Yearly Status Report - 2016-2017

Part A	
Data of the Institution	
1. Name of the Institution	**SAINT CLARET COLLEGE, ZIRO**
Name of the head of the Institution	**Fr. Allwyn Mendoz**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**03788255433**
Mobile no.	**9615304025**
Registered Email	**zirocollege@gmail.com**
Alternate Email	**allwynm@gmail.com**
Address	**Post Box 22, Salaya**
City/Town	**Ziro**
State/UT	**Arunachal Pradesh**
Pincode	**791120**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Rural**
Financial Status	**Self financed**
Name of the IQAC co-ordinator/Director	**Dr. Utpal Talukdar**
Phone no/Alternate Phone no.	**03788255433**
Mobile no.	**9436232385**
Registered Email	**sccziqac@gmail.com**
Alternate Email	**utpal.talukdar12@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://sccz.edu.in/

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	https://sccz.edu.in/

5. Accrediation Details

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

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

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Student Appraisal of Teachers	**18-Apr-2017** **3**	**251**
AISHE 2016-17	**23-Mar-2017** **1**	**3**

NIRF	26-Nov-2016 1	3
CHEP	19-Aug-2016 10	758
Mentoring	23-Sep-2016 2	758
Result Analysis	16-Jul-2016 1	31
Departmental Planning and Benchmarking	16-Jul-2016 1	31
Staff Induction Programme	20-Jul-2016 1	9
Students Orientation Programme	19-Jul-2016 2	758
Moving to the Higher Level (Staff Orientation Programme)	14-Jul-2016 3	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 :	**0**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**No**
Upload the minutes of meeting and action taken report	**No Files Uploaded !!!**
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)	

- Conducted the Academic and Administrative Audit, • Internal evaluation systems,
- Schemes for conducting test for opting major in BA V Semester.

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
Annexure II PLAN OF ACTION (PoA) 201617 Criterion – I: Curricular Aspects: • Students to participate, undertake field projects/ internships • To initiate feedback mechanism from stakeholders (manual)curricular enrichment • Peer Appraisal and selfappraisal • Departmental planning and benchmarking Criterion – II: Teaching, Learning, and Evaluation • Improve studentteacher ratio • Studentcentric methods of learning experimental learning, participative learning, and problemsolving methodologies • Mentoring to students for academic and stress related issues • Result analysis to be communicated Criterion – III: Research, Innovation, and Extension • Publication of research papers in the journals notified on UGC website • Publication of books/ chapters in edited volumes/ conference proceedings by the teachers • Organize extension activities in the neighboring communities in terms of impact and sensitizing students on social issues and holistic development • Organize extension and outreach programs in collaboration with community and NGOs NSS/ Red cross etc. • Students' participation in extension activities such as Swachh Bharat, Aids Awareness, Gender issues etc., with Government organization and NGOs. Criterion – IV: Infrastructure and learning resources • Adequate facilities for teachinglearning classrooms, laboratories, computing equipment etc. • Adequate facilities for sports, games (indoor, outdoor etc.,) and cultural activities • Special budget allocation for infrastructural development • Library enrichment through collection of rare books, manuscripts, special reports or any other knowledge resource	OUTCOME ACHIEVED BY THE END OF THE YEAR (201617) Given below are the outcomes of the perspective plan of 201617. There had been concerted efforts made by the institution to achieve maximum success in implementing the perspective plan. In spite of the many hurdles faced in the implementation process, these efforts have borne fruit and there is substantial success achieved. Criterion – I: Curricular Aspects • Field Projects and Internships: Details of field projects/ internships are as follows: 1. Major students of Anthropology Department undertook a field project at Mawsynram, Meghalaya from 4th to 10th January 2017. 2. Students of BA VI Semester of Mass Communication Department undertook a Media tour visit. • Departmental Planning and Benchmarking: The Departmental planning and benchmarking was conducted during Staff Orientation Program (SOP) July 1416, 2016 and Comprehensive annual report for the academic session 201617 was prepared at a departmental level which was based on the outcome of the departmental planning and benchmarking. Criterion – II: Teaching, Learning, and Evaluation • Studentcentric methods of learning: The College has made efforts to incorporate Learnercentred education through appropriate methodologies such as participative learning, experimental learning, and use of ICT etc. 1. Peer teaching 2. Zero hour 3. Assignments 4. Practical 5. Project reports 6. Majority of the classes are conducted using PowerPoint presentations, relevant videos, and Subject specific Computer applications. • Mentoring to students for academic and stressrelated issues: The Mentoring was done in two phases as follows: 1. Mentoring I: Sept

