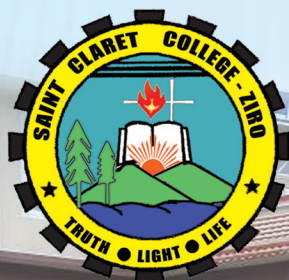


Saint Claret College, Ziro

Affiliated to Rajiv Gandhi University, Itanagar

Recognized by UGC under 2(f) & 12 (B)*

A Claretian Institute of Higher Education



(Established 2003)

Self - Study Report (SSR)

ACCREDITATION - CYCLE ONE



Submitted to
National Assessment and Accreditation Council (NAAC)
Bengaluru - 560 072

July 2014

SAINT CLARET COLLEGE

Post Box 22, Salaya, Ziro - 791 120

Lower Subansiri Dt., Arunachal Pradesh

Mobile: 09436047102; Landline: (03788) 255270; Fax: (03788) 255433

E-mail: zirocollege@gmail.com; Website: www.sccz.edu.in

SAINT CLARET COLLEGE, ZIRO

SELF-STUDY REPORT (SSR) ACCREDITATION—CYCLE ONE

STEERING COMMITTEE	
Chairperson: Dr. Fr. Paulson Veliyannoor, CMF (Principal: 09856705501/09436047102; frpaulson@gmail.com) Advisors: Fr. Allwyn Mendoz, CMF Fr. Walter Naveen, CMF Coordinator: Dr. Utpal Talukdar (09436232385; utpal.talukdar12@gmail.com) Asst. Coordinators/Members: Mr. Bhaboklang Sohkhet Mrs. Sonisha R. Syiem Mr. Dani Lalyang Ms. Withoam Socia Mr. Ukil Ch. Doimary	
Working Committees:	
1. Curricular Aspects: Sonisha R. Syiem (L) Tasso Tagia Sayam Dey	2. Teaching-Learning-Evaluation Utpal Talukdar (L) Mudang Tunya Koj Annu Koj Tatung
3. Research, Consultancy, Extension Bhaboklang Sohkhet (L) Jeremiah Modi Withoam Socia	4. Infrastructure & Learning Resources Dani Lalyang (L) Takhe Yami Henni Rina Sr. Martha Kithan
5. Student Support & Progression Vajana Thakuria (L) Kenpi Riba Goli Nyodu Caroline Tage	6. Governance & Leadership Fr. Paulson Veliyannoor (L) Fr. Allwyn Mendoz Fr. Walter Naveen Bhaboklang Sohkhet
7. Innovations & Best Practices Sr. Daisymol Mathew (L) Samtung Kungkho	8. Technical Support Ukil Ch. Doimary (L) Tage Hailyang Tamo Yanga Kalung Guro

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PREFACE

Saint Claret College (SCC) was born in 2003 out of the synergic consonance and teamwork of several constituents: the desire of the local populace of Ziro Valley, the goodwill of the district administration and leaders, the generous willingness of the governmental department of higher education and the affiliating university, and the commitment of Claretian Missionaries towards people on the margins.

Until 2001, Arunachal Pradesh, the largest state of Northeast India in terms of geographical expanse, had only seven government colleges to cater to the higher educational aspirations of the tribal youth. Saint Claret College was established in 2003 by the Claretian Formation Association of Northeast India, a registered charitable society (SR/CLAONEI-531/88 of 1988) of Claretian Missionaries of the Catholic Church, who have embraced a life of active *sanyasa* through the vow of poverty, obedience, and chastity, in order to serve humanity out of love for God. SCC was then set up in a temporary wooden structure—with an administrative block, five classrooms, and an auditorium—in a piece of forest land generously donated by a few tribal clans of Apatani Valley. It began with 16 students, four teaching faculty, and four subjects in the Arts stream.

Ever since its beginning, SCC has grown from strength to strength. Its first batch graduated with 100% results. It has repeatedly logged the best pass percentage in the University, including four times 100% pass in Pass courses and twice 100% pass in Honours courses. It has 18 overall ranks and 51 subject-wise ranks in just nine graduating batches. SCC currently has nearly 600 students, studying pass or honours courses in seven traditional arts disciplines and one professional course in Mass Communication. It also offers various certificate courses in order to provide an added professional edge to its students. SCC has optimal infrastructure including residential facilities for women and transportation facilities for staff and students. It offers a variety of scholarships and serves as a conduit for available external scholarships. Thanks to the clarity of vision, dedication of the staff, enthusiasm of its students, the College continues to grow from strength to strength, even when surrounded by many limitations and financial struggles.

We, at Saint Claret College, have embraced quality as a top priority. That SCC is the first college in Arunachal Pradesh to have volunteered for quality assessment and accreditation is proof enough for the same. The process was initiated on May 31, 2013, in the decennial of SCC. We are now glad to present this Self Study Report (SSR), the fruit of the committed and collaborative effort of the Claretine family. With gratitude to all of them and on behalf of the entire Claretine Community, I present this SSR before NAAC, Bangalore.



Dr. (Fr.) Paulson Varkey Veliyannoor, CMF
(Principal)

EXECUTIVE SUMMARY & SWOC ANALYSIS

EXECUTIVE SUMMARY

Saint Claret College (SCC) was founded in 2003, with due permission from the Department of Higher and Technical Education, Government of Arunachal Pradesh, and Arunachal University (currently named Rajiv Gandhi University). The College began with four subjects under B.A.: Economics, English, History, and Political Science. In 2004, three more subjects were added: Anthropology, Education, and Geography. Honours courses were started eventually in five of the above seven subjects. In 2013, the first professional course in the College—B. A. in Mass Communication—was launched. Until the end of the academic year 2013, the affiliating University has been following the annual system for B.A., but from the current academic year—2014-2015—the University, and consequently, SCC too, follow semestral system from the first year B. A.

SCC was granted permanent affiliation in 2007 and was recognized by the University Grants Commission (UGC) under 2(f) and 12 (B). As the State of Arunachal Pradesh does not provide salary grant-in-aid to private colleges, the College is not eligible for funds from UGC, and the 12(B) granted is a circumscribed one, limiting the college's access to funds from agencies *other than* UGC only. Despite the manifold geographical, human resource, and financial resource limitations, the College continues to excel in realizing its mission, vision, and objectives. Presented here is an executive summary of the findings of a comprehensive self-study undertaken for the purpose of quality assessment and accreditation. The summary is structured along the seven parameters of Quality, as adopted by NAAC. The executive summary ends with an extensive SWOC analysis.

Raison d'être of Saint Claret College, Ziro

Why does Saint Claret College exist at Ziro? Saint Claret College (hereinafter, the name of the college will be abbreviated intermittently as SCC or SCCZ) exists as a genuine, urgent, timely, and effective response to the higher educational aspirations of the youth of Ziro Valley in particular and Arunachal Pradesh in general. Given the abysmally poor number of colleges and the geographical remoteness and isolation of the State, most of the youngsters had to sacrifice their higher educational aspirations, and consequently, their desire to develop global competencies and thereby contribute to national development as well as earn a decent living. SCC is a corrective for this deficit. And, SCC has always striven to do so with the highest quality possible in the given circumstances. This is evident in its vision:

“Saint Claret College, Ziro envisions to become a premier institute of higher education in Northeast India, committed to providing value-based, soulful higher education for people, especially the tribal youth, in order to help them be honest seekers and practitioners of truth and earnest agents of transformation within and around them.”

This Vision is translated into an aspirational Mission, as elucidated in the SCC Mission Statement:

“To mould intellectually competent, professionally skilled, spiritually evolved, morally upright, socially responsive, and culturally tolerant citizens, through holistic Claretine education, for advancing a civilization of love.”

SCC has consciously and relentlessly tried to translate this Vision and Mission, governed by a keen sense of five Core Values, into concrete action strategies, through well-elucidated Objectives and Action Plan, which will be discussed in detail under various criteria. The bottom line has been a sincere effort, within the given limitations, to provide a value-based education aimed at the excellence of students by building local and global competencies in them in order to help them contribute to the national and the global development. We have succeeded to a great extent, sometimes beyond expectations, in the given context. Many are our failures as well, and we continue to learn from them. Perfect success is an ideal. We keep on moving on the right track, beckoned and energized by the ideal.

1. Curricular Aspects

Being an affiliated college of a university, we are bound by the University-prescribed curriculum. Hence, the curriculum is *received*. However, in its implementation, nothing stops us from being creative. Thus we have developed a three-phased strategy in executing the curriculum: Planning, Implementation, and Evaluation. For each paper, student-centric objectives have been developed. For most papers, especially in the first year, two units have been added: “Unit 0” as a foundational unit to refresh knowledge of fundamental concepts, and “Unit 100” as an advanced unit to challenge and invite students to reach beyond the curriculum. Internal Benchmarking is adopted by each department. “Zero Hours” are designated in the time table for creative, student-led Tutorials, and “Remedial Teaching Hours” are designated for academically challenged students. Most importantly, a carefully drafted CHEP Module (Claretine Holistic Education Program) has been developed addressing *every component of the Mission Statement and Core Values* in order to ensure that every Claretine (student of SCC) receives input on what SCC professes and lives by, and that the Mission Statement does not remain merely a decorative addendum. The implementation part is well taken care of by each department and moderated through a daily log in “Staff Service Journal,” monitored by the HoDs, IQAC coordinator, and the Principal. Regular Staff Council meeting ensures accompaniment in the process. The evaluation of curricular achievement in students is done through three terminal tests (in the annual scheme) and Continuous Internal Assessment (in the semestral system), attendance monitoring, departmental evaluation, exit interviews, faculty feedback, and informal feedback from visitors, parents, and academicians.

SCC currently offers B. A. programs (Pass / Honours) in the annual scheme in seven subjects: Anthropology, Economics, Education, English, Geography, History, and Political Science. In 2013, SCC became the first college in Arunachal to start a professional course in B. A. Mass Communication. From 2014 onwards (current year), semestral scheme has been adopted by the parent university. Besides these regular academic programs, SCC offers long and short term certificate courses, such as: Diploma in Computer Applications, SAP ERP, disaster management, tourism management, personality development, and communicative English. Departmental Fests and Seminars provide professional experience to students. The academic experience is enriched by the use of audio-visual aids, seminars, presentations, language lab, movie screenings, discussions, Zero hours, and associational activities.

The College has been looking forward to networking with other organizations and higher educational institutes (HEIs) such as NISCORT (National Institute for Social Communications, Research and Training), St. Claret College, Bangalore, Mount St. Mary's College, Los Angeles, All India Radio, Orell Technologies, SAP, AmiTech Ltd., and other agencies, for facilitating diverse and enriched curricular and co-curricular experience and expertise for the Claretines.

2. Teaching-Learning and Evaluation

Recognizing its responsibility to provide education to the tribal youth, SCC gives wide publicity through institutional website, social networking sites, advertisement through newspapers and cable TV, prospectus, handbook, college magazines and newsletters. Regular Press Releases are issued when a major event happens in the College. SCC is an equal opportunity institution wherein any student with at least 40% is allowed to apply. Well-articulated and streamlined logistics with eight stations is adopted for an effective admission process. Two Admission Cycles are held: in the first, candidates above 50% marks in the qualifying examination are admitted based on a merit list. In the Second Cycle, candidates with less than 50% are admitted based on the results of an entrance test conducted by the College. Around 95% of the students are tribal students, most of them being first generation learners. SCC has students from all over Arunachal Pradesh (seven tribes are represented) as well as a few from five other states of India, giving it some national color as well. The College also has a few differently-abled students who are given scholarship subsidies. With its commitment towards educational empowerment of women, SCC takes special care to admit more women and provides 140-bed hostel facility for them along with many scholarships. Immediately on admission, students are required to register themselves on the aman-movement website, an anti-ragging mechanism established through the mandates of the Supreme Court and UGC. The College itself is a registered member on the site.

Classes begin two weeks ahead of the deadline mandated by the parent University, in order to ensure adequate number of class days. The entry of the freshers is made comfortable and trouble-free by inaugurating the academic year for first and senior

students separately, with a week in between. Student Orientation Programs (SOP) are arranged at the very beginning. Various soft skills training programs are given to students with the help of outside agencies to supplement their academics. The knowledge-gap of students is addressed through various mechanisms such as Unit 0, language lab, Zero hours, remedial teaching, departmental seminars, certificate courses, training in study techniques and examination skills, and mentoring. Students are sensitized to social issues such as gender, inclusiveness, environment, etc., by inclusion of Mother's name in the application forms, JPIC programs (Justice-Peace-and Integrity of Creation), seminar on gender issues, admission to differently-abled students, scholarship for women, CHEP program, women's cell and sexual harassment prevention cell, maintaining campus as tobacco/pan/gum free clean and green zone campus, effective waste management, environmental studies, NSS programs, Claretian Universal Mission Day, and joining hands with other agencies in their awareness campaigns.

The College has a well-streamlined academic calendar that is faithfully executed. The teaching-learning process is made student-centric through regular classroom teaching, use of audio-visual aids, various knowledge-gap addressing mechanisms already mentioned above, other knowledge-advancing mechanisms such as Unit 100, SCCZ Quiz, Departmental Seminars, Junior Claretine Council leadership roles, bulletin boards in classrooms, various Cells, Associations, and Centers, and festivals and newsletters. The College has a small, but well-maintained library with 10,000+ books, 25 international **land** national journals and KOHA software.

SCC has a highly streamlined evaluation process, with two Examination Cells—one for the internal examinations and other, for the University examinations. Under the annual scheme, SCC conducts three college-level examinations, with a professional protocol, the highest number of such examinations by any college in the State. The marks of these examinations, along with SCC's own Grading, are entered in a CIA-R: Continuous Internal Assessment-Record, along with a student's attendance record, and is given to the students together with the University Marks Sheet. Under the newly adopted semestral scheme with its CIA, the College had adopted a series of measures to ensure sustained learning and performance by students through assignments, presentations, and mid-semester examination (MSE).

All the above measures have resulted in excellent performance outcome for Claretines in the University examinations. So far nine batches have graduated from the College. Of these, four pass course batches and two honours course batches bagged 100% pass in the University—a unique record. Besides, the College has repeatedly registered the highest pass percentage in the University, and always had pass percentage in the nineties. So far, SCC has 18 overall ranks and 51 subject-wise ranks in the University. A significant number of our students go on to do their postgraduate studies.

Given that the State of Arunachal Pradesh does not provide salary grant-in-aid, it has been difficult to recruit and retain high caliber faculty. Yet, recognizing the need for well qualified faculty, even with its meagre resources, SCC has adopted the basic UGC scale (Basic Pay + AGP), becoming the highest salary provider among all private colleges in the State. Besides this, the College has adopted a Comprehensive Employee Manual with specific parameters and incentives for promotions, research, and publications, as well as other perks and emoluments, in order to ensure long term faculty retention and performance standards.

In 2004, the College launched a simple IQAC cell to ensure quality parameters. It has been organizing Staff Orientation Programs, various seminars and workshops, student, peer, and self-appraisals of teachers, and quality reporting to SLQAC.

3. Research, Consultancy, and Extension

As SCC believes that governance, teaching, research, and extension are the four pillars of higher education, it gives utmost importance to each of them. However, at the very outset, we must confess that research output has not been on par with our expectations and quality standards. Several reasons contribute to it, though none of them should serve as an excuse: the absence of policy of the State government to provide salary grant-in-aid to private colleges makes us ineligible for UGC funding. The same reason also leads to our failure in attracting high profile faculty, though SCC pays the highest salaries among private colleges in AP. Majority of our staff are from within Arunachal Pradesh, as it is difficult to attract reputed faculty from outside the State to a geographically remote and hilly area which has many limitations and challenges besides the government-introduced Inner Line Permit System which delimits entry duration and long term work possibilities within the State. Though most of our faculty members are NET/SLET qualified, their experience and expertise in research are limited.

These are hard facts. While one hopes for improvement in the contextual scenario, there is no point in giving up. Hence, SCC has been doing its best to instill, train, and encourage research activities among the Staff. Thus, the College has created a Research Cell, with an Institutional Review Board (IRB). The College offers Seed Money for research and incentives for publication credits. SCC has arranged in-service training for faculty in research as well as regional workshops in research methodology with the financial assistance of ICSSR-NERC. Most importantly, the College has launched an international, peer-reviewed journal, *InterViews: An Interdisciplinary Journal in Social Sciences* (the first issue is to be released this July/August). The College has been submitting research proposals to international agencies such as Templeton Foundation and American Psychological Association, but has not succeeded in getting grants. It is hoped that these sustained efforts will bear fruit in the coming years.

However, the faculty has a good number of publications, including chapters in books, edited works, journal articles, paper presentations, and private publications. Several of the faculty members are engaged in doctoral research. SCC supports them with half-pay academic leave and teacher substitution. Research rigor and interest have been generated in the students through discipline-wise project assignments and departmental seminars wherein students research and present papers. The College has succeeded in getting as many as 20 academicians of repute to visit the institution and interact with the faculty and students.

Through its unique center, PESEC (People Education and Social Empowerment Center), the College has been offering a multitude of extension activities which include national, regional, and local workshops for students, youth, and teachers; and certificate courses such as DCA and SAP. The College has brought out an *Emergency Preparedness Manual* for effective response to emergencies by staff and students. Through PESEC, NSS, Health Club, CASA (Claretine Association for Social Action), the College has engaged in various community service activities, commendably fulfilling its Institutional Social Responsibility.

We are proud to report that, as a reward for the various services of SCC, the district administration, on recommendation from the Chief Secretary of the State who visited the College and interacted with the staff and the students, have decided to bestow SCC with an award of “Center of Excellence,” to be conferred shortly.

4. Infrastructure and Learning Resources

The College was begun in a temporary wooden structure in 2003. Within a span of eleven years, the Campus has a built-up area of 3,287 sq. meters, with seven separate buildings of which six are RCC. The Main Block houses offices, staff cubicles, classrooms, laboratories, computer lab, audio-visual room, colloquium, and auditorium. The other buildings on campus are: two women’s hostels, staff quarters, wing that houses library, Cells and Associations Offices, IGNOU center, indoor games facilities, and Canteen. There are 22 CCTV cameras, ensuring campus security and Public Address System in order to reach students easily with important information. The entire college and hostels are fire-safety certified, and there are botanical/flower gardens that make the Campus a visually appealing green zone. The College runs three buses for easy transportation of students and staff.

We have been able to provide optimal learning resources through a variety of facilities such as: digital language lab, 50 PC-strong computer lab, LCD projectors, computers for staff rooms, laptops for classroom presentations, whiteboards and bulletin boards in classrooms, printers, scanners, and photocopiers, three generator sets, various musical instruments, iMac, video editing and audio mixing software, Yamaha mixer, condenser microphones, vocal and instrumental microphones, studio monitors, desktop feedback stereo monitors, Senheiser HD Stereo Headphones, wireless transmitters, and audio recorders. A small, but well-furnished library with

10,000+ books and 25 national and international journals support academic pursuit of students. Comprehensive administrative software is being installed these days (HoneyComb) with ten modules that streamline admission, examination, and hostel administration, and various student support logistics.

The Campus also has reasonably adequate facilities for outdoor and indoor sports such as football/cricket, basketball, badminton, volleyball, Kho-Kho, Table Tennis, and Caroms, which provide for physical exercise and relaxation. For medical emergencies, a jeep, a car, and two buses are available on campus, with one residential driver. There is a prayer hall (Chapel) for spiritual nourishment as well.

All in all, the infrastructural growth, with no funding assistance from UGC, has been tremendous in a short span of eleven years, especially in comparison with the pace of growth of other colleges in the State.

5. Student Support and Progression

Detailed information on the various courses, eligibility, fee structure, and admission parameters are published through a variety of means for the benefit of the student community. Some of such means are: College Prospectus, Handbook, website, social media, and advertisement. The College Handbook, printed every year with complete syllabi of all the courses offered, campus culture norms, and examination systems, has been in demand from other college teachers and students.

As the student population served is tribal and generally backward, fees have been kept moderate. The fees are way below the fees charged by institutions around the country. Further, scores of scholarship schemes have been initiated and/or channeled by SCC in order to provide financial support to the students. Some of them are: admission scholarships, residential fee scholarships, Fifty Single Step Foundation Scholarships (USA) for meritorious female students (to support educational empowerment of women), 10-14 SCCZ Merit Scholarships, and Bus fee concessions. Besides these self-initiated assistance, the College also endorses student application for APST stipend (Arunachal Pradesh Scheduled Tribe stipend) that ranges between Rs. 4,000 to nearly Rs. 9000. In 2014, seven out of the fifteen SJVN Silver Jubilee Merit Scholarship earmarked for Arunachal Pradesh were won by Claretines, each of whom received Rs.24,000. In short, 95% of our students receive financial support in one form or other.

Differently abled students are provided reasonable help. For example, an orphaned and visually challenged Claretine has been provided with 50% scholarship in college and hostel, as well as a bath-attached room, and amanuensis help at examinations.

In order to provide professional skills to students, variety of certificate courses have been initiated: Diploma in Computer Applications, SAP ERP, and various short term certificate courses. Students' co- and extra-curricular talents are tapped and enriched through various associational activities, College Week called *Resonance* and Hostel

Week, Departmental Fest and Seminars, *Gastronomia* Food Festival, and the like. The College has consistently bagged the Best Disciplined Team in inter-tribal and inter-college festivals, many times over. Claretines have been champions at the first ever inter-tribal festival held in Ziro.

The College has consistently registered the best pass percentages in the State with twice and four times 100% pass in Pass Course and Honours Course, respectively. The Honours pass percentage has always ranged between 94% and 100%. As already mentioned, 18 overall and 51 subject ranks in the University until now is a standing testimony to the academic excellence. There exists an alumni association in college, and an alumni get together was held in 2011. However, the association has not been well streamlined, and hence, progression of students has been difficult to track.

6. Governance, Leadership, and Management

Since its beginning, SCC has been blessed with a visionary, proactive, and transformational leadership. Successive management teams have worked with synergy and the highest levels of commitment and enthusiasm for making SCC one of the best HEIs in the State. Carefully drafted Vision and Mission Statements and Objectives are used as the criteria against which every new idea is evaluated and decided upon. The Management has also striven to honor the hierarchy of Core Values in the mode of being of the Institution. Through an excellent CHEP (Claretine Holistic Education Program), the College ensures that the students and the staff are well-trained in every component of the Mission and the Values.

There is a well-structured, bottom-up governance and leadership style for SCC. As the SCC Organogram will show, the Management places itself at the bottom, as the rock-foundation, on which the students build up their life and career. The highest body is the Governing Council of Claretian Missionaries of Northeast India. Every major policy decision is taken at the Governing Body whereas decisions related to the regular programs and daily running of the College are dealt with by the Management Council. The monthly Staff Council Meetings and periodic Junior Claretine Council (JCC) meetings propose innovations and evaluate various activities. Student participation is ensured through the non-political student body, JCC. The Staff Coordinator, the IQAC Coordinator, Heads of Departments, Coordinators of various associations and cells—all work together in order to realize the Mission of the College. Thus, the leadership is participatory and collaborative.

Besides the above structures, the proper functioning of the College is monitored through the “Canonical Visitations” of the Major Superior of Northeast Claretian Missionaries (once in three years) as well as of the International Major Superior of Claretian Missionaries (once in six years). During these visits, every book of the HEI is examined, accounts scrutinized, and constituents met with. There is a sound financial monitoring system based on a budget scrutinized and approved by the Economic Council of the Society to which quarterly reports are submitted.

The Annual Perspective Plan of the College is developed out of the Planning submitted by various Departments. The activities planned for the year are well-laid out in the Handbook for the information of the stakeholders.

The Leadership looks ahead to 2028, the Year of Silver Jubilee, and hopes to realize academic autonomy by then. A medium term perspective plan, “**SCCZ Vision 2020: Innovate to Transform,**” with its *five pillars of excellence* (Learner-centricity; Innovative Teaching-Learning; Educational Empowerment of Women; Community Service; and Claretine Holistic Education Program) and *five priorities* (Professional Expansion; Infrastructural Development; Research & Publications; Autonomy; and International Collaboration), lays out the roadmap for visionary growth in the second decade of existence for SCCZ.

7. Innovations and Best Practices

Innovative practices abound at Saint Claret College. The College has one of the best, cleanest, and greenest campuses in Ziro valley. A variety of plantations and strategically placed flower gardens provide a rich ambience to the campus. Additionally, the plantation provides homegrown, pesticide-free healthy vegetables and fruits to the residential staff and students as well. Various energy saving mechanisms, including solar water heating system, are in place. The College and the Hostel are certified fire-safe. SCC is the only undergraduate school in Arunachal that has an interactive website through which students, especially from remote areas, can apply online.

With the upcoming publication of *InterViews: An Interdisciplinary Journal in Social Sciences*, a peer reviewed, international journal, SCC becomes the first college in Arunachal to have a research journal. The creative talents of staff and students are channelized through a flurry of departmental newsletters and college magazine.

Ziro Valley has been nominated to the list of World Heritage Sites, and the College is doing its best to immortalize the cultural landscape of Ziro in the corridors of the College—photos depicting the culture are being exhibited along the side of the staircases. In order to avoid cultural narcissism and open up the minds of the Claretines to the cultural landscape of the world at large, various artifacts from other regions/tribes of Arunachal, the Northeast, and several countries of the world are depicted on the side of the stairs. Such innovations are aimed at facilitating self-respect and appreciation for one’s own and others’ cultures.

Some of the other innovations are the following: Comprehensive Employee Manual, adoption of UGC Basic Pay structure, biometrics, administrative software, monthly attendance bulletins, digital language lab, SAP ERP, CCTV cameras, public address system, Mass Communication as professional course, Audio-Visual Room with studio, introduction of Campus Card through MoU with Canara Bank, 50 Single Step (USA) Scholarships, various MoUs for student training and staff exchange program,

Curricula updating through Units 0 and 100, SCCZ Hall of Fame to honour rank holders, and Emergency Preparedness Manual.

The two Best Practices that are presented are: Claretine Holistic Education Programme (CHEP) and the Departmental Seminar cum Fest. Whereas CHEP ensures fulfilment of four of the five Core Values of Higher Education (as identified by NAAC) such as i) *Contributing to National Development*, (ii) *Fostering Global Competencies among students*, (iii) *Inculcating A Value System among Students*, (iv) *Promoting Use of Technology*, and (v) *Quest for Excellence*, the Departmental Seminar cum Fest fulfils 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.)

Indeed, the initiative by the District Administration to bestow SCC with “Centre of Excellence” recognition is a validating proof for the committed and innovative service the College is providing to the youth of the State.

SWOC ANALYSIS

The above summary is mostly a litany of achievements. SCC has come a long way, and achieved much. However, there are also gray areas, failures, and weaknesses that need to be addressed, owned up, and worked on, in order to grow further and realize its Mission more effectively. Given below is a SWOC analysis to that effect.

Strengths

- a. The College ensures that the salubrious, disciplined, and distraction-free atmosphere on campus conducive for academic pursuits is preserved.
- b. Reasonably adequate infrastructure, including hostel facilities for girl students.
- c. Visionary and committed leadership with longterm vision and strategic planning.
- d. The College has an excellent work ethic and culture maintained by dedicated faculty committed to the excellence of the students.
- e. The College has consistently scored the highest pass percentage, including 100% pass in six batches, in the affiliating University examinations.
- f. The College has instituted 50 merit-based scholarships for female students, and 15 merit-based scholarships open to all.
- g. The College organizes Departmental Seminars and College Week, and facilitates student creativity through departmental newsletters and various cultural fests.
- h. Excellent, well-streamlined, examination cell and assessment policies.
- i. The College has a well-designed value education program, CHEP (Claretine Holistic Education Program)
- j. The Claretines are known for their disciplined and cultured behaviour. The College has bagged Best Disciplined Team Award repeatedly at various youth festivals.
- k. The College has a well-functioning IQAC (Internal Quality Assurance Cell)

- l. The College regularly organizes training programs for staff, students, and for other stakeholders in education at regional and national levels.
- m. The College offers a variety of certificate and diploma programs.
- n. The College has a 50-strong computer lab and a 15-console language lab for providing add-on skills to students.
- o. The College offers outreach programs through PESEC (People Education and Social Empowerment Centre).
- p. The College has an international, peer reviewed, research journal, *InterViews: An Interdisciplinary Journal in Social Sciences*.
- q. The College has a well-functioning, non-political student council (Junior Claretine Council).
- r. The College has an audio-visual lab.
- s. The College has excellent fire safety mechanisms in place.
- t. A comprehensive Employee Manual with details on work ethics, salary and incentives, promotional parameters, leave rules, and other details.

Weaknesses:

- a. Infrastructural limitations: The current building is optimally used and for any further expansion, there needs to be more buildings and facilities. However, the Master Plan is in place, and future constructions are prioritized.
- b. Lack of broadband facilities: Due to the remoteness and despite several requests to authorities concerned, the college has not received affordable internet connectivity that can be made available to students.
- c. Lack of optimal heterogeneity among the faculty: Due to the remoteness of the area and the absence of salary grant-in-aid by the government, it is difficult to get well-qualified and experienced faculty. This deficit results in excessive faculty turnover as well as intellectual inbreeding.
- d. The research and publication output of the faculty is less than desirable.
- e. Lack of diversified courses. However, plans are on for increasing the diversity.
- f. Less than optimal Library Resources: Though the College has separate space and facilities for library, the collection of resources needs to improve. Though the faculty members are provided with N-List access on INFLIBNET, the usage level is unsatisfactory, primarily due to the lack of internet connectivity.
- g. Absence of a fulltime counsellor and placement officer.
- h. Inadequate documentation: SCC has scores of excellent practices and traditions. However, not every one of them is documented. Through this SSR, we realize that “if something is not documented, it does not exist.”

Opportunities:

- a. Rashtriya Uchchatar Shiksha Abhayaan (RUSA) provides an excellent opportunity for the College to upgrade its infrastructure and training needs.
- b. Of late, the State of Arunachal Pradesh has been giving increased attention to higher education. This provides a facilitative ambience.

- c. The Directorate of Higher Education and the affiliating University (Rajiv Gandhi University) has been supportive and encouraging of the efforts of the College.
- d. Ziro, with its salubrious climate and development-friendly population, is a desirable educational hub, with great potential for educational tourism.
- e. Early initiative to get accredited will enable the College to attract high calibre faculty and students, and facilitate further growth and quality enhancement.
- f. The College has a good work culture and ethic, led by a Management that is committed to making the College into an institution of excellence.
- g. The College has instituted a Research Cell and provides seed money for research which should encourage the faculty to engage in research and publication.
- h. *InterViews*, the research journal of SCC should facilitate better research and publication awareness and output.

Challenges:

- a. Remoteness of the location: The College is located 10 kms away from the city, and 3.5 kms away from the main road. This creates transportation and logistical difficulties for students and staff.
- b. Absence of salary grant-in-aid by the State Government, which consequently makes an HEI ineligible to obtain funds from UGC.
- c. The bias of students towards getting into government service makes it difficult to diversify academic programs, specially venturing into professional courses (as they are not often directly part of the Civil Service examinations).
- d. To attract and retain faculty with excellent credentials from diverse fields and geographical locales so as to improve research and avoid intellectual inbreeding.
- e. To develop a culture of research, publication, consultancy, and extension programs. To initiate student research and publication.
- f. Inadequate academic and linguistic background of incoming students.
- g. Lack of affordable internet services.
- h. To enhance library facilities.
- i. To obtain funds for research projects and infrastructural needs of the college.

A Word of Thanks

No one is self-made. Same is the case with Saint Claret College. If SCC has grown commendably over the last eleven years, it is thanks to the blessings of God, passionate commitment and visionary leadership of the Management, good work ethic and dedication of the staff, positive response and hard work of students, and support of the local people. If SCC has been able to initiate the process of accreditation and complete the preparation of this Self-Study Report (SSR), it is due to the relentless work of the Steering Committee and the Working Committees. Preparation of SSR has been a learning experience, which has opened our eyes to many aspects of quality, and which will serve us well in coming years. With deep sentiments of gratitude to all the stakeholders, on behalf of Saint Claret College Community, we pledge that the College remains committed to offering higher education of the highest quality possible in the given context of its existence.

PROFILE OF THE INSTITUTION

PROFILE OF THE INSTITUTION

1. Name and address of the affiliated College:

Name:	SAINT CLARET COLLEGE	
Address:	Post Box 22, Salaya	
City:	Ziro	
District:	Lower Subansiri	
Pin:	791 120	State: Arunachal Pradesh
Website:	www.sccz.edu.in	

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	E-mail
Principal	Dr. (Fr.) Paulson Varkey Veliyannoor	O: (03788) 255270 R: (03788) 255320	9436047102 9856705501	(03788) 255433	zirocollege@gmail.com frpaulson@gmail.com
Vice Principal	Fr. Allwyn Mendoz	O: (03788) 255270 R: (03788) 255320	9615304025	03788 255433	allwynm@gmail.com; viceprinci_ac@sccz.edu.in
Steering Committee Coordinator	Dr. Utpal Talukdar	O: (03788) 255270	9436232385	03788 255433	utpal.talukdar12@gmail.com

3. Status of the Institution:

Affiliated College
Constituent College
Any Other (specify)

✓

4. Type of Institution:

a. By Gender

- i. For Men
- ii. For Women
- iii. Co-education

✓

b. By shift

- i. Regular
- ii. Day
- iii. Evening

✓

5. Is it recognized minority institution?

- Yes
- No

✓

If yes specify the minority status (Religious/Linguistic/any other) and provide documentary evidence.

--

6. Source of funding:

- Government
- Grant-in-aid
- Self-financing
- Any other

✓

7. a. Date of establishment of the college: 31/07/ 2003

b. University to which the college is affiliated/ or which governs the college (If it is a constituent college)

Rajiv Gandhi University, Itanagar

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remark (if any)
i. 2(f)	07/07/2011	
ii. 12 (B)	07/07/2011	The College is granted 12 (B) status to make it eligible to receive central assistance from sources other than UGC

(The certificate of recognition u/s 2(f) and 12(B) of UGC Act is enclosed as annexure)

d. Details of recognition/approval by statutory/ regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI, etc.)

Not Applicable

8. Does the affiliating University Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes

--

No

✓

If yes, has the college applied for availing the autonomous status? **DNA**

Yes ☐ No ☐

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes ☐ No ☒

b. For its performance by any other governmental agency?

Yes* ☒ No ☐

Note: On recommendation from the Chief Secretary of the Government of Arunachal Pradesh, the District Administration has decided to recognize and honour the College with a Certificate of “Centre of Excellence**,” in appreciation of its academic achievements and service to the people. The logistics are being worked out and the award will be conferred shortly.*

10. Location of the campus and area in sq.mts:

Location *	Rural, Tribal
Campus Area in sq. mts.	80,937
Build up area in sq. mts.	3,287

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus

• Auditorium	☒
• Seminar complex with infrastructural facilities	☒
• Audio Visual rooms	☒
• Seminar hall with computer	☒
• LCD projector with internet	☒
• Sports facilities	☒
• Playground:	
For games such as	
Football/Cricket	☒
Volley Ball/Throw Ball	☒
Shuttle Badminton	☒
Basket Ball	☒
Kho-Kho	☒
Swimming pool	
Gymnasium	

- **Hostel**

Girls' hostel

- i. Number of hostels: **02(Two)**
- ii. Number of inmates: 143Hostellers+02 Staff+05 Support Staff
- iii. Facilities: The Hostel is within the College Campus, making it convenient to use all facilities of the College such as playgrounds, audio-visual room, auditorium, Campus Chapel, etc. Other facilities include: filtered drinking water facilities; 10 KV Generator; Television, unhindered water supply; hot water facilities; solar water heaters; Vehicle and driver kept on alert for any medical emergency 24 x 7; Provisions to charge mobile phones; pigeon-hole lockers for safe deposit of mobiles and other materials; washing and drying facilities; newspaper; etc.

- Residential facilities for teaching and non-teaching staff (give numbers available - cadre wise)

- *Teaching Staff, including Management: 02 houses (six inmates)*
- *Non-Teaching Staff: 2 separate facilities, with total of 6 inmates)*

- Cafeteria

☒

- Health centre

☐

**There is no Health Centre on Campus. However, there is a Health Cell, with provisions for First Aid, Girl's Common Room for resting, and five vehicles and one driver residing on Campus ready to respond to any emergency 24 x 7.*

Health centre staff:

Qualified Doctor:

Available on call ☒ Full time ☐ Part time ☐

Qualified Nurse:

Available on call ☐ Full time ☐ Part time ☐

- Facilities like banking, post office, book shops: ATM is available in the campus ☐

- Transport facilities to cater to the needs of students and staff
TATA Buses - 3 (42 seaters)
Mahindra Bolero
Hyundai Eon
Bajaj CT 100
- Animal house ☐
- Biological waste disposal ☒
- Generator or other facility for management/regulation of electricity and voltage
3 Generators (10 KV + 2 KV + 1 KV) ☒
- Solid waste management ☒
- Waste water management ☐
- Water harvesting ☐

12. Detail of programmes offered by the College (Give data for current academic year)

Programme level	Name of the Programme/Course	Duration	Entry qualification	Medium of instruction	Sanctioned/ approved student strength	No of students admitted
Under Graduate (B. A. Pass & Honours)	B. A. (Traditional Subjects)					
	Anthropology	3 Years	Higher Secondary	English	60	330 admitted in I B.A. (3 subjects). Once they reach Major, the number will stabilize below 60.
	Economics				60	
	Education				60	
	English				60	
	Geography				60	
	History				60	
	Political Science				60	
	B. A. (Professional Courses)					
	Mass Communication	3 Years	Higher Secondary	English	40	08
Certificate Courses	Communicative English	3 credits	Higher Secondary	English	20	20
	Personality Development				30	To be offered later
	Tourism Management				30	20

	Disaster Management				30	03 (2013)
UG Diploma	Diploma in Computer Application (DCA)	6 months	Higher Secondary	English	200	160
	SAP (MoU signed, installation is on.	One Year	Enrolled in UG	English	100	Data NA (yet to begin)

13. Does the college offer **self-financed** programmes?

Yes ☒ No ☐

If yes, how many?

08 (eight). All Programs

14. **New Programme** introduced in last five years, if any?

Yes ☒ No ☐

To provide details about commencement of programmes year-wise, with intake:

<i>Year</i>	<i>Course/Program</i>	<i>Sanctioned Intake</i>
2014	Certificate Course in Tourism Administration	30
	SAP ERP (yet to be operational)	100
2013	B. A. Mass Communication	40
	Certificate Course in Disaster Management	30
	Certificate Course in Personality Management	30
	Certificate Course in Communicative Skills	30

15. **List of Departments:**

<i>Schools</i>	<i>Departments</i>	<i>UG</i>	<i>PG</i>	<i>Research</i>
Human and Environmental Sciences	Geography, Anthropology	02	0	0
Information and Communication Sciences	Mass Communication	01	0	0
Languages	English	01	0	0
Social Sciences	History, Education, Political Science, Economics	04	0	0

16. **Number of programmes offered under** (Programme means a degree course like BA, BSc, MA, M.Com ...)

- a. Annual System
- b. Semester System
- c. Trimester System

**From the current academic year, the affiliating University has introduced Semestral system in ALL B.A. programmes. Thus, it can also be said that all 8 programmes are running under Semestral system (in the first year), though in the second and the third years, seven of them are in the annual system.*

17. Number of programme with

- a. Choice Based Credit System
- b. Inter/Multidisciplinary Approach
- c. Any other (specify and provide details)

18. Does the college offer UG and/PG programmes in Teacher Education?

- Yes No

19. Does the college offer UG or PG programme in Physical Education?

- Yes No

20. **Number of Teaching and Non-Teaching** position in the Institution:

Position	Teaching Faculty						Non-Teaching Staff	Technical Staff
	Professor		Associate Professor		Assistant Professor			
	M	F	M	F	M	F		
Sanctioned by UGC/University/State Government Recruited	0	0	0	0	0	0	0	0
Yet to recruit	0	0	0	0	0	0	0	0
Sanctioned by Management: Recruited	0	0	01	0	10	09	07	02
Yet to recruit	0	0	0	0	0	0	0	0

21. **Qualification** of the Teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
Ph.D	0	0	01	0	01	0	02
M.Phil	0	0	0	0	0	01	01
PG	0	0	0	0	02	02	04
Temporary Teachers							
Ph.D	0	0	0	0	0	0	0
M.Phil	0	0	0	0	02	02	04
PG	0	0	0	0	05	04	09
TOTAL							20

22. **Number of visiting faculty**/Guest Faculty engaged with the college.

04

23. Furnish **the number of the students** admitted to the college during the last four academic years.

<i>Categories</i>	<i>2010-11</i>		<i>2011-12</i>		<i>2012-13</i>		<i>2013-14</i>	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
SC	0	0	01	0	01	0	01	0
ST	176	219	185	249	178	312	233	347
OBC	05	03	01	02	03	04	01	04
Gen	02	03	05	08	02	07	03	06
Others	0	0	0	0	0	0	0	0

24. Details **on students enrolment** in the college (2013-14):

<i>Type of Students</i>	<i>UG</i>	<i>Total</i>
Students from the same state where the college is located	580	580
Students from the other state of India	15	15
NRI students	0	0
Foreign students	0	0
TOTAL	595	595

25. **Dropout Rate** in UG and PG (average of two batches)

UG

2.06 %

26. Unit cost of education

(Unit cost = total annual recurring expenditure (actual) divided by total number of student enrolled)

(a). Including the salary component

13,970

(b). Excluding the salary component

5,018

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes

☐

No

☒

28. Provide **Teacher-student ratio** for each of the programme/course offered

<i>Programme</i>	<i>Ratio</i>
BA (Pass and Hons)	1:30

29. Is the college applying for

Accreditation: **Cycle 1**

☒

Cycle 2

☐

Cycle 3

☐

Cycle

30. Date of accreditation* : Not Applicable

31. **Number of working days** during the last academic year.

2013-14

236

32. **Number of teaching days** during the last academic year:

(Teaching days means days on which lectures were engaged excluding the examinations days)

144

33. Date of establishment of Internal Quality Assurance Cell (IQAC):

2004

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC:

DNA

35. Any other relevant data (not covered above) the college would like to include.

CRITERION-WISE REPORT

CRITERION 1: CURRICULAR ASPECTS

1.1. Curriculum Planning and Implementation

1.1.1 *Vision, Mission, & Objectives of SCCZ and Their Communicative Osmosis to Stakeholders*

The very birth of Saint Claret College was rooted in a long-term vision, emanating from the local populace and generously responded to by Claretian missionaries, and jointly nurtured by both. The people of Ziro Valley had, for nearly twenty years, longed for an institute of higher education for their tribal youth. The inordinate delay in realizing it made them think outside the box and request the Catholic Church and her missionaries to open a degree college. Claretian missionaries, with their commitment to doing whatever is urgent, timely, and effective for people on the margins, volunteered, and Saint Claret College was born in 2003.

SCCZ Vision

“Saint Claret College, Ziro (SCCZ) envisions to become a premier institute of higher education in Northeast India, committed to providing value-based, soulful higher education for people, especially the tribal youth, in order to help them be honest seekers and practioners of truth and earnest agents of transformation within and around them.”

SCCZ Mission

is *“to mould intellectually competent, professionally skilled, spiritually evolved, morally upright, socially responsive, and culturally tolerant citizens, through holistic Claretine education, for advancing a civilization of love.”*

SCCZ: Objectives

1. To provide for value-based, relevant, and productive higher education.
2. To offer traditional, professional, and employment-oriented regular courses as well as innovative add-on courses to equip students for effective and fulfilling personal and professional lives.
3. To promote and provide for research, documentation, training, and consultancy at the service of knowledge-production and nation-building.
4. In shared mission, to assist local communities and other agents of change in their efforts at creating a more stable, just, skilled, and peaceful society.
5. To facilitate in Claretines an appreciation for and praxis of eternal values of faith, love, compassion, justice, peace, gratitude and service.

SCCZ Hierarchy of Core Values

This hierarchy has been formulated through a participatory exercise shared in by the Governing Body, Management, Staff, and student body of SCC. The hierarchization has been designed in such a way that as one progresses from lower level values to higher level values, the circle of influence of the value increases because of their scope of influence, and in case of a conflict between two values, the lower one is to be sacrificed in order to uphold a higher one.

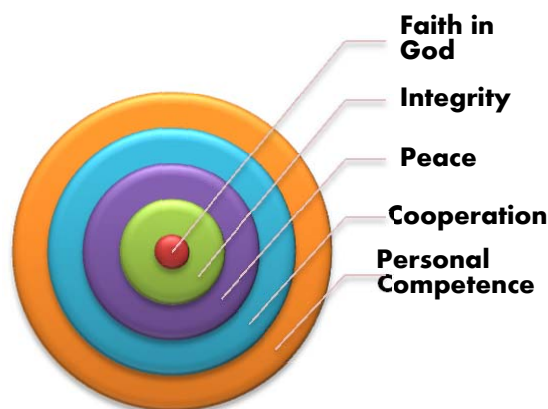


Fig. 1.1. Hierarchy of Core Values of SCC Ziro.

