



Saint Claret College, Ziro

Accredited with Grade 'A' by NAAC || Recognized by UGC under 2(f) & 12(B)

Affiliated to Rajiv Gandhi University

Post Box 22, Ziro - 791 120, Arunachal Pradesh, India

zirocollege@gmail.com * +91-7085320300 * www.sccz.edu.in

7.2.1 Institutional Best Practice

Best Practice No. 1

1. Title of the Practice

Claretine Holistic Education Programme (CHEP)

2. Objectives

- To provide Holistic education geared towards a soulful, human formation of their intellect, will, heart, and soul.
- To build a value system in the students based on the five core values of the College viz., **Faith in God, Integrity, Peace, Cooperation, Personal competence**
- To prepare students to be responsible citizens
- To highlight the importance of ethics and morality in day to day living.
- To develop respect for self and for others.

Intended outcome: Citizens who are intellectually competent, professionally skilled, spiritually evolved, morally upright, socially responsive and culturally tolerant.

3. The Context

When SCCZ came into being, the educational scenario in Arunachal Pradesh was anything but rosy. There was little infrastructure, few institutions, and limited exposure for the youth to quality education. The teachers exclusively focused on completing syllabus, and no other out-of-the-box thinking was possible. However, SCCZ insisted on providing education with a difference.

Initially, CHEP themes were randomly selected, based on each teacher's circle of comfort, rather than relevance. CHEP was not systematically streamlined on the Mission and Core Values of the College. When a revamping was initiated, teachers felt uncomfortable teaching topics that were not within their expertise. Finding space and time for CHEP Hours was a challenge. More importantly, it was a laborious task to identify module themes in line with the Mission and Values of the College, prepare lesson plan, train faculty, and collate the entire resource into a Module Booklet.

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 on how to impart the module to the class, so that everyone is trained to instruct on any module and every student will get a standardized class input.

The CHEP Hour is incorporated into the Class Schedule. Each class assembles in a given location, and teachers, as trained, are assigned to take the CHEP Hour. The CHEP Hour runs for ten classes a year. Thus, a Claretine gains 30 classes of CHEP Hours during his/her tenure at SCCZ. Given below is the CHEP Module of 30 hours:

<i>No.</i>	<i>Mission/Value component</i>	<i>I YEAR</i>	<i>II YEAR</i>	<i>III YEAR</i>
0	<i>Intellectual Competence</i>	Taken care of through regular Course work, Zero & Library Hours		
1	<i>Professional Skills</i>	Module 1.1 Communication Skills	Module 1.2 Decision Making	Module 1.3 Interview
2	<i>Spiritual Evolution</i>	Module 2.1 Love	Module 2.2 Forgiveness	Module 2.3 Spiritually Inspired Youth Culture
3	<i>Moral Uprightness</i>	Module 3.1 Healing corruption	Module 3.2 Honesty	Module 3.3 Response-ability
4	<i>Social Responsiveness</i>	Module 4.1 Fundamental rights	Module 4.2 Fundamental duties	Module 4.3 Being Good Samaritans
5	<i>Cultural Tolerance</i>	Module 5.1 Overcoming Stereotypes	Module 5.2 Communal Harmony	Module 5.3 Many Voices, One World
6	<i>Faith in God</i>	Module 6.1 God-Concept	Module 6.2 Faith	Module 6.3 Religious Harmony
7	<i>Integrity</i>	Module 7.1 Sincerity	Module 7.2 Intellectual Integrity	Module 7.3 Fidelity
8	<i>Peace</i>	Module 8.1 Nonviolence	Module 8.2 Tolerance	Module 8.3 Being Peace-agents
9	<i>Cooperation</i>	Module 9.1 Teamwork	Module 9.2 Building Trust	Module 9.3 Conflict Resolution
10	<i>Personal Competence</i>	Module 10.1 Self-esteem	Module 10.2 Interpersonal Skills	Module 10.3 Leadership

5. Evidence of Success

Measuring the success of the Claretine Holistic Education Programme is mostly qualitative. The success of CHEP is evident in it being as old as the institution. It has become the best practice of the college over the years and this is apparent from the encouraging feedback received from students and faculty. Students enjoy the highly interactive environment of the CHEP Hours, with its thought-provoking exercises, debates and discussions, case studies, etc. Many alumni have expressed their appreciation for CHEP and mentioned that what they have cherished most in their SCCZ Campus experience was the CHEP Programme. Several enquiries have been made by faculty of Universities and Colleges across India about the CHEP having learnt of the same from the Claretines who have been admitted to their institutions. Such queries have also been frequently encountered during the Annual Conference of Higher and Technical Education and other academic fora. Therefore it can be deduced that the Claretine Holistic Education Programme is a great success.

6. Problems Encountered and Resources Required

- A major difficulty has been finding adequate and creative resources to prepare a good, realistic lesson plan. However, with the contribution of committed faculty, the College has made a reasonably robust Handbook. The College plans to revise and update it periodically.
- Despite training, not all teachers are charismatic public speakers and facilitators on the value-oriented topics covered by CHEP, but are most comfortable in their area of subject-expertise. Hence, training and accompaniment is frequently needed for optimal and effective implementation.
- One of the major problems encountered by the college in implementing CHEP was during the pandemic years, 2020-2021 and 2021- 2022. Being a flagship programme of the college requiring physical presence of the students and the teachers, the physical distancing aspect during the pandemic made it difficult for the program to be run in the online mode.

7. Notes

The College has future plans to establish a department of Value Education which would monitor and ensure the efficacy of CHEP. It is also envisaged to include CHEP as a value-added certificate course.