• Increase in fund allocation for purchase of books and journals • Increase in usage of the library by teachers and students • Increase in studentcomputer ratio Criterion – V: Student support and progression • More students to be benefited by scholarships provided by the government and institution. • Implementation of capability enhancement and development schemes guidance for competitive examinations, career counseling, soft skill development, language lab, personal counseling etc. • Documentation of the mechanism for timely redressal of student grievances minutes of the student redressal committee • Documentation of student qualifying in state/national level examinations NET/SLET/ Civil Services/ State Government examinations • Documentation of sports and cultural activities/ competitions organized Criterion – VI: Governance, leadership, and management • Quality improvement strategies to be adopted • Welfare schemes for teaching faculty, nonteaching staff, and students • Teachers to be provided with financial support to attend conferences/ workshops • Encourage the teachers to attend professional development programs orientation program, refresher courses, shortterm courses, faculty development programs etc. • IQAC to conduct an academic administrative audit (AAA) documentation • Implementation of quality initiatives by IQAC for	23, 2016 2. Mentoring II: Nov 18, 2016 The assigned mentors monitored the regularity of the students their performance in curricular and cocurricular activities as well as their attendance was reviewed. The mentors provided them with tips to perform well in examinations. Besides, there is a regular student counselor on campus to deal with stress related issues of the students. • Result Analysis: The result analysis was being done for ESE (End Semester Exams), December 2016 and same was communicated to the teachers and students of all the departments. Criterion – III: Research, Innovation, and Extension • Three, one, and one research publications in peerreviewed journals, ejournals, and conference proceeding respectively. • One publication of chapter in edited book • Organized a national conference on "Rural Livelihood, Environment, and Sustainable Development" from 2nd to 3rd March 2017. • One and three extension programs organised by College, and NSS respectively. • Students' participated in extension activities such as Swachh Bharat, Aids Awareness, Gender issues etc., with Government organization and NGOs during 201617. Criterion – IV: Infrastructure and learning resources • Additional facilities for teachinglearning classrooms, laboratories, computing equipment etc installed. • Newly procured f

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14. Whether AQAR was placed before statutory body ?	No
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	Yes
Date of Visit	10-Nov-2016
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2017

Date of Submission	23-Mar-2017
17. Does the Institution have Management Information System ?	**No**

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/entrepene urship	Skill Development
Organic Farming	Nil	18/08/2016	45	Self-employment	self-reliant
Creative Writing Theatre	Nil	18/08/2016	45	Professional	script writers etc.
Panchayat Raj Institutions	Nil	18/08/2016	45	Local governance	leadership quality

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
Number of Students	150	Nil

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
Claretine Holistic Education Program (CHEP)	19/08/2016	758
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BA	Anthropology	17
BA	Geography	29
BA	Mass Communication	7
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Nill

Employers	Nill
Alumni	Nill
Parents	Nill

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

Feedback Obtained

The feedback system is adopted using structured 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 promt 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.

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
BCom	Commerce	50	27	27
BA	Professional	30	8	8
BA	General	300	291	289
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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
2016	758	Nill	31	Nill	Nill

2.3 – Teaching - Learning Process

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

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
31	31	15	13	2	31

View File of ICT Tools and resources

View File of E-resources and techniques used

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

Yes. The teachers were assigned a group of students to conduct mentoring for academic-related issues and stress-related issues, a student counsellor is conducting counselling for the students every week. 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
758	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	Nill	9	3

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
BA	Professional	VI	03/06/2017	08/07/2017
BA	General	VI	03/06/2017	08/07/2017