Communicative Osmotic Process

The above Vision, Mission, Objectives, and Values are communicated to the stakeholders through the following specific means:

- By publishing them prominently in: *the Prospectus; the Handbook; College Website (www.sccz.edu.in); College Calendar; College Magazine.*
- *Staff Induction Program (SIP):* Every new staff goes through a process of induction/training, and an early and major component of the SIP are the sessions on SCCZ Vision, Mission, Values, & Objectives and their analysis.
- *Teachers' Orientation Program (TOP):* Every academic year begins with a two-day TOP, wherein the above variables are discussed, reaffirmed, and used as criteria to evaluate activities on campus.
- *Student Orientation Program (SOP):* An academic year begins with one to two days of SOP (one, for seniors, two for first years) wherein the above core elements are communicated and discussed.
- *Claretine Holistic Education Program (CHEP):* This signature value and soft-skills education program developed in-house by the College is completely programmed on five of the six elements of the Mission Statement and five Core Values. A Claretine passing through the portals of SCCZ will receive 30 modules, i.e., three progressive modules on every one of the ten variables. This has been painstakingly developed by the Faculty and every faculty is trained in its delivery to class, ensuring that both the students and the faculty receive solid input on each of these variables, thus ensuring that the Mission and Values reach them effectively. (For a detailed write-up on the CHEP, please see Criterion 7 where CHEP is explained as one of the Best Practices).
- *Literary and Cultural competitions* (Debates, Quizzes, Essay writing) conducted also have themes based on the vision, mission, values and objectives of the institution and helping in the dissemination and communication of the same.

- *Every Major Event/ Conference/Workshop at College:* The Vision, Mission, and Core Values are printed on brochures of any event organized at the College and mentioned during those events/conferences/and programs.
- *Student Appraisal of Faculty:* The Appraisal Module used for the faculty evaluation by students make specific reference to the faculty's awareness and commitment to the Institutional Vision, Mission, and Objectives, which serves as a reminder for the staff and the students to keep the Vision, Mission, Values, and Objectives in focus.
- *Peer Appraisal of Faculty:* The Peer Appraisal format used for assessment of each faculty by other staff specifically incorporates every element of the Mission and Values, as reflected in the staff.

1.1.2 Effective Implementation of the Curriculum: Logistics and Examples

Being an affiliated college of Rajiv Gandhi University, the Curriculum is received by the College from the parental University. However, in the modality of realizing it, SCCZ adds its own signature. There are three phases to the process of realizing the Curriculum: Planning, Implementation, and Evaluation. The entire process is presented below in the flowchart and explained thereafter:

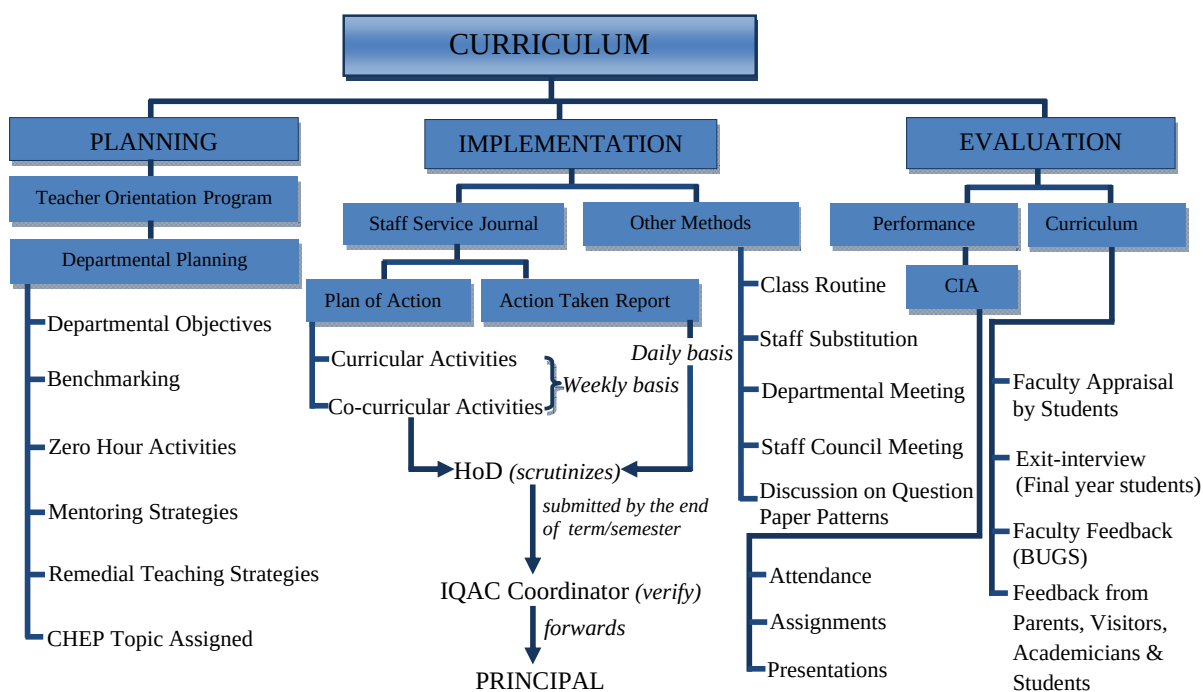


Fig. 1.2: Showing the flow chart of effective implementation of the

Planning:

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 following elements on the curriculum (among others):

- Departmental Objectives for the Year
- Benchmarking (Batch-wise)
- Zero Hour Activities (equivalent of Tutorials)
- Mentoring Strategies
- Remedial Teaching Strategies
- Assignment of CHEP responsibilities

Implementation:

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:

- *Class Routine* 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:

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 the three terminal tests:

Three Terminal Tests are used (First Term, Mid-Year (House Test) and Pre-Finals) to help students prepare well. First Term serves as diagnostic tool to identify the areas of strengths and weaknesses of each student. In the semestral scheme, Continuous Internal Assessment (CIA) with three components—attendance, assignments and presentations, and Mid-Semester Exams—take care of the diagnostics and evaluation. The Marks of the examinations are published on the notice board for students to follow up.

The *evaluation of the Curriculum* is realized through the following means:

- As part of the 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. This feedback has enabled the college to create "Unit '0' and Unit '100'" as additions to the syllabi as well as create certificate courses. Another example—discussion with the Director of Tourism at a district level training program on Tourism has resulted in offering certificate course in Communicative English with language lab, to be extended to the tourism personnel, in the coming years.

1.1.3 Procedural and Practical Support for Faculty for Curriculum Implementation and Teaching Practices

SCCZ encourages its faculty members not only to update themselves in their respective fields, but also to acquire as much practical knowledge and utilization of technology as possible to make teaching effective. The Management gives unreserved support, within its logistical limitations, to the faculty for totally committed implementation of curriculum. The following examples/action steps testify to it:

- A two-day Teachers' Orientation Programme (TOP) is conducted at the beginning of each academic year for refreshing after vacation, input sessions based on the focus of the coming academic year, and meticulous planning and goal setting.
- Faculty Enhancement Programmes consisting of national/ regional/local seminars and workshops organized for the in-house faculty as well as for outside faculty.
- Periodic workshops on teaching skills such as ASK program.
- Deputing faculty to attend training programs in SPSS, Spoken Tutorial Program by IIMA, etc.
- Provision of Audio-Visual Aids such as LCD Projectors, CDs, DVDs, Computers in each staff room.
- Audio-Visual Room made available for creative use for classes (e.g., screening Shakespearean dramas for English Honours students).
- A Colloquium for the staff to hold departmental meetings and discussions and for optimal relaxation as well.
- Provision of Departmental Files for planning and documentation purposes.
- Every department is invited to assist the Librarian to update the library resources by providing for relevant books.
- Receptivity to the suggestions of the faculty regarding updating of laboratory materials.
- Encouragement for faculty to attend seminars, conferences, refresher courses, orientation programs, etc. SCCZ also encourages its faculty members to undertake University assignments in connection with curriculum design and

development, Testing and Evaluation for e.g., Syllabus framing committees, Board of Undergraduate Studies (BUGS), etc.

- The Institution has an operational Research Cell to encourage the faculty members to improve their competencies by engaging in research. A Research seed money of Rs.50,000/- set aside for worthy research proposals every year. Every Department is encouraged to apply and take up minor/major research projects in their respective fields of expertise.
- Encouragement and financial incentives offered to Faculty to publish papers in reputed journals (from Rs.2,000 to 7,000, depending upon the impact factor of the journal).

1.1.4 Initiatives/Contribution by SCCZ for effective Curriculum Delivery and transaction on the Curriculum Provided

SCCZ has made the following initiatives/contributions for efficient and effective curriculum delivery, over the years:

- a. **Departmental Planning at TOP** (already discussed under 1.1.3)
- b. **Student Orientation Program (SOP)** at the beginning of the academic year, with the aim of orienting and grounding students in the Course. Some of the topics dealt with in the SOP are: *Vision, Mission, Core Values, & Objectives of SCCZ, Motivation and Goal Setting, Time Management, Study Techniques and Examination Skills, University Studies and Examination Patterns, Campus Culture, Library Orientation, and Pass/Honours Selection and Study Logistics.*
- c. **CHEP Program** (Claretine Holistic Education Program) to ensure holistic delivery of curricular and co-curricular objectives. See the details of CHEP under section 1.1.1. and under Criterion 7.
- d. **Zero Hours:** Tutorial hours named as “Zero Hours” (for blending it with a parliamentary term encouraging students to be conscious of parliament procedures as well as to drive home the dynamics that the hour is totally at their disposal to make the maximum use of it creatively.) Student-led teaching-learning activity is the sum and substance of Zero Hours.
- e. **Departmental Student-Seminars** every year for each Honours subject. Students, in consultation with the faculty, choose the topics and present scholarly papers after doing thorough research work on them, and an outside expert faculty (from University or other Institutes) presides over. See further details under Criterion 3.
- f. **Departmental Fest with Championship Award:** A departmental fest is held on every alternative year wherein the students of a department creatively present themes and topics through two means: a themed 20-minute cultural program, and a themed departmental exhibition/stall. See details under Criterion 7.
- g. **Conventional chalk-and-blackboard/ white board** are used to augment lectures and notes. Blackboards are being phased out in order to provide a chalk-free healthy atmosphere.
- h. **Multimedia Resources** provided.
- i. **Project works & Field Visits**
- j. **Guest Lectures**

1.1.5 Institutional Interaction and Networking with Beneficiaries in Effective Operationalization of the Curriculum.

- a. Contact with other institutes offering similar programs. E.g., for developing a B. A. course curriculum for Mass Communication, the College took initiative to contact Christ University, PG Department of Mass Communication of Rajiv Gandhi University, NISCORT (National Institute for Social Communications, Research, and Training) and expert individuals such as Jijo K. P. (Taiwan), so that a comprehensive curriculum may be created.
- b. Regular correspondence with the affiliating University on the strengths, weaknesses, and suggestions for upgrading of course curriculum.
- c. Participation in the regular meetings of BUGS.
- d. Formal discussions in view of MoU with other HEIs within India and without, such as NISCORT (for Mass Com), Christ University (for Mass Com), Assam Don Bosco University (for Mass Com), St. Claret College Bangalore (Faculty and Student Exchange), Mount St. Mary's College, Los Angeles (for twinning program) that would help augment curriculum.
- e. Attendance at workshops and training programs organized by the University and other bodies.
- f. Informal and formal discussions with agencies such as media houses, All India Radio, Tourism Department, heads of schools in Ziro valley, Deputy Commissioner, Chief Secretary of Arunachal Pradesh, Director of Higher and Technical Education Govt. of Arunachal Pradesh, Prof. G. K. Chadha, late President of SAARC University, Delhi, etc.
- g. Distribution of College Newsletters, Handbook, Prospectus, and Magazines among all stakeholders.

1.1.6 Contributions of SCCZ/its Staff to Curricular Implementation /Development in the University

- a. Principal of SCCZ was an ex-officio member of the Academic Council of the University (2003-2006) until it became a Central University.
- b. Principal of the College was an invited member of the special meeting convened by the University (2013) for discussion on the logistics for Semestral Scheme.
- c. Saint Claret College is the only college in Arunachal Pradesh offering B. A. programs in Anthropology (thereby affirming and contributing to the study of tribal culture) and Mass Communication (thereby providing for a state of the art professional course with employability).
- d. Mr. Bhaboklang Sohkhet, Asst. Professor, Dept. of Anthropology, is a member of the Board of Undergraduate Studies (BUGS) in Anthropology in the University (RGU).
- e. Mr. Abhijit Handique, Asst. Professor, Dept. of Mass Communication, was a member of BUGS in Mass Communication during his tenure at the College.
- f. Three faculty members invited to be question paper setters for the University examinations.

- g. Dr. Utpal Talukdar, Asst. Professor, Dept. of Geography, as university external examiner for other colleges.
- h. The B. A. Mass Communication syllabus was proposed by the College, which was accepted and adopted by the University, after a few minor modifications.
- i. Principal of the College serves as University observer during examinations at B. Ed institutions in Ziro.

1.1.7 College's own Courses and Their Curriculum Development

Saint Claret College offers several short and long programs of its own, and the curriculum is developed in-house for the same.

- B. A. Mass Communication syllabus for the University was proposed by the College (after a thorough research and consultancy process, as mentioned in 1.1.5), and adopted by the BUGS of the University with some modifications.
- Diploma in Computer Applications (DCA): A five-month certificate course developed and implemented by the College as add-on skill-based course for its first year students to ensure computer literacy, through its 50-PC strong computer lab.
- Certificate Course in Disaster Management: Curriculum developed by the Dept. of Geography in consultation with the Department of Disaster Management, Govt. of Arunachal Pradesh.
- Certificate Course in Communicative English: Curriculum developed by the Dept. of English using its own expertise, assessment of baseline English skills of the locality, and the Language Lab content designed by Orell Technologies, Kochi.
- Certificate Course in Personality Development: Curriculum developed by People Education and Social Empowerment Center (PESEC) of SCCZ, in consultation with the personality development resources of Rajiv Gandhi Institute of Youth Development, Sriperumbadur.
- Certificate Course in Tourism Management: Curriculum developed by the Dept. of Geography using its own expertise, assessment of the tourism potential of Ziro valley, in consultation with the Dept. of Tourism, Lower Subansiri District, and the Dept. of Geography, Guwahati University.
- Course in Study Techniques and Examination Skills: This is a course offered to first year B. A. students to supplement their study and examination skills. Course curriculum developed by Dr. Paulson Veliyannoor, in consultation with national and international resources.

1.1.8 Measures to Ensure/Analyze Realization of Curricular Objectives

SCCZ has adopted the following short term and long term measures to ensure that the curricular objectives are enforced, realized, and evaluated effectively:

Short Term Measures:

- a. Many of the syllabi prescribed by the University do not have stated objectives. Hence, in the TOP, each Department assigns do-able, measurable, learner-centric objectives for each course.

- b. Service Journal entries by each Faculty member, which contains detailed PoA (Plan of Action) and ATR (Action Taken Report). The ATR includes topic taken in each class/hour, methodology used, practical engaged, Zero Hour details, CHEP hour details, field visits, workshops, Monthly Assessment Test details (MAT), and every activity undertaken by the faculty. This Journal goes through scrutiny at three levels: HoD, IQAC Coordinator, and Principal.
- c. Zero Hours (Tutorial Hours) that are student-led and teacher-guided.
- d. Field Trips and institutional visits.
- e. Regular departmental meetings and Staff Council Meetings for review.
- f. An evaluation template used for every certificate course offered by the College in order to assess realization of objectives.

Long Term Measures

- a. Continuous Internal Assessment (CIA) through assignments and presentations, monthly attendance tracker, term examinations (mid-semester exams) and publication of marks and attendance, and penalties for missing examinations (without a valid reason).
- b. Student-led Departmental Seminars and Fests to help develop student knowledge and confidence in the discipline
- c. CHEP (Claretine Holistic Education Program) to ensure “carry over” effect, with a value base, for the students’ curricular experience.
- d. Student feedback on realization of curricular objectives that are discussed with the faculty for better implementation in coming years.
- e. Peer Assessment of each faculty on one’s optimal performance as a teacher in realizing curricular objectives.
- f. Student mentoring by faculty to ensure optimal performance by students.
- g. Year-end review of the academic year at the final Staff Council Meeting.

1.2 Academic Flexibility

1.2.1 Details of Certificate/Diploma/Skill Development Courses offered by SCCZ (with their Objectives)

Diploma/Certificate Courses

No.	Name of the Course	Duration	Objectives: to provide
a.	Diploma in Computer Applications (DCA)	5 months	Basic computer literacy Augment learnability skills Employability skills
b.	SAP (Systems Applications, & Products in Data Processing) MoU signed with AmTech	1 year	In-depth knowledge of Enterprise Resource Planning (ERP). In-depth knowledge of business processes and functions. Understanding SAP functions and eligibility for Global Certification Excellent job opportunities in Indian

			and multinational organizations.
c.	Disaster Management	45-hour, 3 credit	Understanding of natural and anthropogenic disasters; Risk assessment and vulnerability analysis in Arunachal context; Socio-ecological approach for disaster management; Better preparedness design for all kinds of disasters
d.	Tourism Management	45-hour, 3 credit	Exploration of possibilities to tap tourism prospects as Ziro is nominated as World Heritage Site; Skills to engage tourism as career; Skilled human resources to tourism industry
e.	Communicative English with Language Lab	45-hour, 3 credit	Basic skills in spoken and written communication in English; Comprehension of basic grammatical structures in English; Develop phonetic and pronunciation skills.
f.	Personality Development	45-hour, 3 credit	Understanding of holistic personality; Public Speaking and Confidence skills; Good Manners, Conflict Management, Team Work; Value consciousness

Skill-Oriented , Add-on Courses (no certificate issued)

No.	Name of the Course	Duration	Objectives: to provide
g.	Study Techniques and Examination Skills	One-two days.	Understanding of the learning principles; Techniques & Skills for learning; Skills for better performance at examinations; Success over examination phobia.
h.	Claretine Holistic Education Program (CHEP)	30 hours spread across 3 years	Value-based, “soulful” education; Communicate Mission and Values of SCCZ; Soft skills to make them employable and successful.

1.2.2. Programmes Facilitating Twinning/Dual Degrees:

Since Saint Claret College is an affiliate of Rajiv Gandhi University, Itanagar, there are limitations as to pursuing full-fledged dual degree courses on campus. Hence, currently, there are no definitive dual degree programs. However, the following may be considered as fulfilling some of the criteria under dual degree as well as twinning programs that seek to provide multi-skilling platforms for the Claretines (students of SCCZ) and the public:

IGNOU Study Center (0306)

IGNOU study Center (0306), Saint Claret College, Ziro was activated in the year 2005. Keeping in view the fact that the district of Lower Subansiri so far does not have a university of its own, the college offered itself as a study center for Indira Gandhi National Open University (IGNOU) to provide an avenue for its own students to pursue additional degree while they are students at SCCZ, as well as for students who passed out from the college in particular and for the people of Lower Subansiri in general. It also provides an opportunity for study for working /non-working men and women who are not able to attend regular college. Additionally, the Study Center provides various courses not offered in the other colleges of the Arunachal Pradesh, thereby, enabling even the regular college students to do add on courses. Currently, the Study Center offers Bachelors Preparatory Program (BPP), Certificate Courses and Bachelor Degree Program (BDP). The Center is also an examination Center for the conduct of Term End Examination for the Master's Degree Program and Bachelor of Education.

Student enrollment in the SCCZ IGNOU Study Center in 2013:

1. Total no. of students enrolled for June session(2012- 2013):- BDP I Year: 06, BDP II Year: 09, BDP III Year: 03
2. Total no. of students enrolled for January session(2012- 2013):- BDP I Year: 04, BDP II: 01, CNCC: 01
3. Total no. of students for June session (2013-2014):- BDP I Year: 09
4. Total no. of students for January session (2013-2014):- BDP I Year: 10

Number of students taking examination in the IGNOU Examination Center, SCCZ (0306) in 2013:

1. No. of examinee for TEE June 2013, Programs (BDP, MA, BED): 53
2. No. of examinee for TEE December 2013, Programs (BDP, MA, BPP, CNCC): 63

MoU with NISCORT

A Memorandum of Understanding has been signed between SCCZ and NISCORT (National Institute for Social Communications, Research, and Training), New Delhi, for providing a one-month intensive skilling for the students of Mass Communication in the month of December, every year. The Claretines who study Mass Communication, thus, will interact with various media houses in New Delhi, learn from media luminaries of Delhi, and learn at the well-furnished audio and video labs of NISCORT additional skilling that would add value to their expertise.

MoU with St. Claret College, Bangalore

An MoU has been signed with St. Claret College, Bangalore, for a twinning program that would facilitate student and faculty exchange for short duration of periods (a week to one month), during which specific training programs and skill-based modules will be imparted to students and the faculty will exchange their resources and talents for mutual benefit.

MoU with Mount St. Mary's College, Los Angeles (exploratory Stage)

Efforts have been on to sign an MoU with Mount St. Mary's College (MSMC), Los Angeles, USA, for a twinning program by which the Claretines may have one or both of the two possibilities:

- i. By studying specified modules/papers mutually agreed upon between MSMC and SCCZ, across three years of one's studies, a Claretine will graduate with a certificate of course completion awarded by MSMC.
- ii. In addition to the above (i), select students who clear TOEFL and an entrance test by MSMC may proceed to the MSMC campus in Los Angeles and do one or two semesters of specified courses as agreed upon between MSMC and SCCZ, and will graduate with a full-fledged degree from MSMC.

The Principal of SCCZ has met with Mr. Larry Smith, Vice President (Strategic Development) of MSMC at the MSMC campus, Los Angeles, to discuss the twinning program. MSMC has welcomed the proposal and has expressed its willingness to carry it through, provided the modalities can be worked out in detail. The viability of these possibilities are currently being explored.

1.2.3. Institutional Provisions for Academic Flexibility in view of skill-development, academic mobility, progression to higher studies and employability

The range of Core/Elective options offered by the College are the same as those offered by the affiliating University. Being an affiliated college, SCCZ does not have much bandwidth in offering range of courses.

However, within the parameters of the University norms, SCCZ tries to give maximum possible options, accentuating it with add-on certificate courses. Currently, the University has moved on to semestral scheme with a different course structuring. Given below is a schema of the options made available at SCCZ until now (in the annual scheme) as well as the newly adopted course structuring in the semestral scheme.

Under the Annual Scheme

B.A I YEAR (eight combinations offered using seven subjects. Students may choose any combination of his/her liking)

<i>Sl. No.</i>	<i>Elective Combinations</i>	<i>Code</i>
1.	Political Science – History – Economics	PHEco
2.	Political Science - Education – English	PEEng
3.	Anthropology – English – Economics	AEEco
4.	Political Science – History – Anthropology	PHAnthro
5.	History – Anthropology – Education	HAEdU
6.	History – English – Geography	HEGeo
7.	Economics – Geography – Education	EGEdU
8.	Political Science – Geography – Economics	PGECO

B.A II YEAR (HONOURS COURSE)

In the second year, a student must drop one elective and retain one as Honours subject (if he/she qualifies) and the other as elective. If one does not qualify for Honours, he/she will study two electives as Pass Course papers. Options made available at SCCZ for Honours:

<i>Sl. No.</i>	<i>Honours Subjects</i>	<i>Elective to choose from</i>	<i>Eligibility</i>
a.	Economics	English/Political Science/History/Education	<i>At least 45% Marks in I B. A. Economics elective</i>
b.	English	Political Science/ Education/ Anthropology/History	<i>At least 50% Marks in I B. A. English elective</i>
c.	Geography	Political Science/ English/ History/Education	<i>At least 50% Marks in I B. A. Geography elective (Theory & Practical separately)</i>
d.	History	Education/Political Science/ Anthropology/ Geography	<i>At least 45% Marks in I B. A. History elective</i>
e.	Political Science	History/English/ Anthropology/Geography	<i>At least 45% Marks in I B. A. Political Science elective</i>

B. A. II YEAR (PASS COURSE)

Students who are not eligible for Honours and/or the students who opt for Pass Course may choose any two of the three electives they studied in their first year B. A. in order to progress to the second year Pass Course.

B. A. III YEAR (HONOURS & PASS)

In the Third year of studies, a student continues with the same Honours and/or Electives they had studied in his/her second year.

Under the Semestral Scheme

From this academic year (2014—2015), Rajiv Gandhi University adopts Semestral System for its Bachelor of Arts (B.A.) programs. Thus the B. A. program will run in six semesters spread over three years. In the first four semesters (i.e., two years), a student will study one compulsory paper and three electives of their choice per semester. The electives will remain constant across four semesters. In the final year (the fifth and the sixth semesters), a student will choose *any one* of the three electives as his/her Major.

In the Semestral Scheme, Saint Claret College, as an affiliated college under RGU, offers the following electives. An applicant may choose any three of the following electives *with one exception*—Anthropology and Geography shall not be chosen together (due to the practical component). Thus, there is a theoretical possibility of having 30 combinations, which is 375% more flexible than the previous limit of options given.

Sl. No.	Elective (choose any 3)	Code	Remarks
a.	Anthropology*	A	*cannot be chosen with G.
b.	Economics	C	
c.	Education	D	
d.	English Elective	E	
e.	Geography*	G	*cannot be chosen with A.
f.	History	H	
g.	Political Science	P	

B. A. Mass Communication as Professional Course

B. A. Mass Communication (began in 2013) is offered under semestral scheme. Being a professional course, it has its own structure. Internship is made mandatory. SCCZ is the one and only college in Arunachal Pradesh to offer B. A. in Mass Communication.

Core Compulsory Papers

In the annual scheme, the following are the Core Compulsory Papers:

- English Compulsory
- Environmental Studies

In the semestral scheme, the following are the Core Compulsories:

- English Compulsory
- Environmental Studies
- Skill-based Paper (SCCZ has been offering DCA as a skill-based paper since 2005)

Interdisciplinary Courses

A Certificate Course in Environmental Studies (EVS) is compulsory for all the B.A. first year and BMC 1st and 2nd semester students only, as per the directives of the Supreme Court of India. This interdisciplinary course was introduced in the College w. e. f. 2009 session.

Flexibility to move across disciplines

First year B. A. students choose three electives to study. In the annual scheme, they are free to choose any one of them as their Major (Honours, provided they qualify) from the second year. In the semestral scheme, they are free to choose any one of the three as their Major in the third year (5th and 6th semesters).

Flexibility regarding Time Frame

A student must complete the three year degree course within six years (twelve semesters) from the date of first entry in the College. The six year term is applicable for those students who took admission in the first year in the session 2009-2010. They are allowed three chances to appear in the annual/semestral examination, with the convenience for appearing in the compartment subjects or going for improvement examinations as well.

Enrichment Courses

SCCZ offers the following enrichment courses (they have been discussed before under this section itself, hence only the mention of each course is made here):

- a. Diploma in Computer Applications
- b. SAP (Systems Applications, & Products in Data Processes) Modules
- c. Certificate Course in Disaster Management
- d. Certificate Course in Communicative English (with Language Lab)
- e. Certificate Course in Personality Development
- f. Certificate Course in Tourism Administration
- g. Workshop on Study Techniques and Examination Skills
- h. Clareline Holistic Education Program (CHEP)

1.2.4. Does the institution offer Self-financed Programmes?

All programs offered in SCCZ are self-financed, as the Government of Arunachal Pradesh does not offer salary grant-in-aid to any private colleges. Yet minimal fees are charged from students, given that the college caters primarily to tribal populace. Also, the College ensures that every tribal student receives stipend for APST (Arunachal Pradesh Scheduled Tribe) students, provided they meet the eligibility criteria. Generally, 95-99% of the ST students of SCCZ receive the APST stipend from the Government. Besides this, the College provides for around 65 to 70 merit (ranging from Rs.1500-3000), admission and residential scholarships (ranging from 10% to 50% of tuition fees.)

1.2.5 Additional Skill-oriented Programmes, relevant to regional and global employment markets:

Yes, in order to train the students for seeking jobs in the global and regional markets the college provides additional skill-oriented programmes for staff, students, and outside agencies. In 2004 the College established a center called “PESEC”—People Education and Social Empowerment Center—through which it offers diverse training programs for its own staff and students as well as for outside people—youth, teachers, professionals, the public, etc.

No.	Name of the Course	Objectives: to provide	Beneficiaries
a.	Diploma in Computer Applications (DCA)	Basic computer literacy Augment learnability skills Employability skills	Each year around 150 students take DCA. Total: around 1,200 students so far
b.	SAP (Systems Applications, & Products in Data Processing) MoU signed with AmTech	In-depth knowledge of Enterprise Resource Planning (ERP). In-depth knowledge of business processes and functions. Understanding SAP functions and eligibility for Global Level Certification Excellent job opportunities in	Introduced from the current academic year. 100 students per year.

		Indian and multinational organizations.	
c.	Disaster Management	Understanding of natural and anthropogenic disasters; Risk assessment and vulnerability analysis in Arunachal context; Socio-ecological approach for disaster management; Better preparedness design for all kinds of disaster	2 participants (July 2013)
d.	Tourism Management	Exploration of possibilities to tap tourism prospects as Ziro is nominated as World Heritage Site; Skills to engage tourism as career; Skilled human resources to tourism industry	Being offered in July 2014
e.	Communicative English	Basic skills in spoken and written communication in English; Comprehension of basic grammatical structures in English; Develop Phonetic and pronunciation skills.	38 students
f.	Personality Development	Understanding of holistic personality; Public Speaking and Confidence skills; Good Manners & Team Work; Conflict Management; Value consciousness	20 students
g.	Study Techniques and Examination Skills	Understanding of the learning principles; Techniques & Skills for learning; Skills for better performance at examinations; Success over examination phobia.	Claretines and students of many schools in Arunachal Pradesh, Meghalaya, Assam. Around 4,000 students so far. Offered through PESEC
h.	Claretine Holistic Education Program (CHEP)	Value-based, “soulful” education; Communicate Mission and Values of SCCZ; Soft skills to make them employable and successful.	Every Claretine. Mandatory. Since 2004 (the module has evolved over the years)
i.	ASK Program (August 2014)	Soft Skills targeting Staff and Students (II & III BA)	150 Claretines 30 Staff
j.	Soft Skills Program	Soft Skills for students (I BA)	350 students

1.2.6 SCCZ's Use of University provisions for combining Conventional and Distance Mode of Education.

The affiliating University (RGU) has been providing for (until now) distance mode of education for students who are unable to pursue conventional face to face education. Since the College is already registered with IGNOU as its Study and Examination Center (Center No. 0306), and due to infrastructural limitations, the College does not host the Distance Mode of Education. However, the College encourages students unable to pursue regular courses to register with IGNOU Study Center at the College or choose the Distance Mode available at RGU.

However, now that RGU has adopted semestral scheme which demands CIA (Continuous Internal Assessment), we do not know if Distance Mode will be pursued (cf. Ordinance on Semestral System 2013, §11.6)

1.3. Curriculum Enrichment

1.3.1. Ensuring Integration of Academics with the Institutional Goals and Objectives: SCCZ's Efforts to supplement the University Curriculum:

To respond to this item, we would like to analyse the various components of the Mission, Values, and Objectives of SCCZ and how various efforts are tailored to integrate them with the Academics:

No.	Component of SCCZ Mission, Values, Objectives	Specific Measures Taken to Integrate them with the Academics
a.	Intellectual Competence	Addition of "Unit 0" (foundational) and Unit '100' (advanced) to each paper; Student Projects, esp. for Anthropology & Geography; Language Lab; Departmental Seminars & Fest (student-led) Zero Hours; SCCZ Quiz; Three Term Examinations/Continuous Internal Assessment Start of Classes a week ahead of state schedule Debates, Peer Circles, Remedial Teaching Participation in challenging contests & competitions; Workshops, Seminars, etc.
b.	Professional Excellence	Language Lab; Soft Skills Training; ASK Program Diploma in Computer Applications; SAP Several Certificate Courses; Departmental Seminars & Fests (student-led); Student Cabinet—Junior Claretine Council; Student Organization of College Week (Resonance) and Hostel Week
c.	Spiritual Evolution	Claretine Prayer every day at the First Hour Quote of the Day through LCD Monitor CHEP Modules on Spiritual Themes Daily Morning and Evening Prayers for Hostellers (generic prayers that all can join in, with freedom to remain silent for those who do not believe in any

		religion); CYC activities: Claretine Youth for Christ (for Christians)
d.	Moral Uprightness	CHEP Modules specific to morality Periodic Talks & discussions on moral matters Insistence on moral behaviour during exams Movies on moral themes (Film Club)
e.	Social Responsiveness	Training Programs for students, public, teachers, officials, etc. through PESEC (People Education and Social Empowerment Center) CASA: Claretine Association for Social Action) Two NSS Units (National Service Scheme) World AIDS Day; Blood Donation Awareness Camps; Claretian Universal Mission Day Participation in Awareness Programs initiated by other agents of social change (e.g., disaster preparedness) Emergency Preparedness Manual Certificate Courses for Claretines and Public Debates, Essay Contests, etc. on social themes CHEP modules on social responsiveness
f.	Cultural Tolerance	<i>Dani Riilla</i> : Tribal cultural contest for school students; Photos depicting scenes of local culture Participation in ITYF (Inter-tribal youth festival) for inter-tribal harmony; Ethnic Day and Gastronomía (food festival with ethnic cuisines) CHEP modules on tolerance themes
g.	Faith in God	CHEP modules on Faith (generic, not specific to any religion); Discussion and Debates on inter-religious harmony; Subscription of International Journal on Psychology of Religion (American Psychological Association); Respectful space for agnostics and atheist students (admission software provides for it); Celebration of local festivals
h.	Integrity	CHEP modules on integrity High Premium placed on honest behaviour in class/exams (body check, preventive supervision rather than punitive supervision)
i.	Peace	CHEP modules on peace and nonviolence Deliberate avoidance of examples loaded with violence, and use of examples loaded with peace and harmony. B. A. Education Optional Paper on Peace Subscription to the International Journal on Peace Studies (American Psychological Association)
j.	Cooperation	College Week <i>Resonance</i> , mixing students from all classes and tribes; Hostel Week mixing students Field Trips & Group Projects; Departmental

		Newsletters and Wall Magazines as cooperative projects; NSS, CASA social service projects Departmental Seminars & Fests
k.	Personal Competence	Study Techniques and Examination Skills DCA, SAP, & Certificate Courses; Rule of Language to facilitate language skills; Language Lab ; Proper Grooming; Modelling through Good Movies ; Scholarships & Awards
l.	Value-based, relevant, productive higher education	Professional Courses Supplementing Traditional courses with certificate courses for productivity CHEP (Value Education Package)
m.	Traditional, Professional, Employment-oriented courses	Traditional B. A. Courses; Professional Courses (Mass Com); Certificate courses; Soft Skills Programs
n.	Research, Documentation, Consultancy, Training	Research Promotion Cell and Institutional Review Board Research Seed Money, Publication Incentives Consultancy Services by Faculty Training Programs through PESEC
o.	Assisting Local Communities in Shared Mission	Joining hands with district administration, civil hospital, youth associations, All India Radio, Local Churches, etc. Talks, Panel Discussions through AIR Responding to growing Suicide rates in Ziro by organizing a Suicide Prevention Workshop Language Training for the Public
p.	Appreciation & Praxis of Eternal Values	Core Values for College developed through participative process CHEP Modules on various values Personal Mission Statement & Core Values mandated for faculty, to be shared with students

1.3.2. SCCZ Efforts to modify, enrich, and organize the Curriculum to reflect Student Experiences and Needs of Employment Market:

Currently, there is no provision in Arunachal Pradesh for autonomous status for undergraduate schools, thereby delimiting the possibility of effective and regular updating of the curriculum. Yet, within the bandwidth of possibilities, SCCZ tries its best to optimally modify, enrich, and organize the Curriculum. The University does 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. It seeks to provide learning beyond the curriculum.
- Adding further relevant Units: For example, it was felt that the Communicative English component of Mass Communication syllabus was not optimal as many students at the entry level lacked proper foundation in English Grammar. Thus, an additional unit on grammar was inserted to the syllabus by the College.
- Language Lab component for English Honours students.
- Making DCA mandatory for first year students who have not had computer literacy programs yet.
- Offering SAP for senior students to make them employment-ready.

Further, such efforts are discussed, evaluated, and revised during Staff Council Meetings and Departmental Planning Sessions at TOP (Teachers' Orientation Program)

Faculty who are members of BUGS do their best to contribute to the updating of curriculum. For example, Mr. Bhaboklang Sohkhet of Dept. of Anthropology shared with the BUGS the SCCZ practice of adding Unit 0 and Unit 100.

The college has a unique **CIA-R (Continuous Internal Assessment Report)** certification through which slow learners are identified and the departments take steps such as special remedial classes to help them. Advanced learners are encouraged to present papers, participate in various academic competitions organized by other institutions, both at regional, state and national level.

1.3.3 SCCZ Efforts to integrate the cross-cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc.

The cross-cutting issues such as gender, climate change, environment education, human rights, ICT, etc., are given serious and optimal importance when it comes to blending them effectively into the academic curriculum. The Institution also takes necessary steps in this regard by organising regular Seminars, Workshops, Guest Lectures, and Panel Discussions on such issues. Here is a sampling of various efforts at integration:

Gender Sensitization:

- *The Women's Cell* in the college undertakes gender sensitisation issues on a regular basis by way of one to one counselling and in public forum like seminars and symposiums.
- *National seminar on the topic of 'Gender Perspectives across the Disciplines'* was organized by the College on November 11, 2011 with financial assistance from Indian Council for Social Sciences Research (ICSSR-NERO), Shillong, Meghalaya.

- *Sexual Harassment Prevention Cell* with a teacher-in-charge who works towards prevention of direct or indirect sexual harassment of students or staffs on campus.
- *Inclusive language* used in all communications within the College and from the College.
- Gender Issues addressed by *CHEP Program*

Climate change:

- *Environmental Studies (EVS)* introduced at the First Year B.A. Though it is mandated by the University, SCCZ makes it special by involving all departments, by assigning units to each department as per its expertise on the topic. Thus, the entire faculty is involved in teaching EVS.
- *Certificate course in Disaster Management* to enlighten the students, staffs and the community about natural catastrophes and measures to minimise the destruction during natural havocs.
- *Emergency Preparedness Manual (EPM)* prepared and published in consultation with experts on the field, and given to students during Student Orientation Program (SOP) to make them skilled to respond to any disaster effectively. This is a significant contribution in light of North East India falling under very vulnerable seismic zone.
- SCCZ has an active *Emergency Response Team (ERT)* drawn from staff members to manage any unexpected untowardly events in the campus and students are encouraged to contact the same in case of any emergency need.
- *Health & Hygiene Awareness Campaigns* undertaken by the NSS Units of the College regularly.
- *Cleanliness Drives* in various villages and civil hospital by NSS Units regularly.
- *Field Survey* of Yazali township

Human Rights:

- The College has an active *Health Promotion Cell* that organizes talks, AIDS awareness programs, Blood Donation awareness, etc. with the help of doctors.
- *Women's Cell & Sexual Harassment Prevention Cell*, as mentioned before.
- *Grievance Redressal Cell* on campus, with Suggestion/Complaint Boxes placed in the Office, Library, and Hostel.
- *Junior Claretine Council (JCC)* to provide for student participation and voicing of their needs and rights. However, JCC is totally non-political in character.
- *Bulletin Boards* placed in major classrooms and students are encouraged to put up cartoons, sketches, and thoughts for the day, related to any social issue.
- Inputs are also given on *Consumer Rights and Public Interest Litigation (PIL)* to students along with observation of Human Rights Day.

ICT:

- *Diploma in Computer Applications* made mandatory for first year students (limited to the lab capacity).

- *SAP Certificate Course* set to begin this August.
- *Computer Lab* with 50 PCs.
- *LCD projectors*, two fixed locations and one, portable, for use of teachers.
- *Audio-Visual Room*, with recording studio and other facilities, primarily meant for Mass Communication students, but is also made available for teachers for teaching as well as activities of various cells, and associations.
- *Mass Com Lab* with Projectors, PCs with advanced configuration, Cameras (both DSLR and Video), sound Recorders, microphones, Condenser microphones, Video editing software, Audio mixing software, Audio mixer, Studio monitors, etc.
- *Staff Rooms* equipped with Desktops and Data Cards.
- *Satellite Wi-Fi connectivity* for administrative needs.
- The college also plans to subscribe to Wi-Fi or 3G services in future course of time, as and when such facilities are available in the area.

1.3.4. Various value-added courses/enrichment programmes to ensure holistic development of students:

Moral and Ethical Values:

Inculcation of moral and ethical values is done through 30 hours of **CHEP Modules (Claretine Holistic Education Program)**. Ten hours per year are set aside and its contents are drawn from elements of SCCZ Mission Statement and Core Values. The program is aimed at providing a comprehensive, value based human formation for students. Carefully drafted CHEP modules include lessons on professional skills, spiritual evolution, moral uprightness, social responsiveness, cultural tolerance, faith in God, integrity, peace, cooperation, and personal competence. (Please see further details on this at 1.1.1. and under criterion 7)

SCCZ Film Club offers the students with opportunities to recognise and explore the depths of human psyche and behaviour that great movies capture so effortlessly. We screen international and Indian movies that explore ethical and moral issues and dilemmas (e.g., Kizlowsky's *Decalogue*; *My Sister's Keeper*; Holocaust-themed movies, etc.) Every screening is followed by a discussion and students engage in writing film reviews as well. It helps them to learn and understand the ever dynamic relation between art and life and vice-versa, enabling them to be film literates with a difference.

Employable and Life Skills:

Employable and Life Skills are provided for, through programs such as:

- ✓ CHEP Program
- ✓ Life Skills Workshop by invited training groups
- ✓ ASK Program (invited trainers)
- ✓ DCA
- ✓ SAP
- ✓ Student-led Departmental Seminars & Fests
- ✓ Resonance (College Week) and Hostel Week

- ✓ Monthly Extempore Speeches by Hostellers
- ✓ Regular SCCZ Quiz
- ✓ Language Lab
- ✓ Certificate Courses

Better Career Options:

The following programs/logistics are in place to provide for better career options:

- ✓ Career Counselling as part of CHEP program
- ✓ Guidance & Placement Cell organizing Career Counselling, workshops and talks on career related issues.
- ✓ SAP
- ✓ DCA
- ✓ Certificate Courses

Community Orientation Programmes:

- ✓ Through NSS units of the College, regular social and community service programs are conducted: awareness programs, cleanliness drives, house building assistance after fire incidents in nearby villages, disaster management drill assistance, blood donation camps, etc.
- ✓ The college under the banner of **Claretine Association for Social Action (CASA)** imparts students with an urge to care and help out the differently abled children in the society. Its other areas of work include social service activities, public service activities, visit and free service to the hospitals which inculcate service mindedness among students.
- ✓ The SCCZ has a unique centre called **People Education and Social Empowerment Centre (PESEC)** through which diverse training programs are offered locally as well as in other states of India. Programs include: Teachers' Training; Study Techniques and Examination Skills; Workshop for Parents on Parenting Skills for Suicide Prevention; Talks and Discussions over All India Radio; Essay Contests; Interschool Competitions; Emergency Preparedness Manual, etc.

1.3.5 Use of Feedback from Stakeholders for Curriculum Enrichment:

- 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. For example, the Certificate Course in Disaster Management was prepared in consultation with the Dept. of Disaster Management, Govt. of Arunachal Pradesh.
- Ideas and suggestions are carried to BUGS as well as various meetings and consultations at the University.

1.3.6 Mechanisms to Monitor Quality of Enrichment Programmes:

- Reviews at Departmental Meetings & Staff Council Meetings
- IQAC supervision of various activities and undertakings, especially the Staff Service Journal.
- Evaluation taken at every certificate or training program offered for feedback.
- Exit Interviews
- Informal Discussions with Alumni
- Informal Discussions with Parents on effectiveness of programs.

1.4. Feedback System

1.4.1 Contributions of the institution in the Design and Development of the Curriculum prepared by the University

As an affiliated college of a Central University, there is no representation for the College in the Academic Council, and nor does the College have freedom to frame its own course curriculum. However, at every opportunity, the College provides feedback to the University for the design and upgrading of the Curriculum. Some examples and strategies:

- Regular interaction with Office of the Deputy Registrars of the University and communication through e-mail on curricular issues.
- Suggestions on curricular issues passed on to the University. For example, in the consultation on semestral system, SCCZ proposed introduction of majors and minors, and zonal level valuation, which were duly adopted by the University.
- Syllabus for Mass Communication was drafted by the College using the proposed syllabus submitted by SCCZ.
- Participation in curricular development through BUGS membership.
- Suggestions passed on regarding the modality of Continuous Internal Assessment (CIA) under semestral scheme.

1.4.2 Formal Mechanism for Feedback on Curriculum and Its Communication within and without:

From Students:

- Classroom discussions on curriculum
- Mid-year and Year-end appraisal of staff by students have provisions on curricular aspects.
- Exit Interview of final year students on course-related matters.

From Academic Peers:

- Discussion at Departmental Meetings
- Discussion and Review at Staff Council Meetings
- Discussions with the faculty of the PG Departments of RGU on curriculum related matters.

From Governmental Departments:

- Often ideas are sought at meetings with various departments of the District Administration, especially regarding certificate courses. A

concrete proposal that thus emerged was a request from the Office of the Directorate of Tourism to offer certificate course in Communicative English for the staff of travel agencies.

