaritan	Yes, it is definitely good.	Yes, highly engaged.	Provide necessary ICT equipment in all the CHEP classrooms.	Engaging.	Technical glitch regarding audio/sound system.	Support system among teachers and students to engage positively.
5. CULTURAL TOLERANCE						
5.1. Overcoming Stereotypes	Very good	Very good	Time constraint, training needed.	good comments, good participation.	Time constraint, poor student attendance, technical problems.	Good cooperation of students, online materials, compatibility among teachers.
5.2. Communal Harmony	Average.	Good	More relatable topics such as depression, health, hygiene, understanding adolescence.	Boring, poor participation.	Time constraint, poor student attendance, technical problems, retaining students' interest.	Good student cooperation, online materials, teachers' compatibility.
5.3. Many Voices, One World	Average	Good	More concise training required.	good participation.	Time constraint, poor student attendance,	Good student cooperation, online materials,



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					technical problems.	teachers' compatibility.
6. FAITH IN GOD						
6.1. Faith	Yes	Very good. Sometimes students raised their queries followed by discussion.	By adding more inputs or materials	Yes, students appreciated	Absenteeism & irregularity of the students, space factor.	It helps in building self-esteem. Positive view of self. Confidence in one's abilities.
6.2. God Concept	100% participation of the students.	Very good	New activities can be added.(e.g. writing short essay about God)	Good	Difficulties faced due to atheism.	Students appreciated each other's God concept.
6.3. Religious Harmony	Very good. Students volunteered to come forward for the activity.	Very good	New activities can be added.(e.g. writing short essay about God)	Student appreciation by clapping	No difficulty faced.	Helped Claretines to develop religious harmony. Helped students to exercise self-control.



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7. INTEGRITY

7.1. Sincerity	Average	Average	Practical approaches needed	Students seemed interested but no feedback was received.	Limited time, congested space, big groups of students	Guidelines provided in the book, life lesson and practical applicability.
7.2. Intellectual Integrity	Good participation through active listening and discussion.	This topic could be made more interactive.	Incorporation of instructions, guidelines from “Mulya Pravah”	Not much.	Limited time and space.	Helpful in their studies and future endeavours.
7.3. Fidelity	Good participation	Optimum	More detailed presentation, inclusive terms.	Received Positive feedback from some students.	Time, inhibition	Life oriented.

8. PEACE

8.1. Nonviolence	Good	Two way communication	Need bigger space to conduct group activities	Interesting lectures and personally helped them.	Require a bigger classroom to conduct group activities. Technical difficulties	Participation, because the topic was relatable to our daily lives.
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8.2. Respect	Good	Two way communication	Need bigger space to conduct group activities. Feedback from students is required.	Interesting lectures and personally helped them.	Technical difficulties	Yes, because the topic was relatable to our daily lives.
8.3. Being Peace agents	Good	Two way communication	Need bigger space to conduct group activities	Interesting lectures and personally helped them.	Technical difficulties	Yes, because the topic was relatable to our daily lives.
9. COOPERATION						
9.1. Teamwork	Almost all students participated.	Good level of interaction is there between teacher - student	Training should be given. Resources should be made available.	Good comments and feedback received. They enjoyed the entire session.	Lack of space to perform activities.	It is helpful for both teachers and students. Positive attitude (sports/academics/profession).
9.2. Building Trust	Almost all students participated.	Good level of interaction is there between teacher - student	Training should be given. Resources should be made available.	Good comments and feedback received. They enjoyed the entire session.	Lack of comfort to conduct this session. Very limited resources are available.	It is helpful for both teachers and students. Positive attitude (sports/academics/profession).



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9.3. Conflict Resolution	Almost all students participated.	Good level of interaction is there between teacher - student	Training should be given. Resources should be made available.	Good comments and feedback received. They enjoyed the entire session.	There were no difficulties encountered, except for limited resources.	It is helpful for both teachers and students. Positive attitude (sports/academics/profession).
10. PERSONAL COMPETENCE						
10.1. Self-Esteem	Good. The students were active in participation and responsive.	The classroom had active participants with fruitful interaction.	We need time to prepare and also we need expertise to teach.	Students enjoyed the session.	We do not feel qualified and well equipped to talk and teach on the topics/matters.	The CHEP module because it helped us to proceed in the right direction.
10.2. Interpersonal Skills	Very good. The students actively participated in the classroom exercises.	The classroom interaction was good.	We need improvement and structured training. Before starting the class, students should be briefed.	some said they would like to attend our CHEP class if possible.	Miscommunication. Exhausted students as well as teachers. Some students were clueless about the CHEP class.	The exercise made students who were strangers feel comfortable. They were at ease to share life experiences through the exercise.



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10.3. Leadership	Very good. The students were proactive and did well in the exercises.	The classroom had active participants with fruitful interaction.	We need expertise to teach this topic.		Sometimes we do not feel like we are the right person to talk on the given topic.	It made some students open up about their life. Made them realize the leadership qualities they have in them.
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Participant No.	Professional Skills	Spiritual Evolution	Moral uprightness	Social Responsiveness	Cultural Tolerance	Faith in God	Integrity	Peace	Cooperation	Personal competence
1	1	1	2	2	2	1	1	1	2	2
2	2	3	3	4	4	4	3	2	2	3
3	7	7	8	6	7	7	7	8	7	8
4	5	6	9	3	3	8	3	7	3	5
5	4	5	2	3	5	5	4	2	3	2
6	3	3	3	4	4	2	4	3	3	4
7	3	2	3	4	4	2	4	4	4	4
8	4	3	2	2	6	1	6	5	7	6
9	7	7	7	7	7	7	7	7	8	7
10	7	7	7	7	7	7	7	7	8	7
11	4	5	5	6	6	7	7	5	6	6
12	5	2	3	2	6	6	7	3	7	3
13	6	3	6	6	6	5	5	1	2	4
14	6	3	6	6	6	5	5	1	2	4
15	6	7	4	6	5	4	5	4	3	4
16	7	7	6	4	4	5	5	5	5	6
17	4	5	5	4	5	5	5	4	4	5
18	2	4	4	4	5	9	8	7	6	1
19	4	3	5	8	9	3	3	7	8	8
20	4	2	4	7	4	2	2	4	4	3
Total	91	85	94	95	105	95	98	87	94	92
average	4.55	4.25	4.70	4.75	5.25	4.75	4.90	4.35	4.70	4.60

easiest
most difficult

1
10