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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 (MAT5 marks), and Mid-Semester Exam (MSE 10 marks). Attendance: The five marks for attendance is tabulated based on the actual attendance of a student, without considering any 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 belowNo 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, Gastronomia ??Departmental Seminars The academic calendar is integrated into the College Handbook which also contains the course details as well as rules and regulations of the college and university. The Handbook is distributed at the admission time, so that students have ample time to read, understand, and come prepared from day one. There are periodical Staff Council meetings to check on the progress of the ongoing projects and planning. Any changes, due to exigencies, are communicated through the notice board, College Website, and College Facebook 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)

No Data Entered/Not Applicable !!!

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
UG	BA	Professional	8	8	100
UG	BA	General	189	171	90.48

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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)

<div align="center">No Data Entered/Not Applicable !!!</div>

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
Minor Projects	365	Ama Aba MPCS Ltd, Ziro	0.5	0.5

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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)
National	Anthropology	1	0
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Education	1
Anthropology	2
View File	

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

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

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

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	1	9	Nill	Nill
Presented papers	1	9	Nill	Nill
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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 activities	Number of students participated in such activities
Special Camp	NSS	2	160
View File			

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

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
No Data Entered/Not Applicable !!!			
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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 activites	Number of students participated in such activites
Awarness program on AIDS	NSS	Awareness drive	2	100
Community Awarness Program	NSS	Awareness drivee	2	80
Mission Clean Kley	NSS	Cleanliness drive	2	200
Mass Cleanliness drive	NSS	Cleanliness drive	2	200
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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 !!!			
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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	Print	The Arunachal Pioneer, Itanagar, A.P. Damin Lipcha Roy, 9774992898	27/12/2016	28/01/2017	3
Internships	Electronics	CGNET Swara, Ranchi, Jharkhand. Mr. Shubhranshu	27/12/2016	28/01/2017	1

Internships	Print	The Dawnlit Post, Itanagar, A.P. Ms. Dakter Esse, 8731981125	27/12/2016	28/01/2017	3

| Choudhury, 8770232378 | | | | | |

(Note: the "Choudhury, 8770232378" appears in a cell above the Internships row)

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

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
82.43	82.43

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

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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
KOHA	Fully	17.11.13.000	2013

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	4870	2429604	101	50229	4971	2479833

	1835	915525	3	1379	1838	916904
Reference Books						
Journals	9	28804	Nill	Nill	9	28804
CD & Video	90	54391	Nill	Nill	90	54391
Others(specify)	3862	188938	24	4918	3886	193856

[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 !!!			
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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	69	50	0	0	0	6	9	0	4
Added	0	0	0	0	0	0	0	0	0
Total	69	50	0	0	0	6	9	0	4

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

No Data Entered/Not Applicable !!!

4.3.3 – Facility for e-content

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

4.4 – Maintenance of Campus Infrastructure

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

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
9.15	9.14	8.18	8.18

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

SCCZ is committed to integrating the objectives of achieving academic excellence and holistic educational development with concurrent infrastructural development. In order to create and enhance the infrastructure that facilitates

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

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

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	SCCZ Residential Scholarships Academic Scholarships……	33	111000
Financial Support from Other Sources			
a) National	Ishan Uday Scholarships	11	739200
b)International	Single step Foundation Scholarships	54	140000

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

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Remedial Coachign	20/09/2016	88	SCCZ Faculty
Mentoring	23/09/2016	758	SCCZ Faculty

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

institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
No Data Entered/Not Applicable !!!					
No file uploaded.					