Communication of Feedback:

- Feedback is communicated within the College through 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.
- The Principal, Dr. (Fr.) Paulson Veliyannoor has been an invited presenter at the Annual Conference on Higher Education wherein he has been placing before the Conference suggestions regarding semestral system, Choice Based Credit System, and provisions for Autonomy.

1.4.3 New Programmes introduced over Last 4 Years and their Rationale:

No.	Course	Type	Year	Rationale
a.	Economics (Honours)	Regular B.A.	2012	Economics is much sought after, job-oriented, part of APCS examination. Student Demand
b.	Mass Communication	Professional B.A.	2013	Need for providing job-oriented, professional course; Enabling students to rope in the power of media for social change; Absence of such course at UG in the state.
c.	Disaster Management	Certificate Course	2013	Arunachal is earthquake, landslide, fire-prone zone. Need to train students, officials, and the public to deal with disasters.
d.	Communicative English	Certificate Course	2013	Student's poor background in English; Request from the public; Request from Dept. of Tourism
e.	Personality Development	Certificate Course	2013	To provide confidence and self-skills for the tribal youth
f.	Tourism Management	Certificate Course	2014	Ziro is nominated as "World Heritage Site," thereby high tourism prospects; A highly potential job market.
g.	SAP	Certificate Course	2014 August	Enterprise Resource Planning Skills; Provide national and multinational openings; SAP at highly affordable rates through Xavier Board of Higher Education membership for College

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1. Student Enrolment and Profile

2.1.1. *SCCZ Mechanisms to Ensure Publicity and Transparency in Admission Process:*

SCCZ ensures adequate *publicity* through the following mechanisms:

- a. *Institutional Website:* The College has a functional website, www.sccz.edu.in, through which extensive information on the College is provided to the public. During admission time, the website is updated with details of the admission process, along with provision for online application submission, which is of immense help to geographically challenged Arunachal Pradesh.
- b. *Advertisement through Newspapers:* During admission, detailed advertisements are placed in the leading newspapers of the State.
- c. *Cable TV Channels:* Admission information is run for a month through local Cable TV channels.
- d. *Banners:* Banners with information on admissions are put up at strategically significant locations.
- e. *Prospectus:* An eight-page Prospectus together with two-page Course and Fee Details, two-page additional details on certificate courses as well as professional courses are distributed from three locations, for convenience—Itanagar (capital city), Hapoli (district headquarters), and College Office. Also, the information downloadable from the website.
- f. *Word of Mouth:* The Staff and the Students of SCCZ are briefed on the admission details so that they become vehicles for publicity.
- g. *Through Social Networking Sites,* such as Facebook and Twitter.
- h. *Public Relations Team and Regular Press Releases:* Every time a significant event happens in the College, the Public Relations Team of SCCZ (Dept. of Mass Communication) sends out Press Releases to the leading newspapers who publish them. Such news coverage provides excellent year-round publicity for the College.

Transparency in admission process is ensured through the following provisions:

- a. SCCZ is an equal opportunity institution, differentiated only in terms of merit. There are no restrictions for anyone to procure application folders. Anyone with a minimum of 40% can apply.
- b. Generic details regarding qualification, admission process, and fees are given in the Prospectus. Very detailed information specific to each year/batch is printed on “Course and Admission Details” sheet. Summary criteria are communicated through advertisements over newspapers and Cable TV. These criteria are strictly adhered to.
- c. Candidates may choose to submit the application form online or in the Office until a specific date announced.
- d. An Admission Committee is formed of the staff to co-ordinate the admission process. Student volunteers are chosen to assist during the admission day.
- e. Scrutiny of application by the Admissions Committee.

- f. 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.
- g. Admission is given following verification of original documents, interview with the Principal, and in the presence of parent/guardian of the student.
- h. *Admission Entrance Test*: Students who have not made into the First List and those securing less than 50% in 10+2 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.
- i. The Closing Date of Admission is announced over the Notice Board and the College website.

2.1.2. Criteria adopted and Process of Admission at SCCZ:

After declaration of Higher Secondary results, the admission process begins almost immediately at SCCZ. Issue of application is done from 3-4 venues (including the website). Deadline is specified for submission of application forms. Given below are the Criteria adopted for Admission:

UG Programs (Traditional)

Eligibility	Anyone with 40% in AISSCE (10+2 pattern) or its equivalent.
Merit	Following Scrutiny, a Rank Ordered Admission List is put out, and specific time is given for taking admission (cut off: 50%).
Entrance Test	Those with below 50%, a 2-hour written Entrance Test is held, based on which a second Rank Ordered Admission List is published, and seats offered, as per availability.
Interview	Mandatory for both the above categories (i.e., merit and entrance test qualifiers. Student to meet the Principal with one's parents

UG Programs (Professional: Mass Com)

Eligibility	50% in AISSCE (10+2 pattern) or its equivalent may apply
Merit	Following Scrutiny, a Rank Ordered Admission List is put out, and specific time is given for taking admission
Entrance Test	No Entrance Test for Mass Com, as only those above 50% are considered for this Course.
Interview	Mandatory. Student to meet the Principal with one's parents.

Certificate Courses

DCA	Separate Application Form; On Admission to College; Offered only for I year students with no Computer literacy.
SAP	Separate Application Form; On Admission to College; Offered only for II & III year students; DCA as eligibility
Other Short term Courses	Any Claretine interested; The Public

The Process on the Admission Day

On the day of admission, a selected student goes through the following steps. Student volunteers will guide the candidates through nine stations:

Station	Task	Process
A.	Reporting & Signing-In	- Keep a copy of the Admission Time Slot Assignment. - Get the student to sign in - Issue the Admission Flow Chart paper. - Signs against Station A; Directs to Station B
B.	Document Verification	- Checks if Station A is signed off. - Verifies adequacy & authenticity of documents - Issues the Token - Signs against the Station B; Directs to Station C
C.	Campus Culture Brief (AV Room)	- Checks if Station B is signed off. - Briefs students in group of 5-6. - Gives a 10-15 minute Campus Culture Brief with PowerPoint Presentation, clarifies doubts. - Signs against the Campus Culture Brief Column - Directs them to the Principal's Office: Station D
D.	Interview With Principal	- Checks if Station C is signed off. - Student Volunteers collect the Token and send the Candidate with Parents in. - Interview. Admits to a specific combination - Decision on DCA / Bus Pass/ Certificate Course - Issues Fee Payment Authorization Slip - Signs against Station D; Directs to Station E
E.	Payment of Fees (Cashier's Counter)	- Checks if Station D is signed off. - Receives Payment based on the Payment Slip - Issues Receipt for Univ. & Misc. Fees. - Issues Receipt for DCA, <i>if applicable</i> - Issues Receipt for Bus Pass, <i>if applicable</i> - Issues Receipt for Certificate Course, <i>if applicable</i> - Issues Challan for Payment at Canara Bank - Directs them to Station F: to submit Documents
F.	Reception of Documents	- Checks if Station E is signed off & verifies payment of Fees - Accepts Application and Original Documents. - Issues Handbook. - Issues Bus Pass (if applicable) - Issues Congratulatory Letter - Signs on Station F. Directs them to Station G/H
G.	Hostel Admission & Fees	- Verifies if Station G is signed off. - Receives Hostel Application - Briefs them about Hostel Rules - Issues Hostel Handbook - Reminds them of date of arrival, things to bring.

		Directs them to Canara Bank for fee payment.
H.	Canara Bank	- Receives Tuition Fees - Processes Canara Campus Card Application

2.1.3 The Minimum and Maximum Percentage of Marks for Admission at entry level & Comparison with other colleges within the district.

Course (as per 2013)	Saint Claret College, Ziro		Govt. College, Yachuli	
	Minimum%	Maximum%	Minimum%	Maximum%
B. A. (Traditional)	40	83	32.6	76.0
B. A. (Professional)	50	67	Course Not Offered	
Certificate Courses	40	60	Course Not Offered	

B. A. I Year (Pass & Hons)

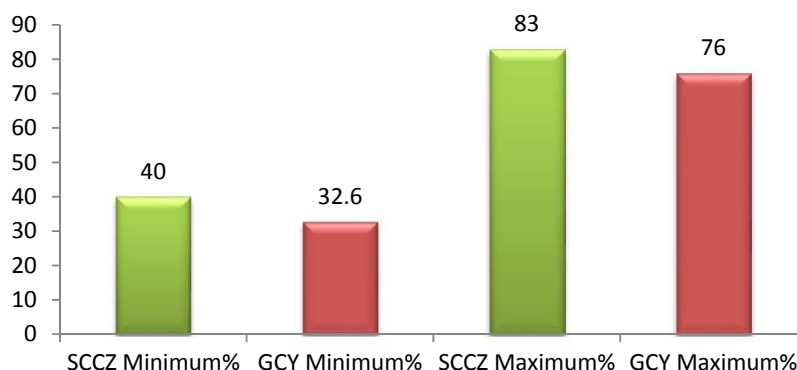


Fig. 2.1. The Minimum & Maximum Percentage of Marks for Admission at entry level within the district

2.1.4 Review Mechanisms on Admission Process and Student Profiles. Outcome and Output of Such Efforts for Improvement:

Yes, the institution does have a mechanism to review the admission process and student profile annually. First of all, the admission process and student profiles are discussed at the periodic Management Committee Meetings. Further, several Staff Council Meetings (SCM) are held in a year of which three meetings specifically deal with the review of admission process. One such SCM is held at the beginning of the academic year, following admissions, i. e, in the first SCM, and the other two, at the end of the year, i.e., in the months of April and May. The following are the specific strategies:

- After the Admissions, the Office Staff prepares a statistical summary of the admissions for the review of the Principal
- In the first SCM, a thorough review of the entire admission process is undertaken wherein the Management and the Staff freely share their perspectives. The Staff Coordinator notes such observations, comments, and suggestions in view of the next year.

- c. The Management Committee Meetings discuss the recommendations of the SCM and prepares a draft strategy for the following year.
- d. In the SCM in April, the Principal presents the draft strategy proposed by the Management Committee to the Staff Council. Further suggestions and viability options are considered.
- e. In the SCM in May (the final Staff Council Meeting of the Academic Year), the sequence of admission process is finalized and shared with the entire faculty, and admission committee for the coming year is selected.
- f. The decisions are communicated to the Office of Admissions who prepare the documents accordingly.

One such concrete example of drastic revision of admission procedures happened this year (2014), by initiating a closing date for application—scrutiny—and Admission Selection List publication. It has helped immensely to ensure justice to students with top merit by offering them first chance at admission, thereby ensuring quality as well. Such streamlined procedures make it convenient for students to plan their travel for admission purposes, saving time, and money.

2.1.5 How SCCZ Admission Policies & Student Profiles reflect the National Commitment to Diversity and Inclusion:

The very origins of SCC were for fulfilling the higher educational aspirations of the tribal populace. Situated in a 100% tribal state of Arunachal Pradesh, naturally, majority of its students are from the tribal group. While primarily catering to the tribal populace, the College remains completely open to all as an equal opportunity institute of higher education. As of 2013, the College has students from seven different tribes of Arunachal Pradesh, and six different states of India, has a 60:40 ratio of Female: Male, and three differently abled students. Here are the further details:

<i>Category</i>	<i>Description</i>	<i>Percentage (2013)</i>
ST	Majority of the Student Population, much above the state norm of 80% reservation for Tribal Students. The College also endorses and serves as a conduit for the APST students to receive financial scholarship available for APST students from the Govt. of Arunachal Pradesh	581
Number of Tribes Represented	Majority of the tribal students belong to Apatani tribe, as Ziro valley is an Apatani habitation. However, the College admits any eligible tribal student from any part of Arunachal and outside, provided seats are available and they fulfil eligibility criteria.	7
Women	SCCZ, in view of inclusive education, gives special support for women's education by offering residential facilities for women (140) and merit scholarships (50) through an MoU	359

	with Single Step Foundation, USA	
Differently-abled	Given scholarship (study & residential) Special Library Facilities (braille books) Currently we have a physically challenged and a visually challenged student.	2
Economically Weaker	Students belonging to economically weaker sections are allowed to pay the fees in instalments. Some of them are also offered fee concessions (as scholarships)	DNA
Minority Community	There is no discrimination for the students belonging to minority community during admission. They are given equal opportunity to seek admission in the college.	DNA
Number of States Represented	Though the College is nestled in remote Himalayan foothills, several states of India Union is represented, underlining diversity and inclusion	6
Any Other	Government follows “catchment area policy” for govt. colleges which delimit the opportunities for students of Ziro valley to seek admission elsewhere. Hence, due weightage and opportunity is given to students from the local area, provided they fulfil eligibility criteria	

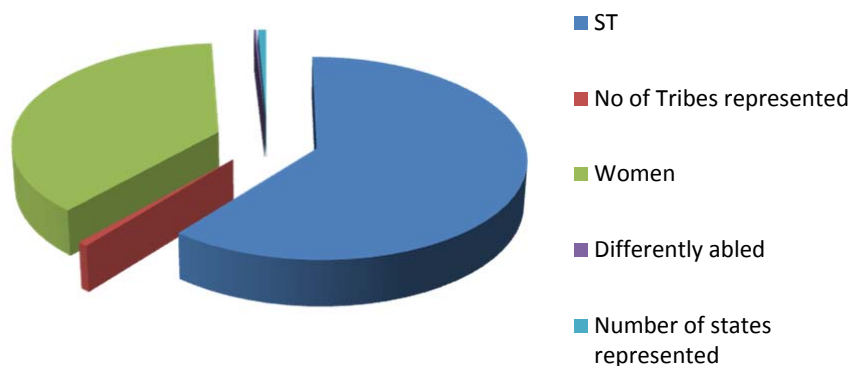


Fig.2.2: Showing the diversity of students profile, 2013

2.1.6 Details of Programmes Offered (Four-Year Statistics) & Analysis of the Trends:

There has been a significant increase in demand ratio as well as in admissions over the years. The demand ratio increase can be attributed to the excellent results (consistently highest pass percentage in the state, including 100% pass several years), discipline, and the good standing the College has in the State. The increase in admission in-take is due to the diversification of courses and build-up of infrastructure.

UG Courses (BA I Year)			
Year (recent first)	Number of applications	Number of students admitted	Demand Ratio
2014	530	330	1.61
2013	385	303	1.27
2012	259	214	1.21
2011	212	209	1.01

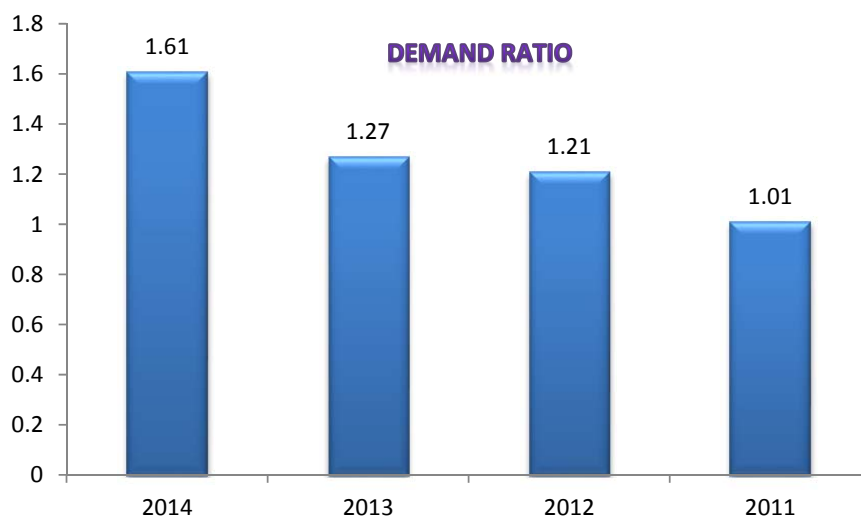


Fig. 2.3 Trends of demand ratio of Programmes Offered (Four-Year Statistics)

2.2 Catering to Student Diversity

2.2.1 *Catering to the needs of differently-abled students and ensure adherence to government policies in this regard.*

The institution is sensitive to the unique needs of differently-abled students and offers admission and scholarship facilities. Currently the College has one visually challenged student, for whose sake *braille books* are made available, *amanuensis* provisions with a special invigilator are given for all examinations—the university examination as well as college level term examinations. *Residential facility with bath-attached room* is provided. Admission and Residential scholarships to the tune of 50% of the total are provided. *Personal mentoring* and accompaniment is offered to them by the faculty and the management.

In compliance with the Supreme Court ruling, Ramp provisions and other differently abled-friendly provisions have been made in the proposed professional course building (as per the Master Plan).

In order to provide for students who are more of visual learners, the use of visual aids are provided for and teachers are encouraged to use them. Three LCD/LED

projectors are made available (fixed/portable) for the use of the faculty. Bulletin board announcements are complemented with LCD display at the entrance and announcement over PA System, placed in all major classrooms and corridors.

2.2.2 Assessment of the student needs in terms of knowledge and skills before the commencement of the programme:

Yes, We Do. Most of the students are first-generation students and the college is aware of the academically challenging environment that they are coming through. Through the following specific means, student-needs in terms of knowledge and skills are assessed before the commencement of the program:

- Through the review of the applications submitted, with special focus on the marks achieved in Class XII. Admissions are offered to specific subjects according to the aptitude, interest, and capability of the student.
- Results of the Entrance Admission Test that cover language and comprehension, general knowledge, and subject-wise knowledge at Class XII level of difficulty.
- Based on the assessment at the admission interview, students are offered as well as directed to take appropriate certificate courses that would serve as corrective for their deficiencies (e.g., certificate course in communicative English, personality development, etc.)
- A week's time, and in special cases up to ten days are given for students to change their elective options.
- For higher classes (second year students who need to choose their honours), a briefing on the content and demands of various honours subjects are discussed and provision given for students to change their option if they genuinely feel the need to change.
- Selection trials are offered for students at the beginning of the academic year to assess the skills for various cultural and sports activities, and to plan training in view of inter-collegiate festivals.

2.2.3 Strategies of SCCZ to bridge the Knowledge-Gap of Students to enable them to cope with the programme of their choice (Bridge/Remedial/Add-on/Enrichment Courses, etc.)

“Unit 0”: Every course syllabus has been revised by the Departments to include a “Unit 0”, which is a foundational unit. Through this Unit 0, the teachers provide a solid platform for readiness to embrace the Course material. Essentially, Unit 0 consists of fundamental concepts, key terms, definitions, as well as course structure, course objectives, and goal setting for students.

Language Lab: One of the key deficiencies of the students we serve is their inadequate knowledge of English, its foundational grammar and spoken English. This is remedied through the provision of a language lab which has one teacher console and fifteen student consoles.

Tutorials (called “Zero Hours”): are yet another means by which students are provided extra-information and knowledge-handle to supplement and deepen their curriculum.

Remedial Teaching: An hour a week is exclusively set aside for Remedial Teaching. Teachers sign up for these hours, inform students in advance, and all those who need special help are provided with the same during this hour.

Departmental Seminars: by which students are provided with additional knowledge generated out of student research on topics relevant to their curriculum yet expanding their knowledge horizons. Every student of a discipline is mandated to attend the departmental seminars led by their own expert peers.

Certificate Courses: The various certificate courses that are offered, such as DCA, personality development, disaster management, etc. are aimed at providing additional knowledge and confidence-capital to cope with their course work.

Study Techniques and Examination Skills: A workshop on Study Techniques and Examination Skills is provided for every first year batch in order to teach them principles of learning, skills of effective learning and examination performance.

Mentoring: Teacher-mentors meet with their mentees periodically to assess their progress and help them iron out their academic difficulties to ensure successful academic experience at the College.

2.2.4 Systemic Efforts to Sensitize Staff and Students on issues such as gender, inclusion, environment, etc.

Inclusion of Mother's Name in the Application Forms: Very recently, (6th June 2014), through the letter no. D.O. No. 1-38/97 (CPP-II), UGC directed all educational institutions to include Mother's name also in the application forms. SCCZ is proud to document that the College has long before began this practice of asking candidates/applicants to include BOTH the father's name AND mother's name in admission application forms as provided for in the forms, in open pursuance of gender inclusiveness and equality.

JPIC (Justice-Peace-Integrity of Creation) is a proclaimed preference of Claretian undertakings. Accordingly, SCCZ gives special importance to such issues of social relevance and urgency. The following testify to the institutionalized policy efforts as well as sporadic events that have been undertaken to sensitize the staff and the students on issues of JPIC:

National Seminar on Gender Issues: A one-day national seminar was held on "Gender Perspectives across Disciplines" held on November 11, 2011. The select articles are published in the SCCZ Journal, *InterViews: An Interdisciplinary Journal in Social Sciences*.

Admissions: Male : Female Ratios: Women, as has been in many parts of the world, unfortunately, are the victims of exclusion and exploitation in Arunachal as well. Hence, SCCZ gives prime importance to female education, by promoting

more women than men and providing for hostel accommodation for as many as possible. The ratio in 2013 was 60:40 (M:F).

Admissions to the Physically/Visually Challenged: We have had a physically challenged and a visually challenged orphaned student (both females). The latter studies on 50% tuition concession.

Scholarships for Women: As mentioned before, 50 merit scholarships are given to eligible female students, through the support of Single Step Foundation, USA.

Male: Female Ratio among the Staff: In appointment of staff, the College makes a conscious attempt to have a healthy male:female ratio in every department, without prejudice to eligibility and qualifications.

CHEP & SOP: Gender issues, environment, inclusive justice, peace, healing prejudice, etc. are systematically addressed through the Claretine Holistic Education Program (CHEP) given over 30 sessions through B. A. years, and Student Orientation Program (SOP) at the beginning of the academic year. For details on CHEP, please see Criterion #7.

Body Frisking at Exam: Frisking students as a precautionary and preventive measure has been adopted at entry to examination halls. Gender sensitivity is ensured through the protocol that female teachers frisk female students and male teachers frisk male students, gently and with respect.

Women's Cell: A women's cell has been in vogue with a lady teacher in charge, to take care of women's inclusive needs and empowerment in the College.

Sexual Harassment Prevention Cell: This cell ensures that boundaries are respected and dignity of each individual is not violated in any way.

Tobacco/Pan/Gum-Free Campus: The Campus has been declared a tobacco/pan/gum-free zone. Even guests and visitors are politely requested to avoid engaging in such behaviors on campus.

Clean Campus: Special efforts are taken to keep the college and the campus clean and tidy. Students are regularly reminded to keep the campus spick and span.

Green Zone Campus: When the College was set up in 2003, the campus was devoid of any trees. A pine tree planting drive was taken up over every successive years. Hostellers have been assigned to various service groups and they take care of every garden on campus, the result of which is shown now: The campus is lush green with well-maintained grass, pine trees, and lovely gardens.

Waste Management: Separate waste bins are provided for trash, recyclables, and redeemables, and students have been directed to separate waste accordingly.

Redeemables are sold to buyers. However, Ziro lacks recycling facilities and hence, we have been unable to process the recyclables effectively.

Environmental Studies: The University-mandated EVS course is given in all seriousness, with units handled by different departments, based on their expertise. It has been a multi-departmental undertaking.

NSS Camps & Awareness Programs: The two NSS units of SCCZ conduct at least two camps and awareness campaigns in the nearby villages to conscientize people on JPIC issues. They also engage in cleanliness drive in villages and civil hospitals.

Trekking: NSS units take an annual trekking and the staff as well as the management are encouraged to join with them. Trekking is meant to instill in the Claretines a love for regular exercise and informed intimacy with nature.

Shared Mission: Plastic Free Ziro/Painting/Intertribal Harmony Campaign: In shared mission with other organizations, SCCZ has joined in their campaigns for various environment-friendly issues. E.g., In 2013, SCCZ joined in the Inter-Tribal Youth Festival for intertribal harmony, organized by All Lower Subansiri Student Union (as a policy, SCCZ does not participate in student union programs, nor does SCCZ have a student union of its own); painting contest at Hapoli on hygiene awareness (2013); Plastic Free Ziro campaign (2014).

Various Competitions: Various competitions at the College level are themed along JPIC issues for the sake of subliminal as well as conscious communication of JPIC values.

Celebrating Claretian Universal Mission Day: CUMD is a day set aside by all Claretian institutions all over the world (64 countries) during which information is shared with the staff and the students—through talks, PowerPoint, documentaries, etc.—on the various human struggles in the world and how people, especially Claretians are responding to them. Thus, students have learned about leprosy affected people in Bangalore, AIDS victims in many parts of the world, immigrant struggles in the Americas, hunger and disease in Africa, etc., thereby developing a wider horizon and fellow feeling towards suffering humanity.

Screening of Movies: Screening of various movies/documentaries that depict JPIC issues. E.g., *Dark Money*, a documentary on coal mine workers in Meghalaya, *Shared Fate*: a documentary of adoption, another documentary on *Water for the People*, etc. are screened. The College procured 16 such DVDs on JPIC issues from Tata Institute of Social Sciences, Mumbai.

2.2.5 Mechanisms to Identify and Respond to Special Educational/ Learning Needs of Advanced Learners:

SCCZ identifies advanced learners and their needs through:

- Analysis of their academic history
- Results of the first term and house test results.
- Quality of In-class performance and participation.
- Quality of assignments and CIA (Continuous Internal Assessment)
- Zero hour performances
- Mentoring returns
- College Annual Art & Cultural Fest, *Resonance*.
- Hostel Week competitions
- SCCZ Quiz

SCCZ *responds* to advanced learners and their needs through:

- “Unit 100”: An advanced unit developed for course curriculum that addresses the need for the “extra-mile learning” to stimulate, attract, and energize advanced learners.
- Various platforms to demonstrate their talents and provide for additional research opportunities such as *Departmental Fest*, *Departmental Seminars*, *Zero Hours*, etc.
- Departmental Newsletters & Wall Magazines to provide for a creative forum and innovative undertakings.
- Encouraging participation in *Resonance*, College-Fest; Intercollegiate youth festival of the University, Inter-Collegiate debates, etc.
- Scholarships & Awards for the Meritorious.
- Language Labs
- Recommendation and Endorsement for membership in District Library
- Assignment of Leadership Roles for them.
- Awards for Rank Holders
- Career Counselling
- Different forms of Public Recognition of their achievements.

2.2.6 Efforts to collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out:

SCCZ resorts to the following mechanisms and solutions:

- Attendance tracking and publication on a monthly basis to identify loss of motivation and absenteeism.
- Mentoring of students
- Faculty feedback
- Peer feedback
- Monthly conferences (with the hostellers)
- Performance in first term and house test / mid-semester exam and other CIA components.
- Personal Conference with the defaulting students by Principal and Vice Principal (Academic & Student Affairs)
- Offer of scholarships to help students continue their study.
- Discussion with their parents to make their studies viable

2.3 Teaching-Learning Process

2.3.1 *SCCZ Mode of Planning & Organizing the teaching, learning and evaluation schedules*

Academic Calendar: 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 entire syllabi 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 change, due to exigencies, are communicated through the notice board, College Website, and College Facebook and Twitter.

Staff Orientation Programme: Before the commencement of every academic session the College conducts a two-day Teachers' Orientation Programme in the College. A core component of this TOP is departmental planning in view of the entire year ahead. The teaching plan is discussed and documented during TOP.

Time Table: The timetable of the academic session is prepared by the respective Departments in consultation with the management in case of any alterations. Teachers are allotted with their classes accordingly. The same is displayed on the notice board and the Department makes sure that the lectures start on time. No classes are cancelled. In case of the absence of the lecturer, the Department gives out a class adjustment form to the Lecturer to fill in the class adjustment details

before availing leave. The substitution proforma, on approval by the Principal, is passed on to the Staff Coordinator for supervised implementation.

Staff Service Journal: The College provides the faculty with a Service Journal which has two sections: Plan of Action (PoA) and Action Taken Report (ATR). Under PoA, a staff member records his/her plan of teaching for each unit and week. Under ATR, he/she faithfully records, on a daily basis, the execution of the Plan. It also records the extra-curricular activities taken up as a part of the curriculum. The same is verified by the HODs and subsequently, by the IQAC Coordinator. At the end of every term/semester, it is submitted to the Principal.

Evaluation Blue Print: SCCZ has a highly structured evaluation/assessment procedure and protocol. There are two Examination Cells—one for the Internal Exams such as Mid-Sem/ First Term exam, etc. The other cell is for conducting University examinations in College. There is an examinations office wherein all examination-related procedures are done. The dates of the examinations are discussed and given out at the very beginning of the year through the Academic Calendar Section of the *Handbook*, ensuring that students know the dates well in advance and can begin preparations from day one. The Mode/Parameters of Evaluation has also been clearly spelt out—be it Mid-Semester examination or university's End-Semester examinations.

2.3.2 IQAC's Contribution to improving Teaching-Learning Process:

Recognizing fully well the importance of mechanisms to ensure quality, SCCZ instituted Internal Quality Assurance Cell (IQAC) as early as 2004, the very second year of College's existence, even though IQAC was not mandated before the first cycle of assessment by NAAC then. The IQAC has so far been an office with a single-senior faculty as the Coordinator, but ably supported by the Principal and working in close collaboration with the Staff Coordinator and the HODs.

The IQAC has been doing its best to facilitate and ensure continuous and quality improvement in the entire system, operations, and processes of the College. It monitors the execution of the activities in the sphere of curricular, co-curricular and also in the management of the institution periodically in every academic year. It supervises the implementation of various academic developmental objectives like regular lectures, guest lecturers, workshops, seminars, study tours, etc. planned in consultation with different Departments in the planning meetings conducted by the Cell. Thus, in coordination with multiple Departments it monitors its strategic progression. The Cell works as a support system to affirm, proclaim, and translate into action the commitment and accountability of the College to quality and excellence. At the end of the year, the IQAC has been bringing out a consolidated report AQAR (Annual Quality Assurance Report) documenting various activities undertaken during the year as well as student, peer, and self-appraisal reports of the staff.

Some of the systemic undertakings organized by the IQAC at SSCZ are:

- a. Organizing Teachers' Orientation Program
- b. Assistance with national/regional seminars, workshops, etc.
- c. Student Appraisal of the Staff.
- d. Peer Appraisal of each Staff
- e. Self-Appraisal Report for the Teachers, ensured and followed up.
- f. Exit Interview
- g. NAAC Accreditation-related preparatory works.

2.3.3 Student-centricity of Learning. Support Systems for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students:

The institution follows student-centric pedagogy; it endeavours to heed the needs of the students with consideration to the modern developments taking place. The Teachers' Orientation programme in the beginning of the session directs and reminds the Teachers of their moral and professional responsibilities as educators. Different teaching methods are used to impart quality knowledge.

Classroom Teaching & Audio-Visual Aids: The College has well equipped classrooms with white boards, Maps, Charts, Bulletin boards, etc. Three LCD Projectors are made available for teachers for their use. An audio-visual Lab is set up for creative use by the departments. Lectures are made interactive and the lecturers provide the students with updated knowledge from the syllabus.

Zero Hour: The College has introduced Zero Hour equivalent to Tutorials recommended by UGC. This hour is primarily handled by the students, at the direction and assistance from the teacher, for the purpose of 'learning by doing'.

CHEP Hour: CHP modules are drawn from the elements of SCCZ Mission and Core Values, and hence, are aimed providing a comprehensive, value-based human formation for the students. Teachers follow a carefully drafted CHP Manual for these hours.

DCA Hours and Library Hours: Every student has a few free hours a day. These hours are designated as DCA or Library Hours. In order to facilitate this, every teacher schedules reading and writing assignments. Minimum two assignments for each paper are to be given to the students by each lecturer.

SCCZ Language Lab: In order to train students in effective communication in English, a Language Lab has been installed. They will form mandatory part of coursework for the students of English Honours and Mass Communication. Other students are greatly encouraged to sign up for Language Lab training.

SCCZ Quiz: SCCZ Quiz runs across the entire year. Each Department nominates a team of two members each, to the Quiz. The Quiz is held on current affairs, general knowledge, regional, national, and international newsworthy items. This is designed to encourage students to keep abreast with the happenings around then, and to prepare for competitive examinations later in their lives.

Junior Claretine Council: The College has a well-functioning JCC – Student Council which provides for student-centric leadership training for the youth who will become future leaders of society.

Besides, there are *Departmental Seminars, Festivals, Newsletters, College magazines, and student feedbacks*. All these activities involve active participation of the students generating a consolidated learning experience.

2.3.4 Nurturing of critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

SCCZ nurtures critical thinking, creativity, and scientific temper in students through the following provisions:

- **Junior Claretine Council:** By providing for an apolitical student council body and consulting them on various matters, students are encouraged to think critically and contribute maturely and creatively to college functioning.
- **Zero Hours:** As mentioned already, student-centric and student-led Zero hours facilitate critical thinking and creativity.
- **Departmental Fest and Seminars:** These facilitate all three dimensions. Seminars make students do research with scientific temper by consulting many resources and journals for drafting their papers.
- **Language Lab:** where students can learn by their own initiatives.
- **Journals:** College Library subscribes to 20+ journals.
- **Departmental Newsletters and College Magazines:** Here is a list of them:

Sl. No.	Department	Name of Publication	Type
a.	Saint Claret College	<i>The Claretides</i>	Magazine
b.	Saint Claret College	<i>The Claret Times</i>	Newsletter
c.	Anthropology	<i>Anthropos</i>	Newsletter
d.	Education	<i>Educere</i>	Newsletter
e.	English	<i>Lingua Franca</i>	Newsletter
f.	Geography	<i>Erdkunde</i>	Newsletter
g.	History	<i>Istoria</i>	Newsletter
h.	Political Science	<i>Politico</i>	Newsletter
i.	Mass Communication	<i>Claret Times</i>	Wall Magazine

Other ways SCCZ strives to nurture creativity and critical thinking are through various associations and centres in the College. They are:

NSS (National Service Scheme): The College has two NSS units for its students. Membership in NSS facilitates students to attend various personality development training programs and engage in socially constructive activities.

SCALE (Saint Claret Art and Literary Endeavour): With its motto, “the Measure of Excellence” seeks to introduce programs and competitions that will inspire, tap, and nourish artistic, literary, and cultural talents of young Claretines.

The College holds a Talent Search Week (named 'Resonance') every year, forms college Cul-Team that represents the College at various inter-collegiate festivals.

CASA (Claret Association for Social Action): With its motto, "That They May Have Life," focuses on training students in the art of a life caring and giving society and to her differentially-abled children. Various social service activities. are arranged in order to facilitate service-mindedness.

SAGA (Sports and Games Association): With its motto, "Healthy Body for Healthy Mind," aims at providing facilities for the physical development of the students, and capacity for teamwork. Facilities are offered for various sports and games activities and Spor-Teams are formed.

CYC (Claretine Youth for Christ): With its motto, "ecce homo" = "Behold the Man" is an association for the spiritual nourishment of the Christian Claretines. Prayer meetings, retreats, spiritual talks, screening of spiritually uplifting movies, Christmas celebrations, leadership training, etc., are some of the activities.

Film Club: SCCZ Film Club offers the Claretines a taste for recognising and exploring the depths of human psyche and complexity or simplicity of human behaviour that great movies may capture so eloquently. It helps them develop film critiquing skills, recognize when art imitates life and life imitates art, its consequences, and thus become film literate with a difference.

Departmental associations: Every Department has its own association in order to facilitate the expression of creativity and talents in the subject-related endeavours. Each Department hosts regular seminars and workshops, and vie for the SCCZ Departmental Fest Championship.

2.3.5 Technologies and facilities available and used by the faculty for effective teaching

- Audio-Visual Room
- LCD Projectors
- White Boards
- Bulletin Boards in every Honours Classroom
- Desk Top Computers placed in each staff room.
- 45 Desk Top Computers available in the Computer Lab for free use for teachers
- INFLIBNET (N-List) membership for every faculty.
- DVDs and CDs made available for viewing with students.
- Language Lab for improving proficiency in English.

2.3.6 Exposure of Students and Faculty to advanced level of knowledge & skills (blended learning, expert lectures, seminars, workshops, etc.)

The College takes active charge in updating the students and faculty with the latest knowledge of academic developments by engaging specific departments to organise Departmental Workshops and Seminars annually by inviting eminent resource persons from various institutes and universities. The college also

encourages the faculty as well as the students to positively attend seminars, workshops and special lectures in other institutes. Following is the data of the departmental seminars organised annually since 2010:

Seminars Organised by specific Departments

<i>Department</i>	<i>Topic</i>	<i>Date</i>	<i>Resource Person</i>
English	The Romantics	25 th Sep 2010	Dr. A.R Parhi, Associate Prof, Rajiv Gandhi University
	Modernism- Age of Interrogation and Anxiety	17 th Sep 2011	Dr. A.R. Parhi, Associate Prof, Rajiv Gandhi University
	Popular Fiction: Reflection on Society	12 th Oct 2012	Mr. Nending Ommo, Asst. Prof, Dept. of English, Rangfrah Govt. College, AP
	Feminism: Its Trends and Effects	14 th Sep 2013	Dr. Miazi Hazam, Asst Prof, Dept of English, RGU
Economics	Market Forms	19 th Oct 2012	A. Mitra, Prof, Dept of Economics, RGU
	Features of Arunachal Economy and Population	31 st Aug 2013	Mr. Dani Kancha Asst Prof. Dept of Economics, Govt. College Yachuli
History	Rise of Mahatma Gandhi	30 th Sep 2010	Dr. Tara Showren, Associate Prof, Rajiv Gandhi University
	Emergence of Indian National Congress	30 th Sep 2011	S. N. Singh, Associate Prof, Rajiv Gandhi University
	MacMohan Line	25 th Sep 2012	Dr. Sarah Hilaly, Prof.
	Indus Valley Civilization	24 August 2013	Dr. Rajiv Miso Govt. College, Yachuli
Geography	Global Warming – Threat to Biosphere	10 th Sep 2010	Dr. Gobinda Panging, NERIST
	Building Resilience in Rural Societies for Sustainable Development	12 th Sep 2011	Dr. Nishamani Kar, Associate Professor, Rajiv Gandhi University.
	Physical arrangement of Eastern Himalayas	15 th Sep 2012	Prof. A.K Bora, HOD, Geography, Gauhati University
	Population Growth and Associated Issues in NE India	21 st Sep 2013	Prof. B.K. Kar, Dept of Geography, Gauhati University
Political Science	India and her Neighbours	18 th September 2010	Pura Tage, Associate Prof, Rangfrah Govt College, Changlang, Arunachal Pradesh
	Local Government- Its Growth and	22 Sept. 2011	Withoam Socia, Asst Professor, SCCZ

	Development		
	Organs of the Government	20 th Oct 2012	A.K. Mishra, Associate Prof, Wangcha Rajkumar College, Deomali, Arunachal Pradesh
	Regional political parties in Arunachal Pradesh	17 th August 2013	Dr. Nani Bath, HoD, Dept. Of Pol. Science, RGU

Workshops and seminars held and attended by students in the institute:

1. A National seminar on “Gender Perspective across Disciplines” was organised on 11th November 2011 by the institute. Dr Anil Pinto from Christ University was the resource person.
2. A seminar on “Health and Hygiene” was organised on 23rd August 2012 with collaboration with the Health Promotion Cell of SCCZ.
3. The Career Guidance Cell of the institute conducted a workshop on 28th of August 2012 on “Civil Service as a Career Option”. Resource person: Mr Koj Tacho, APCS.
4. A workshop on “Music, Photography and Painting Arts” was organised on 15th September 2012 by Ziro Festival Group.
5. A workshop on “Youth, Peace and Harmony” was organised on 17th October 2012 at the institute. Fr. Jose, the Director of Anthropological institute of Guwahati was the resource person.
6. A workshop on “Crisis Intervention for Children and Parental Skills for Understanding and Preventing Suicide” was organised on 10th November 2012. Rev. Dr. Paulson Veliyannoor, CMF, was the resource person.
7. “Youth Empowerment through Spoken English and Personality Development”: a one month intensive training programme organized under the aegis of Rajiv Gandhi National Institute for youth Development at the College, from January 23-February 21, 2013.
8. A two days regional workshop on “Research Methodology for Social Sciences” was conducted on 8th to 9th February 2013. Prof. Dr. Mrinmoy K. Sarma, Dean, Dept of Business administration, Tezpur University, and Rev Dr. Paulson Veliyannoor, SCCZ were the resource persons.
9. A workshop on “Data Dissemination” on Census Data 2011 was organised on 24th September 2013 by Directorate of Census Operations, Arunachal Pradesh. Bharati Chanda, joint Director of Census Operations was the resource person.
10. Three-day workshop on “Media and Communication” from 24th to 26th September 2013 by Fr. Siby Thomas, MA (Philippines)

International/National/Regional Conferences/Seminar/Workshops attended by the Faculty of SCCZ

1. A National seminar on “Gender Perspectives across Disciplines” was organised on 11th November 2011 by the institute attended by its own faculty and faculty drawn nationally.

2. A Teacher's Enrichment Program with the topic "Research" was conducted at the institute from 12th to 14th November 2011. It was attended by all the faculty members. Anil Pinto, Christ University Bangalore was the resource person.
3. A workshop on "Training of Trainers" was organised by Don Bosco Institute of Guwahati from 18th to 24th January 2013. It was attended by Mr. Landi Tama, NSS coordinator, SCCZ. The same was sponsored by Rajiv Gandhi National Institute of Youth Development, Chennai.
4. A workshop on "Training of Trainers" was organised by Rajiv Gandhi University, Arunachal Pradesh from 23rd to 25th January 2013. It was attended by Ms. Withoam Socia, NSS coordinator.
5. A two days regional workshop on "Research Methodology for Social Sciences" was conducted on 8th to 9th February 2013 at the institute. Prof. Mrinmoy K. Sarma, Dean, Tezpur University, Dept. of Business administration and Rev Dr. Paulson Veliyannoor, Director, Research Cell, SCCZ was the resource persons.
6. A workshop on "Data Dissemination" on Census Data 2011 was organised on 24th September 2013 by Directorate of Census Operations, Arunachal Pradesh. Bharati Chanda, Joint Director of Census Operations was the resource person.
7. A workshop on "Targeting 'A' Grade: Way(s) to Approach NAAC Accreditation" on November 9, 2013. Conducted by Dr. Bhabajit Bhuyan and Rupam Gogoi of North Lakhimpur College (Autonomous).
8. A SAARC-level workshop on *Claretian Missions* held in Bangalore from November 26-28, 2013.
9. Rev Dr. Paulson Veliyannoor, Principal, SCCZ attended XII Conference on Higher and Technical Education, Government of Arunachal Pradesh, Itanagar, India (February 2013).
10. A National Seminar organized by Sanyasa Institute for Consecrated Life, Bangalore, India on "Consecrated for Mission: Emerging Horizons in the Church and the World" attended by Rev. Dr. Paulson Veliyannoor (January 2012).
11. The 118th annual convention of the American Psychological Association, San Diego, USA. Rev Dr. Paulson Veliyannoor (August 12-15, 2010)
12. International conference of Colloquium on Violence and Religion (COV&R), University of Notre Dame, South Bend, USA entitled, "Transforming violence: Cult, culture, and acculturation" attended by Rev Dr. Paulson Veliyannoor from June 30 to July 4, 2010.
13. International conference of South Asia Studies Association entitled, "South Asia and the West: Entwined, entangled, and engaged" organized by University of Southern California, Los Angeles, USA attended by Rev Dr. Paulson Veliyannoor (April 11, 2010)
14. UGC-sponsored orientation programme held at Academic Staff College, North Eastern Hill University, Shillong – India (5th June-2nd July 2013). It was attended by Ms. Withoam Socia and Sonisha R. Syiem.
15. A Two Day Seminar on Teacher Education in Contemporary Society Under UGC-SAP/DRS-Phase-II Organized by the Department of

- Education, Rajiv Gandhi University Rono Hills, Doimukh-791112, Arunachal Pradesh (21st-22nd March 2013). It was attended by Ms. Withoam Socia and Sonisha R. Syiem, Asst. Professor, SCCZ.
16. XIX Annual Conference of North East India Political Science Association held from 11-13 February, 2011 at Rajiv Gandhi University, Rono Hills, Dimukh, Papumpare District, Arunachal Pradesh. It was attended by Ms. Withoam Socia, Asst. Professor, SCCZ.
 17. Workshop on “Training of Trainees on Gender Equity” held from 23- 25 January 2013 organized by RGNIYD in Collaboration with Women Studies & Research Centre Rajiv Gandhi University, Rono Hills, Doimukh, Papumpare District, Arunachal Pradesh. It was attended by Ms. Withoam Socia, Asst. Professor, SCCZ.
 18. National Seminar on, “Ethnic Politics, Democracy and Regional Political Parties in North East India” held from 16- 18 March 2012 organized by the Department of Political Science, Rajiv Gandhi University, Rono Hills, Doimukh, Papumpare District, Arunachal Pradesh. It was attended by Ms. Withoam Socia, Asst. Professor, SCCZ.
 19. Statistical Package for Social Sciences (SPSS), Training from 8th October to 12th October 2012 organized by ICSSR North Eastern Regional Centre, Shillong. It was attended by Dr. Utpal Talukdar, Asst. Professor, SCCZ.
 20. UGC Sponsored Orientation Course held at Academic Staff College, Jawaharlal Nehru, New Delhi from 4th April 2011 to 29th April 2011. It was attended by Dr. Utpal Talukdar, Asst. Professor, SCCZ.
 21. UGC Sponsored Workshop on “Potentials of UGC Schemes for Strengthening College Infrastructure and Faculty Development” organized by Directorate of Higher and Technical Education, Government of AP on 16th March 2013. Attended by Dr. Utpal Talukdar.
 22. Training on All India Survey on Higher Education (AISHE) organized by Directorate of Higher and Technical Education, Government of Arunachal Pradesh, Itanagar, held at RGU, on 2nd December 2013. It was attended by Dr. Utpal Talukdar, Asst. Professor, SCCZ.
 23. Seminar on Hiv/Aids Exploring new perspectives and new strategies held on 5th and 6th April 2013 at Itanagar organized by IGNOU, Itanagar in collaboration with School of social work, IGNOU, New Delhi. It was attended by Mr. Dani Lalyang, Asst. Professor, SCCZ.
 24. XIV Conference on Higher and Technical Education, held at Golden Jubilee Banquet Hall, Itanagar on 25th March 2014, Dr. Utpal Talukdar delegated on behalf of Principal, Saint Claret College, Ziro.
 25. Workshop on Climate Change and Livelihood Related Issues in the Context of Assam, sponsored by Assam Science, Technology and Environment Council, Government of Assam, Guwahati, organized by Department of Geography, Gauhati University, Guwahati on 8th March 2014. It was attended by Ms. Vajana Thakuria, Asst. Professor, SCCZ.
 26. International Seminar on Negotiating Interventions in south East Asia organized by Arunachal Institute of Tribal Studies, Rajiv Gandhi University, on 15th to 17th February 2010. It was attended by Mr. Jeremiah Modi, Asst. Professor, SCCZ.

27. National Seminar on Recent Development in Natural Science organized by Department of Physics & Chemistry, Dergaon Kamal Dowera College, Golaghat, Assam- 785614 from 20th to 21st January' 2012 under sponsorship of UGC, NERO Guwahati. Attended by Mr. Jeremiah Modi, Asst. Professor, SCCZ.
28. The Indian Geophysical Union Golden Jubilee Workshop on the theme "Holistic Scientific Approach using Integrated Geophysical Studies for the Management of Natural Hazards" held at North Eastern Space Applications Centre, Umiam, Meghalaya during 22-23 April 2013. It was attended by Mr. Jeremiah Modi, Asst. Professor, SCCZ.
29. National Seminar on Folk Media and sustainable development in the North East organised by Department of Mass Communication, Assam University, Silchar and supported by Gandhi Smriti and Darshan Samiti, New Delhi and Gurudev Rabindranath Tagore Foundation, New Delhi on February 17-18, 2011. Attended by Mr. Sayan Dey, Asst. Prof. SCCZ.
30. One Day Journalism Workshop on June 17, 2012 at Silchar organised by Journalist Federation of Assam (JAFA), Cachar district wing. It was attended by Mr. Sayan Dey, Asst. Professor, SCCZ.
31. 'Training and orientation in media accessibility' organised by Ali Yabar Jung National Institute for Hearing Handicapped (AYJNIHH), Mumbai in collaboration with Department of Mass Communication, Assam University, Silchar on February 18-19th, 2013. It was attended by Mr. Sayan Dey, Asst. Professor, SCCZ.

2.3.7 Details on the academic, personal and psycho-social support and guidance services (professional counselling/mentoring/academic advice):

The Teachers' Orientation Programme at the beginning of every session has input for teachers to perform their responsibilities properly, which includes catering to student's psychological demands to some extent along with academic needs. The Mentoring task is systematically assigned to each teacher and student groups, and the mentors meet their wards regularly.

Since 2012, the College has been providing a trained professional counsellor for students who need such counselling and guidance for psychosocial issues. The Counsellor is available every Saturday (except during weeks of examinations). However, many students have not fully utilized this provision as they are new to the concept of professional counselling.

Besides the above facility, at the Hostel, the Hostel Warden and other Sisters on Campus serve as counsellors for the hostellers who are encouraged to seek help from the Rev. Sisters any time on any day. Also, spiritual counselling is provided periodically with the help of the spiritual leaders of Ziro valley. Majority of the hostellers have made use of these facilities.

2.3.8 Details of innovative teaching approaches/methods adopted by the faculty during the last four years. Efforts made by the institution to

encourage the faculty to adopt new and innovative approaches and their impact on student learning.

Besides the regular classroom lecture method, the College makes sure that the faculty is updated with the latest tools of learning and teaching through the following provisions:

- Membership for every faculty in the Infilibnet N-List
- Wi-Fi provision, though limited due to accessibility issues, provided on need basis
- Debates, SCCZ Quiz Program, Group Discussions, Assignments, Classroom Presentations, etc.
- Student-led Zero Hours (Tutorials)
- CHEP Hour module preparing and mutual training
- Audio Visual Aids: AV Lab, PCs in Staff Room, LCD Projectors
- Provision of Bulletin Boards on every major Classroom
- Language Lab
- Use of Power point in class
- Screening of Documentaries and Feature films in class.
- Departmental Seminars
- Guest Lecturers
- Periodic Workshops/Conferences/Seminars
- “Rule of Language”: English as the medium of communication on campus.

Such innovative teaching/learning practices have led to very good impact on students. First generation students who mostly come to SCCZ have picked up English language skills very fast so much so the college has made a reputation for training students in English. Besides, students have grown in self-esteem and confidence and take leadership roles. They also learn to learn by teaching, through Zero Hours. CHEP hours give them foundational values. Departmental Seminars have given students skills for doing research, presenting papers, and facing academic community. Students also learn the skills of using Audio visual aids in their presentation.

2.3.9 Use of Library resources to augment the teaching-learning process:

The College maintains a reasonably well-stacked library. More titles are added regularly. There are separate reading sections assigned for the staff and the students. The faculty and the students make extensive use of the facilities in the library. Students are given regular assignments and projects, which encourage them to use the library resources optimally. Every batch has library hours designated. A library tour is given at the beginning of the academic year as part of the Orientation Program. Photocopying facilities are provided in the library. New arrivals are exhibited so that students become aware of the new books added to the library. Starting from the current academic year, the college plans to publish a library newsletter for students and staff.

Library Resources:

<i>Description</i>	<i>Number</i>
Total Number of Books	10,025
Total number of Journals	25
Total number of Audio-Visual Titles (books on tapes, movies, documentaries, etc.)	75
Total number of Periodicals	16
Total number of Newspapers	4

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If ‘yes’, elaborate on the challenges encountered and the institutional approaches to overcome these.

No, the institution does not face any problem regarding completing the curriculum, on account of the following best practices:

- A well-thought out Academic calendar that ensures maximal working days possible.
- Beginning classes at least a week ahead of the university-mandated date.
- Through Unit ‘0’, students are given a good foundation which makes it easier for dealing with the further units.
- Excellent discipline and attendance, with monthly attendance monitoring system. This prevents any need for repeating materials already taken for the sake of chronic and mass absentees.
- Academic Service Journal Documentation: The staff meticulously plan and follow unitizing of the teaching materials and a teaching protocol. The service journal is reviewed periodically by IQAC and the Principal, which ensures that the PoA (Plan of Action) and ATR (Action Taken Report) correspond and do not lag behind.
- Whenever a faculty needs to take leave, he/she arranges for coverage of class by another faculty, so that no class is missed. When the other faculty needs to take leave, those who have already missed some classes volunteer to fill in, thereby making sure that class hours are not lost. Such a procedure has been built into the campus work culture.
- Nearly all faculty complete their syllabus well ahead of time and has enough time to do thorough revisions. It also enables the faculty to graduate the students to the advanced unit, “Unit 100”, a novelty introduced at SCCZ.

2.3.11 Institute’s mechanisms to monitor and evaluate the quality of teaching-learning:

- In the Annual Scheme, Four Examinations during the year: two of which are college-mandated (first term and pre-final), and the other two are University-mandated (house test and final exam).
- In the Semestral scheme, Continuous Internal Assessment and two End-Semester Examinations. CIA consists of attendance monitoring, assignments/projects/class work; and Mid-Semester Examination (MSE)

- Besides the above, the faculty conducts MATs (Monthly Assessment Tests) in order to track the student learning output and outcome.
- Monthly attendance tracking/reporting.
- Three Assessments/Feedback at the end of the year - Staff evaluation by the students; staff evaluation by peers; and self-appraisal by staff. The feedback is analyzed and communicated to each faculty and anonymously used for staff meetings and departmental planning for coming years.
- Suggestion Boxes placed at strategic venues.

2.4 Teacher Quality

2.4.1 *Details on the strategies adopted by SCCZ in planning and management (recruitment and retention) of its human resources (qualified and competent teachers) to meet the changing requirements of the curriculum*

Given that the College is situated in a remote and hilly area, and that the state of Arunachal Pradesh, as a policy, does not provide salary grant-in-aid to any private colleges, it has been difficult to recruit and retain high calibre faculty. Within these limitations, SCCZ does its best to recruit and retain the best faculty available by extensive advertisement and best salary offered among private colleges in Arunachal Pradesh, and by giving extensive in-house training. The recruitment and selection process include the following:

- Extensive advertisement for staff recruitment, through the College website and through newspapers in at least three states—Assam, Meghalaya, and Arunachal Pradesh. This is to ensure that the staff are recruited from different states with diversity of experience, background, and training so that intellectual inbreeding can be prevented, and cultural tolerance, one of the CHEP values of SCCZ, is facilitated.
- Faculty selection follows the following parameters:

Academic Credentials = 60 points (Qualification=40; Teaching & Research Experience=15+ Extra-curricular=5)
Interview Performance=40 (Depth: Subject Knowledge=20+
Breadth: Interdisciplinary Knowledge=10+
Intellectual Honesty, Commitment & Poise+10)

- After the review of the *Curriculum Vitae* by the Selection Committee, the short listed candidates are called for a demo class and interview.
- The candidates appear before the interview panel which comprises of representatives from the management and the subject experts
- Demo class and interview conducted by the interview board
- On Appointment, a Staff Induction Programme is offered.
- A comprehensive ‘Employee Manual’ is given with all details of the work culture and ethics at SCCZ, salary scale, leave details, and promotional parameters, incentives, etc.
- Teachers’ Orientation Program every year as part of in-house training.
- Regular Departmental Meetings and Staff Council Meetings to provide support & mentoring to the staff

- Organizing of Workshops/Seminars/Conferences for teachers.
- Membership given in Infilbnet N-List for access to journals and the world of publishing.
- Various incentives such as “Best Senior Clareline Award”, Research Seed Money, and Cash incentives for publication.

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	0	0	0	0	0	0	0
Ph.D.	0	0	1	0	1	0	2
M.Phil.	0	0	0	0	0	1	1
PG	0	0	0	0	3	2	5
Temporary teachers							
Ph.D.	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	2	1	3
PG	0	0	0	0	5	4	9
Grand Total							20

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

Currently, SCCZ offers mostly traditional subjects, with the exception of Mass Communication. However, even in the traditional disciplines, ICT-enabling needs to be done. This is facilitated by a computer technician-cum-teacher on campus, and the provision of a computer lab with 50 systems, which teachers can make use of. Also, training is provided for DCA and SAP, which teachers can avail of.

2.4.3 Details on staff development programmes during the last four years. Elaborate on the strategies adopted by the institution in enhancing the teacher quality.

During the last four years, College faculty attended several orientation programmes. The college had organized state/national level conferences/seminars/workshops. Experts from other academic institutions were invited to share their experience and expertise with the teachers. The institution encourages participation of the members in national and international conferences/seminars/workshops. A number of faculty members have presented papers about their research work in conferences. It organized five Teachers Orientation Program (TOP) and one Staff Induction Program (SIP), One National Seminar, and Two Regional Workshops during last four academic sessions.

a) Nomination to staff development programmes

<i>Academic Staff Development Programmes</i>	<i>Number of faculty nominated</i>
Refresher courses	0
HRD programmes	1
Orientation programmes	3
Staff training conducted by the university	1
Staff training conducted by other institutions	1
Summer / winter schools, workshops, etc.	4

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

- *Teaching learning methods/approaches*

The college organizes programmes to motivate teachers to prepare computer aided teaching/learning materials, mostly using softwares and other electronic tools. The college has licensed software such as Windows 7, MS Office. The college also supports all teaching-learning endeavours by providing infrastructural support.

- *Handling new curriculum*

The college has experienced faculty who can handle new curriculum. If there is a change in the curriculum by the University a notification is sent from the university to the Principal and the same is conveyed to the HoDs. The HoDs, convene meetings to discuss the new syllabus and to empower the faculty. The Departmental Planning sessions are held every year, at the TOP

- *Assessment*

Mostly in-house training is given on assessment processes. With the introduction of the semestral system, more organized training are planned in the coming years.

- *Cross cutting issues*

The cross cutting issues like gender, climate change, environment education, human rights, ICT etc., find ample space when it comes to applying them. The college conducts special talks on women empowerment and special programmes are organized by the Women's Cell. The subject of environment education is a part of the curriculum and the environment club also conducts a number of activities to sensitize the students to environmental awareness. A national seminar on "Gender Perspectives across Disciplines" was held on Nov 11, 2011.

- *Audio Visual Aids/multimedia*

No specific training program is given. However, Mass Communication Department and Computer Lab faculty provide training on a need-basis.

(c) Percentage of faculty

- * invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies = approximately 20%
- * participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies = more than 60%
- * presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies = 25%

2.4.4 Policies/systems are in place to recharge teachers (e.g.,: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement, etc.)

SCCZ has a research policy developed by the Research Promotion Cell (RPC) and approved by the Management. The following are the provisions made available to encourage professional development of the faculty.

- The faculty members are encouraged to attend International/National /Regional conferences and seminars. All information on Conferences are communicated to the Staff through the Staff Coordinator, HoDs, and through the Staff Bulletin Board.
- The Staff are encouraged to pursue M.Phil and Ph. D and are provided financial assistance.
- The institution deputed its faculty to attend refresher and orientation programs, conferences, seminars and training programs organized by other institutes, universities and research organizations.
- College offers Seed Money for Research (upto Rs.50,000).
- Provision made for Financial assistance up to Rs.2,500 for attending and presenting at conferences.
- Incentives for publications in research journals: Rs.7,000-2,000.
- Consultancy revenue sharing: similar to UGC policy.
- Support is provided for research and academic publications.
- On duty leave facility is granted for research.
- MoUs signed with St. Claret College, Bangalore, for Exchange program.

2.4.5 The number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

Although no faculty member has received any award over the last four years, recognition has come in different ways such as nomination of the Principal as member of the Technical Support Group (TSG) of Biodiversity Management Committee of Lower Subansiri District and another senior faculty as Panel Member for selection of Research Scholars Sponsorship Program by Ama Aba Multipurpose Cooperative Society Ltd, and Grievance Redressal Cell of Rajiv Gandhi University.

The management encourages and supports the creative initiatives and achievements of the Faculty through many ways, including the newly instituted Senior Claretine Award.

2.4.6 *Has the institution introduced evaluation of teachers by the students and external peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?*

The institution administers student appraisal for teacher twice an academic session, once in the middle of the session which is provided to the teachers for improvement, and another one is at the end of the academic session, which directly goes to the management for evaluation on a five point rating scale. The feedback obtained is collated and summated, and made available to the teachers. This is accompanied by a personal meeting with the Principal, who appreciates and acknowledges the strengths and counsels teachers whose performance requires improvement and suggests ways, means and areas for improvement. The institution also has self-evaluation, peer (internal) evaluation and management evaluation – all aimed at providing feedback leading to quality enhancement and sustenance in the teaching – learning practices.

2.5 Evaluation Process and Reforms

2.5.1 Mechanisms to ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes

- At the time of admission, every student is given a **Handbook** which contains complete information about every academic activity of the college. Thus the Handbook contains details of all the examinations (Annual Scheme: First Term, House Test, Pre Finals, and Final Exam; Semestral Scheme: Continuous Internal Assessment and End Semester Examinations), academic calendar with the date of commencement of internal examinations, schedule for filling up University examination forms, etc.
- At the beginning of the session, every teacher is given the College Handbook.
- Information regarding evaluation process is **uploaded on the college website** for parents and other stakeholders.
- After getting admission in the college, a student along with his/her parents attend the **Campus Culture Briefing** session where a teacher shares about the various tests and examinations of the college.
- Copy of the **University Ordinance** is given to every faculty member.
- Relevant parts of the University Ordinance on Examinations are exhibited during the examination times, through the Student Bulletin Boards.
- At the beginning of the session, **Students' Orientation programme** is conducted where students get further information on the evaluation process.
- **Monthly Assessment Tests** (MATs) and class tests are taken every month by the faculty. Prior information about the test is given to the students by the teachers concerned. Tests papers are assessed on university pattern. Students are given feedback according to their performances in the tests.

- The College has **two Examination Cells**: An Examinations Cell for Internal Examinations initiated by the College and a University Examinations Cell for conducting University examinations. These Cells follow detailed and meticulous procedural formalities as to the conduct of examinations. Detailed instructions are given to each teacher-invigilator. Detailed instructions are posted on notice board for students on the conduct of the examinations.
- The **answer scripts** of the internal examinations are given back to the students with necessary comments from the evaluator. In addition, teachers give advice to students on the presentation of answers, discussions are done on model question papers and exam pattern with the students to make them familiar with university evaluation process.
- A **Question Bank** is made available for the students in the library.

2.5.2 *Major evaluation reforms of the university that the institution has adopted and the reforms initiated by the institution on its own*

Evaluation reforms of the University adopted by SCCZ

Any and every evaluation reform introduced by the affiliating University has been adopted and implemented readily by the College. Recently (2014), the University has adopted semestral scheme for B. A. programs and promulgated an Ordinance to this effect, and accordingly, SCCZ has printed the University evaluation criteria in the College Handbook for the benefit of staff, students, and other stakeholders, and are implementing the same.

Evaluation reforms of SCCZ

Since its inception, SCCZ, has adopted very creative assessment and evaluation reforms such as the following:

- Though the University demands only one House Test and one Annual Examination, the College, since its inception, has been conducting four exams: Besides the two University-mandated exams, the College conducts a 2-hour First Term examination (as diagnostic), and a 3-hour Pre-Finals (as preparatory for the Finals).
- A Continuous Internal Assessment-Record (CIA-R) is issued to each student at the end of the first and the second academic years, as a document of his/her performance in all college examinations.
- In the new Semestral Scheme, the College conducts the CIA creatively:
 - * There will be three components for CIA (20 marks): Attendance (5 marks), Assignments (5 marks), and Mid-Semester Exam (MSE= 10 marks).
 - * *Attendance*: The five marks for attendance will be tabulated based on the actual attendance of a student, without considering any leave, authorized or unauthorized, using the following parameters:
 - 100-90% = 5 Marks
 - 89-85% = 4 Marks
 - 84-80% = 3 Marks
 - 79-75% = 2 Marks
 - 74-70% = 1 Mark
 - 69% and below = No Marks.

- * *Assignments:* Every subject/paper will have at least three assignments which may take the form of written assignment, presentation, project work, etc. Average of these three assignments will be taken for the five marks under assignments.
 - * *Mid-Semester Exam:* MSE will be held for each subject/paper mid-way through a semester. MSE will be 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.
- Frisking of the students by the Invigilators before entry to the exam hall.
 - Sign-out and Sign-in Sheets for bathroom breaks during examination.
 - On completion of an examination, submission of statement of Marks by the teacher concerned within five days after the examination.
 - Publication of Examination Marks along with Attendance report through the College Notice Board for the information of students and parents.
 - Monthly Assessment Tests (MATs) and class tests
 - Home assignments are given, class seminars are held, question and answer sessions are held during Zero hours.

2.5.3 Mechanism to ensure effective implementation of the evaluation reforms of the university and those initiated by the institution:

The college has always ensured effective implementation of the evaluation reforms of the university. Any information regarding the evaluation reforms of the university is communicated to the students through announcements on the college notice boards, college websites and through announcements made by the teachers in their respective classes. For the teachers, staff meeting is called where they are informed regarding the evaluation reforms of the university and also the same is displayed on the staff notice board.

As regards to the implementation of the evaluation reforms initiated by the institution of its own, the coordinator of the internal examinations take the charge to give the information related to internal examinations to the teachers and the students by displaying on the notice boards. The coordinator also prepares the invigilation duty chart and circulates among the teachers, makes arrangements for exam halls, ensures that the teachers submit the question papers on time, ensures that the exams are conducted smoothly and also ensures that the teachers submit the mark statements of the students to the office superintendent within the given period of time (five days after an examination).

The Staff Service Journal entries are verified for the fulfilment of examination-related duties assigned to each teacher.

2.5.4 Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

Saint Claret College, Ziro adopts both formative and summative methods not only to measure student achievements but also to bring about qualitative

improvements in the teaching strategies deployed. The approaches are both informal and formal.

Formative Assessment

The basic objective of formative assessment is to monitor student learning and to provide on-going feedback which can be used by the faculty to improve their teaching and by students to improve their learning. The Faculty emphasizing overall attendance in class during the academic session, student orientation programmes, unit '0' at the beginning of the academic session, seeks to prepare the ground for the launch of the curriculum. The College conducts debates, group discussion, teaching practice by students under teachers guidance during Zero hour, SCCZ quiz, regular assignments, project works, Departmental Seminars, Departmental Newsletters, etc., ensure that students grow through creative and sustained ways and means. The College makes sure that each student must take participation in Class room interactions, inter college competitions, social services, organizing functions, workshops, presentations and field visits which also add to their academic and human formation.

Unit '100': At the end of the curriculum, college provides advanced skills in the subject through revision of key concepts, vocabulary buildings, project study, demonstration class, micro- teaching, discussion on journal/magazine article, paper presentation, quiz, debate, assignment, report and chart presentation, preparation of models, essay and short story assignment, One-Act Play scripting and acting assignment, poetry writing, creative writing assignment, critical appreciation of a literary work/script, village tour, cultural exhibition and revision of entire syllabus.

Summative Assessment

The target of summative assessment is to evaluate student learning at the end of each unit of study by comparing it against some standard or benchmark. Summative assessment is done through the Mid Semester Examination (MSE, in the Semestral Scheme) or First Term, House Test, and Prefinals (in the Annual Scheme) and the End-Semester Examinations or Annual Final Examination.

As to the structuring of the Internal Assessment, please see the details given under 2.5.2. However, it needs to be added that in the CIA-R (Continuous Internal Assessment Record) Statement provided to each student, the College uses a grading (as given below) and Percentile Ranking (in relation to the batch's performance, as ranks do not often indicate the performance quality of a student). The grading is as follows:

<i>Percentage</i>	<i>Grade</i>	<i>Interpretation</i>
100-85	A+	Outstanding
84-75	A	Very Good
74-65	B	Good
64-55	C	Average
54-45	D	Below Average
44-40	E	Poor

39 and below	F	Fails
	FA	Fails due to attendance shortage

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.)

Please note that the concept of “Continuous Internal Assessment” was an in-house initiative taken by SCCZ, as it was not demanded by the University in the annual scheme. However, SCCZ mandated it for itself, by instituting two additional in-house examinations. In the present semestral system, CIA is mandated by the University, and SCCZ has developed extensive methods to ensure that the assessment is indeed, continuous. Rigor and transparency are ensured under both schemes, through the following means:

- * A systematic and proportionate assignment of component markings for CIA (such as marks for attendance on a scale; three assignments and their average to score for assignment component; and Mid-Semester Examination-MSE-for double the marks, as it prepares one for the End Semester Exam).
- * In the annual scheme, Grading is used for CIA-R (please see 2.5.4.)
- * In the annual scheme, CIA-R provides a Percentile Rank to indicate the standing of an individual in comparison with his/her batch, which is more rigorous than mere ordinal ranking.
- * Monthly attendance bulletins published through the Notice Board. Students, in case of any grievance, can contact the office and seek rectification.
- * Marks of internal examinations are published through the Notice Board. Students, in case of any grievance, can contact the office and seek rectification.
- * CIA marks are displayed on the Notice Board. Students, in case of any grievance, can contact the office and seek rectification.

2.5.6 Graduate attributes specified by the college/affiliating university. And, how the college ensures their attainment by the students:

The graduate attributes are enshrined in the Mission Statement of the College. They are: Intellectual Competence, Professional Excellence, Spiritual Evolution, Moral Uprightness, Social Responsiveness, and Cultural Tolerance. Besides these, the logo of the College has **sixteen outward emanations** which point to sixteen fruits of knowledge that the SCCZ desires every Clareline to achieve at its portals: Compassion [*kripa*], Gentleness [*Mrudutha*], Courage [*Dhairya*], Dispassion [*Vairagya*], Constancy [*Dhruiti*], Prosperity [*Sampath*], Cheerfulness [*Haasya*], Excitement [*Romancha*], Humility [*Vinaya*], Meditation [*Dhyaana*], Restfulness [*Swasthirat*], Gravity of Demeanour [*Gaambheerya*], Enterprise [*Udyama*], Equanimity [*Akshoba*], Magnanimity [*Audaarya*] and Concentration [*Ekaagratha*].

They are indeed, tall order, and are hard to achieve in a span of three years. Hence, what SCCZ humbly desires and strives for, is to light a spark, plant a seed for all these traits above, which, it is hoped, would grow into maturity in the lived course of time of a Claretine.

A reasonable level of “intellectual competence” is ensured by a well-drafted, revised, and updated curriculum that has Units 0 and Units 100, Zero Hours, Departmental Seminars and Fest, Quizzes, Projects, etc., all of which are meant to provide them an “intellectual edge”. The rest of the attributes are focused through the well-drafted CHEP Modules (Claretine Holistic Education Program: please see write up under Criterion 7 for details.), and every other facility provided on campus—Residential facility, sports and games, inter-collegiate and inter-tribal fests, food fest, Justice, Peace, and Integrity of Creation (JPIC) programs, NSS, IGNOU, various associations and centres, departmental newsletters, guest lectures, etc.

SCCZ has consistently logged the best results in the State, including 100% pass several times. Also, SCCZ has bagged the Best Disciplined Team award at Inter-Collegiate Youth Festival and Inter-Tribal Youth Festivals. We can also safely say that SCCZ has the best attendance record among all colleges in Arunachal Pradesh. All these testify that we have reasonably succeeded in ensuring that the graduate traits of brain and heart are reasonably realized in our Claretines.

2.5.7 Grievance Redressal Mechanisms with reference to evaluation both at the college and University levels:

At the College Level

Grievances in the internal examinations such as Monthly Assessment Tests are addressed by the subject teachers concerned. Grievances related to MSE (Mid-Sem examinations) and Term Examinations are addressed by the Internal Superintendent of Examinations. If there is any evaluation related grievance, the students are welcome to approach either the subject teacher concerned or internal superintendent of examination. They can also directly approach the Principal, if he/she is dissatisfied with the Redressal provided by the teacher concerned and/or the Internal Superintendent of Examination.

There is a Grievance Redressal Cell in the College, staffed by two faculty members. As part of its function, a Suggestion Box is placed at three strategic positions in the College. The Cell takes up such grievances that are referred to them or received through the Suggestion Box and deals with them.

At the University Level

The Rajiv Gandhi University, Itanagar has a system of redressing the grievances related to evaluation. The University makes provision for re-totalling and re-valuation (but under semestral scheme, only re-totalling). The prescribed fees and dates are notified and the relevant forms issued by the University are made available. The results of such re-checking/revaluation are declared within a time

frame of about one month. There are also provisions for giving examinations for improvement (varyingly limited number of subjects, under annual and semestral schemes) at the University. The College takes utmost care to ensure that the students desirous of re-checking or revaluation/improvement apply for the same within the time frame. The College hence, collects the forms from the students and submits by itself directly to the University, taking responsibility on itself to submit the same on time.

2.6 Student Performance and Learning Outcomes

2.6.1 *Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?*

Yes, we do. The learning outcomes are clearly set after much deliberation, research, and review, in the following manner:

- a. In the annual scheme, the University curriculum does not specify clear and measurable learning objectives. Hence, over the years, SCCZ has developed learner-centric, measurable, and specific learning objectives and outcome for *each and every* paper offered under various disciplines.
- b. At the Departmental Planning session in the TOP (Teachers' Orientation Program) at the beginning of every academic year, each department evaluates the learning outcomes of the past year and in view of the past outcome, decides and sets in ink the outcomes in two modes:
Departmental Objectives & Benchmarking for students for each batch of students, in the following format:

Name of the Department:

I. Departmental Objectives for the Year:

- a.
- b.
- c.
- d. **Benchmarking for Rank/First Class/Second Class (compare with the previous year results in percentage of students)**

Batch	Division	Previous Years Planning			Benchmarking for 2014-15
		<i>Realized (A)</i>	<i>Benchmarked (B)</i>	<i>Difference* (A-B)</i>	
III B.A.	Ranks				
	I Class				
	II Class				
II B.A.	I Class				
	II Class				
I B.A.	I Class				
	II Class				

*If the difference is negative (A-B), please discuss the reasons in depth and identify practical, do-able solutions.

- c. Further, 100% pass result is a perennial outcome objective for the College. And the College has succeeded in achieving 100% results repeatedly. (please see the next number: 2.6.2 for details)
- d. Getting as many ranks as possible in the University exams is another perennial objective. This too, the College has succeeded repeatedly.
- e. Employability of our students is yet another objective. This is ensured by providing add-on certificate courses such as DCA, SAP, CHEP, Seminars, SCCZ Quiz, Language Lab, and other certificate courses.
- f. Setting attendance benchmarking is part of the learning outcome. Ensuring that students regularly attend classes is a sign of their readiness and interest in learning. This is ensured through making 75% attendance mandatory for students. Also, in the semestral scheme, this is ensured by assigning max. 5 marks for attendance, on a sliding scale.

The students and staff are made aware of these Objectives through::

- a. Teachers' Orientation Program: The agenda of the TOP are announced well in advance and teachers are asked to come prepared.
- b. Staff Notice Board
- c. Email communicate to the Staff
- d. Principal's Circulars
- e. Handbook
- f. Website
- g. Student Orientation Program (SOP)
- h. Regular Information Bulletins through Student Bulletin Board
- i. Monthly Attendance Bulletins
- j. Regular Staff Council Meeting and Junior Claretine Council Meetings.

2.6.2 Mechanism to monitor and communicate the progress and performance of students through the duration of the course/programme. An analysis of the student results/ achievements (programme/course wise for last four years) and differences if any and patterns of achievement across the programmes/courses offered.

Student performance and learning outcomes are monitored and communicated through a variety of means, as specified below:

- a. Monthly Assessment Tests
- b. Assignments, Projects, Presentations
- c. Continuous Internal Assessment
- d. Mid Semester Examinations/ Term Exams
- e. End Semester Examinations
- f. Evaluation of Student performance in College-level and University level examinations in the Staff Council Meetings
- g. Announcement and Publication of Student Performance in examinations through the Staff and the Student Bulletin Boards.
- h. Issuance of CIA-R (Continuous Internal Assessment-Record) in which student performance across the year is entered along with Grade and Percentile Ranking.

- i. Monthly Attendance Bulletin
- j. Personal Conference with the students by the Principal and Vice Principal (Academic & Student Affairs) with those students with shortage of attendance and failures in college level examinations.
- k. Fine system for those with shortage of attendance and for missing examinations.
- l. Remedial Teaching
- m. Zero Hours and Library Hours

The table given below showcase the performance of students across the last four years. The performance is given against the State average (S.A.=State Average, given in parenthesis). This shows that the College has been one of the best performing HEIs in the state of Arunachal Pradesh. The College has consistently scored the highest percentage of pass several times. This is due to the commitment and collaborative efforts of all stakeholders of SCCZ.

Category	2013	2012	2011	2010
Honours Course	98.9% (SA*: 86.61%)	100% (SA*:82.37)	97.67% (SA*: 85.84)	98.21% (SA*:81.76)
Pass Course	77.5% (SA*:53.67%)	87% (SA*:40.37%)	76% (SA*:61.59%)	82.5% (SA*:59.05%)
No. of Rank Holders (overall + subject wise)	01 + 09	03 + 06	02+08	02+11

*S. A. = State Average

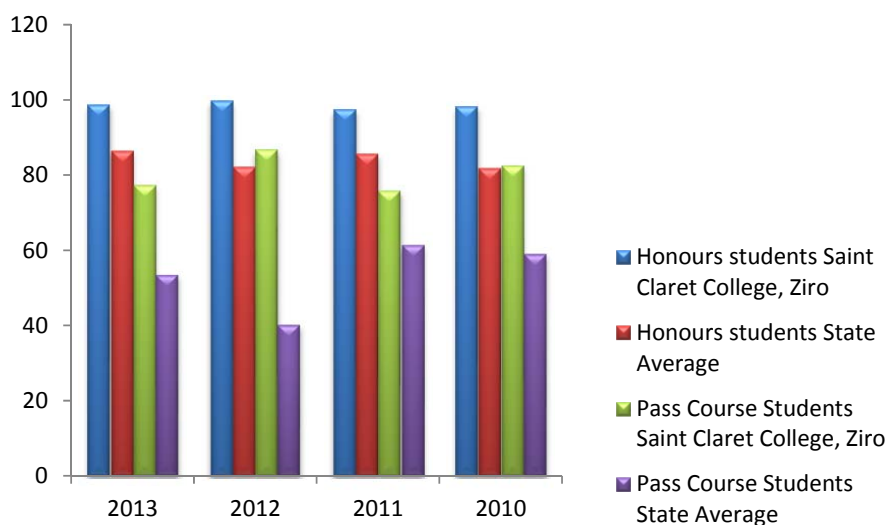


Fig. No 2.4. Showing the pass percentage in the State and of SCC, Ziro

2.6.3 Structuring of the teaching, learning and assessment strategies of the institution to facilitate achievement of the intended outcomes

There is a synergic and synchronized structuring of the teaching, learning, and assessment strategies of the Institution in order to facilitate the achievement of the intended outcomes. Several of these measures are already detailed before. Here, we capture them in nutshell:

- Methodical Planning through Teachers Orientation Program which includes Departmental Goal Setting and Student Performance Benchmarking.
- Student Orientation Program wherein students are led through a personal Goal Setting exercise.
- Regular, unitized, Plan of Action (PoA) as pencilled in the Staff Service Journal
- Regular entries and review of the ATR (Action Taken Report) in the Service Journal.
- Providing for Library Hours and Zero Hours for additional teaching-learning process.
- Highly streamlined CIA which includes MSEs (Mid Semester Examinations), Term Examinations, and assignments/projects.
- Remedial Teaching hours scheduled in the Time Table
- Mentoring of Students by Staff
- Academic and Personal Counselling
- Meeting with the Principal and Vice Principal by the defaulting students.
- All events are planned and entered into the Academic Planner, published through the Handbook
- Periodic review and assessment of the mechanisms through Staff Council Meetings, and Junior Claretine Council Meetings.

2.6.4 Measures/initiatives taken up by the institution to enhance the social and economic relevance (quality jobs, entrepreneurship, innovation and research aptitude) of the courses offered:

Some of the measures are as follows:

- Research Promotion Cell and IRB: Through the RPC, the staff are encouraged to engage in research, in collaboration with students.
- Student Projects: Several disciplines such as geography and anthropology assign small group projects for students that serve to provides research and documentation skills for the students.
- Unit 100: At the end of the curriculum, college provides advanced skills in the subject. Discussion on journal / magazines articles, chart presentation, survey and debate on vital issues, quiz, report presentation, and other innovative practices are part of Unit 100. .
- Certificate Courses (long term): such as Diploma in Computer Applications, SAP.
- Certificate Courses (short term): such as Communicative English, Disaster Management, Personality Enhancement, and Tourism Administration. Some intensive Certificate course in Life Skills are arranged through outside training and consultancy agencies.

- Claretine Holistic Education Program (CHEP) that includes many professional skills.
- Departmental Seminars wherein students present papers. Thus, they are trained to be researchers and knowledge developers.
- Periodic workshops/conferences/seminars organized by the College at national/regional levels that are made open to the students as well.
- A Placement Officer who periodically provides placement related information and training.
- Activities to implant Social concern and relevance through NSS and CASA (Claretine Association for Social Action). Activities such as awareness campaigns, village cleanliness drives, disaster management drills, plastic-free save environment campaigns, etc.

2.6.5 Strategies to collect and analyse data on student learning outcomes and use it for planning and overcoming barriers of learning

The Institution collects and analyses data through the following means:

- From University Circulars and Website (ESE / Annual Exam results).
- CIA Results (assignments/MSEs/Term Exams)
- Attendance Records and Monthly analysis by the Office.
- Student feedback through their evaluation of the faculty twice a year.
- Meetings with Junior Claretine Council (student body)
- Discussions at Staff Council Meeting
- Parent/Guardian feedback (informal, during parental visits)
- IQAC documentations.
- Feedback and comments from academic peers and other visitors
- Through suggestion boxes.

The data collected are used for intervention through the following means:

- * Staff Orientation Program and Departmental Planning
- * Student Orientation Programs
- * Introduction of Certificate, Add on courses
- * Remedial Teaching
- * Peer Teaching/ Peer Learning Circles
- * Consultation with academic peers to introduce schemes

2.6.6. How does the institution monitor and ensure the achievement of learning outcomes

Student performance and learning outcomes are monitored and ensured through a variety of means, as specified below:

- a. Monthly Assessment Tests
- b. Assignments, Projects, Presentations
- c. Continuous Internal Assessment
- d. Mid Semester Examinations/ Term Exams
- e. End Semester Examinations
- f. Evaluation of Student performance in College-level and University level examinations in the Staff Council Meetings
- g. Announcement and Publication of Student Performance College-level

and University level examinations through the Staff and the Student Bulletin Boards.

- h. Issuance of CIA-Record in which student performance across the year is entered along with Grade and Percentile Ranking.
- i. Monthly Attendance Bulletin
- j. Personal Conference with the students by the Principal and Vice Principal (Academic & Student Affairs) with those students with shortage of attendance and failures in college level examinations.
- k. Fine system for those with shortage of attendance and for missing examinations.
- l. Remedial Teaching
- m. Library Hours and Zero Hours

2.6.7 Do the institution and individual teachers use assessment/ evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Yes, Indeed, we do. Saint Claret College does not believe that a single and simple year-end one-time examination can be a reliable or valid measure of a student learning and performance. What if the student was ill on the day of the examination? What if a student is not good at handwriting and is slow in writing?

Hence, SCCZ believes in Continuous Assessment, coupled with and culminating in the Annual/End Semester examination as a comprehensive index of student performance. Thus, even under the Annual Scheme of the University which demanded only two examinations per year, the College has been conducting four examinations, all with sacrosanct discipline and significance, drilled into the logistics. Besides these, teachers are encouraged to conduct unit tests and Monthly Assessment Tests (MATs) for ongoing assessment. Under the newly introduced semestral scheme, SCCZ has streamlined the 20% CIA marks to reflect continuous assessment of learning, not only through written examination, but through review of attendance and class participation, engagement in projects, presentations, group works, etc.

Yet another component of the assessment is participation in classes and extra-curricular activities. Regular attendance is taken for all classes as well as any co- or extra-curricular program. Leave application template must be submitted for any leave required. Monthly attendance bulletin is published for student review and teacher mentoring purposes. Attendance is factored in CIA.

As the CIA is given highest importance, for a visually challenged student of ours, we provide **amanuensis provision** for all the MSE examinations as well. We have also provided her with 50% scholarship, bath attached room in the hostel, peer teaching, individualized attention by teachers, and 158 braille books in library.

CRITERION III: RESEARCH, CONSULTANCY, AND EXTENSION

Saint Claret College, Ziro (SCCZ), with its vision and mission, recognizes the crucial importance of imparting value-based education by strengthening the link between research and the quality of education. We understand that knowledge consumption must be supplemented with knowledge production, to be a quality institute of higher education. Thus, policies and practices are being followed by the institution with reference to research, consultancy, and extension.

A Few Caveats:

Before we detail the various steps taken and achievements made under this Criterion, a few caveats are in order, to place them in context:

- a. The Government of Arunachal Pradesh, as a policy, does not offer salary grant-in-aid to private colleges. Though the College is recognized under UGC 2 (f), the absence of grant-in-aid makes it ineligible for grants from UGC (so we are informed by UGC vide letter No. 8-85/2010 (CPP-I/C, dated 4 November 2013) and we are only eligible for a limited 12 (B), which makes us eligible for funds *other than* UGC funds.
- b. Since Arunachal Pradesh has had only government colleges until 2002, and still has more government colleges and very few private colleges, the potential faculty look for equal (UGC) pay scale. With the absence of salary grant-in-aid from the government, and the consequent inability to rope in UGC funds for infrastructure and formation programmes, and consequently, with the managing society having to invest entirely on infrastructure and fees being kept at moderate levels given the backwardness of the area, it has been financially challenging to get the best of faculty recruited nationally. Yet, we are proud to say we pay the highest salary among all private colleges in Arunachal (our scale being the UGC basic in the Pay Band + AGP, as starting salary).
- c. Yet, using the degrees of freedom available within the external and internal limitations, we have been trying our best to train our faculty for research as well as promote research in manifold ways. More importantly, we had been compensating for the drawbacks in research with a variety of extension activities, to the best of our ability, as is documented below.

3.1 Promotion of Research

3.1.1 *Recognized Research centre/s of the affiliating University or any other agency/organization on Campus of SCCZ:*

No. Currently, the College does not have any research centre recognized by the University or any other agency. However, the Institution, on its own, has established a **Research Promotion Cell (RPC)** and constitutes an **Institutional Review Board (IRB)** on need-basis, in order to encourage, promote, whet, approve, and guide minor and major researches by the faculty and students. The RPC offers seed money for research to its faculty. The College also publishes an international, peer reviewed journal, *InterViews: An Interdisciplinary Journal in Social Sciences* (ISSN: 2349-400X).

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

In order to promote minor and major research by the faculty and students, SCCZ has established a Research Promotion Cell (RPC). The main objective of RPC is to encourage the faculty to explore research possibilities, identify research opportunities and funding resources, and to evaluate, guide, and monitor research projects. Provision for an Institutional Review Board (IRB) exists for receiving research proposals from the faculty, examines its validity, methodological rigor, and ethical compliance, and advises the Principal on its approval.

Committee:

Chairman:	Dr. (Fr.) Paulson V. Veliyanloor
RPC Coordinator:	Dr. Utpal Talukdar
Members:	Bhaboklang Sohkhlet Sonisha R. Syiem

A Few Recommendations:

- a. Conscientizing the Faculty of the significance of Research: the wisdom and necessity of “publish or perish” phenomenon in higher education today.
- b. Regularly motivating the faculty to be actively involved in research by providing special leave, seed money, relaxation in teaching workload and exam duties, obtaining membership on INFLIBNET N-List.
- c. RPC has been encouraging the faculty members to pursue research degrees like M.Phil and Ph.D by providing special leave and partial/full financial support to meet the registration, annual fees and books purchase.
- d. Organizing of research-related workshops and seminars for own faculty as well as for invited faculty from other colleges, in order to train them in research methodology. Two such workshops in the recent years:
 - o *Faculty Enrichment Program on **Towards a Research Culture** held from 12th to 14th November, 2011. Dr. Anil Pinto from Christ University, Bangalore animated the sessions.*
 - o *Regional Workshop on **Research Methodology for Social Sciences** held from 8th-9th February 2013, funded by ICSSR-NERC*
- e. Streamlining departmental seminars wherein students are trained in doing research and presentation of papers.
- f. Instituting minor projects as part of Anthropology and Geography coursework.
- g. Publication of a research journal (international, peer-reviewed): *InterViews: An Interdisciplinary Journal in Social Sciences* (ISSN: 2349-400X).
- h. Encouraging faculty to attend conferences and present papers.
- i. The Comprehensive Employee Manual of the College has made many provisions to encourage research by the faculty. Some of its provisions:
 - o Seed Money of Rs.50,000/-
 - o Conference Presentations: Rs.2,500/-
 - o Journal Publications: Rs.7,000-2,000 (based on the impact factor)

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

The researcher has complete autonomy in choosing the area of research. The RPC advises the researcher on the *do-ability* and *relevance* of the topics. Seed Money is offered for teachers who are unsuccessful in garnering external funding. Library resources, access to INLIBNET, Internet with Wi-Fi connectivity, photocopying facility, fax, printers, book grant, and interest free loans for purchase of laptops are provided to encourage and facilitate research. Special leave is sanctioned to attend to work in connection with M. Phil., Ph.D., participation in seminars and conferences. The College also provides part-salary assisted leave, during the period of the course work of PhD candidates.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

The institution has made the following efforts in order to inculcate scientific temper and research culture and aptitude among students:

- The Research Promotion Cell of the college publishes an international, peer-reviewed, research journal, *InterViews: An Interdisciplinary Journal in Social Sciences* offering subsidized subscription for students.
- One of the major functions of the IQAC of the institution is to organize discussions, workshops, seminars and quality circles, which help in promoting research culture among the staff and the students.
- In programmes like Environmental Studies and Diploma in Computer Applications (DCA) the project works of the students are guided by faculty members. Anthropology, Geography, and students of Mass Communication are engaged in field survey, where the students collect data from the field and prepare a dissertation scientifically and submit to the departments for documentation.
- For the skill development of students in the latest technology, Diploma in Computer Applications (DCA) is offered to the students. Under this course, Microsoft Office, Windows, Graphic packages, MS-Word, MS-Excel, MS-PowerPoint, PageMaker, CorelDraw, Photoshop, & Scanning are covered.
- In order to train the students to develop scientific temper and communication skills, a Language Lab has been installed.
- Each department publishes its Departmental Newsletter promoting scientific temper and encouraging writing. The College Newsletter *The Claret Times* is also being published annually. Many of the students also contribute articles in the College Annual, *The Claretides*.
- Departmental Seminars are conducted annually by the Honours departments wherein six students (from each department) present well researched papers and take Q&A sessions, presided by an invited academician of repute. The Seminar attendance is mandatory for all the students of a particular discipline.
- Departmental Fest wherein students do research and come up with creative tableau reproductions of discipline-related topics/themes.