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

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

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
No Data Entered/Not Applicable !!!					
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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
2017	96	BA (General) Mass Communication	Anthropology Economics Education English Geography History Political Science Mass Communication	Rajiv Gandhi University, Itanagar NEHU, Shillong	MA, MCJ
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 !!!	
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants

College Week (Resonance)	Institutional level	758

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
No Data Entered/Not Applicable !!!						
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Junior Claretine Council (JCC) is the Body of the Student Representatives of Saint Claret College, Ziro. Its role is to be at the service of the academic fraternity of the Institution, the Senior Claretine Council and the Management in the realization of the Mission, Values, and Objects of Saint Claret College.The JCC has a consultative status in the matters in which suggestions/opinions of the Council are sought by the President. The JCC is and shall be absolutely non-political in character. The Principal is the ex-officio President, and the Vice Principal (Administration) is the ex-officio Treasurer of JCC. The Vice Principal (Academics Student Affairs) is an ex officio member of JCC. The other members of JCC are either elected or nominated, for one academic year. A student is eligible to get elected only once in his/her entire studentship at SCCZ. At any point of time, the maximum number of student-members shall not exceed 20. The JCC meet takes place at least once in a term, thus three times in an academic year, and as and when deemed necessary by the President. The JCC shall co-operate with the Senior Claretine Council and the Core Staff Council for the smooth conduct of the classes, examinations, co- and extra-curricular activities of the college. The JCC shall be the Organizing Committee for the major functions held on campus. From the JCC, student animators shall be appointed for the various associations of the College, such as SCALE, CASA, SAGA, CYC. The Sub-Committees formed for the smooth organization of various functions shall have the JCC members as ex-officio functionaries. Grievance Redressal Cell to look into the genuine grievances of the student body shall have the JCC Captain as an ex officio member, besides other nominated members from the JCC and the Staff. However, if the Grievance is against the Captain, he/she shall be excluded.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

No Data Entered/Not Applicable !!!

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

No Data Entered/Not Applicable !!!

5.4.4 – Meetings/activities organized by Alumni Association :

No Data Entered/Not Applicable !!!

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

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

The departments are given free and creative rein to plan and execute the delivery of the curriculum in the most effective manner, especially the manner of organizing the Zero Hours, departmental seminars, special classes, remedial teaching, etc. The individual teachers report to the HoD, who in turn reports to the Staff Coordinator. The Staff Coordinator reports to the 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)?

No

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
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.
Industry Interaction / Collaboration	• Field visits to various newspapers houses and media by Mass Com students
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
Library, ICT and Physical Infrastructure / Instrumentation	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
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
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.
Teaching and Learning	• Upgrading Library facilities • Upgrading Lab facilities: Computer Lab. • Provisions for ICT-enabled teaching-learning process: Audio-Visual Repository. • Zero Hours (Tutorials) • Departmental Seminars and Departmental Fest • Newsletters, Wall Magazines • Add-on Certificate Courses such as DCA, Tourism management, Personality Development, Communicative English, SAP • Streamlined Continuous Internal Assessment • Streamlined Examination Cells
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.

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

E-governace area	Details

No Data Entered/Not Applicable !!!	

6.3 – Faculty Empowerment Strategies

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

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
No Data Entered/Not Applicable !!!				
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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)
2016	Staff Orientation Program	Moving to the Higher Level	14/07/2016	16/07/2016	28	3
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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
Refresher Course (Winter School)	1	01/12/2016	22/12/2016	21
Faculty Development Program (FDP)	2	27/09/2016	30/09/2016	4
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Nill	9	Nill	12

6.3.5 – Welfare schemes for

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

6.4 – Financial Management and Resource Mobilization

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

The institution conducts both internal and external financial audits regularly. The internal audit is conducted by the society of Claretians, Northeast India Delegation on a quarterly basis. The annual financial audit is conducted RSM Associates, Charted 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
No Data Entered/Not Applicable !!!		
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6.4.3 – Total corpus fund generated

No Data Entered/Not Applicable !!!

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	Nill	Yes	IQAC
Administrative	Yes	RSM Associates, Charted Accounts, Guwahati, Assam	Yes	Society of Claretians, Northeast India Delegation

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

No Data Entered/Not Applicable !!!

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

1. Staff Orientation Program in the beginning of the academic year. 2. Staff Induction Program for newly recruited faculty members. 3. Encourage/support the staff to attend in Orientation Program Refresher Courses Faculty Development Programs organized by Professional Bodies.

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

No Data Entered/Not Applicable !!!

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
2016	Moving to the Higher Level (Staff Orientation	14/07/2016	14/07/2016	16/07/2016	31

2016	Staff Induction Programme	20/07/2016	20/07/2016	20/07/2016	9
2016	Students Orientation Programme	19/07/2016	19/07/2016	20/07/2016	758
2016	Departmental Planning and Benchmarking	16/07/2016	16/07/2016	16/07/2016	31
2016	Result Analysis	16/07/2016	16/07/2016	16/07/2016	31
2016	Mentoring	23/09/2016	23/09/2016	18/11/2016	758
2016	CHEP	19/08/2016	19/08/2016	18/11/2016	758
2017	Student Appraisal of Teachers	18/04/2017	18/04/2017	20/04/2017	251
2017	Stock Verification	31/05/2017	31/05/2017	31/05/2017	3

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

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

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

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

Percentage of power requirement of the University met by the renewable energy sources
No Data Entered/Not Applicable !!!

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Braille Software/facilities	Yes	1
Scribes for examination	Yes	1

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff

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 2016-17	30/06/2016	The SCCZ Handbook explains about the code of conduct for students, wherein various campus culture directives were provided.
SCCZ Staff Service Manual	30/06/2016	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
Claretine Holistic Education Program (CHEP)	19/08/2016	18/11/2016	758
[View File](#)			

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

1. Litter free campus, 2. Green campus with plantation of trees, 3. Cleanliness drive, 4. Caring of the plants regularly and by adopting a plant by each student.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice No. 1 1. Title of the Practice Claretine Holistic Education Programme (CHEP) 2. Goal The Mission Statement (MS) of the College underscores that the kind of education a student, especially a tribal student, receives at the portals of Saint Claret College must be a holistic one, geared towards a soulful, human formation of their intellect, will, heart, and soul. The MS thus delineates six-pronged formation, of which only the first one ("intellectual competence") is addressed by the university curriculum directly. The rest must be addressed, communicated, and given training in. Besides, the College has proclaimed five Core Values to be upheld in its being and conduct, which also need to be passed on to the Claretines. "Home in for soulful learning" has been the invitation offered to potential students, and CHEP was set in place for the purpose. 3. The Context When SCCZ came into being, the educational scenario in Arunachal Pradesh was anything but rosy. There was little infrastructure, few

institutions, and limited exposure for the youth to quality education. The teachers exclusively focused on completing syllabus, and no other out-of-the-box thinking was easy. However, SCCZ insisted on providing education with a difference, and wanted its students—Claretines—to graduate with a differential.