- In order to sensitize and initiate students in research, they are involved in the conduct of all seminars and conferences organized by the college.
- Students are given training in doing film review, through the Film Club.
- Student submissions are screened for plagiarism, and students are informed of the ethics of writing and publishing.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.)

Following are the details of the faculty involvement in research (mostly research as part of their doctoral work. The College encourages the faculty to register for doctoral research and the faculty have responded positively):

Table 3.1 Faculty Involved in Research

<i>Faculty</i>	<i>Department</i>	<i>Degree</i>	<i>University/ Institute</i>	<i>Remarks</i>
Bhaboklang Sohkhlet	Anthropology	Ph. D	NEHU, Shillong	Pursuing
Sonisha R. Syiem	Education	Ph. D	Rajiv Gandhi Univ., Itanagar	Synopsis submitted
Jeremiah Modi	Geography	Ph. D	Rajiv Gandhi Univ. Itanagar	Pursuing
Vajana T. Talukdar	Geography	Ph. D	Guwahati University	Pursuing
Benoy Joseph (visiting faculty)	Education	Ph. D	Central Univ. of Sikkim, Gangtok	Synopsis submitted
Sabu George (visiting faculty)	Economics	Ph. D	Saint Ambrose University, Iowa (USA)	Recently Completed
Allwyn Mendoz	Education	Ph. D	NEHU, Shillong	course work completed
Sayan Dey	Mass Commu- -nication	Ph. D	Silchar Univ., Silchar	Pursuing

The following faculty involves in guiding students' research / projects within college as well as students of other institutions as well:

Table 3.2 Guide for UG / PG/ M. Phil / Ph. D.

<i>Name of the Faculty</i>	<i>Department</i>	<i>UG/PG/ M. Phil / Ph. D</i>	<i>Institution</i>
Dr. (Fr.) Paulson V. Veliyannoor	Education	PG	Sanyasa Institute of Consecrated Life, Bangalore (Under Christ

			University, Bangalore & Political Lateran University, Rome)
Dr. Utpal Talukdar	Geography	UG	Saint Claret College, Ziro (Under Rajiv Gandhi University, Itanagar)
Mr. Bhaboklang Sohkhlet	Anthropology	UG	Saint Claret College, Ziro (Under RGU, Itanagar)
Miss Kenpi Riba	Mass Communication	UG	Saint Claret College, Ziro (Under RGU, Itanagar)
Mr. Sayan Dey	Mass Communication	UG	Saint Claret College, Ziro (Under RGU, Itanagar)

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

The institution has conducted the following workshops / seminars and programs focusing on capacity building in terms of research and imbibing research culture among the staff and the students:

- *Faculty Enrichment Program on **Towards a Research Culture** held from 12th to 14th November, 2011. Dr. Anil Pinto from Christ University, Bangalore animated the sessions.*
- *A Regional Workshop on **Research Methodology for Social Sciences** held from 8th to 9th February 2013. Prof. Mrinmoy K. Sarma from Tezpur University and Rev. Dr. (Fr.) Paulson V. Veliyanloor were the resource personnel.*
- *Honours Departments conducts Departmental Seminars every year inviting eminent academicians from outside in order to build research interest among the staff and students (Refer 3.1.8).*
- *Teachers' Orientation Programs (TOP) at the beginning of every academic year has sessions that focus on sensitizing staff on research and publications.*

3.1.7 Provide details of prioritised research areas and the expertise available with the institution.

Expertise is available in the institution in the areas of Anthropology, Education, Psychology, Religious Studies, and Geography.

<i>Name of the Faculty</i>	<i>Discipline</i>	<i>Area of Expertise</i>
Dr. (Fr.) Paulson Veliyanloor	Psychology Research Methodology Religious Studies	Psychological Testing Psychology of Religion Mimetic Theory Research Methodology
Dr. Utpal Talukdar	Geography	Social Geography, Remote Sensing, GIS

Dr. Sabu George	Economics	Business Administration Corporate Social Responsibility
Mr. Bhaboklang Sohkhet	Anthropology	Physical Anthropology
Fr. Allwyn Mendoz	Education	Music and learning effectiveness

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students:

- i. Dr. Thomas Acker, Dean of Future Generation Graduate School (USA) had a meeting cum interaction with the students and staff on 29th September, 2009.
- ii. Prof. G. K. Chadha, President of SAARC University, Chairperson of the Sixth Pay Commission, and Economic Advisor to Shri Manmohan Singh, the then Prime Minister, visited the College and interacted with the Faculty on August 3, 2013.
- iii. Dr. Pura Tado, Department of Political Science, Rajiv Gandhi University, Itanagar was the resource person during the departmental seminar of Political Science on the theme *Different Forms of Government* held on 3rd October, 2009.
- iv. Dr. Govinda Panging, North Eastern Regional Institute of Science and Technology, Itanagar was the resource person during the departmental seminar of Geography on the theme *Global Warming: Threat to Biosphere* held on 10th September, 2010.
- v. Dr. Asim. R. Parhi, Associate Professor, Rajiv Gandhi University, Itanagar was the resource person during the departmental seminar of English on the theme *The Romantics* held on 25th September, 2010.
- vi. Dr. Tana Showren, Associate Professor, Rajiv Gandhi University, Itanagar was the resource person during the departmental seminar of History on the theme *Rise of Mahatma Gandhi* held on 30th Sept., 2010.
- vii. Dr. Nishamani Kar, Associate Professor, Rajiv Gandhi University, Itanagar was the resource person during the departmental seminar of Geography on the theme *Building Resilience in Rural Societies for Sustainable Development* held on 12th September, 2011.
- viii. Dr. Asim. R. Parhi, Associate Professor, Rajiv Gandhi University, Itanagar was the resource person during the departmental seminar of English on the theme *Modernism: Age of Interrogation and Anxiety* held on 17th September, 2011.
- ix. Dr. S. N. Singh, Associate Professor, RGU, Itanagar was the resource person during the departmental seminar of History on the theme *Emergence of Indian National Congress* held on 30th September, 2011.
- x. Dr. Anil Pinto, Associate Professor, Christ University, Bangalore was the resource person during the national seminar on *Gender Perspectives across Disciplines* held on 11th November, 2011.

- xi. Dr. Anil Pinto, Associate Professor, Christ University, Bangalore was the resource person during Teachers' Enrichment Program on *Towards a Research Culture* held from 12th to 14th November, 2011.
- xii. Prof. A. K. Bora, HOD, Department of Geography, Guwahati University, was the resource person during the departmental seminar of Geography on the theme *Geo-Physical Arrangement of Eastern Himalayas* held on 15th September, 2012.
- xiii. Prof. Sarah Hilaly, Rajiv Gandhi University, Itanagar was the resource person during the departmental seminar of History on the theme *Mac Mohun Line* held on 25th September, 2012.
- xiv. Prof. A. Mitra, Rajiv Gandhi University, Itanagar was the resource person during the departmental seminar of Economics on the theme *Market Forms* held on 19th October, 2012.
- xv. Dr. A. K. Mishra, Associate Professor, Wangcha Raj Kumar College, Doemali, Arunachal Pradesh was the resource person during the departmental seminar of Political Science on the theme *Organs of Government* held on 20th October, 2012.
- xvi. Prof. Mrinmoy K. Sarma, Dean, Tezpur University was the resource person during regional workshop on *Research Methodology for Social Sciences* held from 8th to 9th February, 2013.
- xvii. Dr. Nani Bath, HOD political science, Rajiv Gandhi University, Itanagar was the resource person during the departmental seminar of Political Science on the theme *Regional Political Parties in Arunachal Pradesh* held on 17th August, 2013.
- xviii. Dr. Rajiv Miso, Asst. Prof. Govt. College, Yachuli, Arunachal Pradesh was the resource person during the departmental seminar of History on the theme *Indus Valley Civilization* held on 24th August, 2012.
- xix. Prof. B. K. Kar, Guwahati University was the resource person during the departmental seminar of Geography on the theme *Population Growth and Associated Issues in North East India* held on 21st September, 2013.
- xx. Dr. Bhabajit Bhuyan and Dr. Rupan Gogoi, North Lakhimpur Autonomous College, Assam were the resource persons during the state level workshop on *Targeting 'A' Grade: Way (s) to Approach NAAC Accreditation* held on 9th November, 2013.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improving the quality of research and imbibe research culture on the campus?

The Institution has been providing sabbatical leave facility for the faculty members to involve in research activities. 16.66 % of the faculty, viz., Sabu George, Department of Economics, Benoy Joseph, Department of Education, and Paulson V. Veliyannoor, Department of Education, have availed this facility.

Several faculty members, namely, Vajana Talukdar, Dept. of Geography; Allwyn Mendoz, Department of Education; and Sonisha R. Syiem, Department of Education have been given 4 to 5 months study leave on half-pay for attending course work for their doctoral research.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land).

Creating awareness of research and advocating the importance of research in education and publishing the findings or the data of research are done by the department of Anthropology, Geography, and Mass Communication. All the points discussed under No. 3.1.4 apply here. (Hence please refer to 3.1.4.)

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation, and actual utilization.

Research Seed Money of Rs. 50,000/- have been earmarked for supporting research. For conducting workshops and seminars related to training in research methodology and related topics, up to Rs.1,00,000/- is permitted to be spent. The College mostly tries to get funding agencies to support such workshops. Given below is the budgetary utilization of money for research-related activities in the recent years:

<i>Research/ Research related Training</i>	<i>Amount Earmarked</i>	<i>Amount Utilized</i>
Workshop: Towards a Research Culture (2011)	20,000.00	20,000.00
Workshop: Research Methodology for Social Sciences (2013)	70,000.00	72,850.00
Research Seed Money (2013)	50,000.00	Not realized
Departmental Seminars (2010-2013)	40000.00	61400.00

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last 4 years?

Yes. The institution has made a provision for seed money up to Rs. 50,000 /- to faculty members pursuing research and projects. Currently, no faculty has availed this facility so far.

3.2.3 What are the financial provisions made available to support student research projects by students?

Currently, the only provision made is the money set aside for Departmental Seminars wherein students are exposed to a researcher/academician of fame and merit, and wherein students present their papers (on an average, Rs. 50,000 per year).

3.2.4 How do the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavours and challenges faced in organizing interdisciplinary research.

- Bhaboklang Sohkhet, Department of Anthropology and Dani Lalyang, Department of Political Science have jointly conducted a research survey on the *Significance of Buliang and the needs for its Re-vitalization in the socio-cultural milieu of the Apatanis* in the year 2012 and the same was published in the "International Journal of Humanities and Social Science Invention" 2 (7): 51-56 in 2013.
- Withoam Socia and Subanjali Prasad (former Lecturer), from the department of Political Science have jointly presented papers on:
 - (i) *Role of Tribal Women in the Development of Arunachal Pradesh* during a 2 day National Seminar on *Peace Process and Development in North East India: A Gender Perspective* organised by the Institute of Tai Studies & Research Moranhat, Sivsagar, Assam, sponsored by the National Commission for Women, New Delhi, held from 26 to 27 April, 2008.
 - (ii) *Ethnicity, Identity and Demand of Autonomy in Assam* during a 2 day UGC sponsored National Seminar on *Movement for Ethnic Identity in Assam and Development* held at Margherita College, Tinsukia, Assam from 03 to 04 October, 2008.
- The College has just begun publishing an interdisciplinary journal in social sciences, *InterViews*, which provides encouragement for its own faculty as well as other researchers to do research and publish papers in the interdisciplinary locus in social sciences.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The institution ensures the optimal use of various equipment and research facilities available in terms of remote access to data bases like INFLIBNET, Wi-Fi internet, Library resources, audio-visual aids, Lab equipment, Computers and stationery items, encouraging the staff members and students to participate in research oriented activities. The facilities of the Computer Lab are the service of the faculty. Equipment and software are updated at regular intervals and maintained in good working condition.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

The institution has not received any special grants or finances from any agency yet. The College has been submitting research proposals to various research funding agencies such as John Templeton Foundation and Division 48 of American Psychological Association, but hasn't been successful, yet. But we believe every rejection to take us closer to acceptance as per the law of averages

and the law of probability, and hence, we hope to land handsome grants in near future.

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

Saint Claret College, Ziro is a recognized institute by the University Grants Commission (UGC) under sections 2(f) and 12(B) of the UGC Act. However, as mentioned in the Caveats, due to government policy of not providing salary grant-in-aid, the College is not eligible to receive financial aid from UGC, and the 12 (B) provision is a limited provision that permits the college to approach agencies other than UGC. As mentioned above, the College has been submitting proposals to various agencies. Currently, there are no projects undertaken.

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

The college has limited, but reasonable facilities made available for staff and students to engage in research:

- SCCZ has established a Research Promotion Cell (RPC) in order to promote research aptitude and interest among students and faculty.
- An Institutional Review Board (IRB), as a supportive body to receive research proposals from the faculty, and examine its validity, methodological rigor, ethical compliances, and advice on its approval.
- Provision and access to INFLIBNET and Wi-Fi internet facilities (limited).
- Leaves and relaxation of workload for the faculty involving in research activities.
- Provision of financial support in the form of Seed Money.
- Support by arranging training in research methodology.
- The institution publishes an international, peer-reviewed, research journal – *InterViews: An interdisciplinary journal in Social Sciences* inviting subscription and submission of manuscripts from outside as well as from the faculty and research scholars.
- Provision of Computers, Lab equipments, Library resources (books, journals and magazines, etc.), stationary items, technical assistance (printing, scanning and photocopying, etc.)

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The following specific strategies are either already in place or in the offing:

- i. Linking promotion of the faculty to the output volume of research and publication.

- ii. Opening of a Research Centre at the College
- iii. In the professional course block that is being planned for construction from 2015, there will be a separate office for Research Centre/ Research Promotion Cell.
- iv. Currently, the internet provision is through a private agency from Delhi (Hughes.Net) using satellite connectivity (due to absence of BSNL connectivity due to remoteness of the campus), which is exorbitantly costly and hence limits the possibility of providing internet access to every staff/student. The College has been in dialogue with BSNL. Once affordable provisions can be made available, the College plans to provide internet access to the Computer Lab for use of Staff and students.
- v. Upgrading library with more research journals, national and international.
- vi. Getting the help of research guides to help and train faculty further in engaging research.
- vii. Purchase of research equipment.

3.3.3 *Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If 'yes', what are the instruments/ facilities created during the last four years?*

The institute has not yet received any grant or financial assistance from any industry or any other beneficiary agency in the last four years.

3.3.4 *What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?*

Currently, no research facilities are made available to students or staff outside the campus.

3.3.5 *Provide details on the library/ information resource centre or any other facilities available specifically for the researchers*

Currently, INFLIBNET N-List subscription is provided through the institutional registration. The Library has the KOHA software with the help of which staff and students can easily locate books/journals available.

3.3.6 *What are the collaborative research facilities developed / created by the research institutes in the college? For ex. Laboratories, library, instruments, computers, new technology, etc.*

As of now, the institution has not yet developed any collaborative research facilities. However, as mentioned earlier, the institution makes effort in providing facilities in terms of lab equipments, library resources, computers, technical assistance, etc. to the researchers.

3.4 Research Publications and Awards

3.4.1 *Highlight the major research achievements of the staff and students:*

No patents or contribution to product improvement, or community service.

However, a qualitative research study by Dr. Fr. Paulson Veliyannoor, during his sabbatical study leave, has led to the development of a **new qualitative research methodology called “depth phenomenology”** which has been lauded by Dr. Frederick J. Wertz, Professor in Psychology, Fordham University, USA who is also Editor-in-Chief of the *Journal of Phenomenological Psychology*. Wertz has agreed to publish the paper on depth phenomenology with Dr. Veliyannoor and Dr. Wertz as the first and the second authors respectively. The paper was presented at the Fourth Conference of the Interdisciplinary Coalition of North American Phenomenologists, New York (May 2012) and was well-received. Currently, it is being revised for publication, titled *Depth Phenomenology: Exemplification of a Procedure for Integrating Psychoanalytic Theory into Phenomenological Data Analysis*.

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If ‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database

Yes, we do. The institution is publishing its first journal—international, peer-reviewed, research journal, ***InterViews: An Interdisciplinary Journal in Social Sciences*** (ISSN: 2349-400X) in July this year. Given below are the details:

Chief Editor:	Paulson Veliyannoor
Managing Editor:	Walter Naveen
Executive Editor:	Bhaboklang Sohkhet
Review Editor :	Allwyn Mendoz

Advisory Board:

K. C. Kapoor, *Rajiv Gandhi University, Itanagar*
P. Krishnaswami, *Christ University, Bangalore*
A. K. Bora, *Guwahati University, Guwahati*
Rowena Robinson, *Indian Institute of Technology, Mumbai*
Allen Bishop, *Pacifica Graduate Institute, USA*
Monica Forret, *Ambrose University, USA*
Paul Dumouchel, *Ritsumeikan University, Japan*

Editorial Board:

Utpal Talukdar, *Saint Claret College, Ziro*
Sonisha R. Syiem, *Saint Claret College, Ziro*
Nani Bath, *Rajiv Gandhi University, Itanagar*
Sudha Bhogle, *Eduquity, Bangalore*
Ibadani S. Syiem, *NEHU, Shillong*
Romate John, *Central University of Karnataka, Gulbarga*
Gary Groth-Marnat, *Pacifica Graduate Institute, USA*
Thérèse Onderdenwijngaard, *VU Univ. The Netherlands*

Publication Policies:

InterViews: An Interdisciplinary Journal in Social Sciences is a peer-reviewed international journal of Saint Claret College, Ziro (India), devoted to providing a receptacle for reflection, critique, and dialogue for ideas in social sciences that are interdisciplinary in character.

- a. **Periodicity:** One issue per year, initially, until the Journal gets going well. Number of issues to be raised after 3 years.
- b. **Submission:** Manuscript submissions and general correspondence should be via e-mail to the Executive Editor at interviews@sccz.edu.in. The manuscript shall be submitted in .doc or .docx file.
- c. *InterViews: An Interdisciplinary Journal in Social Sciences* welcomes scholarly and original manuscripts that explore interdisciplinary ideas in social sciences. The Journal invites empirical, theoretical, clinical, and historical articles, short notes, review articles, and book and film reviews that facilitate constructive reflection, critique, and dialogue at the service of contributing to knowledge that graduates to wisdom. The Journal is international in scope and every submission will be subject to blind review by peers. Authors will be notified of decision on acceptance for publication within three months from the date of submission of the manuscript.
- d. **Style Requirements:** *InterViews: An Interdisciplinary Journal in Social Sciences* follows the APA Manual of Style (6th Edition) with a few adaptations.
- e. Authors may download a Style Checklist from the College website, www.sccz.edu.in. The Checklist is meant to help authors verify if their article complies with the APA Style requirements with SCCZ revisions..
- f. **Permissions:** On acceptance of the manuscript, it is the responsibility of the authors to obtain and submit to the editor all necessary permissions to reproduce in print any copyrighted work, including photographs.
- g. **Copyright:** On publication of an article, the copyright rests with Saint Claret College, Ziro. Authors shall sign a document to that effect, which will be sent to them on acceptance of the article. An author desirous of republishing an article shall request and obtain in writing permission to do so from the copyright holder. The author shall acknowledge in the republished article details of its first publication in the *InterViews*.

The first issue of the Journal is scheduled for July 2014, and hence is not yet eligible to be listed in any international database as of now.

3.4.3 Give details of publications by the faculty and students:

Books published by Faculty:

Name of the Faculty	Details of Publications
Dr. (Fr.) Paulson Varkey Veliyanoor	<i>Poverty, Marginalisation and Empowerment in Karnataka</i> (Ed.). Bangalore, 2004.

	<i>Social Involvement of Religious in Karnataka</i> (Ed.). Bangalore, 2002. <i>Bible Diary 2013 (Daily Commentaries)</i>. Bangalore (India) & Manila (Philippines), 2013 ISSN1656-457X (Philippines) ISBN 971-501-332-5 (USA)
Dr. Utpal Talukdar	Shifting Agriculture and Sustainable Development in North Eastern India: Tradition in Transition (Ed. Book), "<i>Landuse and Landcover Changes in Namdapha National Park, Arunachal Pradesh</i>" UNESCO MAB, Oxford & IBH Publishing Co. Pvt. Ltd, New Delhi 2006. Pp 157-170 ISBN 81-20-1625-2 Dynamics of Higher Education: Local, National and Global Perspectives (Ed. Book) "<i>Privatization & Quality Assurance in Higher Education</i>", Commonwealth Publishers, New Delhi, 2008, Pp 117-123. ISBN 978-81-311-0190-2

Articles Published by Faculty:

<i>Name of the Faculty</i>	<i>Details of Publication</i>
Dr. (Fr.) Paulson Varkey Veliyannoor	<i>Best practices for quality management in higher education</i>. Monograph published by Internal Quality Assurance Cell, Saint Claret College, Ziro. (2013). <i>Doing with others: Working collaboratively for Missio Dei</i>, in "Sanyasa Journal of Consecrated Life" 7.2 (2012) <i>Passion for Christ, passion for humanity: A Girardian reading of consecrated life, and its formative implications</i>, in "Sanyasa: Journal of Consecrated Life" 5.1 (2010) 9-34. <i>Parable of a father and two sons: Jungian hermeneutics and therapeutic applications</i>, in "Journal of Psychology and Christianity" 28.4 (2009) 338-349. <i>Elijah's call to self-transcendence: Learning the fundamentals of consecrated life on mount Horeb</i>, in "Sanyasa: Journal of Consecrated Life" 2.1 (2007) 37-54.

Mr. Bhaboklang Sohkhlet	<i>Significance of Buliang and the needs for its Re-vitalization in the socio-cultural milieu of the Apatanis</i>, in “International Journal of Humanities and Social Science Invention” 2 (7):51-56 (2013) <i>Index of opportunity for natural selection among the Gowdas of Kodagahalli village, Karnataka, India</i> in “Indian Journal of Human Genetics” 19 (3): 315-319 (2013)
Dr. Utpal Talukdar	“Gandhi” – Collection of Book Review, “<i>Gandhi: Struggle for Autonomy</i> by Ronald J. Terchek” UGC – Academic Staff College, Jawaharlal Nehru University, New Delhi (2011) 97-99. Landuse/ Landcover Change in and around Namdapha Nature Reserve in Northeast India using Remote Sensing and GIS, AURJ, Arunachal University, Rono Hills, Itanagar, Vol.6(1) 2(2003) 9-24. Role of Geoinformatics in Decentralised Planning for Better Governance, “<i>Spatio-Temporal Comparison of Landscape Diversity in and Around the Namdapha National Park in Arunachal Pradesh, India</i>”, Birla Institute of Technology, Ranchi, Jharkhand (2004) 33-34 Arunachal Pradesh: Tradition in Transition Linking Ecology, Economics and Ethics, <i>Levels of Development in Nyishi Habitat A Principal Component Analysis</i>” UNESCO, New Delhi & NERIST, Nirjuli et. al., (2005) 31-32
Fr. Allwyn Mendoz	<i>Emergency Preparedness Manual</i>, a manual containing tips to combat emergency situations like Earthquakes, Fire, Wild Animals’ attacks, Thundershowers, Storms, Civil unrest, etc. for private circulation among staff and students, the public as well as other stakeholders of SCCZ. Released on 27.02.2014
Departmental Newsletters: (By students, for private circulation)	* 9th November 2013, the departments of Political Science and Anthropology released their newsletters, “POLITICO” and “ANTHROPOS” respectively. * 14th November 2013, department of Education released its newsletter, “EDUCERE.” * 4th February 2013, department of English

	released its newsletter, “ LINGUA FRANCA. ” * 12 th February 2013, the departments of Geography and History released their newsletters, “ ERDKUNDE ” and “ ISTORIA ” respectively.
College Newsletter	* <i>Claret Times</i>
College Magazine	* <i>The Claretides</i>
College Journal	* <i>InterViews: An Interdisciplinary Journal of Social Sciences.</i>

3.4.4 Provide details (if any) of

- * *research awards received by the faculty*
- * *recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally*
- * *incentives given to faculty for receiving state, national and international recognitions for research contributions.*

No awards received. However, as was mentioned under 3.4.1, Dr. Paulson Veliyannoor’s development of a new qualitative method, *depth phenomenology*, has been internationally acknowledged and is being invited for publication in international journal, as *Depth Phenomenology: Exemplification of a Procedure for Integrating Psychoanalytic Theory into Phenomenological Data Analysis*.

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface

Following are the details of systems and strategies taken by the institute to establish an institute- industry interface:

- Organizing Seminars which include annual Departmental Seminars for the last five years, conferences, and workshops. A seminar on khadi industry was held in the very second year of SCCZ’s existence (2004)
- Inviting resource persons from universities and organizations within and outside the state for Seminars and Workshops.
- MoUs with other institutions for training of students.
- Industrial visits. E.g., by Mass Communication students & faculty to newspaper offices, TV channels, All India Radio

3.5.2 What is the policy of the institution to promote consultancy services? How is the available expertise advocated and publicized?

The Employee Manual of the Institution encourages the Staff to engage in Consultancy Services in the areas of their expertise, and provide incentives for the same. The teachers are encouraged to prepare their expertise profile, sign up on LinkedIn, and circulate their CVs to potential clients.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The institution encourages the staff to utilize their expertise and available facilities for consultancy services by rewards in the form of duty leave, sharing of earnings, and providing space for consultancy services.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years:

The major areas where consultancy services have been offered are the following:

- External Quality Audit of HEIs (Dr. Fr. Paulson Veliyannoor)
- As member of Board of Director, Esperanza Services, California, USA (Dr. Fr. Paulson Veliyannoor)
- School Teachers' Productivity and Training Consultancy (Dr. Fr. Paulson Veliyannoor)
- Claretian Publications, Bangalore (Dr. Fr. Paulson Veliyannoor)
- Technical Support Group (TSG) of Biodiversity Management Committee of Lower Subansiri District (Dr. Fr. Paulson Veliyannoor)
- Review Editor, *Journal of Psychology and Christianity*, Biola University, USA. (Dr. Paulson Veliyannoor)
- Career Guidance at Hill School Educational Institute, Ziro (Mr. Bhaboklang Sohkhet, and Mr. Dani Lalyang, Asst. Prof. Dept. of Political Science)
- Research Scholar Selection Committee constituted by Ama Aba Multipurpose Cooperative Society Ltd, Ziro under the aegis of Deputy Registrar of Cooperative Society, Govt. of Arunachal Pradesh, Ziro (Dr. Utpal Talukdar, Chairman)
- Grievance Redressal Cell of Rajiv Gandhi University (Dr. Utpal Talukdar)
- Several Teacher's Training Programmes by Dr. Fr. Paulson Veliyannoor and Fr. Allwyn Mendoz.

Some of these consultancy services were offered pro bono, and the rest are paid services. The total income generated over the last four years will be approximately Rs. 1,00,000/-

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

*Up to 30% of the Gross salary: Entire earning belongs to the faculty
31% - 100% of the Gross salary: 70:30 (Teacher: SCCZ) of the
amount beyond the 30% cut off.
Beyond Gross salary : 50:50 of the amount beyond the gross salary."*

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 *How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?*

The institution promotes a great deal of institution-neighbourhood-community network for a holistic development of the students, very specially through the activities undertaken through the NSS Cell and CASA (Claretine Association for Social Action). Some of the specific efforts are the following:

- Awareness programmes on health & hygiene
- Awareness programmes on Blood donation
- Cleanliness drive in the villages of Hija, Hari, Bulla-Reru, Tajang, and District Civil Hospital.
- Students participating as volunteers in Disaster Management Drills in the town, organized by the district administration.
- On 9th November 2010, 80 NSS volunteers were engaged in Rescue Operation in a fire mishap which occurred at Hari village.
- Support to “No to plastic” campaign organized by other NGOs by freely making available college buses and encouraging students to participate.
- Support for the nomination of Ziro for selection as a World Heritage Site.
- Providing the College grounds for the neighboring village youth to practice sports & games.
- College students, faculty, and management participating in the local tribal festivals.
- The College also has exhibits of local tribal cultural festivals, rites, and customs in the College corridors, thereby appreciating and upholding local cultural traditions.

3.6.2 *What is the institutional mechanism to track students’ involvement in various social movements/activities which promote citizenship roles?*

To track the students’ involvement in various social movements the institution has effective NSS units, Red Ribbon Club, Health Club, PESEC (People Education and Social Empowerment Centre), CASA (Claretine Association for Social Action), CYC (Claretine Youth for Christ), and Departmental Clubs. The College keeps attendance records of students who participate in various events. These mechanisms work effectively to ensure the active involvement of the students in various social movements & activities by organizing awareness programmes, workshops, seminars, cleanliness drives from time to time.

Students who participate in various social activities are given certificate of participation.

3.6.3 *How does the institution solicit stakeholder perception on the overall performance and quality of the institution?*

The stakeholders include staff, students, parents and alumni whose views and opinions are sought by the institution on regular intervals which have been

proved helpful for overall institutional growth. Suggestion boxes are kept at strategic venues inviting feedback and perceptions.

Feedback from Staff: Regular Staff Council meetings are conducted where all the important works and plans are discussed. Every staff member puts forth opinions and gives relevant suggestions.

Students' perception (Students' feedback): Students' feedback and perceptions is one of the various ways of quality assurance. It is obtained twice in a year where the students evaluate teachers, institutional performance & services. Hostel students are met once a month for discussion and evaluation of hostel life and provisions. We have also begun the practice of exit interview of the final years.

Parents: It is mandatory that a student must be accompanied by at least one of the parents at the time of admission, especially to the hostel. During admission, both students and parents are given a "Campus Culture Brief" with the help of a PowerPoint presentation. Thus, the parents are made aware of the traditions and practices of the College and are encouraged to visit the college regularly, interact with faculty and the management, and offer their suggestions and feedback.

Alumni perception: The institution has an Alumni Association with its executive members. Every outgoing final year student is registered as member of the Alumni. Generally, views & opinions of the alumni are obtained through social networks and on occasions of their friendly visits to the college. Many alumni come to the College campus for games and interact with the management and offer their views.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

Recognizing the importance and necessity of extension activities, Saint Claret College established PESEC (People Education and Social Empowerment Centre) in 2004, to organize and offer various programmes for the benefit of students as well as people outside. The College also established NSS and other cells/associations through which as many extension programs may be offered.

Activities are planned meticulously. The coordinators for each cell/center are appointed at the end of an academic year (in view of the next year), and they are asked to come prepared at the beginning of the new academic year, with a proposal of action plan. During the Teachers' Orientation Program at the beginning of the academic year, the action plan of each association/cell is discussed and approved. During the year, the activities are then implemented.

The institution plans and organizes its extension and outreach programmes through its Associations and Clubs viz., NSS, PESEC, CASA, CYC, Health Club, Film Club, Red Ribbon Club, and Departmental Clubs.

- **PESEC:**

PESEC stands for “People Education and Social Empowerment Centre” with its motto, **“Towards the excellence of Masses.”** Its domain is beyond Curriculum Programme.

1. On 24th November, 2010, an awareness campaign on, **Role and Function of Arunachal Pradesh Public Service Commission and its scheme of Examination**, was organized in College Auditorium. Dr. Ligu Tacho, member of APSC spoke on the occasion as Resource person.
2. On 13th September, 2011, an awareness programme on, **Systematic Voter Education and Electoral participation (SVEEP)**, was organized in the college by the District Election Officer, Arunachal Pradesh.
3. On 15th September, 2012, a workshop on **Music, Photography & Painting arts was organized by Ziro festival of music group** in collaboration with PESEC. Mr. Pema Khandu, Minister for Tourism, Govt. of Arunachal Pradesh attended the programme as Chief Guest, Mr. Passang D. Sona, Parliamentary Secretary for Tourism, and Mr. Padi Richo, M.L.A cum Parliamentary Secretary, U.D, attended as Guest of Honour and Special Invitee respectively. Mrs. Indira Malo (I.A.S), Secretary, Youth affairs, D.C & S.P, Lower Subansiri district, H.O.Ds of various departments, & officers of Lower Subansiri district and eminent artists also attended the program.
4. On 4th October 2012, **National Folk Dance Festival** was hosted by the college under the banner of PESEC. It was attended by Mr. Nido Pavitra, Parliamentary Secretary, Health & Family Welfare, Govt. Of Arunachal Pradesh as Chief Guest, Mr. Likha Tongam, Chairperson of Zila Parishad, Lower Subansiri district as Guest of Honour and Mr. Taru Tallo, Dy. Commissioner, Lower Subansiri District as Special Invitee.
5. On 17th October 2012, a workshop was conducted by the college under the banner of PESEC on the topic, **Youth, Peace and Harmony**. The resource person for the workshop was Fr. Jose, Director of Anthropological institute of Guwahati.
6. On 10th November 2012, a workshop was organized by the PESEC on topic, **“Crisis Intervention for Children: Parental Skills for Understanding and Preventing Suicide**. Rev. Dr. (Fr.) Paulson Veliyannoor, CMF was the resource person. The same workshop was repeated at Bishop’s House, Itanagar, in the same month.
7. On 11.06.2013, a teacher’s training programme was conducted by Fr. Allwyn Mendoz, for primary and secondary level teachers of Don Bosco School, Pai Gate, on **“Socio-emotional Climate of the Classroom”**
8. On 24.09.2013, the College hosted a **Census Data Dissemination Workshop** for students and officers of the district administration by Mrs. Bharati Chanda, in collaboration with the Directorate of Census of Arunachal Pradesh.
9. On 8th April 2013, Mr. Dani Lalyang, Asst. Prof. Dept. of Political Science delivered a lecture on, **“Culture and Society of Apatanis”** during a visit made by Prof. A. Bhagabati, Prof. Bhattacharya along with Post Graduate Students from Dept. of Geography at Saint Claret College.

10. Dr. (Fr.) Paulson Veliyannoor, serves as Visiting Faculty for Post Graduate students at Sanyasa Institute of Consecrated Life, Bangalore, under Christ University, Bangalore.
11. On 1-4 November 2013, Dr. (Fr.) Paulson Veliyannoor, Principal gave a workshop on, “***Called to Teach and Transform: Vocation and Mission of Teacher Religions***” for 30 teachers of various schools belonging to the Indian Province of Congregation of Sisters of St. Elizabeth in Indore, Madhya Pradesh, India.
12. Dr. Utpal Talukdar, Asst. Prof. Dept. of Geography was invited to take classes in Govt. College Yachuli, Lower Subansiri District, Arunachal Pradesh from 14- 15 November 2013.
13. On November 16, 2013, Mr. Bhaboklang Sohkhet, Asst. Prof. Dept. of Anthropology and Mr. Dani Lalyang, Asst. Prof. Dept. of Pol. Science, gave lectures on ***Career Guidance*** at Hill Queen Institute, Ziro.
14. Publication of ***Emergency Preparedness Manual***, a manual containing tips to combat emergency situations like Earthquakes, Fire, Wild Animals’ attacks, Thundershowers, Storms, Civil unrest, etc. Prepared by Fr. Allwyn Mendoz. For all stakeholders of SCCZ.
15. Two day Soft Skills training by Sun@Beams Inc., Kolkotta, for first year B. A. students (July 16-17 2014)
16. ASK soft skills Program for final year students and staff separately, scheduled for August 1-2, 2014. Open to outside faculty as well.

- **Certificate Courses (offered under PESEC):**

1. Diploma in Computer Applications (DCA): Six Months
2. SAP (Systems Applications, & Products in Data Processing) MoU signed with Ami Tech. Duration: 1 Year. To begin this year.
3. Disaster Management: 3-credits, 45-hours
4. Tourism Management: 3-credits, 45-hours (from this year)
5. Communicative English: 3-credits, 45-hours
6. Personality Development: 3-credits, 45-hours
7. Study Techniques and Examination Skills (*no certificate issued. Given as workshop*) Two days’ duration.

- **Collaboration with All India Radio**

Saint Claret College has proactively involved in issues threatening the youth of Ziro valley such as influx of drugs and increasing suicidality, by collaborating with All India Radio, Ziro. The following programs were given by SCCZ through AIR, since 2012:

- A panel discussion on *Understanding and Prevention of Suicide* wherein Dr. Fr. Paulson Veliyannoor, as Clinical Psychologist, served as expert. (30 minutes)
- A 10-minute talk on panel discussion on *Drug Abuse Prevention* by Dr. Fr. Paulson Veliyannoor.
- A 5-minute Christmas message (2012) by Fr. Benoy Joseph, focusing on the theme of fraternal spirit and peaceful co-existence.

- A 10-minute talk on Hiroshima Day (Peace message) by Fr. Allwyn Mendoz, focusing on the theme of love and brotherhood.
 - A 5-minute Christmas message (2013) by Fr. Walter Naveen, focusing on the theme of caring for one another and sharing of joy.
 - A 20-minute Christmas Program by the students of SCC.
- **NSS**

1. Blood Donation Day: The college NSS unit has been observing the Blood Donation Day since the year of its inception, on 1st October. In the sessions 2011-12, 2012-13, & 2013-14, the NSS unit in collaboration with CASA conducted Blood Donation drives.

2. Awareness on voluntary blood donation: On 7th February 2014, an Awareness program on Voluntary Blood Donation was conducted by the District Health Club in collaboration with the College NSS unit. Dr. Joram Khope was the chief resource person for the day. The program was attended by all the students along with the faculty members and management of the College.

3. World AIDS Day: The college NSS unit has been observing the world AIDS Day on 1st December every year from the time of its inception. It is to bring awareness among the youngsters on the deadly disease AIDS. The table below shows the detail of World AIDS day observed in the last four (04) years.

<i>Academic Session</i>	<i>Program</i>
2010-11	Dr. Hage Tam as resource person. The programme was also attended by Lt. Colonel Satish Jadhav, OC (85 RCC) G.R.E.F as Guest of honour & Dr. Nani Rika, Child Specialist as special invitee.
2011-12	Dr. V. N. Sharma attended the program as a Chief Guest. He also spoke on the occasion to inspire the youth. Dr. Kuru Tama explained at length about the causes and preventions of the deadly disease AIDS.
2012-13	Dr. Kuru Tama, S.M.O, District Hospital Hapoli made a power point presentation on AIDS awareness.
2013-14	An awareness program on AIDS which was chaired by Dr. Tage Kano as a Chief Resource person in the presence of the staff & students. Mr. Yumlam Tana, DDSE, Lower Subansiri Dt. was the Resource person along with Mrs. Y. Yumlam, DTO.

4. Cleanliness Drive / Social service: The college NSS unit has been actively involved in creating a sense of responsibility towards society among the students. Two separate units for girls and boys became

functional since 2012-13. With the motto, “Not me but you”, the NSS units of the college conducted Cleanliness Drives / Social Services inside and outside the campus. Following is the list of the cleaning drives and services since 2010:

•**2010-11:** On 1st & 2nd October 2010, a mass social service was conducted by the NSS unit in connection to National Blood Donation Day with a motive, “Healthy Youth, Healthy Surrounding” on campus. On 9th November 2010, 80 NSS volunteers were engaged in Rescue Operation in a fire mishap which occurred at Hari village, Lower Subansiri District.

On 13th February 2011, a mass social service was conducted at Bulla village which was participated by 87 NSS volunteers, village community and its student bodies.

•**2011-12:** On 1st October 2011, the NSS unit in collaboration with CASA conducted a cleanliness drive.

A mass social service was again conducted on 17th February, 2011 at Hija village, Lower Subansiri District, Arunachal Pradesh which was attended by 100 Volunteers.

•**2012-13:** In collaboration with CASA, the NSS unit conducted cleaning drive on 29th September, 2012.

On 19th December, 2012 the NSS units organized a cleanliness drive in collaboration with the District Health Authority at District General Hospital, Lower Subansiri District, Arunachal Pradesh.

On 8th March 2012, a mass social service at Hari village, Lower Subansiri District, Arunachal Pradesh.

•**2013-14:** On 1st October 2013, the college NSS units conducted a social service in collaboration with CASA on campus to observe the National Blood Donation Day.

On 20th December 2013, the NSS units conducted Cleanliness cum Awareness campaign at Bulla & Tajang village, Lower Subansiri District, Arunachal Pradesh.

5. Special Camps: The NSS units of the college have been regularly organizing special camps every year. The camps are attended by all the BA II year NSS Volunteers under the guidance of Programme Officers. These camps are made compulsory for them and at the end of the session, they receive certificates.

<i>Date</i>	<i>Location</i>	<i>Details</i>
2010-11	Bulla Village	Prepare the village for Myoko festival
2011-12	Hija Village	Cleanliness & Awareness Program

2012-13	District Civil Hospital, Hapoli	Healthy Youth for Healthy Nation Awareness Program, Cleanliness Drive.
	Hari Village	Awareness Program on Panchayat Schemes, Drainage Cleanliness drive
2013-14	Bulla-Reru villages	A Clean Society is a Healthy Society- Themed Awareness Program
	Tajang Village	Awareness on Hygiene & Health. Cleanliness Drive

- The table below shows the funds received by the NSS and the expenditure made in the last four years:

<i>Academic Session</i>	<i>Fund received</i>	<i>Expenditure made</i>
2010-2011	Rs. 42,050	Rs. 42,050
2011-2012	Rs. 39,000	Rs. 39,000
2012-2013	Rs. 66,252	Rs. 66,252
2013-2014	Rs. 81,018	Rs. 81,018

- **CASA:**

It stands for Claretine Association for Social Action with its motto, “***That they may have Life***” focuses on social service activities.

1. On 1st October, 2010, a one-day social service was conducted by CASA on campus. Led by the CASA Coordinators, all the students and Staff actively participated in the social service.
2. On 28th September, 2013, a day-long Cleanliness drive was conducted on campus by CASA which was participated by the students and teachers of the college.

- **CYC:**

It stands for Claretine youth for Christ with the motto, “*ecce homo*” = ‘*Behold the man*’ is an association for the spiritual nourishment of the Christian Claretines.

1. The CYC conducts Pre- Christmas celebrations before Winter Break wherein students form friend-pairs to care for each other.
2. A 20-minute Christmas Program through All India Radio.
3. Celebration of Universal Mission day every year in October. On this day the staff and the students donate some amount of money to be sent to various charitable works of Claretians. In 2013, to mark this

occasion, a whole day programme was organized where food stalls, were set up. Several games were also played.

- **Health Promotion Cell:**

SCCZ provides for periodical medical consultation on campus in association with the district hospital.

1. On 7th February 2011, an interactive session was conducted by Sr. Dr. Sushmita, SD, MD, on *Human Body, first Aid and oral cancer* initiated by the college health promotion cell.
2. A seminar was held on 23rd August 2012 which was initiated by the college health promotion cell. The topic for seminar was, "*Health and Hygiene.*" Presentation was made where health tips were given for a healthy life.
3. On 22nd February 2012, a *free Hepatitis 'B' camp* was organized by a team of District Medical, Hapoli, Lower Subansiri District in collaboration with the college Health Promotion Cell.
4. Every year, the health promotion cell observes World AIDS day in collaboration with the college Red ribbon club and College NSS unit.