4. The Practice First of all, teachers were formed into teams. The five components of the Mission and five Core Values of the Colleges were listed (thus ten). Teachers were allowed to choose each component as per their degree of comfort and confidence. Each team was then guided to select and finalize three sub-topics, in a graded order, building on the previous ones. They were then guided to prepare a lesson module for 45 minutes, which is light on theory, but strong on exercises, interactive discussions, debates, group games, and a final reflective wrap up with consolidation of gains from the session. The lesson plans for 10 components x 3 subtopics (thus 30) were prepared and compiled into a CHEP Module Booklet. It was then distributed to all faculty, and each team trained the rest of the faculty in how to impart the module to the class, so that everyone is trained to take any module and every student will get a standardized class input. The CHEP Hour runs for ten hours a year. Thus a Claretine gains 30 hours of CHEP Hours during his/her entire life at SCCZ. Given below is the CHEP Module of 30 hours: 0. Intellectual Competence: Taken care of through regular Course Work Zero Library Hours. 1. Professional Skills: Module 1.1 Communication Skills Module 1.2 Decision Making Module 1.3 Interview 2. Spiritual Evolution: Module 2.1 Love Module 2.2 Forgiveness Module 2.3 Spiritual Inspired Youth Culture 3. Moral Uprightness: Module 3.1 Healing Corruption Module 3.2 Honesty Module 3.3 Response Ability 4. Social Responsiveness: Module 4.1 Fundamental Rights Module 4.2 Fundamental Duties Module 4.3 Being Good Samitan 5. Cultural Tolerance: Module 5.1 Overcoming Stereotypes Module 5.2 Communal Harmony Module 5.3 Many Voice, One World 6. Faith in God: Module 6.1 God-Concept Module 6.2 Faith Module 6.3 Religious Harmony 7. Integrity: Module 7.1 Sincerity Module 7.2 Intellectual Integrity Module 7.3 Fidelity 8. Peace: Module 8.1 Nonviolence Module 8.2 Tolerance Module 8.3 Being Peace Agents 9. Cooperation: Module 9.1 Teamwork Module 9.2 Building Trust Module 9.3 Conflict Resolution 10. Personal Competence: Module 10.1 Self-esteem Module 10.2 Interpersonal Skills Module 10.3 Leadership 5. Evidence of Success The Programme has been a great success. Measuring such success is mostly qualitative. Student and staff feedback have been very encouraging. Students love the highly interactive environment of the CHEP Hours, with its thought-provoking exercises and discussions. Many alumni have mentioned that what they have cherished most in their SCCZ Campus experience was the CHEP Programme. Best Practice No. 2 1. Title of the Practice Departmental Seminars cum Darpan (Departmental Fest) 2. Goal "Intellectual Competence" and Professional Excellence," professed in the SCCZ Mission Statement are primary commitments for the College. This goes coupled with the fifth Value that SCCZ upholds: personal competence. The "Departmental Seminars cum Championship Fest" is conceived as a strategic response in fulfillment of this part of the Mission of SCCZ. The explicit goal is to enhance the personal competence of the Claretines by providing creative avenues for building on their learning by additional research, write-up, and presentation as well as by creative expression of the learning transforming learning into enjoyable play. Students also learn to make presentations through PowerPoint. Through this Best Practice, a Claretine also develops a sense of self-reliance and ownership of responsibility for one's own education. This Practice also caters to the second, fourth, and fifth Core Values of Higher Education as identified by NAAC (i.e., fostering global competencies, promoting use of technology, quest for excellence.) 3. The Context Majority of the students of Saint Claret College are first generation learners with no great background or skills for learning. Most of them are short on confidence. Though the entire school education is in English, most of them have poor linguistic skills and are challenged in communication skills. At SCCZ we insist that the best way to conquer one's

inadequacies is to face them squarely and learn from mistakes. The Departmental Fest cum Seminars provide such a venture "to bite the bullet" and win over one's inner apprehensions. Initially, training students to identify topics for presentation, especially seminars, and to do research was difficult, as they were pretty unfamiliar with taking studies into their hands. However, the commitment of the teachers, enthusiasm of students, and the attractive prize money were effective in gradually making the event a great success. 4. The Practice The Practice, as titled, has two major components: Departmental Seminars and a Championship Fest. The months of August-September are chosen as the window for the Seminars, on the following reasons: (a) It is early in the academic calendar. Students are fresh, full of enthusiasm and vigour (b) Having it early will boost their interest for the subject/discipline and it adds to their performance in the examinations that follow thereafter. Every Major subject has a student-led Seminar. Generally, Saturdays are assigned for the Seminar. The paper presenters for the Seminar are chosen from the second years. Six volunteers, in teams of two (a boy and a girl), are invited. Together with the Faculty, they choose a theme for research, divide it into three sub-areas each of which is assigned to a team. The team researches diverse sources (books in the library, internet sources, journals, etc.) and writes up a paper under the guidance of the faculty. Well-known academicians from Universities in the State or outside the State, are invited to be the Chief Resource Persons. On the specified day, a two-hour long Seminar is held. The Chief Resource Person introduces the topic and its relevance first. Then the student teams present all three papers, often using PowerPoint programme, with a Q A session at the end of each paper. After all three presentations, the Resource Person gives an evaluation of the presentations, and goes on to deliver a lecture on the topic, and ends with a detailed Q A. [The topics dealt with over the years are given in detail in Criterion 3.6.4] If the Seminar is highly formalized academic exercise (thereby giving training for the same) attended by all students of the discipline, but led by six of them, the Departmental Championship Fest throws open participation to greater number of students and brings in the element of fun and play. Generally held in March, Departmental Fest is participated in by all departments. There are two parts to the Fest: In the first part, each department is given a 20-minute capsule for a cultural programme on a theme integral to their discipline. The department is free to present it in any creative way. In the second part, each department puts up an exhibition/tableau, again on themes integral to their discipline. External experts are brought in as judges for evaluating both the Cultural Display and the Exhibitions. Based on the points awarded, a Departmental Champion and Runner Up are declared. 5. Evidence of Success The Practice has produced rich dividends. Students have learned the art of research, writing up paper, and presentations. Their confidence levels and communication skills have improved. The Departmental Fest has facilitated cooperative teamwork cutting across juniors and seniors, resulting in a family-feeling within each department. Teachers and students work together as fellow learners, temporarily collapsing their formal differences and thereby sharing a common passion and joy not unlike participating in a ritual. Most importantly, students develop keen interest in academics. Students have come up with astoundingly creative programmes, especially tableaus and exhibition stalls.