- **Departmental Fest-cum-Seminars:**

This is a creative extension activity organized inter-departmentally and is open to the public to come, enjoy, and get enriched. The Fest happens once in two years whereas Seminar is an annual affair. Select second year students from each Honours Department presents well-researched papers on the day of a particular Department's Seminar. Given below are the various such Seminars held:

Seminars Organised by specific Departments

<i>Department</i>	<i>Topic</i>	<i>Date</i>	<i>Resource Person</i>
English	The Romantics	25 th Sep 2010	Dr. A.R Parhi, Associate Prof, Rajiv Gandhi University
	Modernism- Age of Interrogation and Anxiety	17 th Sep 2011	Dr. A.R. Parhi, Associate Prof, Rajiv Gandhi University
	Popular Fiction: Reflection on Society	12 th Oct 2012	Mr. Nending Ommo, Asst. Prof, Dept. of English, Rangfrah Govt. College, AP
	Feminism: Its Trends and Effects	14 th Sep 2013	Dr. Miazi Hazam, Asst Prof, Dept of English, RGU
Economics	Market Forms	19 th Oct 2012	A. Mitra, Prof, Dept of Economics, RGU
	Features of Arunachal Economy and Population	31 st Aug 2013	Mr. Dani Kancha Asst Prof. Dept of Economics, Govt. College Yachuli
History	Rise of Mahatma Gandhi	30 th Sep 2010	Dr. Tara Showren, Associate Prof, Rajiv Gandhi University

	Emergence of Indian National Congress	30 th Sep 2011	S. N. Singh, Associate Prof, Rajiv Gandhi University
	MacMohan Line	25 th Sep 2012	Dr. Sarah Hilaly, Prof.
	Indus Valley Civilization	24 August 2013	Dr. Rajiv Miso Govt. College, Yachuli
Geography	Global Warming – Threat to Biosphere	10 th Sep 2010	Dr. Gobinda Panging, NERIST
	Building Resilience in Rural Societies for Sustainable Development	12 th Sep 2011	Dr. Nishamani Kar, Associate Professor, Rajiv Gandhi University.
	Physical arrangement of Eastern Himalayas	15 th Sep 2012	Prof. A.K Bora, HOD, Geography, Gauhati University
	Population Growth and Associated Issues in NE India	21 st Sep 2013	Prof. B.K. Kar, Dept of Geography, Gauhati University
Political Science	India and her Neighbours	18 th September 2010	Pura Tage, Associate Prof, Rangfrah Govt College, Changlang, Arunachal Pradesh
	Local Government- Its Growth and Development	22 Sept. 2011	Withoam Socia, Asst Professor, SCCZ
	Organs of the Government	20 th Oct 2012	A.K. Mishra, Associate Prof, Wangcha Rajkumar College, Deomali, Arunachal Pradesh
	Regional political parties in Arunachal Pradesh	17 th August 2013	Dr. Nani Bath, HoD, Dept. Of Pol. Science, RGU

The table below shows the expenditure made by different Departments during the departmental seminars during the last three years:

<i>Academic Session</i>	<i>Departments</i>	<i>Amount received</i>	<i>Amount spent</i>
2011-2012	Honours Departments	Rs. 26,200	Rs. 26,200
2012-2013	Honours Departments	Rs. 57,813	Rs. 57,813
2013-2014	Honours Departments	Rs. 43,135	Rs. 43,135

The Departmental Fest is held in two parts: As a 20-minute cultural program on a specific theme under a discipline, followed by a themed exhibition stall. The Fest is open to the public. The Departments vie for the

coveted Departmental Championship in this Fest. Both the Fest and the Seminar are considered two phases of a single program, aimed at providing platform for students to creatively engage their subjects and be resource person for the public. This is one of our Best Practices (and hence, is detailed further under Criterion 7).

The table below shows the total expenditure made by different departments during the departmental Fests:

<i>Academic Session</i>	<i>Amount received</i>	<i>Amount spent</i>
2009-2010	Rs. 3,560	Rs. 3,560
2010-2011	Rs. 10,500	Rs. 10,500
2012-2013	Rs. 28,500	Rs. 28,500

3.6.5 *How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/international agencies?*

The institution promotes participation through the following means:

- Providing detailed information on various cells/centres/associations in the College through the Handbook.
- Through a colourful inauguration of associations of the College every year during which drives home the significance the College gives for associational activities.
- By making it mandatory to belong to a departmental association.
- By providing attendance credits.
- By providing certificates of participation.
- By organizing Claretian Universal Mission Day (CUMD) that exposes students to issues related to Justice, Peace, and Integrity of Creation (JPIC) around the world and invoking their empathy.
- Through publicizing in advance various extension activities scheduled through Handbook, LCD display monitor, and student bulletin board.

3.6.6 *Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?*

The institution has not engaged in any major social surveys for the above purpose. However, the very existence of the College is amidst under-privileged, vulnerable populace of the Indian society, with a view to empowering them through educational and para-educational formation and opportunities. Moreover, various NSS activities such as cleanliness drives, special camps and adventure trekking are done collaborating with the village community and its youth. The main objective of these extension programmes is to ensure empowerment of youth which is the most vulnerable section of the society.

A very significant move was made by PESEC of Saint Claret College to offer a half-day workshop on ***“Crisis intervention for Children: Parental skills for understanding and preventing suicide.”*** by Dr. Paulson Veliyannoor, in the context of a series of suicides in Ziro valley. It was attended by 400+ parents. The local Cable TV recorded the entire program and ran it for several months. Given its extraordinary success, the same workshop was given on invitation at Nahurlagun, for a group of 60 people.

On invitation from the *All India Radio*, a talk on *Drug Abuse Prevention* and a panel discussion on *Understanding and Prevention of Suicide* were offered by Dr. Fr. Paulson Veliyannoor, both of which were well received as they were responding to acute and chronic social realities of the place.

Moreover, the College has freely donated 40 low-end computers and used furniture to five primary and secondary schools located in the remote areas that cater to the needs of the under-privileged and vulnerable sections of the society.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students’ academic learning experience and specify the values and skills inculcated.

The ***Objectives*** of the extension activities of the College are: (i) to contribute to social development and (ii) to train students in social sensitivity so that they recognize in the face of the Other an ethical imperative to care.

The ***expected outcomes*** are a society with better human welfare index and a student community with a higher social sensitivity index.

The above objectives and expected outcomes have seamlessly contributed to giving a “soulful higher education” for the Claretines, as the College’s catchphrase or publicity motto has always upheld since its foundation in 2003. Saint Claret College students have been regularly recognized as “the most disciplined”, and very caring students. Coupled with the input from CHEP (Claretine Holistic Education Program), the various outreach activities of the college has made our students more compassionate and socially alert. Every time an extension activity is arranged, there is great enthusiasm and participation, as was evidenced by 80 to 100 students braving the intense cold and frosty rain during the wintry December, to undertake a cleanliness drive in the Reru-Bulla village. Some of the values inculcated through the program are: service mindedness, spirit of sacrifice, cooperation and teamwork, generosity, and social responsibility.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities.

The institution ensures an active involvement of local community in various extension activities initiated by the College. The involvement of community in various extension activities of the college are as follows:

- Before any extension activity is undertaken (for example, cleanliness drive/ awareness campaign), the local village leaders, youth associations, and headmen (“Gaon Buras”) are consulted. There is a concerted discernment as to what is the urgent and genuine need of a village, and accordingly, an intervention program is planned.
- The College officials attend major meetings of importance at the district level and actively participate in the discussions and proposals, and ideas for extension activities emerge from such meetings. For example, the office of the Deputy Director of School Education has requested the College to depute expert staff to train school teachers at the district level. Directorate of Tourism has requested extending Spoken English program for tourism personnel of the district. The college is in the process of preparing programs in response.
- The highly successful workshop on “*Crisis intervention for Children: Parental skills for understanding and preventing suicide*” was conducted upon a shared discernment by the College management and the local Church community on account of many suicide cases in Ziro Valley.
- And, every time an extension activity is planned, the local people are invited to participate. For example, in village cleanliness drive, the local leaders and families join hands with us to clean up the entire village. The villagers feed the students and provide regular refreshments as well.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

- The College NSS unit and Red Ribbon Club collaborate with the District Medical Hospital to observe World AIDS Day and Blood Donation Camps.
- Private Schools Association for training of the school teachers.
- The Department of Disaster Management to offer disaster management drills in the district.
- SMILE, Ziro, an NGO for multidimensional innovative lead for education and environment, with which the College collaborates to organize awareness program on Ziro’s nomination as World Heritage Site.

3.6.10 Give details of awards received by the institution for extension activities and/ contributions to the social/ community development during the last four years.

1. In 2005, Fr. Paulson Veliyannoor won the Air India-Singapore Tourism **BOLT Runner Up Award for Best Teacher-Learner** at the State Level.
2. On 22nd February 2011, the NSS unit of Saint Claret College was awarded as the **Best NSS unit of Arunachal Pradesh**.

3. Mr. Tage Ranka of BA III Year (Honours) was awarded the Indira Gandhi National Award for **the Best NSS Volunteer**.
4. Mr. Ramesh Negi, IAS, Chief Secretary, Government of Arunachal Pradesh, has publicly commended the college for its excellence in service and requested the district administration to recognize the services of the College.
5. Consequently, the District Administration has informed us that sometime in the coming month(s), the district will honour Saint Claret College with “**Centre of Excellence**” Award.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities? Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships, etc.

The College has taken initiatives to collaborate and interact with the following institutions:

- Alien Tort Claims (ATCA) International, Germany
- ICSSR-NERC, NEHU Campus
- All India Radio, Ziro

Through Collaboration with ATCA, Germany, Saint Claret College organized a national seminar researching into the gender perspective across various discipline (November 2011)

Through Collaboration with ICSSR-NERC, the College organized a national seminar researching into the gender perspective across various discipline (November 2011), and a regional workshop on Research Methodology for Social Sciences.

Through collaboration with All India Radio, the College has given several educational programmes researching into suicidality and drug abuse.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/ Corporate entities, etc. and how they have contributed to the development of the institution.

The College has entered into MoUs and Collaborative arrangements with the following institutions/organizations:

- NISCORT (National Institute for Social Communications, Research, and Training), Delhi, for intensive skilling of the students of Mass Communication of Saint Claret College, Ziro
- St. Claret College, Bangalore, for Staff and student exchange programmes

- An MoU with Mount St. Mary's College, Los Angeles (MSMC), for offering additional certification and dual degree is in the offing (not yet officially signed, but the discussions are on).
- Spoken Tutorial Laboratory in collaboration with IIT, Mumbai
- Rajiv Gandhi National Institute FOR Youth Development, Sriperumbudur & Don Bosco Youth Centre Itanagar for month-long training in Youth Empowerment through Spoken English and Personality Development.
- Language Lab Resources from Orell Technosystems, Pvt. Ltd, Kochi.
- MoU with Single Step Foundation, USA, for providing merit scholarship for female students, in realization of the SCCZ commitment towards the educational empowerment of tribal women.
- Ami Tech India Pvt. Ltd, Hyderabad, for training in SAP (enterprise resource planning software consultancy training) modules (SAP 01 and SAP B1 dongle site licence content up to 100 trainees per year.
- MoU with the Canara Bank for easy processing of payment of fees, medical insurance policies for the staff, student loans, as well as for issuance of Claret Canara Campus Card as ATM Card and Student ID card of the College.
- Funding support from *Kirche in Not, Germany* for the construction of Staff Quarters on campus, to the tune of EUR 20,000.00
- Funding support from *Missio, Munich, Germany* for the construction of Staff Quarters on campus, to the tune of EUR 22,000.00

These collaborations, proposed, realized, and pursued, have resulted in training of faculty in various skills, providing opportunities for unique skilling and consequently employability and job-related saleability for students, as well as for developing the infrastructure of the institution. If MSMC twinning comes through, an undreamed of opportunity for the tribal youth with aptitude and performance potential to pursue international education with international exposure, who, it is hoped, would return to their native land and effect transformative changes for the benefit of the community.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation /up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution, viz. laboratories / library/new technology /placement services, etc.

Some of the interactions that have contributed to upgradation of facilities for the College are the following:

- a. The very land on which the College is situated is donated by the Apatani tribal community of Ziro Valley.
- b. Italian Bishops' Conference, Rome, whose funding helped in the establishment of a Computer Laboratory.
- c. Support of the Rajiv Gandhi University Library in procuring braille books for the visually challenged student of our College.

- d. NISCORT (National Institute for Social Communications, Research, and Training), Delhi, for intensive skilling of the students of Mass Communication of Saint Claret College, Ziro.
- e. SCCZ has entered into a contract with the Canara Bank, adopting it as the Banking Partner for the purposes of: easy and streamlined banking processes for staff and students; medical insurance facilities for the staff; student loans; and issuance of Claret Canara Campus Card.
- f. Office of the Deputy Commissioner, Lower Subansiri District, for providing basketball court and auditorium chairs.
- g. Support from various individuals in the community for upgrading various facilities on campus.

3.7.4 *Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.*

The college organized a national seminar on “**Gender Perspective across Disciplines**” on 11th November, 2011. It was co-sponsored by ICSSR-NERC, NEHU & ATCA International – Germany. Ten paper presenters from different universities / states of the country took part in the seminar. Dr. Anil Pinto from Christ University, Bangalore was the resource person. Select papers from this national conference are published in the first issue of *InterViews: An Interdisciplinary Journal in Social Sciences*, the first international, peer-reviewed journal of the College.

3.7.5 *How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated - (a) Curriculum development/ enrichment: Internship/ On-the-job training, Summer placement, (b) Faculty exchange and professional development, (c) Research (d) Consultancy (e) Extension (f) Publication (g) Student Placement (h) Twinning programmes (i) Introduction of new courses, (j) Student exchange (i) Any other –*

Effort for collaborative ventures culminating in MoUs began several years ago. Some of them have materialized by now, others are being processed and pursued. As of today, five formal MoUs have materialized:

- a. MoU with Single Step Foundation, USA, for providing merit scholarship for female students, in realization of the SCCZ commitment towards the educational empowerment of tribal women.
- b. MoU with NISCORT (National Institute for Social Communications, Research, and Training), Delhi, for intensive skilling of the students of Mass Communication of Saint Claret College, Ziro.
- c. MoU with Claretian Publications, Bangalore, for designing and publishing the college journal, *InterViews: An Interdisciplinary Journal in Social Sciences*.
- d. MoU with St. Claret College, Bangalore, for staff and student exchange programmes.

- e. MoU with Ami Tech India Ltd., for SAP training modules SAP 01 and SAP B1 for 100 students annually, as part of additional skilling for employability in the field of ERP consultancy.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.

Saint Claret College has a keen interest in establishing and maintaining linkages and collaborations with institutions, in India and abroad. The five MoUs signed by the College in the recent past are standing testimonies to the same. In order to provide the tribal youth of Arunachal Pradesh international exposure and learning opportunities, the College has been in discussions with Mount St. Mary's College, Los Angeles (a college for women with goodness of fit with SCCZ as to its mission and objectives, especially in the commitment to educational empowerment of women). If the twinning effort is realized, it would result in the students of SCCZ getting certified by MSMC and the college hosting MSMC students on a student exchange programme.

Within its limited years of existence, the College has been conducting workshops, seminars, and conferences—national and regional—with a view to establishing linkages. The College has succeeded in getting eminent personalities to visit the College and interact with the staff and the students. A few of the outstanding personalities who have visited the College and interacted with the Staff, and whose support the College has sought for procuring linkages and collaborations are the following (a more detailed listing has been given at 3.1.8):

- i. Dr. Thomas Acker, Dean of Future Generation Graduate School (USA) had a meeting cum interaction with the students and staff on 29th September, 2009.
- ii. Prof. G. K. Chadha, President of SAARC University, Chairperson of the Sixth Pay Commission, and Economic Advisor to Shri Manmohan Singh, the then Prime Minister, visited the College and interacted with the Faculty on August 3, 2013.
- iii. Dr. Govinda Panging, North Eastern Regional Institute of Science and Technology, Itanagar was the resource person during the departmental seminar of Geography on the theme *Global Warming: Threat to Biosphere* held on 10th September, 2010.
- iv. Dr. Anil Pinto, Associate Professor, Christ University, Bangalore (currently its Registrar) to be the resource person during the national seminar on *Gender Perspectives across Disciplines* held on 11th November, 2011. He also gave three-day training for the staff on *Towards a Research Culture* held from 12th to 14th November, 2011.
- v. Prof. A. K. Bora, HOD, Department of Geography, Guwahati University, was the resource person during the departmental seminar of Geography on the theme *Geo-Physical Arrangement of Eastern Himalayas* held on 15th September, 2012.

- vi. Prof. Mrinmoy K. Sarma, Dean, Tezpur University was the resource person during regional workshop on *Research Methodology for Social Sciences* held from 8th to 9th February, 2013.
- vii. Prof. B. K. Kar, Guwahati University was the resource person during the departmental seminar of Geography on the theme *Population Growth and Associated Issues in North East India* held on 21st September, 2013.
- viii. Dr. Bhabajit Bhuyan and Dr. Rupan Gogoi, North Lakhimpur Autonomous College, Assam were the resource persons during the state level workshop on *Targeting 'A' Grade: Way (s) to Approach NAAC Accreditation* held on 9th November, 2013.
- ix. Shri. Nabam Tuki, Chief Minister of Arunachal Pradesh (August 2012)
- x. Shri Ramesh Negi, IAS, Chief Secretary of Arunachal Pradesh who visited the College in May 2014 and interacted with the students for two hours and recommended that the College be given recognition as a center of excellence.

The College sincerely hopes that in the coming years, with better infrastructure and logistical facilities, the College will be able to further its collaborations and linkages for the better training of and opportunities for its faculty as well as for contributing to the fundus of knowledge production and service to society.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

Sitz im Leben:

In the context of a remote state like Arunachal Pradesh, infrastructural development has been a huge burden on private colleges, especially because of the lack of provision for UGC funds (due to state government not providing salary grant-in-aid). Moreover, Saint Claret College not only keeps its fees at moderate levels in order to make higher education affordable to the tribal populace but also supports women education through scholarships, and it leads to much financial strain. The entire burden of funding the infrastructural development is on the shoulders of the religious charitable society of Claretian missionaries who have embraced the vows of poverty, chastity, and obedience, having relinquished any claims for ancestral property or personal savings.

Yet, in a span of eleven years, the College has built up beautiful and optimal infrastructural assets that match the pace of diversification and number of admissions, and that has surpassed the pace at which government-run colleges in the state with UGC grants have been able to achieve. This has been made possible through committed and relentless fund-raising through project applications and donations from national and international Catholic and Christian charities that are committed to supporting the educational aspirations of the people on the margins. We gratefully acknowledge the support of such noble human beings.

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

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.

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 to the Governing Council and incorporated into the Budget proposals which are scrutinized by the Economic Council of the Society. On recommendation from the Economic Council, the Governing Council approves them, subject to the availability of funds. On approval and release of funds, the project is implemented.

Currently, there is a total built-up area of 3287 sq.m., in 20 acres of uneven and hilly landscape. Within this space, 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, Wi-Fi through satellite connectivity (limited), library and variety holdings, canteen, parking facilities, indoor facilities for games, space for IGNOU, Examination and Admission Offices, etc. SCCZ remains earnestly committed to providing optimal infrastructure available for smooth teaching-learning-research-publications-extension programme.

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research, etc.

Infrastructural Facilities for Academic Programme:

<i>Sl. No.</i>	<i>Infrastructural Facility</i>	<i>Number</i>	<i>Area (in Sq. M)</i>
1.	Total Built-up Area	--	3287
2.	Total Number of Separate Buildings:	7 RCC: 5; Non-RCC: 2	
3.	Classroom	10	7948
4.	Library & Reading Room	1	519
5.	Computer Lab	1	179
6.	Language Lab (housed in the Computer Lab)	1	
7.	Audio-Visual Lab	1	179
8.	Conference Hall	1	163
9.	Auditorium	1	1590
10.	Offices: Principal	1	134
11.	Offices: Vice Principal	1	134
12.	Offices: Vice Principal (Admn)	1	96
13.	Offices: Admissions & Academic	1	269
14.	Offices: Examinations	1	89
15.	Visitors' Lounge	1	64
16.	IQAC	1	89
17.	Staff Rooms	2	268
18.	Number of Staff Cubicles	18	
19.	Colloquium for Staff Meetings	1	67
20.	Cubicles for Cells & Associations	6	268
21.	Rest Rooms (Girls)	1	85
22.	Rest Rooms (Boys): Toilets + Urinals	1 (4+9)	85

23.	Ladies Resting Room		77
24.	Residential Hostels with intake capacity	2 [intake capacity: 145]	
25.	Fire Safety Installations: College	1	
26.	Fire Safety Installations: Hostels	1	
27.	Botanical /Flower Gardens	6	

Equipment for Academic Support & Training

<i>Sl. No.</i>	<i>Infrastructural Facility</i>	<i>Number</i>
1.	LCD Projectors	3
2.	Display LCD in the Lounge	1
3.	Computers for Student Use	50
4.	Computers for Staff	2
5.	Laptops for classroom presentations	2
6.	Printers	4
7.	Scanners	1
8.	Fax Machine	1
9.	Photocopying Machines	3
10.	Video Camera	1
11.	Still Camera	4
12.	Generator	3
13.	UPS	4
14.	Public Address System locations	
15.	CCTV Camera Extensions	22
16.	Amplifiers	2
17.	Walkie-Talkies	5
18.	Musical Instruments	Key board – 1 Drum set - 1 Triple – 1 Guitar - 3
19.	Language –Lab Software	One Orell Solutions
20.	Administrative Software Modules: Admittance management; Scholar Monitor; Fee Administrator; Student Examiner; Attendance Tracker; Workforce Governor; Reach Alerts; Workforce Monitor; Inventory Master; Discipline Management; File Manager; Hostel Supervisor	Orell HoneyComb
21.	College Buses	3
22.	Yamaha Mixer – MGP 24X	1
23.	Yamaha Power Speaker – HS 8	2
24.	Senhieser HD 205	1
25.	Sound Box – wall mounted	2

26.	Digital Sound Stereo Headphones	7
27.	Body pack Wireless transmitter	2
28.	Audio Recorder	2
29.	Cakewllk speaker – Roland	2
30.	Sennheiser fire box firewire recording interface	1

b) Extra-Curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, etc.

Facilities for extra-curricular activities

<i>Sl. No.</i>	<i>Infrastructural Facility</i>	<i>Number</i>	<i>Area</i>
1.	Football/Cricket/Athletics	1	12875
2.	Basketball Courts	1	1317
3.	Badminton	2	536
4.	Throwball/Volleyball	1	606
5.	Kho-Kho	1	1252
6.	Indoor Games: TT/Caroms	2	536
7.	Auditorium	1	1590
8.	Conference Hall	1	163
9.	IGNOU Office & Class/Exam Halls	1+1	374
10.	Canteen	1	512
11.	Prayer Hall	1	354
12.	Colloquium for Staff	1	67

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/ campus and indicate the existing physical infrastructure and the future planned expansions if any).

The infrastructural needs of the Institution are regularly monitored and responded to by the Management Committee in consultation with the stakeholders and with permission and approval from the Governing Council. Special care is taken that the infrastructure is utilized optimally and in manifold ways so as to make maximum benefit out of it. At present, every classroom in the College is made use of. *During vacation period*, the infrastructure is used for the following activities, for optimal benefit and as part of institutional social responsibility:

- For running short term certificate courses

- IGNOU Study Centre administrative office and Examinations
- Playground facilities made open for the youth of the surrounding villages for practice and recreation.

A Comprehensive Master Plan for the Campus, with the current infrastructure and proposed ones marked separately, has been developed with the help of I. D. A. Z. Design Consultants, Shillong. The Master Plan is given in the annex.

Growth of Infrastructure during the Last Four Years:

<i>Sl. No.</i>	<i>Infrastructural facilities</i>	<i>Year of initiation</i>	<i>Present Status</i>	<i>Approximate cost in ₹</i>
1.	Girls' Hostel-II (Claretine Villa)	2012	Ground Floor Completed	54,00,000
2.	Staff Quarters (Assisi Bhavan)	2012	Completed	46,00,000
3.	Security Boundary Wall	2012	Completed	21,02,963
4.	Audio Visual Lab	2012	Completed	1,88,300
5.	Library Wing Renovation	2014	Completed	85,500
6.	Upgradation of Computer Lab	2012	Completed	3,07,000
7.	Orell Language Lab	2013-14	Completed	1,04,000
8.	Fire Safety Systems	2013	Completed	2,37,000
9.	Generator (10 KW)	2011	Completed	2,98,700
10.	Generator	2013	Completed	64,000
11.	HoneyComb Admin Software	2014	In Process	2,79,750
12.	White Boards	2013	Completed	1,41,665
13.	CCTV Set Up	2011-14	Completed	3,22,000
14.	Walkie-Talkies	2013	Completed	10,000
15.	Public Address system	2014	in process	1,63,000
16.	College Bus (3 rd one)	2013	Completed	15,91,372
TOTAL				1,58,95,250

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

The college is sensitive to the needs and requirements of the differently-abled students. At present the library has 158 Braille books for the visually impaired. Bath attached rooms are provided for the visually challenged in the Hostel. The proximity of the academic block and the library ensures easy accessibility for the physically challenged. The institution plans to install infrastructural facilities, viz., elevator and ramp in the new college building for easy physical accessibility for the physically challenged persons.

4.1.5 Give details on the residential facility and various provisions available within them:

<i>Sl. No.</i>	<i>Facility</i>	<i>Features</i>
1.	St. Claret Hostel (Girls)	One hundred and six (106) seater, on a twin-sharing basis in each room. Franciscan Clarist Sisters take care of the daily running and care for the hostellers, under the guidance of the SCCZ Management
2.	Claretine Villa (Girls)	40 seater, twin-sharing basis. Management, the same as St. Claret Hostel.
3.	Recreational Facilities	Basket Ball Court Throwball/Volleyball Football/Cricket Kho-Kho Badminton Table Tennis Caroms
4.	Facilities for Spiritual Nourishment	A Chapel/Prayer Hall is available on Campus. Regular Morning and Evening Prayers for Hostellers. Prayers are structured predominantly non-specific to any religion so that everyone can feel at home. Being an institution run by Catholic missionaries, special and regular spiritual care is offered for Christian students through Sunday services and spiritual direction.
5.	Facilities for medical emergencies	The Community Health Center, Old Ziro is located at a distance of 3.5 kilometers from the College, and the District Hospital is 10 kms away. Any medical emergency is immediately responded to by the Management, with the help of two vehicles on alert on campus and two drivers residing on campus. The students are also provided with first aid facility in the college campus. The College also has arrangements for emergency medical consultations with a consultant Doctor.
6.	Computer facility including access to internet in hostel	Not Available in the Hostel. Students of Mass Com are allowed to use laptops in the Hostel.
7.	Library facility in the hostels	Not provided separately. The College library is within campus and is close enough for the students to make use of.
8.	Internet and Wi-	is limited due to the remoteness of the location and

	Fi facility	lack of provisions
9.	Recreational facility common room with audio-visual equipment	Television sets with DTH connections are provided in the hostels for recreation.
10.	Available residential facility for the staff and occupancy	1. Claret Sadan - Residence for the college management (3 members). 2. Assisi Bhavan: Quarters for sisters who serve as teaching sisters, asst. librarian, and hostel warden (3 members). 3. Nonteaching staff: 7
11.	Constant supply of safe drinking water	Kent Purified Water supply is provided

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

The following provisions are in place:

- First Aid
- Transportation facilities and drivers on standby in case of emergencies.
- Health insurance support (50% of the basic premium) for the staff, by the Management.
- Health Promotion Cell that organizes awareness seminars and talks on health-related issues.
- A consultant doctor
- Trained Counsellor for psychological counseling and trauma care

4.1.7 Give details of the Common Facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

Sl. No	Facilities	Features/Units
1.	IQAC	The College has a functional IQAC with an office
2.	Grievance Redressal & Anti-Ragging Cell	The College has a functional Redressal & Anti-Ragging Cell with office space
3.	Women’s Cell	The College has a functional Women’s Cell with office space
4.	Health Promotion Cell	The College has a functional Health Promotion Cell which shares space with

		Women's Cell
5.	Counseling Center	The College has a fulltime trained Counsellor with space provided
6.	Career Guidance Cell	A career guidance cell operates with office space
7.	IGNOU	A full wing provided with an office and two class/exam rooms
8.	NSS	2 NSS units, with office space
9.	Canteen	One (with separate rooms for students and staffs)
10.	Recreational spaces for staff and students	A Colloquium for Staff Indoor facilities for students Outdoor facilities for sports
11.	Safe drinking water facility	Provided at several locations
12.	Auditorium	1, with a seating capacity of 600
13.	Girls Common Room	Provided with resting facilities and attached toilet

4.2 Library as a Learning Resource

4.2.1 *Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library student/ user friendly?*

The Library Advisory Committee consists of the following personnel:

Sl. No.	Name	Designation
1.	Dr. (Fr.) Paulson Veliyanoor	Principal
2.	Fr. Allwyn Mendoz	Vice Principal (Aca & Stu. Affairs)
3.	Fr. Walter Naveen	Vice Principal (Administration)
4.	Dr. Utpal Talukdar	IQAC Coordinator
5.	Mr. Bhaboklang Sohkhet	Staff Coordinator
6.	Mr. Kama. Kr. Brahma	Chief Librarian
7.	Sr. Martha Kithan	Asst. Librarian
8.	Dr. Maltesh Motbennur	External Consultant (University Librarian)

The advisory committee works mostly informally (without any officially convened meetings with minutes kept) through periodic discussions, reviews, and consultations. The University Librarian has been a regular consultant and advisor for the College Library. He was instrumental in facilitating procurement of Braille books for the Institution's visually challenged student.

The members advice the Librarian on the books to be purchased and journals to be subscribed, on an annual basis, and on review of the syllabus requirements. It is on recommendation from the Committee members that the College has decided to go for library automation with KOHA software and bar coding, for greater professionalism and user-friendliness for the students.

4.2.2 Provide details of the following:

Sl. No.	Item	Details
1.	Total area of the library	181 Sq. Mts
2.	Total seating capacity	150
3.	Working Days	Monday – Saturday (except holidays)
4.	Working Hours: Week Days	8:30 AM to 4:30 PM
5.	Working Hours: Weekend (Saturday)	8:30 AM to 1:30 PM
6.	Closed on	Sundays, Public Holidays
7.	Lay Out of the Library	Stack Room Librarian's Office Staff Reading Section Student Section

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journal and e-resources during the last four years.

Library Holdings	2010-2011		2011-2012		2012-2013		2013- 2014	
	Number	Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books & Reference	NA	37300	250 (approx)	72920	275	18464	1503	398676
Braille books							158	Pro Bono
Journals/ Periodical	Total Numbers Subscribed: 32 Total Cost: 19,524.00							
E-resources	Categories: DVDs; Audio CDs; internet resources such as Infilbnet							

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection.

- The SCCZ library uses KOHA software and through the two monitors being installed in the library, students can browse for books. Currently OPAC system for internet browsing is not available.

- Electronic Resource Management package for e-journals: This facility is not yet installed on campus.
- Federated searching tools to search articles in multiple database: This facility is not yet installed on campus.
- Library Website: There is no separate website for the library. On the college website, one page is dedicated to information on library.
- In house/ remote access to e-publications: This facility has not been implemented yet.
- Library automation: Library is being automated through KOHA software, with books barcoded as well.
- Total numbers of computers for public access: Two
- Total numbers of printers for public access: No printers, but one photocopying machine is available to serve the patrons.
- Internet facilities are not available due to remoteness.
- Institutional Repository: This facility has not been implemented yet.
- Content management system for e-learning: Not implemented yet.
- Participation in Resource sharing network/ consortia (like Inflibnet): Yes, the library participates in INFLIBNET. All faculty are registered on N-List with username and password for access to resources.

4.2.5 Provide details on the following items:

- Average number of walk –ins: approximately 52 per day.
- Average number of books issued/returned: 24 (approx.) daily
- Ratio of library books to students enrolled: 15:1
- Average number of books added during last three years: 1600 per year
- Average number of login to OPAC: This facility is not implemented yet.
- Average number of login to e-resources: This facility is not implemented yet.
- Average number of e-resources downloaded/ printed: facility is not implemented yet
- Number of information literacy trainings organized: facility is not implemented yet
- Details of “weeding out” of books and other materials: Books are weeded out as and when required on account of obsolescence and irreparable damage.

4.2.6 Give details of the specialized services provided by the library

- *Manuscripts*: This facility has not been implemented yet.
- *Reference*: Total number of reference books available: 1391. The library earmarks some books for reference only and displays them in the “reference section.” They are available to all patrons, on production of ID/Library Card
- *Reprography*: The college library has photocopying services made available on a cost lower than the market price.

- ILL (Inter Library Loan Service): Students are encouraged to register with the District Library and membership application in District Library is endorsed by the Principal
- Information Deployment and Notification: All information are communicated through the circulars notified on the notice board
- Download: This facility has not been implemented yet.
- Printing: This facility has not been implemented yet.
- Reading list/ biography compilation: Taken care of by the Librarian.
- In-house/ remote access to e-resources: facility is not implemented yet
- User Orientation and Awareness: New students admitted to college (especially first year students) are taken to library class-wise as part of their Orientation Program and the librarian gives a detailed Orientation. During the calendar year, students are taken regularly to the library by teachers for library-related assignments/projects.
- Assistance in searching Databases: A dedicated student computer terminal is available for searching databases.
- INFLIBNET/IUC facilities: INFLIBNET facilities available.

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college:

The library staff employs user-friendly support-system for assisting the students and teachers in meeting their library requirements. The following support services are provided by the library staff:

- Prompt assistance with ordering and issuing of books
- Issuing of reference materials/journals/periodicals on production of ID/Library Cards.
- Consultancy to the faculty and cooperation with them regarding identification of library resources to be purchased.
- Special space reserved for staff for reference and study purposes.
- Library Orientation Program for first year students and all new comers.
- Preservation of University Question Papers for students' reference.
- Photocopying facilities at a nominal price, less than the market price.
- Prominent Display of new arrivals

4.2.8 What are the special facilities offered by the library to the visually/ physically challenged persons? Give details:

The library has a collection of 75 Audio/Video cassettes and 158 numbers of Braille books for visually challenged persons. The proximity of the library to the academic block college makes it easily accessible to the physically challenged.

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services.

A Suggestion Box is placed prominently in the library and students are encouraged to make use of it to offer their suggestions for the improvement of the library facilities. Patrons can also speak directly to the librarians if they have any suggestions or books recommended. These suggestions are reviewed by the librarian and relevant ones are passed on to the office of the Vice Principal (Administration) for action.

4.3 IT Infrastructure

4.3.1 Give details on the computing facility available (hardware and software) at the institution.

Sl. No.	System	No	Configuration
1.	iMac (Stand Alone)	1	ME 088 HN/A Core Intel Core i5 - 6MB L3 cache (Turbo Boostup to 3.6GHz)/ 8 GB of 1600 MHz DDR3 SDRAM/ 1TB 7200rpm HDD/ NVIDIA GeForce GT 755M graphics processor with 1GB of GDDR5 memory
2.	Mac Book Pro (Stand Alone)	1	ME 865 HN/A Retina Inter Core i5 - 2.4 GHz/ 8GB Memory/ 1600 MHz/ DDR3 SDRAM/ Graphics Intel IRS/ 250 SSD. DVD Writer, Bluetooth, Webcam.
3.	Sony Laptop (Stand Alone)	1	Intel Core i5 M480 – 2.67GHz / 4GB Memory/ 320HDD/ DVD writer/Bluetooth/Web camera / ATI RADEON Graphics card.
4.	Sony Laptop (Stand Alone)	1	Intel(R) Core™ i3 – M370@ 2.40GHz/ 4GB Memory/500GB HDD/ DVD Writer/ Bluetooth/ Web Camera
5.	Toshiba laptop (Stand Alone)	1	Intel(R) Core™ i3 – 2350M. @2.30GHz/ 2GB Memory/ 500GB HDD/DVD Writer/ Bluetooth/ Web Camera
6.	Compaq Laptop (Stand Alone)	1	Genuine Intel (R) T2080 @1.73GHz / 2GB Memory / 160GB HDD/ DVD Writer/Bluetooth
7.	Server	2; no of	Inter (R) Core™ i3 – 3210 @3.20GHz/

	(Windows LAN)	nodes 32	4GB Memory/ 1TB HDD/ DVD Writer
8.	Server (Windows LAN)	1	ASUSTeK H 61M-K Intel (R) Core TM i5 -3450 @3.10GHz/ 16 GB Memory/ 2 TB HDD/ DVD Writer
9.	Desktop (Stand Alone)	1	Pentium(R) Dual Core 3.00GHz/ 4GB Memory/ 500GB HDD/ DVD Writer
10.	Language Lab (Windows LAN)	16	Pentium(R) Dual Core 3000MHz/ 2GB Memory/ 500GB HDD
11.	Desktop (Stand Alone)	10	Pentium(R) Dual Core 3000MHz/ 2GB Memory/ 500GB HDD

Computer Student ratio:

The computer to student ratio is 1: 9

Number of nodes/ computers with Internet facility:

The institution has the internet connectivity. Six systems are connected with V-SAT connectivity which are used for administrative purposes. The staff rooms are equipped with three data cards.

LAN facility: Available, as detailed below.

1.	Server (Windows LAN)	2 no of nodes 32	Inter (R) Core TM i3 – 3210 @3.20GHz/ 4GB Memory/ 1TB HDD/ DVD Writer
2.	Server (Windows LAN)	1	ASUSTeK H 61M-K Intel (R) Core TM i5 -3450 @3.10GHz/ 16 GB Memory/ 2 TB HDD/ DVD Writer
3.	Language Lab (Windows LAN)	16	Pentium(R) Dual Core 3000MHz/ 2GB Memory/ 500GB HDD

Wi-Fi Facility:

Limited Wi-Fi is available for administrative purposes. As the location is pretty remote and with no BSNL net facilities, the College is dependent on expensive private providers (satellite connectivity—HughesNet, Delhi). The prohibitive cost limits the ability to provide such facility extensively in the college.

Licensed software:

Software	• Windows 7 • KOHA • Free Hand
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	• Orell Solutions • Indesign • QuarkXPress • CorelDraw • Admittance Management • Scholar Monitor • Fee Administrator • Student Examiner • Attendance Tracker • Workforce Governor • Reach Alerts • Workforce Monitor • Inventory Master • Discipline Management • File Manager • Hostel Supervisor
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4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

Being in a remote area, bordering forest land, the institution is not covered by BSNL facility or any other private internet provider. Recently, the area has come under 2-G coverage with very slow connectivity. However, for the administrative purposes, the College has bought the services of a commercial V-SAT connectivity provider *Hughes.net*, through which high-speed internet facility is made available.

However, given the exorbitant prize (averaging Rs.6000 per month) for the service, the institution has been unable to extend it for the use of the staff and students. For the use of the staff, desktops with data cards are made available. The Institution has been taking efforts to negotiate with the BSNL and Airtel for internet coverage for the campus.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

Recognizing the importance of IT, the College has made it mandatory for first year students to do a six-month Diploma course in Computer Applications. Staff rooms are provided with data card facility for the use of the faculty. Office automation has been done to streamline admission, examination, CIA, student discipline processes. The library has been automated with KOHA software.

The Institution has the following specific and doable future plans for the upgradation of IT – and related facilities on campus:

- Use multi-pronged advocacy, including approaching the Office of the Deputy Commissioner, for getting BSNL to extend its services to the campus. Efforts are on.
- Advocacy with private providers such as Airtel, for installing 3-G towers closer to college campus so that speedier internet facilities are possible. Efforts are on.
- Wi-Fi facilities in the Computer Lab
- More computer terminals in the library, with internet facilities
- Enabling of OPAC in the library
- Institutional Repository.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution.

	2011	2012	2013	2014
Computers & Accessories	90,100	3,07,000	--	3,45,770

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

The institution facilitates extensive use of ICT resources. The faculty makes use of the LCD Projectors, Computer Lab, Laptops, Audio-Visual Lab, Language Lab, and Data cards which are available in the institution to enhance the teaching-learning, and research processes. The audio and video recording systems and the cameras in the studio facilitate creative communication.

As mentioned, every first year student is required to do DCA, as part of their curriculum. This ensures Computer Literacy. Language Lab is used specially for students majoring in English and Mass Communication. Certificate course in Communicative English makes use of Language Lab as well.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching- learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the roles of a facilitator.

As is already mentioned, first year students who are not computer literate are required to take a six-months Diploma program in computer applications, given through the 50-PC-strong computer lab in the College.

Students are also encouraged to use laptops and make PowerPoint presentations during Departmental Seminars, in order to make them ICT-skilled. Assignments and projects which require online research are given to students as part of their IT training as well as to make them student-researchers. Teachers also make extensive use of the audio-visual facilities and language lab which place the student at the centre of teaching-learning process and the teacher dons the role of a facilitator.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

Currently, the Institution is a registered member in the N-List of INFLIBNET and the faculty are provided with username and password for access to the repository on INFLIBNET. The affiliating university does not provide any NKN connectivity to its affiliated colleges.

4.4. Maintenance of Campus Facilities

4.4.1. How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (Substantiate your statements by providing details of budget allocated during last four years)?

As will be detailed in Criterion 6, the Institution and its parent body, the Claretian Formation Association of Northeast India, has a strong and stable budgetary preparation and evaluation system, with internal and external auditing. The infrastructural needs of the Institution are assessed before October of a given year and included in the first draft of the Budget Proposal for the next year and submitted to the Economic Council of the Society. Based on its review feedback, a final draft is prepared in December and submitted for approval. Once approved, the Vice Principal (Administration) is responsible for its timely realization and submission of statements. In case of any unforeseen need arises, the Governing Council is contacted and permission taken for “additional budget.”

The details of the budget allocated during the last four years are as follows:

Funds spent on Maintenance and upkeep

Sl. No.	Items	2010-2011	2011-2012	2012-2013	2013-2014
1.	Building	50,400	56,300	24,120	1,37,723
2.	Furniture	37,300	1,54,400	70,544	1,60,215
3.	Equipment	54,000	1,88,300	79,334	88,880
4.	Computers	90,100	3,07,000	--	3,45,770
5.	Vehicles	47,400	1,47,300	1,47,664	65,183
6.	Fire Safety	--	--	--	2,37,000

4.4.2. What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

The Financial Administrator of the college monitors the overall maintenance and upkeep of the infrastructure, facilities, and equipment. Qualified computer technician is appointed for the maintenance of computer systems. As and when required, additional expert service is requested from Ziro as well as from Guwahati. Some of the streamlines mechanisms for upkeep and maintenance are as follows:

<i>Sl. No.</i>	<i>Facility</i>	<i>Institutional Mechanism</i>
1.	Overall Responsibility	Vice Principal (Administration)
2.	Infrastructure	The support staff and hygiene staff ensure daily maintenance, hygiene, and cleanliness.
3.	Lab equipment	Lab assistants take care of this on a daily basis.
4.	Computer systems	Qualified computer technician on campus takes care of the upkeep and maintenance. As and when further expertise is needed, it is readily procured from Ziro as well as from Guwahati
5.	College Buses	There are four drivers for the college along with handymen. Two of the drivers reside on campus. They ensure that Buses are kept roadworthy, clean, and hygienic.
6.	Plumbing, Electricity, and Power devices	Skilled personnel are residing on campus who take care of the maintenance. When any problem is beyond their expertise, personnel from the Power Department is contacted who readily responds to us.
7.	Clean & Green Campus	The cleanliness and greenness of the Campus are taken care of with the help of residential maintenance staff. The College ensures that the Campus is clean and beautified with variety gardens in several locations.
8.	Waste Management	Variedly separated bins are provided for three types of waste – Trash (biodegradable), recyclable, and redeemable. Currently, there is no recycling unit in Ziro, and hence recyclable materials cannot be sent for recycling, but are disposed of separately. Electronic waste is recycled by reaching them to our computer partner in Guwahati, Moreover, low-end computers that are replaced are donated to village schools in different states (so far 45 CPUs have been donated to five different

		schools in Assam and Meghalaya.
9.	Repair & Maintenance Log	A repair & maintenance log is kept in the Office. Staff/students who notice some need for repair or malfunctioning equipment enter the matter and the VP (Admn) checks it on a daily basis and takes care of its rectification at the earliest.
10.	22 CCTV cameras	18 CCTV cameras in the College and 4 CCTV cameras in the Hostels ensure that the security of the infrastructure is taken care of.
11.	Security Personnel	Further, two security personnel, one for the day and the other for the night, ensure that the Campus is safe and secure for human and infrastructural resources.

4.4.3. *How and with what frequency does the institute take up calibration and other precision measures for the equipment/ Instruments?*

The annual repair and maintenance work is taken care by the Financial Administrator of the college in a systematic manner. However, the departments concerned take up calibration and other precision measures for equipment and instruments as and when necessary.

4.4.4. *What are the major steps taken for location, upkeep and maintenance of sensitive equipment (Voltage fluctuations, Constant supply of water, etc.)?*

The Maintenance and upkeep of sensitive equipment is given utmost importance. As mentioned above, two security personnel and 22 CCTV cameras, placed strategically upon expert consultation, ensure security from humanly induced tragedies and thefts.

The college has 4 UPS; 2 big and 2 medium, all with battery backups and 3 generators with capacity of 10 KB, 2 KB, and 1 KB respectively, are installed to stabilize voltage of electric power and for uninterrupted power supply. The Campus has a 2big water tanks with filters and 13 syntax tanks for constant supply of water. Hot water facilities are made available in the Hostels and Staff Quarters. Elaborate fire safety mechanisms have been installed in both College and hostels, for ensuring safety from fire. The College is fire-safe certified.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1. Student Mentoring and Support

5.1.1. Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes, we do.

Prospectus:

SCCZ publishes its Prospectus annually and is given out along with the Application Form. At times, the prospectus booklet with common information is printed for two years. However, the updated information on courses, admission procedure and details, and fees, are published annually and is supplied as a pull out section of the Prospectus. Detailed information on new and unfamiliar courses is given as additional pull out.

The Prospectus contains the following information: Courses Offered & Eligibility & Admission Procedure; Fee Structure and Admission Datelines; Information on New Courses; Location of the College; History; Vision, Mission, Core Values, Objectives; Campus Culture; USPs such as CHEP, Zero Hour, SOP, Counselling; Scholarships; Library; Certificate Courses; Publications; Associations; Cell/ Clubs, IQAC, IGNOU, NSS, JCC, Residential Facilities; Other student services.

Handbook

Every year, the College publishes a Handbook which provides detailed and comprehensive information and college calendar to students and staff. The Handbook serves as a roadmap and ready reckoner for all college-related programmes. The following information is provided through the Handbook:

<i>Section A (Common)</i>	<i>Section B (Semestral)</i>	<i>Section C (Annual)</i>
Motto & Crest SCCZ Patron: Saint Claret The Claretians Brief History of SCCZ SCCZ Objectives Vision & Mission SCCZ Core Values Attendance Library SCCZ Curricular USPs IQAC NAAC Accreditation Update SCCZ Publications Stipends/Scholarships Certificates /Duplicates NSS	Semestral Scheme Admission Procedure Campus Card College Formals (Uniform) Examination Pattern Syllabus (Traditional Courses) Professional Courses (BA Mass Com.)	Course Details Programs Offered Course Structure Certificate Courses Admission Procedure Campus Card Examinations Pass Course Syllabi Honours Syllabi

IGNOU Study Center SCCZ Associations & Cells Claretine Support Services Resonance SCCZ Annual Day Graduation Hostel Facilities Claretine Councils Campus Culture Directives Administration & Faculty HoDs & Coordinators		
SCCZ Calendar: 2014-2015		

The College ensures the effective implementation of the programmes and policies highlighted in the Prospectus and Handbook through a well-thought out academic calendar. 90-95% of the events are carried out as per the planned Calendar. Sometimes it is inevitable to prepone or postpone an event from its scheduled date, due to unforeseen interferences such as a bandh call in the city or landslide or state-declared holiday. Through monthly Staff Council Meetings and Management Committee meetings, each month's programmes are evaluated and upcoming month's programmes are initiated.

5.1.2. Specify the type, number and amount of institutional scholarships/free-ships given to the students during the last four years and whether the financial aid was available and disbursed on time?

The College leaves no stone unturned in providing its own scholarships or serving as a conduit for the scholarships available for students from other agencies. Thus, over the years, the following types of national and international scholarships have been awarded for SCCZ students, disbursed on time.

No.	Scholarship	Range	Type & Purpose
1.	SJVN Jubilee Scholarship	Rs.24,000 each	Merit based. Only 15 scholarships awarded to Arunachal Pradesh, of which Claretines received 07.
2.	APST Stipend	6,000-8,900	Study Stipend from all eligible ST students from Govt. of Arunachal
3.	Single Step Foundation, USA	Rs.1,500-3,000	Awarded to 50 meritorious girl students, in support of educational empowerment of women.
4.	SCCZ Admission Scholarships	Up to 100% of tuition fee	Financially challenged students
5.	Residential Scholarships	Up to 100% of hostel fee	Financially challenged students
6.	SCCZ Merit Awards	1,500-3,000	Best performers in each discipline, in college-level examinations
7.	Bus Fee Concession	Up to 100% concession	Financially Challenged students

The details of scholarships disbursed over last four years are presented below:

Sl. No.	Name & Type of Scholarship	Year	No. of Awardees	Total Amount Received (in Rs.)
1.	SJVN Jubilee Scholarship	2014	7	1,68,000
2.	APST Stipend	2010-11	364	14,45,580
		2011-12	443	18,46,450
		2012-13	485	32,14,580
		2013-14	501	33,71,840
3.	Single Step Foundation Award	2010-11	51	76,500
		2011-12	45	69,500
		2012-13	46	75,000
		2013-14	50	1,08,500
4.	SCCZ Admission Scholarships	2010-11	05	31,000
		2011-12	04	29,000
		2012-13	07	38,700
		2013-14	07	67,000
5.	SCCZ Residential Scholarships	2010-11	02	37,000
		2011-12	02	39,000
		2012-13	03	52,000
		2013-14	07	1,27,000
6.	SCCZ Merit Awards	2010-11	12	15,000
		2011-12	12	20,000
		2012-13	13	20,000
		2013-14	10	24,000

5.1.3. What percentage of students receives financial assistance from state government, central government and other national agencies?

It is estimated that **more than 95% of students** of the college are receiving scholarships from either governmental or other agencies.

5.1.4. What are the specific support services/ facilities available for students from:

i. SC/ST, OBC and economically weaker sections

95% of the students are from Scheduled Tribe and economically weaker sections, as the College is situated in a tribal land and is primarily meant to serve them. The following services are available for them:

- APST Study Stipend & Book Grant
- Merit Scholarships
- Residential accommodation
- Affordable College fees, and special concessions/scholarships for those who are extremely financially challenged.

ii. Students with physical disabilities

- a. Residential accommodation with separate bath attached.
- b. Braille books available for visually challenged students.
- c. Amanuensis Assistance at college level and university level examinations, with separate invigilation provisions

iii. Overseas students

The college has no overseas students.

iv. Students to participate in competitions: National and International

The College ensures the participation of interested students in various competitions and inter-college youth festivals organised in the district (e.g., Inter-Tribal Youth Festival), university level (Inter-College Youth Festival), state level (e.g., Chief Minister's Tournament), and national level (NSS related competitions). The College has consistently bagged many awards, including Most Disciplined Team award in many of these events. The College also arranges for the transportation of the teams to attend such events.

v. Medical assistance to students: health centre, health insurance, etc.

The college has no health centre on Campus. However, first-aid provisions are made available and bus and jeep are kept ready for any transportation in case of injury or illness, day or night, with one driver residing on campus. The College also has an Emergency Response Team (ERT) and every student is educated in Emergency Preparedness through an Emergency Preparedness Manual (EPM) published by the College. The College also has a Health Promotion Cell that arranges periodic health-related awareness programmes. The College has a consultant physician whose help is sought in times of need.

vi. Organizing coaching classes for competitive exams

The College has organized a few interactive sessions regarding the competitive exams and other career related opportunities. However, no coaching classes of this nature are being conducted.

vii. Skill development (Spoken English, computer literacy, etc.)

Several Skill development programmes are on offer for students, as listed below:

- Diploma in Computer Applications (six months)
- SAP ERP (to be introduced from 2014, MoU signed with Ami Tech Ltd, for SAP dongle license for 100 each per year).
- Certificate Course in Communicative English
- Certificate Course in Personality Development
- Certificate Course in Disaster Management
- Certificate Course in Tourism Management
- Claretine Holistic Education Program (CHEP) (see Criterion 7)
- Language Lab for English Learners
- Mass Communication Program as a professional, skill-based course
- "Youth Empowerment through Spoken English and Personality Development": a one month intensive training programme organized

under the aegis of Rajiv Gandhi National Institute for youth Development at the College, from January 23-February 21, 2013.

viii. Support for “slow learners”

Slow learners identified through MATs (Monthly Assessment Tests) and the first term/ mid semester examination. They are given special attention through remedial teaching, study circles, and peer teaching. Zero hours focus on giving bright students opportunities to educate slow learners. Nine dedicated periods are set aside in the Class Schedule for remedial teaching.

ix. Exposures of students to other institution of higher learning / corporate/ business houses, etc.

The following exposure programmes are on regular annual schedule:

- The Department of Mass Communication conducts exposure tour visiting active media houses in Ziro & Itanagar
- An MoU has been signed with NISCORT, Delhi, for a month-long skilling at NISCORT for the Mass Com students
- An MoU has been signed with St. Claret College, Bangalore, for staff and student exchange.
- The Department of Geography conducts study tour every year for BA final year honours students.
- Geography (Hons) conducts field survey in select townships.
- During Inter-College Youth Festival, the students visit Rajiv Gandhi University.

x. Publication of student magazines

The college gives special emphasis on literary and other creative skills of the students. Student publications are encouraged through the means of College Magazine, Wall magazines, Departmental Newsletters, etc. Given below is the list of such publications:

Sl. No.	Department	Name of Publication	Type
a.	Saint Claret College	<i>The Claretides</i>	Annual
b.	Saint Claret College	<i>The Claret Times</i>	Newsletter
c.	Anthropology	<i>Anthropos</i>	Newsletter
d.	Education	<i>Educere</i>	Newsletter
e.	English	<i>Lingua Franca</i>	Newsletter
f.	Geography	<i>Erdkunde</i>	Newsletter
g.	History	<i>Istoria</i>	Newsletter
h.	Political Science	<i>Politico</i>	Newsletter
i.	Mass Communication	<i>Claret Times</i>	Wall Magazine

5.1.5. Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and their impact

Currently, there are no formal programmes offered for training in entrepreneurial skills for the students. However, various avenues are provided that facilitate such on-the-go training for students in such skills. Some such opportunities:

- *Junior Claretine Council*: The non-political student body, elected democratically by the Claretines. The JCC is entrusted with the organization of various events and programmes of the College with help from various staff and student committees.
- *SCALE, SAGA, CASA, CYC Student Coordinators*: The various associations of the College such as SCALE (St. Claret Art & Literary Endeavour), SAGA (Sports and Games Association), CASA (Claretine Association for Social Action), and CYC (Claretine Youth for Christ) have student leaders who, together with faculty animators, organize various events under each association.
- *Resonance*: The College Week organized by students under the guidance of the management and the staff.
- *Gastronomia*: A food-n-fun festival and fund raiser for charity organized by students under the guidance of the management and the staff.
- *Fresher's Day*: A welcome programme for first years organized by senior students under the guidance of the management and the staff.
- *Farewell for Seniors*: A farewell programme for final years organized by junior students under the guidance of the management and the staff.
- *Volunteers in Admission Committee*: Student volunteers are roped in to assist with the various stations of admission during admission time. This gives them much training in leadership roles.

5.1.6. Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities.

The College encourages students to participate in co- and extra-curricular activities. It provides attendance for participating in such events within college as well as outside college. Exceptions and relaxations are given from examinations. The following mechanisms are in place to encourage student participation:

Sl. No.	Institutionalized Mechanism	Purpose/Description
1.	Resonance	Art, Cultural, & Sports & Games Festival of the College, dividing the entire Claretine Community into four "Houses"
2.	Selection Trials	To form various SporTeams for sports & games
3.	Hostel Week	A separate week-long Fest for the Hostellers, grouped into four "Houses."
4.	SCCZ Quiz	Periodic Quiz competition with teams from each discipline, on current affairs
5.	Departmental Fest	To encourage creative depiction of subject-related knowledge through cultural capsules and exhibitions
6.	Departmental Seminar	To encourage research talents and skills, communication and presentation skills

7.	Attendance	Attendance is awarded to students for their participation in such events
8.	Examination Relaxation	Relaxation from Examination is given if some external competitions fall during college examination dates.
9.	Escort	College provides staff escort when teams represent the College in various events
10	Transportation	College provides staff escort when teams represent the College in events such as ITYF, ICYF.

Some of such active encouragement has resulted in excellent achievements over the years, as sampled below:

<i>Levels of participation</i>	<i>Events Participated</i>	<i>Results/Participation</i>
National Level	Indira Gandhi National Award	Best NSS Volunteer: Mr. Tage Ranka (2011)
	Essay Contest by Ram Chandra Mission & United Nations Information Center, India & Bhutan	First, Second, and Third Prizes in the Zonal Level In 2013 & 2014 (consecutive years)
State Level	NSS Award 2009-10	Saint Claret College as the Best NSS Unit of Arunachal
	Essay Competition on <i>Role of Women in Communal Harmony and National Integration</i>	Participated
University Level	ICYF 2014	6 Gold 3 Silver The Discipline Trophy
	ICYF 2011	1 Gold 1 Silver 3 Bronze The Discipline Trophy
	Inter-Collegiate Debate Competition 2013	The Best Debator Award for Tamo Rilla, B. A. I year.
District/ Regional Level	ITYF 2014 Inter-Tribal Youth Festival	17 Gold 8 Silver 3 Bronze The Discipline Trophy Champion Trophy
	First Habung Gambo Memorial Volleyball Tournament (2010)	Winner's Trophy Cash award of 10,000/-

Additional academic support, flexibility in examinations

For the students who represent the college in extra and co-curricular activities, relaxation in attendance, and flexible time for internal examinations are provided.

*** *Special dietary requirements, sports uniform and materials***

There is no provision for special dietary requirements for the students. Sports Uniforms and all necessary materials and equipment are made available to the participant (for both within college and intercollege competitions)

5.1.7. Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams.

The teachers have taken special care to provide information on various job opportunities available for students on graduation. The Career Guidance Cell occasionally organizes career-related talks, especially for final year students. Some of our students who have passed competitive examinations and got various government jobs are the following. (It has been difficult to track and connect with the alumni, hence, this table is only a sample, and not a complete reflection of the placements by graduates):

<i>S/No.</i>	<i>Name of Students</i>	<i>Exams Qualified</i>
1.	Radhe Amung	UGC-NET, Asst. Prof, RGU
2.	Radhe Tatung	UGC-NET
3.	Nich Menia	SLET, Asst. Prof, DNGC
4.	Habung Mipu	UGC-NET
5.	Mudang Rakesh	APCS: District Statistics Officer, Itanagar
6.	Licha Monju	Education Department
7.	Hage Sambyo	APCS
8.	Tadu Oppo	APCS
9.	Rubu Rakesh	SBI
10.	Punyo Amung	SSA Teacher
11.	Hage Yassung	SSA Teacher
12.	Kime Yubbe	SSA Teacher
13.	Ajay Mom	SSA Teacher
14.	Michi Bida	SSA Teacher
15.	Habung Appa	SSA Teacher
16.	Kalung Yube	SSA Teacher

5.1.8. What type of counselling services are made available to the students (academic, personal, career, psycho-social, etc.)?

Academic Counselling

Academic Counselling is provided in manifold ways. During admission, candidates are guided through an 8-Station process which contains stations wherein students are briefed on the various courses as well as the dynamics of teaching-learning-examination processes.

At the beginning of the Academic Session, through SOP (Student Orientation Programme), further academic counselling is offered.

During session, through various college examinations (MATs—Monthly Assessment Tests; Term/Mid-Sem exams), slow learners are identified and mentoring sessions are initiated. Every teacher is given a batch of students to mentor, whom he/she meets on a regular basis.

Psychological Counselling

Over the last two years, the College has had part time counsellors whose services were intermittently used for psychosocial counselling needs of the students. From the current academic year, the College has a full-time, fully trained counsellor who is available for students on a daily basis.

Career Counselling

A Career Guidance Cell functions in the College with two faculty members in charge. This Cell organizes occasional lectures and discussions, especially for the final year students, discussing with them various career options and competitive examinations.

5.1.9. Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers.

The college has a Career Guidance Cell, manned by two staff members, which functions semi-formally, and not in a highly structured format. It organizes occasional talks and interactions for students with professionals in the field. For example, the following talks/interactions were organized in the last few years:

- On 24th Nov. 2010, Dr. Ligu Tacho, Member, Arunachal Pradesh PSC was invited to enlighten students on role and function of Arunachal Pradesh Public Service Commission and its scheme of examination.
- On 28th of Aug 2012, the Career Guidance Cell conducted workshop on Civil Service as Career Option. Resource person: Mr. Koj Tacho, APCS.
- In May 2014, interaction with Shri. Suresh Negi, IAS, Chief Secretary of Arunachal Pradesh and Shri. Krishna Mohan Uppu, IAS, Deputy Commissioner, Lower Subansiri Dt., on career preparedness.
- Informal consultations by students on career and higher studies options.
- A Campus Selection programme for Taj Group of Hotels was arranged in Guwahati in February 2014 for 8 students, but due to violence on Assam-Arunachal Pradesh border, students were not able to travel.

Due to remoteness of the place, the college has not yet tied-up with any government, semi-government, or private sector companies for the placement. The only company that has come forward has been Taj Group of Hotels.

5.1.10. Does the institution have a student grievance redressal cell? If yes, list the grievances reported and redressed during the last four years.

In order to redress grievances faced by both the students and the staff, the College has instituted a Grievance Redressal Cell headed by two faculty members. Complaint/Suggestion Boxes have been placed in the College, Hostel, and Library for easy communication of any grievance. Besides, students are free to approach Principal or Vice Principals for dialogue or suggestions.

Some of the grievances reported and action taken are given below:

<i>Sl. No.</i>	<i>Grievance Reported</i>	<i>Action Taken</i>
1.	Unfair prices in the Canteen	The Canteen owners were served a mutually agreed upon price list to be placed prominently in the Canteen and to be strictly adhered to.
2.	Need for more sports goods	Provided
3.	Generator facilities for Computer Lab	Provided
4.	Inspection of Bus Pass to prevent non-bus pass holders from depriving pass holders	Periodic Inspection undertaken
5.	Need for additional bus	Implemented
6.	To divide First B. A. Compulsory English class into two batches	Implemented
7.	Provision for Volleyball court	Implemented
8.	Inadequate number of Tracing Tables in Hostel (Geography)	Additional tracing tables provided
9.	Provision for Charging Mobile in Hostel	Provision was made, with strictly enforceable timings.
10.	Need for an additional warden	An assistant warden is being appointed.
11.	To make Uniform mandatory on all working days	Not implemented, as the College prefers to allow days wherein students can come dressed in their preferred (but decent and modest) dress.

5.1.11. What are the institutional provisions for resolving issues pertaining to sexual harassment?

The College has clear guidelines and directives towards direct or indirect sexual harassment and has instituted a Sexual Harassment Prevention Cell headed by two faculty members, a male and a female. No such incident has been reported or recorded in and around the campus.

5.1.12. Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Yes. The Anti-Ragging Cell is combined with Grievance Redressal Cell, and is headed by two faculty members. The College publishes in its Handbook detailed information on Anti-Ragging Policy quoting Supreme Court injunctions and specifying the penalties. The College has also registered itself on www.amanmovement.org, in compliance with the Hon. Supreme Court & UTC/AICTE Regulations and have directed all students, in writing, to fill in and submit online an anti-ragging affidavit through either www.amanmovement.org or www.antiragging.in, and submit a hardcopy of the affidavit to the Anti-Ragging Cell of the College. The students are informed that they can register any ragging complaint online through the before-mentioned websites.

The College has had excellent disciplinary record, as exemplified by the excellent attendance records and repeatedly winning the Best Disciplined College award at various youth festivals. During admissions, through a Campus Culture Briefing (PowerPoint), students are briefed of the discipline and Campus Culture details of the College. Moreover, classes for first year students are begun a week ahead of the seniors in order to provide an ambience for the incoming batch to feel comfortable and familiar with the College and its Campus. There is also 22-channel CCTV Camera on Campus which students are very aware of.

Appropriately, no ragging incidents have been reported so far on Campus.

5.1.13 Enumerate the welfare schemes made available to students.

The College has several welfare schemes, as listed below:

- Financial Awards for toppers in College level examinations (subject-wise)
- Financial Scholarship for economically weaker students
- Financial Scholarship for differently-abled students
- Residential Scholarship for economically challenged hostellers
- 50 Single Step Scholarships (through Single Step Foundation, USA) for supporting higher education of women.
- Bus Fee Concessions for deserving students
- Honouring Rank Holders in the University Examinations through Awards and Certificates of Merit and inducting them into the SCCZ Hall of Fame
- All these are besides the College facilitating and acting as a conduit for Government Stipend for APST students and for other financial scholarships available (e.g., SJVN Scholarship)

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

The College is only eleven years old. It does have an Alumni Association with a Secretary as the functionary. The Alumni Association has been christened as "SCAN" (Saint Claret Alumni Network). However, the SCAN has not registered itself as a legal entity.

A first time Alumni get together was held in 2011 quite successfully. It was attended by 80 alumni. The College is planning a second Alumni gathering after the NAAC Accreditation, besides a brief alumni gathering during the Peer Team Visit, for the purposes of the PTV. The College is in the process of streamlining the Alumni Association.

Since only eight batches have so far graduated through the College, most of its alumni are either pursuing higher studies or settling down in job and life. Most of them have not reached a very stable position in order to contribute back to the College with their financial help. Moreover, internet and other communication facilities had been lacking in the area until recently for the alumni to be in regular continuous touch with the College. However, it is expected that with a streamlined SCAN and with better communication possibilities, the alumni will be well settled and be able to give back to their alma mater.

5.2 Student Progression

5.2.1 *Providing the percentage of students progressing to higher education or employment (for the last four batches, highlight the trends observed).*

Given the remoteness of the place and lack of communication facilities until recently, it has not been easy for the College or its alumni to be in touch with each other and keep track of the progression of its students. A few months ago, in preparation for the SSR, an advertisement was placed in a leading newspaper in the State, requesting the Alumni to contact the College and brief about their whereabouts. An elaborate attempt was also made to contact alumni over telephone, but change of numbers over these years made it difficult to reach many. Based on all the above efforts taken and the information gathered, we present the following limited statistics:

<i>Student progression</i>	<i>Percentage</i>
UG to PG	42.41% * (2012-2013)
PG to M.Phil.	NA
PG to Ph.D.	NA
Employed	NA
• Campus selection	NA
• Other than campus recruitment	

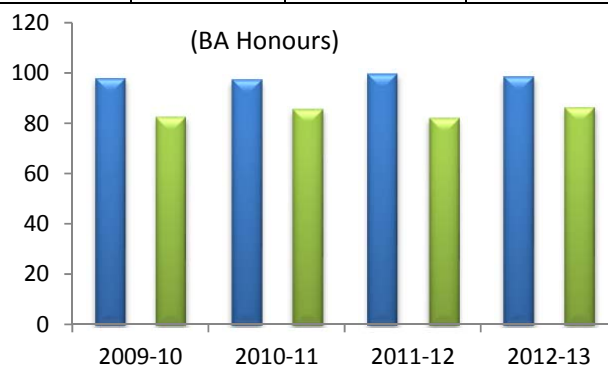
* % of Student progression from UG to PG is of only two schools- School of Human and Environmental Sciences and School of Languages, others schools data not available.

5.2.2 *Provide details of the programme-wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university). Furnish Programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.*

Ever since its first batch graduated in 2006, Saint Claret College has always been one of the best performers in the University examinations. It is worth noting that in the initial years, most of the admissions in the College were “Compartment Pass” students (students who pass after having failed for one subject in CBSE Class XII examinations). Yet, the College registered 100% pass on many occasions, in such a short span of time: Since 2006 until this year, the College has logged **100% Pass results FOUR times in B. A. (Pass Course) and TWICE in B. A. (Honours Stream).**

The following table gives a comparative analysis of the performance record of Saint Claret College, alongside the only other degree college in the district, Government College, Yachuli (they do not have Honours Programme); and the average of all colleges under the affiliating University:

Year	Program (B. A.)	Saint Claret College, Ziro	Comparison with:		No. of Ranks [Overall + Subject-wise]
			Govt. College, Yachuli	University Pass Percentage	
2012- 2013	Honours	98.9%	NA	86.61	01 + 09
	Pass Course	77.5%	58.82	53.67	
2011- 2012	Honours	100%	NA	82.37	03 + 06
	Pass Course	87%	80.9	40.37	
2010- 2011	Honours	97.7%	NA	85.84	02 + 08
	Pass Course	76%	77.3	61.59	
2009- 2010	Honours	98.21%	NA	82.81	02 + 11
	Pass Course	82.5%	100	63.36	



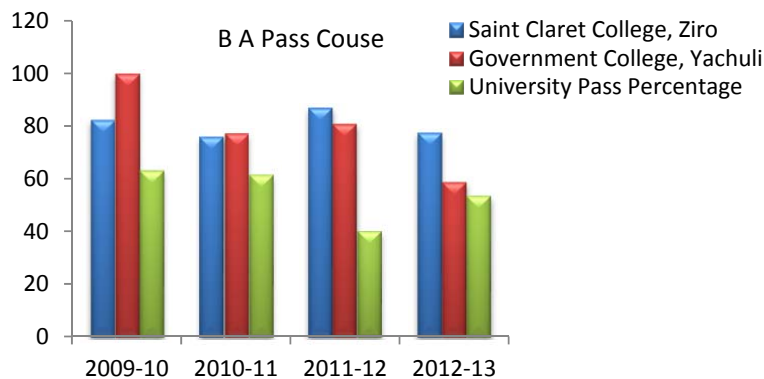


Fig no 5.1: Showing the a comparative analysis of the performance record of Saint Claret College with other institution of HEI

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

Majority of the students of the College are first generation learners. Hence, the Institution strongly encourages the students to go for Post Graduate studies and professional studies, in order to facilitate spread and depth of education and better employment opportunities. It also arranges special career-oriented programmes, personality development programmes & CHEP hours to enhance their knowledge about various options of higher education and provide them soft skills. Special Soft Skills programmes are organized with the help of external training agencies such as Sun@Beams, Inc., Calcutta, ASK Training Center, Kottayam. The institute from time to time invites eminent personalities from diverse field of education and profession to interact with the students.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

Very few students have dropped out after having taken admission at Saint Claret College. A few of them, having taken provisional admission, drop out when the results of the Joint Entrance Test for medical/engineering disciplines come out. Some compartmental students who take provisional admissions cancel when they fail to clear the Class XII backlog. The dropout ratio is 2.06% (last two years).

However, possibilities of failure are real, especially in the first year, as they are new to academics at higher education levels. The College takes special care of them through the following means:

- Identification of slow learners and students-at-risk through MATs (Monthly Assessment Tests) and Term/Mid-Sem examinations.
- Remedial Teaching. Special hours are dedicated for this purpose.
- Mentoring by the Faculty.
- Special Workshop on Study Techniques and Examination Skills.
- Attendance Monitoring (Monthly attendance bulletins are published)
- Peer Teaching through Zero Hours.

5.3 Student Participation and Activities

5.3.1 *List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.*

In order to facilitate active and maximal participation in sports, games, cultural, and other extracurricular activities as part of students' holistic formation, the following associations/cells are functional. Each association has two teacher-coordinators and two student animators as facilitators for its activities.

<i>Association</i>	<i>Motto</i>	<i>Activity</i>
SAGA (Sports & Games Association)	<i>“Healthy Body for a Healthy Mind”</i>	Provides for various sports and games facilities; selection trials for SCCZ SporTeam; organization of the College Week, <i>Resonance</i> .
SCALE (St. Claret Art & Literary Endeavour)	<i>“The Measure of Excellence”</i>	Provides for various art, literary, and cultural activities; audition for SCCZ CulTeam; SCCZ Quiz; organization of the College Week, <i>Resonance</i> .
CASA Claretine Association for Social Action)	<i>“That They May Have Life”</i>	Social service activities
NSS (National Service Scheme)	<i>“Not Me , But You”</i>	Two Units of NSS. Regular NSS activities
CYC (Claretine Youth for Christ)	<i>“Ecce Homo” (= Behold the Man”)</i>	Spiritual Animation of Christian students; Pre-Christmas Celebrations;
Claretine Choir	--	For leading gatherings in prayer; For College Anthem; Christmas Carols.
Film Club	--	Screening of Films; Training in Film Critique and Review
Departmental Associations	--	Newsletters; Departmental Seminars; Departmental Fest

SCCZ Quiz

This has been conceived as a regular feature, whereby each Department nominates a Quiz Team who will regularly take SCCZ Quiz to vie for a trophy at the end. Initiated in 2003, it fell out for a few years, but has been revived from the current academic year. Here is the schedule planned for the present year:

	<i>Month & Date</i>
SCCZ Quiz 1	August 4
SCCZ Quiz 2	September 1
SCCZ Quiz 3	November 3
SCCZ Quiz 4	February 2

Resonance

One of the major sports and cultural events in the College is **Resonance**. It is a week-long College Fest exclusively meant to provide avenues for students to discover/exhibit their talents and to learn how to compete in a healthy atmosphere with a sense of cooperation and competence. The entire Claretine Community is divided into Four Houses (fresh names every year). The Staff and the Junior Claretine Council members form the Organizing Team. Allowing unlimited entries were impractical due to lack of time; hence, each House was asked to conduct their own internal selection trials and audition and nominate specific number of registrations, for an effective and time-bound completion of events.

Generally, Resonance is held in the last week of September/first week of October, for one full week. Given below is the details of the Resonance Program calendar and participation of the last academic year (2013-2014):

Cultural Events		Art & Literary Events	
<i>Event</i>	<i>No. of Entries</i>	<i>Event</i>	<i>No. of Entries</i>
Solo Song	12	On the Spot Painting	20
Solo Dance	12	Bamboo Basket Making	20
Group Song (Arunachalee)	40	Clay Modeling	20
Group Song (Any)	40	Collage	20
Group Dance (Arunachalee)	40	Debate	8
Group Dance (Any)	40	Essay Writing	16
Mime	12	Extempore	16
Go As You Like	16	Poem Writing	16
		Declamation	12
		Poem Recitation	8
		Quiz	8

Track & Field Events		Sports & Games	
<i>Event</i>	<i>No. of Entries</i>	<i>Event</i>	<i>No. of Entries</i>
100 mts. Race	16	Badminton	32
400 mts. Race	16	Table Tennis	32
800 mts. Race	8	Basketball	56
1500 mts. Race	20	Volleyball	56
4 x 100 mts. Relay	16	Football	104
Long Jump	32	Kho-Kho	48
High Jump	32	Cricket	44
Triple Jump	32	Arm Wrestling	08
Javelin Throw	32		
Shot Put	32		
Discus Throw	32		

Hostel Week

Along the lines of *Resonance*, a Hostel Week was instituted last year (2013-14), in order to provide more opportunities for residential students, which was a roaring success, so much so that it was decided to sort all hostellers, on their admission to the Hostel itself, into respective Houses, *a la* the Hogwarts in Harry Potter novels. The Houses are named *House of Faith*, *House of Hope*, *House of Joy*, & *House of Peace*. Given below are the details of the program calendar and events of the first ever Hostel Week in January 2014:

Art, Literary, & Cultural Events		Sports & Games	
<i>Event</i>	<i>No. of Entries</i>	<i>Event</i>	<i>No. of Entries</i>
Essay Writing	16	Badminton: Doubles	12
Cartoon	16	Table Tennis: Doubles	12
Painting	16	Basket Ball	32
Poem Writing	16	Volley Ball	32
Extempore	16	Kho-Kho	32
Solo Song	15		
Group Song	28		
Solo Dance	16		
Group Dance	28		

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous 4 years.

<i>Levels of participation</i>	<i>Events Participated</i>	<i>Results/Participation</i>
National Level	Indira Gandhi National Award	Best NSS Volunteer: Mr. Tage Ranka (2011)
	Essay Contest by Ram Chandra Mission & United Nations Information Center, India & Bhutan	First, Second, and Third Prizes in the Zonal Level In 2013 & 2014 (consecutive years)
State Level	NSS Award 2009-10	Saint Claret College as the Best NSS Unit of Arunachal
	Essay Competition on <i>Role of Women in Communal Harmony and National Integration</i>	Participated
University Level	ICYF 2014 (detailed list below)	A contingent of 30 (max. permitted) 6 Gold 3 Silver The Discipline Trophy
	ICYF 2011	A contingent of 40 (max. permitted)

		1 Gold 1 Silver 3 Bronze The Discipline Trophy
	Inter-Collegiate Debate Competition 2013	The Best Debator Award for Tamo Rilla, B. A. I year.
District/ Regional Level	ITYF 2014 Inter-Tribal Youth Festival (detailed list below)	A contingent of 52 17 Gold 8 Silver 3 Bronze the Discipline Trophy Champion Trophy
	First Habung Gambo Memorial Volleyball Tournament (2010)	Winner's Trophy Cash award of 10,000/-
	Wall Painting Competition	Participated

Prizes at ICYF 2014 (Inter-College Youth Festival of the University):

<i>Prizes</i>	<i>Art, Cultural, Literary</i>	<i>Track & Field, Sports & Games</i>
Trophies	THE DISCIPLINE TROPHY	
	MISS CADENCE 2014 AWARD (Ms. Pani Renyu)	
First	Debate (Against)	1500 Meters Cross Country (Marathon) Long Jump Table Tennis (Girls)
Second	Debate (For)	Table Tennis (Boys) Badminton (Boys)

Prizes at ITYF 2014 (Inter-Tribal Youth Festival, Ziro):

<i>Prizes</i>	<i>Art, Cultural, Literary</i>	<i>Track & Field, Sports & Games</i>
Trophies	ITYF CHAMPIONSHIP	
	THE DISCIPLINE TROPHY	
First	Group Dance Traditional Duet Dance Modern Solo Dance Modern Folk Dance Group Dance Modern Group Song Modern Solo Dance Traditional Duet Dance Traditional One Act Play Essay Writing Debate Extempore Elocution	Badminton Men's Singles 100 Mtrs Girls 800 Mtrs Boys

Second	Solo Song Modern Group Song Traditional Essay Writing Painting Debate Extempore Elocution Quiz	Badminton Mixed Doubles 100 Mtrs Boys 800 Mtrs Boys
Third		100 Mtrs Boys 100 Mtrs Girls 400 Mtrs Girls

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

The Institute has an informal feedback system to get feedback from its own alumni and potential employers. The Alumni as well as guests, departmental personnel, and academicians, who visit the College, are requested to provide their feedback and suggestion on how best to improve the College. We are in regular contact with the University officials, Post Graduate Departments, and Librarian of the affiliating University for ideas and suggestions for improvement.

An exit interview has been introduced to get feedback from the graduating students, whose suggestions are taken seriously.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

“Publish or Perish” motto is a constant reminder to the Staff as well as the students. For the latter, it is more of a reminder as to how to be prepared to be successful in future. College gives great importance to students learning to do simple research and develop habits of writing. Students are also taught about the ethics of publishing as well as the dangers of plagiarism and the need for proper citation. Downloaded articles have been rejected and the student counselled on the need for intellectual integrity. The following systems are in place to encourage writing:

- *Bulletin Boards provided in every Honours Classroom* for the free and creative expression of talents of students, and for subject-related classroom publications.
- Wall Magazine Provisions
- Departmental Newsletter Provisions
- College Newsletter
- College Magazine, *Claretides*

- Encouragement to send in articles for publication in printed magazines. Student Vijay Rudra Pratap got his poem published in Arunachal Times. Every time a publication happens, be it of a student or staff, it is exhibited on the Notice Board of the Staff and the students as appreciation for the author and encouragement for others.

The following publications are in place:

Sl. No.	Department	Name of Publication	Type
a.	Saint Claret College	<i>The Claretides</i>	Annual
b.	Saint Claret College	<i>The Claret Times</i>	Newsletter
c.	Anthropology	<i>Anthropos</i>	Newsletter
d.	Education	<i>Educere</i>	Newsletter
e.	English	<i>Lingua Franca</i>	Newsletter
f.	Geography	<i>Erdkunde</i>	Newsletter
g.	History	<i>Istoria</i>	Newsletter
h.	Political Science	<i>Politico</i>	Newsletter
i.	Mass Communication	<i>Claret Times</i>	Wall Magazine

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

Yes. Junior Claretine Council (JCC) is the non-political student body of Saint Claret College, Ziro. Given below is its Constitution with complete details:

JUNIOR CLARETINE COUNCIL: CONSTITUTIONS	
Preamble	
1. 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, by assisting the Claretine Community, 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 .	
Composition and Membership	
2. 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.	
3. There shall be two (a boy and a girl) representatives from the traditional streams in I B. A., besides one representative from I B.A. (Mass Com). From the second and the third year batches, there shall be one representative each from each honors course and one representative for the pass courses at	

each year of study.

4. Besides the above members, the Principal may nominate a maximum of Three (03) additional student members to the JCC, without prejudice to the specifications of # 2.
5. The Staff Coordinator is an ex-officio member of the JCC.
6. The JCC members shall be elected democratically. Students may nominate up to three names. Each nomination must be seconded by another person. These names will be voted on (voice voting or show of hands). The one with a simple majority is chosen.
7. The eligibility criteria for the election/nomination of student representatives are: sound character, exemplary behavior on and off the campus befitting an ideal Claretine, a minimum of 75% of attendance at any given time (verified through month-end attendance bulletins), at least 50% marks in each of the papers of the Term Examinations of the College. Any time any of the above criteria is violated, the student loses his/her membership in the JCC.
8. From among the JCC members, the Principal may appoint one of the second year representatives as the JCC Captain for the College. The Principal may opt for a secret ballot from among the JCC members, if he so chooses. The Captain shall act as the Secretary to the JCC meetings and keep the minutes.
9. The Principal (President) has the absolute right to dissolve the JCC if the Management finds that the JCC no more serves the intention it has been established for and/or has become deviant in its roles and functions.

10. Functions:

- a. JCC takes public oath on the day of the Investiture Ceremony at the beginning of the academic year.
- b. The JCC shall meet at least once in a term, thus three times in an academic year, and as and when deemed necessary by the President.
- c. The President chairs the JCC meetings. In his absence, the Vice-Principal (Academics & Student Affairs) chairs the sessions. No JCC meeting can be convened in the absence of either of them.
- d. The Agenda to the Meeting shall be verified and approved by the President. Ordinarily, no item outside the agenda will be discussed at the JCC meetings. In case of an urgent and unforeseen need to discuss an off-the-agenda item, permission shall be sought from the Chair.
- e. 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.
- f. From the JCC, student animators shall be appointed for the various associations of the College, such as SCALE, CASA, SAGA, & CYC.
- g. The Sub-Committees formed for the smooth organization of various functions shall have the JCC members as ex-officio functionaries.
- h. Grievance Redressal Cell that may be formed from time to time 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.

11. The Principal, with the knowledge and approval from the Managing Council may make periodic amendments to the Constitutions, if deemed necessary. The amendments may include deletions, substitutions and/or alterations to any of the numbers listed above.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

- **Junior Claretine Council:** As detailed in the above number, 5.3.5.
- **SCALE (St. Claret Art & Literary Endeavour):** has two student animators who, together with two faculty coordinators, organize various art, literary, and cultural events under its aegis.
- **SAGA (Sports and Games Association):** has two student animators who, together with two faculty coordinators, organize sports and games.
- **CASA (Claretine Association for Social Action):** has two student animators who, together with two faculty coordinators, organize various social work-related events under its aegis.
- **CYC (Claretine Youth for Christ):** has two student animators who, together with two faculty coordinators, organize various spiritually nourishing events (mandatory only for Christian students) under its aegis.
- **Department Associations:** Every Department has its own association with student leaders in order to facilitate the expression of creativity and talents in the subject-related endeavours. Each Department will host regular seminars and workshops, and vie for the SCCZ Departmental Fest Championship. It offers diverse platform for the students to learn the subject in depth and in novel ways. Departmental Fest is conducted once in two years.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution?

SCCZ's association with the former faculty is genial and friendly. Former faculty are often contacted through e-mails and telephones, and are always welcomed at the Institution. There is an Alumni Association (SCAN: Saint Claret Alumni Network) in place. Though not officially registered as a legal entity, the SCAN has a secretary and every graduating student is a member of it. There has been one major alumni get together in 2011, the second is due in 2015, after the Accreditation, to celebrate the same with the alumni students and faculty.

The College has social networking pages such as Facebook and Twitter, and students and alumni have formed their own online groups. Through these channels, regular information on the College is provided to them. Moreover, the news of every major event in the College is published in leading dailies, which also becomes a means of information and linkage with the former faculty and alumni.

In the coming years, SCCZ hopes to streamline the faculty and student alumni with elaborate logistics, registration, and more planned programmes.

CRITERION VI: GOVERNANCE, LEADERSHIP, & MANAGEMENT

Saint Claret College, Ziro (SCCZ) is aware that the quality of governance, leadership, and management is foundational sine qua non for the realization of the vision, mission, and objectives of an institution. If SCCZ has been reasonably successful in just eleven years, a major chunk of the credit goes to the quality of the visionary governance and leadership, along with the synergic teamwork of its faculty and committed and enthusiastic students. There are, indeed, grey areas where we can do much better and missing areas which we need to explore, as will be evident from this section. But there is no shortage for enthusiasm and commitment, which ensures that by the time the College reaches its Silver Jubilee in 2028, it would have become one of the best colleges in the Northeast India.

6.1 Institutional Vision and Leadership

6.1.1 *State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.:*

SCCZ Vision

"Saint Claret College, Ziro (SCCZ) envisions to become a premier institute of higher education in Northeast India, committed to providing value-based, soulful higher education for people, especially the tribal youth, in order to help them be honest seekers and practioners of truth and earnest agents of transformation within and around them."

SCCZ Mission

is *"to mould intellectually competent, professionally skilled, spiritually evolved, morally upright, socially responsive, and culturally tolerant citizens, through holistic Claretine education, for advancing a civilization of love."*

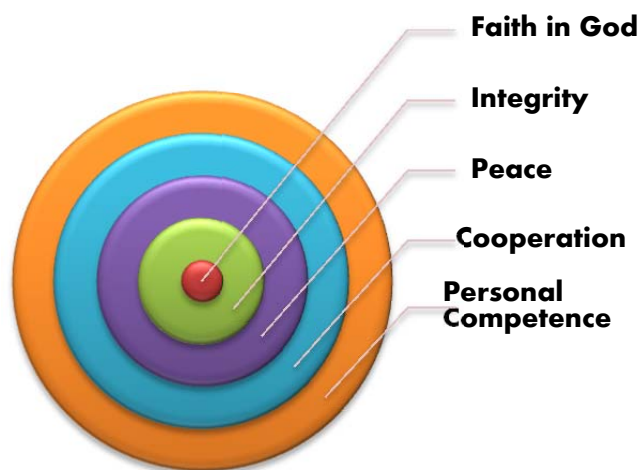
The Vision and the Mission together define the Institution's character and charter. From these Vision and Mission emerges its Objectives and its Value-orientations. Hence before venturing into explaining the dynamics of the Mission, here we share the proclaimed Objectives and Core Values of the College:

SCCZ: Objectives

1. To provide for value-based, relevant, and productive higher education.
2. To offer traditional, professional, and employment-oriented regular courses as well as innovative add-on courses to equip students for effective and fulfilling personal and professional lives.

3. To promote and provide for research, documentation, training, and consultancy at the service of knowledge-production and nation-building.
4. In shared mission, to assist local communities and other agents of change in their efforts at creating a more stable, just, skilled, and peaceful society.
5. To facilitate in Claretines an appreciation for and praxis of eternal values of faith, love, compassion, justice, peace, gratitude and service.

SCCZ Hierarchy of Core Values



Saint Claret College did not emerge out of a “Top-Down processing,” imposed upon a group of people; instead, it was the result of a **“Bottom-Up Process,”** an initiative born in the dreams of the tribal people of Ziro valley, realized by the generosity and teamwork of the people and Claretian Missionaries of the Catholic Church. The people of Ziro Valley had, for nearly twenty years, dreamed of an institute of higher education for their youngsters. Until 2001, there were only government colleges in Arunachal Pradesh. The Apatani community decided to think outside the box and approached the Catholic Church and her missionaries with the request to open a degree college. Claretian missionaries, with their commitment to doing whatever is urgent, timely, and effective for people on the margins, volunteered, and Saint Claret College was born in 2003.

Thus, the Vision of the College is to fulfill the dream of the people by providing a value-based, soulful and holistic education so that the tribal youth will be empowered in their quest for knowledge and skills to transform themselves and the society around them.

Analysis of the Mission Statement:

Every component of the Mission Statement (MS) has been selected consciously and purposefully. The MS has five components, answering five Questions:

<i>Question</i>	<i>Answer in the Mission Component</i>
Who?	Saint Claret College
Does What?	<i>Moulding.</i> We do not “create” out of nothing. Instead, we receive the students as raw materials who would be lovingly moulded, with their consent and participation. This moulding is conscious and deliberate, so as to effect six <i>hierarchized</i> traits in students. Being an institute of higher education, the primary trait of focus is: intellectual competence, followed and complemented by professional skills. But a soulful education should not end there. So, next is spiritual evolution, followed by moral uprightness, social responsiveness, and cultural tolerance.
For/ In Whom?	The citizens entrusted to us = the students.
How?	through holistic Claretine Education (operationalized through CHEP. Please see Best Practice under Criterion 7)
What For?	For advancing a civilization of love. The phrase “civilization of love” is taken from the vision of St. Pope John Paul II for the world. SCCZ is not the sole creators of such civilization; there are many agents working for the same. SCCZ contributes to the advancement of such a civilization where love, justice, peace, and integrity of creation can blossom and prevail.

Interestingly, one may find that “intellectual/personal competence” that is placed first in the Mission Statement occupies the last position in the SCCZ Hierarchy of Core Values. This is deliberate. As an educational institution, the principal focus is personal competence of the students. However, in living values, the College as well as its students gives highest place to spiritual/moral values, because of its circle of influence. The hierarchy has been formulated through a participatory exercise shared in by the Governing Body, Management, Staff, and student body of Saint Claret College. The hierarchization has been designed in such a way that as one progresses from lower level values to higher level values, the circle of influence of the value increases because of their scope of influence, and in case of a conflict between two values, the lower one is sacrificed in order to uphold the higher ones. Thus, one may give less importance to ensuring one’s competence for the sake of honouring integrity. For example, imagine that a student is writing her annual examinations. She dreams of getting top rank in the University (personal competence). However, she realizes that the answer to an important question eludes her. And she knows her best friend, who is seated next to her, knows the topic very well. But attempting to “get help” in order to ensure her own personal competence would amount to cheating and violate her own integrity. So, she decides to choose a higher value—integrity—than cheat in the examination to get a rank. *A lower value is compromised for the sake of ensuring a higher value.* This aspect is communicated to students unambiguously.

One will find that the Core Focus of SCCZ is the hexagonally trait-ed student citizen (as mentioned in the MS), which is realized through Clareline Holistic Education Program (CHEP). SCCZ has drafted a well thought out, researched, CHEP Modules for concerted implementation. All six components of the MS together with the five values form the content of the CHEP. CHEP is well detailed under Criterion 7).