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

7.3 – Institutional Distinctiveness

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

The Saint Claret College, Ziro (SCCZ) 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).

Provide the weblink of the institution
https://sccz.edu.in/

8.Future Plans of Actions for Next Academic Year

Future Plans of action for 2017-18: Criterion – I: Curricular Aspects • Certificate Courses: Two certificate courses to be introduced by the Department of Mass Communication and Commerce: 1. Certificate Course in Short Film Production (Mass Communication) 2. Certificate Course in Banking and Other Competitive Examinations (Commerce) • Add-on Courses: Add-on courses on Life skills leadership, personality development to be introduced Criterion – II: Teaching, Learning, and Evaluation • To improve student-teacher ratio: Appointment of additional teachers in the following departments- 1. Department of Anthropology- 1 Assistant Professor 2. Department of Commerce- 1 Assistant Professor 3. Department of Geography- 1 Assistant Professor • Reforms in the continuous Internal Evaluation System: There will be three components of CIA (20 marks): Attendance (5 marks), Monthly Assessment Test (5 marks), and Mid-Semester Exam (10 marks). The question papers are set as per the format of RGU End-Semester Examination format for both MSE and MAT. • Students Satisfaction Survey: The Student Satisfaction Survey will be conducted on for the academic session 2017-18, which will be based on the format provided by NAAC. Criterion – III: Research, Innovation, and Extension • Research paper Presentations: 1. International Conferences/Seminars: 2. National Conferences/Seminars • Extension and outreach programs: Extension programs will be organized by the NSS unit of Saint Claret College, Ziro as well as under the banner of Claretine Association for Social Action (CASA) Criterion – IV: Infrastructure and learning resources • Adequate facilities for teaching-learning: Classrooms, Laboratories, Computing equipment, LCD Projectors will be operational • Student-computer ratio: The student-computer ratio is 1:5, will improve through purchase of new computers. Criterion – V: Student support and progression • Student Progression to higher education: The IQAC of the College will prepare a format to document the data related to student progression, students qualifying in state/national level examinations etc., and circulated to all the nine departments. • Sports and Cultural activities: Saint Claret Art and Literary Endeavour (SCALE), and Sport and Games Association (SAGA) will continue to organize various programs and competitions and provide facilities for the physical development of the students and capacity for teamwork. Facilities will be offered for various artistic, literary and cultural talents and for sports and games. Criterion – VI: Governance, leadership, and management • The IQAC will continue recommending the Management to encourage the teachers (Permanent) to attend professional development programs mainly UGC-Orientation Courses, UGC-Refresher Courses. • IQAC will collect the Student Appraisal of Teachers, Peer Appraisal, and Self-appraisal- feedback for the academic session 2017-18 and the same will be analyzed and utilized for improvement. • IQAC will conduct the Academic Administrative Audit (AAA) and documentation of the same will be done. • The Meetings sign-in sheets and minutes of IQAC meeting will be documented. Criterion – VII: Innovation and best practices • Replacement of tube-lights and CFL bulbs with LED bulbs to save power. • The best practices of the college such as CHEP, cleanliness drives and plantation programme by Claretine Association for Social Action (CASA) will continue with the same fervour.