Vision for the Future:

The College has a well-defined Vision for the Future. On completion of ten years of its existence, the College has recently drafted a **SCCZ Vision 2020** Document which seeks to spell out specific, doable, and measurable goals and action strategies addressing the objectives of the College, for the next six to seven years. The **SCCZ Vision 2020** is available on file for scrutiny during the Peer Team Visit.

As 2020 approaches and is realized, a newer document, **SCCZ Vision 2028** will be evolved, targeting where the College wants to be, in its Silver Jubilee (2028).

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

At SCCZ, we prefer to place the Management at the bottom, as the “nurturing and holding ground,” and our student stakeholders at the Top. (Please see the SCCZ Organogram under 6.2.3). This is in sync with the very origins of SCCZ through a bottom-up process (as mentioned already), and also to capture our philosophy of service—we hold, nurture, and support the stakeholders, very specially the students, to aim high and fly higher, with sky as their limit.

There is a very stable and cohesive Management team that works with one mind and heart, with a democratized, participatory, and delegated style of teamwork involving the faculty and the students. Principal, together with the Vice Principal (Academic & Student Affairs) and the Vice Principal (Administration) brings to the Staff Council Meeting all major decisions for consultation, collective discernment, and decision. Junior Clareline Council, the non-political student body duly elected, is consulted and taken into confidence in matters related to the student welfare. Suggestions, inspirations, and review comments are welcome from any corner. Thus, all these units pool their resources together and work synergically for realizing the quality policy and plans of the Institute. There are non-negotiables, not open to discussion and revision, however. These non-negotiables are so, because of their quality of being sine qua non components of quality higher education such as work culture, syllabus completion, honesty and integrity in discharging one’s duty, upgradation of one’s knowledge, upkeep of Service Journal, etc.

The **SCCZ Employee Manual** enlists specifically the role descriptions of various offices in implementing the plans and objectives. The Manual is available for scrutiny on Peer Team Visit.

6.1.3 The involvement of the leadership in ensuring :

- *the policy statements and action plans for fulfilment of the stated mission; formulation of action plans for all operations and incorporation of the same into the institutional strategic plan; Interaction with stakeholders; Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders; Reinforcing the culture of excellence; Champion organizational change*

100% involvement. From its inception, the College Leadership personnel have remained totally committed to and involved in the envisioning and translating the vision into concrete reality, with the participative teamwork of all stakeholders. The leadership has been proactive and farsighted to create, innovate, and lead from the front. The Society that runs the College further empowered the Leadership team by appointing a team of three personnel in 2013, in affirmation of the growth of the college and in response to its growing need. Thus, currently there is a principal as overall in charge, ably assisted by two vice principals—one in charge of academics & student affairs, and the other, taking care of financial administration.

The stated Mission and the Objectives are well thought out and drafted, and the Leadership ensures that they are realized through the following steps:

- A participatory and collaborative style of organizational structure with the Management Committee, Staff Council, IQAC, Staff Coordinator, HoDs, and Junior Claretine Council.
- Through Strategic Planning at the beginning of every academic year at Staff Orientation Program, where concrete steps are finalized. In fact, the planning begins at the end of the previous academic year, at the final two Staff Council Meetings, where proposals are initiated, whetted, and adopted for being worked out during vacation.
- Regular Staff meetings and discussions where action plans are evaluated.
- Student Assessment of faculty, Peer Assessment, and Self-appraisal that facilitate quantifying of the performance quotient.

The leadership ensures that the students and other stakeholders are informed, on time and in detail, of major decisions taken through the PA System, Student Bulletin Boards, LCD Monitor, Staff Notice Board, Facebook Postings, and Website.

The various cells, associations, centres, festivals, seminars, newsletters, wall magazines, etc. are major avenues that provide ample and diverse opportunities for staff and students to ensure that the goals are met.

A *Culture of Excellence* has been a primary commitment from the very beginning, as is evidenced by the initiative of the leadership to establish an IQAC from the very second year of the founding of the College. The culture is reinforced through special awards, merit scholarships, recognitions, as well as through highly streamlined

examination and assessment procedural logistics. The Leadership has been consistently encouraging and providing for the teachers training and opportunities to pursue research and publications. The effort to bring out a journal has been one of the latest initiatives by the Leadership. A comprehensive Employee Manual brought out by the leadership in consultation with outside experts and own staff is a standing testimony to the organizational change and development as well as the welfare and excellence of the staff and the institution that the leadership is committed to.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The following mechanisms ensure monitoring and evaluation of policies and plans:

1. Periodic Governing Body Meetings
2. Monthly Management Council Meetings
3. Monthly Staff Council Meetings
4. Periodic Junior Claretine Council Meetings
5. Internal Quality Assurance Cell
6. Student assessment of teachers and courses taught
7. Peer evaluation of the staff
8. Self-assessment by faculty.
9. Feedback from academic peers and visitors
10. Feedback from general visitors, parents, governmental department heads, etc.

Besides the above, the Top Leadership also sends reports to the Society periodically. At least once in three years, the President of the Society makes an official visitation (called “**Canonical Visitation**”) to the College and interacts with the staff and the students in order to encourage them in fulfilling their assigned tasks as well as to do a review of all documents. Once in six years, the General Superior of the Congregation or his Delegate makes an official **Canonical Visitation** and inspects documents and interacts with the stakeholders to ensure that the *relevance and the excellence* of the Institution are bettered.

6.1.5 Give details of the academic leadership provided to the faculty:

The Top Management consistently provides academic leadership to the faculty. Examples will serve to detail this fact:

- The Faculty are consulted on every major decision/innovation.
- Vision Document of the College is developed through a participatory process.
- Annual Strategic Plan of the College is made at departmental levels, thereby empowering departments to take leadership and innovate. However, these are provided within suggestive as well as mandatory parameters to help them remain focused on the imperatives.

- Further academic leadership is provided by organizing national and regional workshops, and exposing them to the world outside.
- The college takes special care to avoid intellectual inbreeding by recruiting staff from different tribes and states, so that the staff gets opportunity to learn from their peers and absorb new ideas.
- The entire examination process in the college (continuous internal assessment, mid semester exams, and final exams) is streamlined and managed so effectively by the staff that it goes without a glitch.

6.1.6 How does the college groom leadership at various levels?

- At the level of the Students:
 - Through elected class/ subject representatives
 - Through elected Junior Claretine Council (JCC)
 - Through the Claretine Captaincy (Student-Head of JCC)
 - Through student-animators for each association such as SCALE, CASA, SAGA, CYC, Film Club.
 - Hostel Leaders
 - “Resonance” (College Fest) Captains.
 - Various Committees to assist with Admissions, College Fest, Food Fest, various Celebrations, Functions, Events.
- At the level of the Staff, teaching and non-teaching:
 - Through the IQAC mechanism
 - Through appointing a Staff Coordinator as well as HoDs
 - Empowered and functional Staff Council
 - Co-opting staff in the Organization team of workshops/seminars, etc.
 - Entrusting the staff with various Committees/Cells/Centres. The table given below testifies to how various responsibilities are entrusted to the staff who are empowered to fulfil the tasks:

<i>Sl.No.</i>	<i>Office</i>	<i>Current Staff (2014-15)</i>
1.	Staff Coordinator	Mr. Bhaboklang Sohkhet
2.	IQAC Coordinator	Dr. Utpal Talukdar
3.	Research Promotion Cell	Dr. Utpal Talukdar
4.	Controller of Examinations (ESE)	Ms. Withoam Socia & Mr. Bhaboklang Sohkhet
5.	Controller of Examinations (MSE)	Ms. Mudang Tunya & Mr. Samtung Kungkho
6.	HoD, Anthropology	Mr. Bhaboklang Sohkhet
7.	HoD, Economics	Mr. Tasso Tagia
8.	HoD, Education	Mrs. Sonisha R. Syiem
9.	HoD, English	Sr. Daisy Mathew
10.	HoD, Geography	Mrs. Vajana Thakuria

11.	HoD, History	Mrs. Takhe Yami
12.	HoD, Political Science	Mr. Dani Lalyang
13.	HoD, Mass Communication	Ms. Kenpi Riba
14.	Career Guidance Cell	Mr. Dani Lalyang & Ms. Mudang Tunya
15.	Health Promotion Cell	Mr. Koj Tatung; Dr. Joram Khopey (consultant)
16.	Women's Cell	Mrs. Vajana Thakuria & Ms. Tamo Yanga
17.	Sexual Harassment Prevention Cell	Ms. Koj Annu & Mr. Henni Rina
18.	Grievance Redressal & Anti-Ragging Cell	Sr. Daisy Mathew & Mrs. Sonisha R. Syiem
19.	Film Club	Mr. Sayan Dey
20.	Chronicler	Mr. Jeremiah Modi
21.	Public Relations & Newsletters	Department of Mass Com
22.	Emergency Response Team (ERT)	Mr. Koj Tatung, Mrs. Vajana Thakuria, Mr. Tage Hailyang, & Mr. Kalung Guro
23.	PESEC Coordinator	Fr. Allwyn Mendoz
24.	IGNOU Coordinator	Mr. Dani Lalyang
25.	NSS Coordinators	Ms. Withoam Socia & Mr. Tasso Tagia
26.	SCALE Coordinators	Mrs. Koj Annu & Mr. Jeremiah Modi
27.	SAGA Coordinators	Mr. Tasso Tagia & Ms. Kenpi Riba
28.	CASA Coordinators	Mr. Samtung Kungkho & Ms. Takhe Yami
29.	CYC Coordinators	Sr. Martha Kithan & Mr. Henni Rina

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

The discussions under previous numbers in this section 6 should amply prove that the college functions by *optimal* delegation and *synergic* teamwork. However, the delegation does not negate the responsibility of the top leadership; rather it empowers towards collective and collegial owning up of the Institution by all stakeholders.

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 all of these above, the only requirement is that every creative idea or project be sounded against the Vision, Mission, and Objectives of the College and must be found in sync with them. If not, they are not to be pursued. If they are in sync, within the realistic possibilities of the Institution, the management endorses them.

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. The table given in 6.1.6 testifies to it.
- 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.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

Yes. As is mentioned in the previous number, 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. In 2013, when the College undertook a revision of the Core Values of the College, it was done through a well-organized, collective participatory exercise wherein the management, staff and student council were given equal

weightage participation. Similarly, major policy decisions and strategic planning are done consultatively, be it the Perspective Plan Quality Policy, or Employee Manual.

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.

6.2 Strategy Development and Deployment

6.2.1 *Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?*

Yes. The Institution has always had an implied Quality Policy advocated explicitly by the establishment of IQAC in 2004, a year after its founding. The **Vision Statement** provides a general statement of quality perspective in its vowed desire “to become a premier institute of higher education in Northeast India.” A specific Quality Policy Statement (QPS) was developed only recently and has been promulgated by the Management. It was developed after consultation with the entire staff and student sample. Given below is the promulgated Quality Policy Statement:

Quality Policy Statement

As responsible and committed stakeholders in higher education, we shall constantly strive to ensure ever higher levels of quality within and among ourselves through upgradation of knowledge and skills as well as in the systems and processes through which knowledge and skills are harvested, produced, and disseminated for the educational training and excellence of the Claretines.

The QPS is intended to be reviewed at the Staff Council and Junior Claretine Council meetings at the end of every semester, for the purpose of an honest self-assessment and planning in view of growing fidelity to the QPS.

6.2.2 *Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan?*

The College has always progressed with a definitive plan, discussed with various stakeholders, adopted by the Governing Body, and shared with others by the Management. Every decision has been in accordance with the Plan, most of which have been realized; and some are yet to be so, due to several delimiting factors.

Currently, a Perspective Plan titled “**SCCZ Vision 2020: Innovate to Transform**” is in place for the second decade of existence of SCCZ (the first decade having been completed in 2013). This 7-year plan is adopted on the following rationale:

- The significance of “seven”: it has been a sacred number implying perfection and a sense of completion in religious traditions.
- The 2020 will be the due date for initiating the third cycle of Assessment by NAAC, thus becoming an important station for a renewed planning.
- 2020 gives a definitive temporal station in the millennium.
- It also prepares the way for the next Vision Document, culminating in 2028, the year of Silver Jubilee of SCCZ, thus giving yet another reasonable span of 7-8 years of achievement.

The major **components or building blocks** of the “Vision 2020: Innovate to Transform” are the following:

- **Five Pillars of Excellence:** Learner-centricity; Innovative Teaching-Learning; Educational Empowerment of Women; Community Service; and Claretine Holistic Education Program (CHEP)
- **Five Phased Priorities:** Professional Expansion; Infrastructural Development; Research & Publications; Autonomy; and International Collaboration.

6.2.3 Describe the internal organizational structure and decision making processes.

Saint Claret College is an educational ministry of the Catholic Church, belonging to and managed by the Claretian Formation Association of Northeast India, a registered charitable society (SR/CLAONEI-531/88 of 1988) of Claretian Missionaries, a religious order of priests and brothers. The highest authority in the Management is the Governing Council of Northeast India Independent Delegation of Claretians, headed by its Major Superior. The expanded Governing Body of the College has the Major Superior as the ex-officio President and the College Principal as the Secretary. Under the GB, works the Management Committee headed by the Principal.

The specific organizational composition of the *Governing Body* is as follows:

No.	Designation	Nature of Membership
1	Major Superior, Northeast Claretians (NEID)	Ex-officio; President, GB
2	Econome, NEID	Ex-officio
3	Council Member, NEID	Ex-officio
4	Principal	Ex-officio; Secretary, GB
5	Vice Principal (Aca. & Stu. Affairs)	Ex-officio
6	Vice Principal (Administration)	Ex-officio
7	Lecturer	Nominated
8	Representative, Diocese of Itanagar	Nominated
9	Representative, Rajiv Gandhi University	Nominated/Invited
10	Parental/Local Representative	Nominated/Invited

The SCCZ Organogram

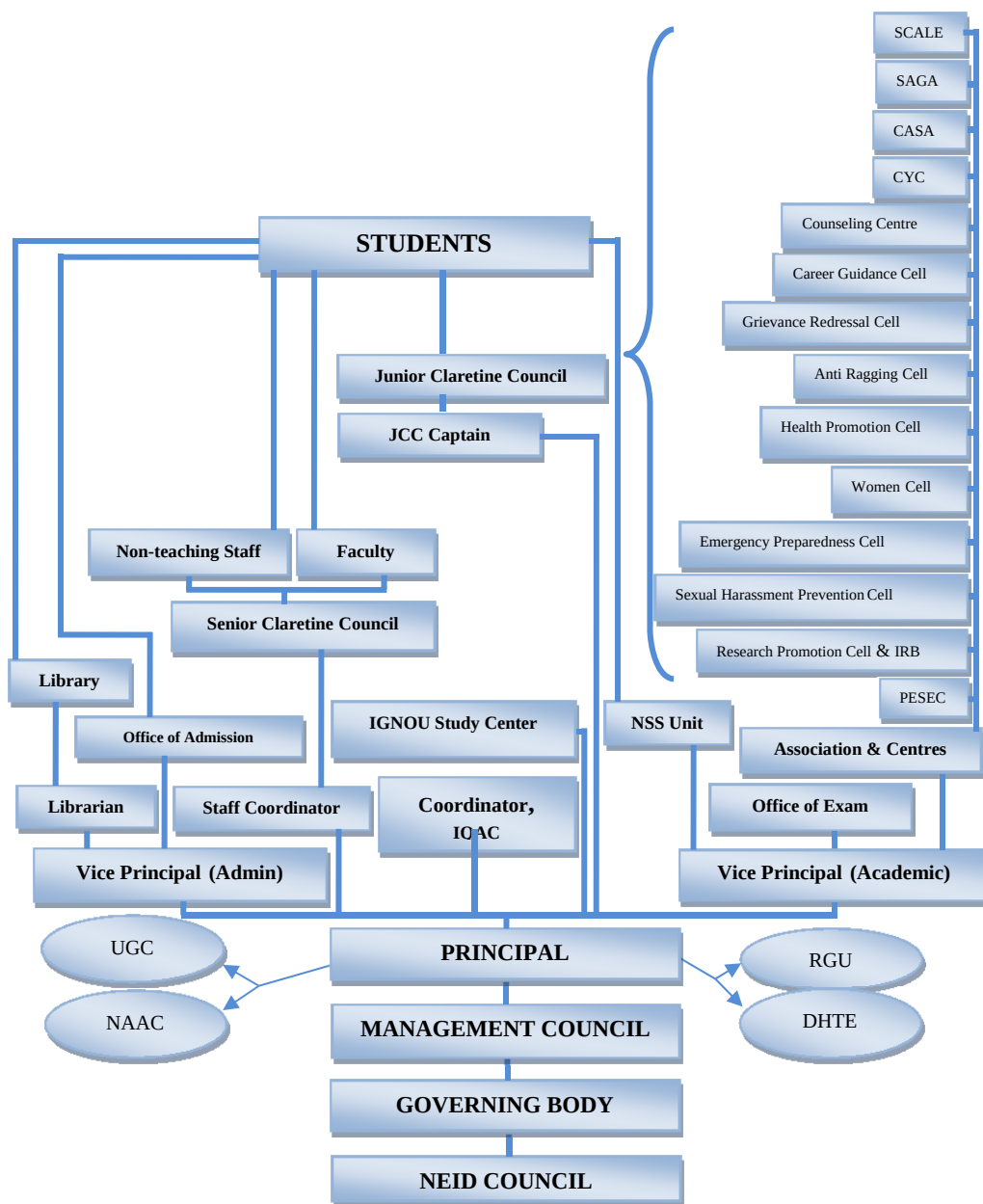


Fig no. 6.1.: Showing the Organogram of Saint Claret College, Ziro

The specific organizational composition of the *Management Council* is as follows:

No.	Designation	Nature of Membership
1	Principal	Ex-officio; Chairperson
2	Vice Principal (Aca. & Stu. Affairs)	Ex-officio; Secretary

3	Vice Principal (Administration)	Ex-officio
4	Hostel Warden	<i>Ex-officio Consultant</i>
5	Staff Coordinator	<i>Ex-officio Consultant</i>

The rest of the internal structuring is depicted in the Organogram given in Fig. 6. 1. The unique feature of the Organogram is that the GB and the MC are at the bottom, functioning as a “nurturing and holding ground”, with our student stakeholders are placed at the Top, allowing them to blossom out into the world, with the Management, the Staff, and other stakeholders providing the supportive launching pad. The organizations such as UGC, NAAC, DHTE, etc. are in the circumference, with their reaching out to us and our reaching out to them. Thus, the Organogram is **bottom-up** and not top-down, nurtured by various agencies supporting from the sides as well. Major policy decisions are taken at the GB and MC levels, always in optimal consultation with the Staff Councils and other stakeholders concerned.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following:

The following quality improvement strategies have been initiated and implemented by the management (only a sampling is provided):

Teaching & Learning

- Substituting blackboards with white boards, providing a chalk-free campus.
- Upgrading Library facilities
- Upgrading Lab facilities: Language Lab and Computer Lab.
- Provisions for ICT-enabled teaching-learning process: DCA Lab, Language Lab, Audio-Visual Repository.
- Zero Hours (Tutorials)
- SCCZ Quiz
- Departmental Seminars and Departmental Fest
- Newsletters, Wall Magazines
- Add-on Certificate Courses such as DCA, Tourism management, Disaster Management, Personality Development, Communicative English, SAP
- Streamlined Continuous Internal Assessment (even when it was not required in the annual scheme by the University)
- Streamlined Examination Cells
- Automation of Office/exam administration through Honeycomb Software

Research & Development

- Establishment of Research Promotion Cell and Institutional Review Board
- Encouragement for Research through Seed money
- Encouragement through financial reward for quality publication in journals
- Several trainings offered for own staff and others in research methodology.
- Other seminars and workshops, national & regional.
- Publication of research journal, *InterViews*

- Library Upgradation
- Inflibnet Access Registration
- Progressive and phased Infrastructural Development: hostels, computer lab, canteen, chapel, staff quarters, playground, etc.

Community engagement

- Through NSS – National Service Scheme.
- Village cleaning & awareness programmes
- Certificate courses extended to the nearby community
- Playground freely offered for the youth of the locality to play
- Cleaning up district civil hospital
- Students helping with rebuilding houses burned in fire.
- Interaction with the Parish Council on a regular basis
- Open invitation extended during Departmental fests and exhibitions, etc.
- Through Red Ribbon society, AIDS Day observation and other JPIC issues (Justice, Peace, and Integrity of Creation)
- Visiting homes of villagers around, especially during local festivals.
- Election-related support with vehicles, etc.
- Hosting events at the request of the community or district organization
- Discussions, Talks, etc. through AIR on suicide prevention, drug abuse, etc.
- Community-relevant workshops such as Suicide Prevention Workshop.

Human resource management

- Adoption of a comprehensive Employee Manual, detailing parameters of work culture, salary scale, promotional parameters, etc.
- Teachers' Orientation Program (TOP) every academic year.
- National and regional seminars/workshops for in-house & external faculty.
- Research support
- Consultative and collaborative Councils for teachers & students
- Greater details will be found in section 6.3

Industry interaction

- Adopting Canara Bank as Partner Bank.
- Providing Campus Card for all students through Canara Bank.
- Field visits to various newspapers houses and media by Mass Com students
- Collaborating with All India Radio for conscientizing programmes on suicide and drug addiction.
- Preparing students for industry with soft skills training.
- MoUs with SAP-AmiTech
- Orell Technologies for Administrative Software and Language Lab.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available

for the top management and the stakeholders, to review the activities of the institution?

There is openness and transparency in communicating feedback, for the sake of bettering the institution. The Principal ensures this through::

- Periodic reports to the higher councils
- Canonical Visits by the Major Superiors and personal conferences and sharing of documents of the College with them during the official visitation
- To all stakeholders through: Publication of newsletters and magazines, bulletin board announcements, LCD monitor, public address system, staff notice board, announcements in the classroom, circulars by the Principal, etc.
- The Principal submits a comprehensive report to the SLQAC of the Directorate of Higher and Technical Education, Govt. of Arunachal Pradesh.
- Similar report on the IQAC to the University IQAC Coordinator.
- Publication through website.
- Documentation-styled Annual Magazine, *Claretides* (published bi-annually)

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The Management deeply recognizes the importance of the committed involvement of the staff in realizing the Mission of the College and improving effectiveness index. The Management believes that the College should be able to function even in the absence of the principal—so empowered should the staff be. This is ensured by entrusting the responsibilities of various associations and cells to faculty in consultation with them and assessing their aptitude. Under associations, they are supported by two students as well. Please consult the Table given under 6.1.6, for a listing of these committees, cells, and associations.

Further, in matters of policy importance, the staff are consulted and offered chance to review policy documents and accordingly, the review is analysed and incorporated subject to its viability. Some examples will be the research and development of Institutional Strategic (Vision) Plan, Employee Manual, etc. Regular and public appreciation as well as the Best Claretine award (from the current year) are offered for encouraging and affirming faculty in their contribution.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

The resolutions are made at various levels: Governing Body level, Management Committee level, and Staff Council level. Sincere efforts are made to implement everyone them to the best of the ability. Some of the major resolutions made by the Management Committee in the last year and their status of implementation are as follows:

<i>Sl. No.</i>	<i>Resolution</i>	<i>Implementation Status</i>
a.	To revise the Core Values through a participatory and collaborative exercise	Implemented
b.	To initiate and sustain the process of Quality Accreditation by NAAC	Being Implemented
c.	To upgrade and diversify library resources	implemented
d.	To introduce a Food Festival “Gastronomia”	Implemented
e.	To automate the office functions through installation of administrative software	Implemented
f.	To increase the number of CCTVs	Implemented
g.	To introduce biometrics in Hostel	Implemented
h.	To appoint an assistant warden in Hostel	Being implemented
i.	To ensure that the journal planned <i>InterViews</i> is published	Being Implemented
j.	To complete the Master Plan for the Campus	Implemented
k.	To develop an architectural plan for the Professional Block	Being implemented
l.	To appoint a full time student counsellor	Being implemented
m.	To appoint a qualified librarian	Implemented
n.	To develop a comprehensive Employee Manual	Implemented
o.	To increase the number of student consoles in the Language Lab	Implemented
p.	To establish a “Hostel Week” exclusively for the residential students	Implemented
q.	To revise the salary structure according to the UGC Pay Band and Scale	Implemented
r.	To prepare and publish an Emergency Preparedness Manual	Implemented
s.	To install Public Address system in corridors and classrooms for easy reach to students for passing on information	Implemented
t.	To introduce Campus Card facilities for students by collaboration with Canara Bank	Implemented
u.	To submit Institutional Development Plan (IDP) for RUSA, through the Directorate of Higher Education	Implemented
v.	To initiate MoUs with other HEIs, national and international, for twinning, training, and exchange programmes	Being implemented
w.	To organize a training workshop for accreditation	Implemented

	preparedness	
x.	To initiate short term certificate courses before the beginning of classes	Implemented
y.	To upgrade Mass Com Lab	Implemented
z.	To install fire-fighting systems and ensure fire safety	Implemented
aa.	To replace blackboards with whiteboards	Implemented
bb.	To provide bulletin boards in every major classroom	Implemented
cc.	To provide more water filters	Implemented
dd.	To provide heater facilities for staff	Implemented

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If ‘yes’, what are the efforts made by the institution in obtaining autonomy?

No, neither the University nor the Government of Arunachal Pradesh has the provision to accord the status of autonomy to an undergraduate school.

However, the College has been taking initiatives to create and intent and advocacy for the autonomy provision, as SCCZ desires to embrace autonomy at the earliest, for the sake of ensuring and upgrading quality of the higher education provided. And the Government has indicated that as and when autonomy provision comes, Saint Claret College might be one of the few eligible ones to inspire confidence for awarding autonomy. In the last two Annual Conferences of Higher & Technical Education, Govt. of Arunachal Pradesh, the Principal publicly raised the question of autonomy, to which Dr. Joram Begi, the Director of THE, responded that institutions such as Saint Claret College would be eligible as and when the provision is in place. The College has written to the Chief Secretary of Govt. of Arunachal Pradesh to take up the matter and do his best.

In the SCCZ Vision 2020, acquiring autonomy status by 2020 has been identified as a focal point of pursuance.

6.2.9 How does the Institution ensure that grievances are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

The Institution welcomes any stakeholder to meet with the Principal or Vice Principals if they have any grievances/complaints. This has been communicated to the staff and the students, reminding them of the principle of subsidiarity to be followed to the best possible level.

Further, suggestion boxes are kept in three strategic places – near the College Office, library, and Hostel. Stakeholders are welcome to submit their complaints through these boxes.

The student and staff feedback forms as well as exit interview provide further avenues for obtaining feedback. Maintenance Log Book is kept in the Office where the staff or the student may enter any need for repair they observe in the classes/corridors.

The College has a Grievance Redressal cum Anti-Ragging Cell, as well as a Sexual Harassment Prevention Cell, under the co-ordinatorship of two faculty members each. Any grievances are handled by this Cell, in consultation with the management. Among all the degree colleges in Arunachal Pradesh, Saint Claret College Ziro is the only college registered under the Aman Movement Anti-Ragging Cell, as mandated by the Honourable Supreme Court & UGC/AICTE Regulations. On admission, every student is directed in writing, to file anti-ragging affidavit online at www.amanmovement.org or www.antiragging.in and submit a hardcopy of the affidavit for College records, within a stipulated deadline. The students are free to register any ragging related complaints through the website.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

No, there have been no court cases filed by the College. Nor are there cases filed against the College.

6.2.11 Does the Institution have a mechanism for analysing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

Yes. The following mechanisms, both implemented under the authority of the IQAC:

- A **faculty assessment survey** (since 2004) by the students focusing primarily on the teaching-learning process and curriculum, administered twice on a systematic sample of students. Mid-year, it is administered and the results are passed on to individual teachers without the management evaluating them. This is done as a means for the teachers to have a confidential knowledge of their performance so that they can work on their teaching skills and ways further. The evaluation taken at the end of the year is passed on to the management who reviews it and briefs the faculty concerned about the ratings and comments. The faculty are complimented and affirmed in their strengths and a shared discernment is made as to how to improve in areas they are found wanting. In the newly promulgated comprehensive Employee Manual, the promotions are tied to the faculty getting a GPA of at least 2.0 or 2.5 or 3 (at different levels of promotion), on SCCZ-PBAS Scale.
- An **exit-interview** by a random sample of the final year outgoing students on various facilities and programmes of the College. This was systematically

implemented on 2013, and administrated to residential students in order to make the coverage comprehensive, including the residential facilities.

Significant, consistent, and relevant comments/suggestions/observations are taken up in Management Council meetings for review, discernment, and implementation, in consultation with the Governing Council of the Society.

6.3 Faculty Empowerment Strategies

6.3.1 *What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?*

Over the years, several systems and processes have been built into the SCCZ work ethics/culture for the professional development of its staff, and are consistently and religiously adhered to:

- A two-day Teachers' Orientation Program wherein diverse professional input is given on various skill-related topics such as: *academic quality indices, teaching-mentoring skills, personal mission statement and core values, UGC-related information, minor and major research project tips, etc.* The TOP also provides for departmental level planning and CHEP planning.
- Periodically, special training is given to staff with the help of professionals and consultancy firms, to do further skilling of the faculty.
- Providing Infilbnet N-List registration for free access to journals and e-resources for professional upgradation and research and publications.
- Creation of various cells, associations, clubs, and centres and entrusting the coordinator-ship to faculty members in order to provide avenues for grooming leadership potential, social commitment, and interdisciplinarity.
- Organization of various seminars and workshops, national and regional level, in order to provide professional training for the staff on topics such as research methodology, publications, gender sensitivity, etc.
- Encouraging and nominating staff members to attend various training programmes and orientation courses organized by agencies such as UGC, ICSSR, IIT, University, and Directorate of Higher and Technical Education.
- Staff chosen and sent, at the expense of the institution, to attending international conferences aimed at furthering skills and providing exposure.
- Publication of an international, peer-reviewed, research journal, and co-opting the faculty into its editorial board in order to make use of their expertise and provide avenues for networking, skilling, and exposure.
- Invited lectures at departmental seminars by eminent academicians so that the staff as well as the students receive interdisciplinary learning.
- Interaction with eminent academicians and visitors to college in order to negate intellectual inbreeding and to provide new horizons of knowledge and expertise, and thereby provide constructive challenge and motivation to constantly upgrade themselves.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

It is to be placed on record that it has been difficult to retain faculty in the context of Arunachal Pradesh, due to several inter-related factors such as: remoteness of the area, the general preference of people for government jobs, and non-provision of salary grant-in-aid by the govt. of Arunachal Pradesh. However, SCCZ can proudly say that we have a healthy mixture of faculty drawn from several tribes within Arunachal as well as Assam, Meghalaya, and Kerala. Compared with the salary scales of all private degree colleges in Arunachal, SCCZ provides the highest salary in the State. This has also facilitated satisfactory levels of staff retention: 40% of the faculty have been working with us for the last 6 or more years (with the age of the College being only 11) and have indicated high levels of job satisfaction.

This reasonable success in the context of Arunachal Pradesh, is due to the highly professional culture of the College and the strategies adopted to ensure it. The points discussed under the previous number (6.3.1) are all applicable here and worth reaffirming here, in response to this question. However, focusing more on *strategies and principles*, more points are worth mentioning here, as follows:

- Invite *outside professionals* to train our faculty.
- *Expose the faculty to a variety of professionals and teachers* who are standing testimony (“models”) to the excellence of teaching profession, thereby motivating the SCCZ faculty to emulate them (using “social learning by imitation” principle)
- If some professionals are “models”, others are “warnings” (who should not be imitated). Regular discussions are initiated during staff meetings discussing some external case studies (e.g., cases of plagiarism, absenteeism, etc. among some professionals that are documented in news) as to how such cases bring disrepute to the teaching profession and hence to be on guard against any such tendencies.
- *Staff Exchange Programmes* for learning from peers and to avoid intellectual inbreeding. An MoU has been signed with St. Claret College, Bangalore, to this effect and we plan to implement the same from the current year.
- A Comprehensive *Employee Manual*, that informs the staff of the work ethics/culture, leave norms, professional duty roles, salary scale, promotional parameters, incentives, and sanctions. This is meant to provide complete information to the staff as to what to expect in terms of rewards and job profile and thereby make informed decisions about their tenuring.
- Provision of facilities such as interest-free loan, loan for buying laptops, free college bus facility to travel to and fro campus during work days, health insurance, Provident Fund, Gratuity, ex-gratia payments, etc.

- Teachers are free to make use of the facilities of the college such as the Computer Lab, SAP training, Language Lab, Audio visual lab, to equip themselves with professional skills.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

There is a *three-pronged performance* appraisal system for the faculty. They are: Student Assessment, Peer Assessment, and Self-Appraisal.

Student Assessment of the Faculty: Twice a year—mid-year and at the end of the year, students assess their respective teachers on a five-point scale, as given below:

1	2	3	4	5
Poor	Average	Good	Very Good	Excellent

Students assess the teachers on five variables (with four items under each) such as: *teaching processes, techniques, and use of teaching aids; intellectual competence and professional skills in the subject taught; course objectives and curriculum planning; mentoring and extracurricular activities; and personal mission, values, and interpersonal skills.* Space is provided for detailed comments.

Peer Assessment: At the end of the year, the staff assess each other (“peers”) on a five-point scale (as above), but with different set of items. The Peers evaluate a staff on fifteen variables that are derived from the Mission Statement of the College and its objectives as well as skills and competence related to teaching. They are:

Commitment to the Mission & Core Values of Saint Claret College
Intellectual Competence
Professional Excellence
Spiritual Orientation
Moral Uprightness and Integrity
Social Responsiveness
Cultural Tolerance
Her/his sense of Values in life
Commitment & Enthusiasm toward Vocation as a Teacher
Teaching Skills & Innovative/Creative Practices
Linguistic (English) and Communication Skills
Leadership Qualities
Class Control and Classroom Discipline
Interaction with Other Staff (Teaching & Non-teaching)
Interaction with Students

Further, the peers are asked to identify three strengths and three areas where greater attention needed to be given.

Self-Appraisal: Saint Claret College has developed a unique self-appraisal system, partly modelled after the protocol used at Christ University, Bangalore, but greatly adapted and tailored to the Vision, Mission, and Objectives of SCC. This Template forms the final part of the “Staff Service Journal”, which every faculty is required to fill up and submit to the Principal through the IQAC. Given below are the components of the Self-Appraisal Form:

- Personal Information
- Institutional Mission, Values, & Objectives (compliance)
Realized in Own Professional Life
 - Intellectual Competence & Professional Skills
Diplomas/Certificates added; Research Contributions; Membership in University Bodies; Preparation of Curriculum Design, Resource Materials, Lab Materials, Books, etc (Univ. level); Seminars/Workshops/Orientation/Refresher Courses attended; Seminars/Workshops/Training Programs organized; Seminars/ Workshops/Training Programs facilitated; Invitation Lectures delivered; Consultancy; Steps Taken for Industry-Department Interface; Spiritual Awareness & Moral Uprightness; Social Responsiveness & Cultural Tolerance
- Efforts to realize in Students*
 - Mission Components
 - Value Components
- Personal Mission, Values, & Work Culture
- Relationship with the Stakeholders
- SWOC analysis

Efforts are on to revise and streamline the present Self-Appraisal module to match with the UGC-initiated Performance Based Appraisal System, as the College has mandated itself through the Employee Manual of the Institution to base the promotional parameters on a GPA system based on SCCZ-PBAS Scale. Such a system is expected to be in place before the end of the current academic year.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The three-pronged appraisals are tabulated and a comprehensive feedback statement is prepared which is then passed on to the staff in an individual, personal conference with the Principal. The staff is gratefully affirmed in his/her strengths and gifts by the management and is requested to give special attention to *repeated and consistent* concerns that emerge from the assessments. There are always some comments that

are outliers, emanating more from intense personal feelings. The staff is told not to be carried away or depressed by the outliers, but be more receptive to the concerns that seem to have some consensus or frequency in the feedback.

If there are comments and concerns that apply to staff in general, they are taken up and discussed in the Staff Council Meeting, anonymously, and corrective decisions taken accordingly.

6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

Despite not being supported through salary grant-in-aid by the state government, the College leadership has taken several measures to provide welfare schemes for the faculty within the capacity of the Institution. The major welfare schemes are:

Sl. No.	Type of welfare scheme	% of faculty benefited (last 4 years)
1.	Advances	55%
2.	Interest-free loan	7 : 35%
3.	Loan specifically in view of purchasing laptops.	2 : 10%
4.	Contributory Provident Fund	80%
5.	Medical Insurance coverage to the tune of 50% of the basic premium	90%
6.	Gratuity provisions	0%
7.	Ex-gratia Compensation to family members	0%
8.	Accommodation facilities for staff on campus	12 : 40%
9.	Free Transportation facilities to and fro campus	14 : 70%
10.	TA/DA for staff on official duty	100%

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

It has been difficult to attract high-end faculty due to the remoteness of the area and the lack of salary grant-in-aid by the government. However, the College has made an excellent name in the State for quality education and professional work culture, which has been a source of attraction. Besides, SCCZ provides the highest salary among all private colleges in Arunachal Pradesh, which has also attracted faculty.

Though massive recruitments of faculty by the government into government-run colleges have resulted in great faculty-drain, the positive side of it is has been that the very fact of having worked at Saint Claret College has been one of the key factors favouring their selection by the government, as the work ethics and culture of

the college has been well-known. This has been communicated by the interview board to some of our faculty selected for the post as well as sources from within the department of education. As Dr. V. N. Sharma, State Liaison Officer, NSS, remarked; “as a missionary college, you must feel proud that you are contributing very well disciplined and trained teachers with high professional attitude and work ethic.” Though it is our loss, we consider it the gain of the society.

Yet with all these constraints, many faculty have made SCCZ their home. As was already mentioned, 40% of our faculty have been serving at the College for more than 6 years. some of them joined SCC in the very initial years of toil and struggle, and have remained with great commitment and love (SCC salutes and thanks them).

One of the ways the Institution has been trying to compensate for the lack of highly eminent faculty is through getting such faculty to visit us as guest lecturers, speakers, seminar guides, and workshop speakers and conference presenters. Section 3.1.8 (under Criteria 3) has given a list of 20 such visitors to campus who interacted with the staff and the students on campus.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

Since the financial resources are thin (due to lack of salary grant-in-aid by the government and consequently, ineligibility to receive funds from the UGC), the College takes special care to use whatever resources it has as judiciously as possible. Being an undertaking of a religious charitable society, the College adopts the budgetary system and policies of the parent society, which has an excellent system with checks and measures.

Preparation of the Budget:

Every department is asked to prepare a budget for their needs for the academic year and submit to the Vice Principal (Administration) who prepares the budget for the entire college, integrating the needs of the departments. The first draft is submitted to the Econome who is a member of the Governing Body of the College and Society in October (along with the ten-month evaluation of the existing year). The Economic Council of the Society studies the budget and proposes revisions, as required, and returns the draft to the College. The Management Committee prepares the final budget proposal, incorporating the suggestions by the Economic Council and submits it to the Econome, who sends it to the Economic Council for final review. On recommendation for adoption by the Economic Council, the budget is placed before the Governing Council before January-end, which approves it and sends it back for adoption under its Seal and Signature of the President. Once received, the Approved Budget becomes the norm for the Budget Realization.

Realization Reports:

The Policy of the Society demands that realization report must be submitted every Quarter, which is religiously followed by the College. The Office of the Vice Principal (Administration) prepares the Quarterly reports, presents it in the Management Committee Meeting, and with its approval, sends it to the Governing Council of the Society. Any over-realization and under-realization is explained in detail and is further quizzed by the Council and responded to. The 6-month, 9-month and 12-month realization reports are reviewed by the Economic Council and feedback given. The entire process is captured in the Flow Chart given below:

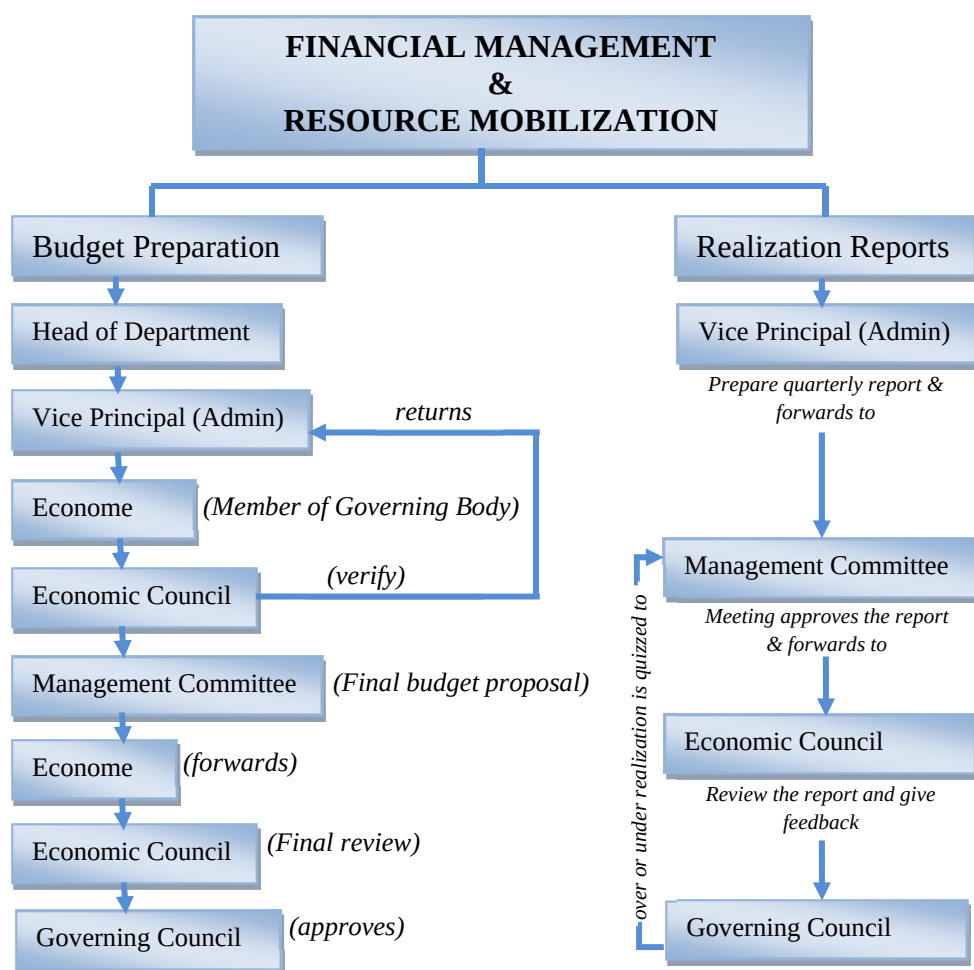


Fig. 6.2. showing the institutional mechanism to monitor effective and efficient use of financial resources

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

The internal audit is done on a calendar year cycle (January-December) through the mechanisms just described under the above number, 6.4.1. The Jan-Dec cycle is kept for the internal auditing to ensure that all transactions are well whetted on time so that the external auditing can take place without any lacunae or delay). The most important offices handling the internal audit are:

- The Office of the Vice Principal (Administration)
- Economic Council of the Society
- Econome of the Society (Governing Body Member)
- Governing Council of the College and Society

The College is an undertaking of the registered society, *Claretian Formation Association of Northeast India*, headquartered in Shillong (registered under the Societies Registration Act of 1890SR/CLAONEI-531/88 of 1988), and hence, the external auditing has been done along with the auditing of the Society, as part of it. This is done on the financial year cycle (April-March), and is religiously followed.

However, based on a resolution to take up separate auditing for the College, in view of a plan to initiate a separate society registration for the College, an external auditing was undertaken for the last five financial years (from 2009 to 2014). There have been no audit objections.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

The major sources of funding are the following:

- Fees from students
- Managing Society's resources, chiefly generated through donations and funding agencies, especially Catholic and Christian charities who fund educational endeavours for people on the margins.
- ICSSR funds for workshops, seminars.
- Funds from State NSS Cell for NSS activities
- Enabling Grant-in-Aid by Govt. of Arunachal Pradesh (2 or 3 lakhs)

Audited Income

<i>Particulars</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
Income	9,436,058	9,433,732	12,870,034	19,674,048

Audited Expenditure

<i>Particulars</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
College Maintenance	1,145,500	1,447,800	3,292,463	1,181,797
Staff welfare	2,550,000	3,258,700	3,610,718	5,375,536

Hostel Maintenance	1,023,700	919,600	1,439,844	1,791,286
Bus Maintenance	482,500	764,400	759,817	608,876
Functions & celebration	33,100	287,900	168,093	255,892
Social & Charitable	4,300	12,200	--	10,000
Capital & Equipment	3,206,426	2,445,663	149,878	2,865,913
Stipend disbursement			18,46,450	3,371,840

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any)

Some of the additional funding received thanks to the efforts of the College over the last four years are the following:

No.	Agency	Purpose	Amount	Utilization
1.	ICSSR-NERC	National Seminar on Gender Perspectives	25,000.00	Utilized; report submitted
2.		Regional Workshop on Research Methodology	40,000.00	Utilized and report submitted
3.	<i>Kirche in Not, Germany</i>	Staff Quarters on Campus	Euro. 20,000	Utilized and report submitted
4.	<i>Missio, Munich, Germany</i>	Staff Quarters on Campus	Euro. 22,000	Utilized and report submitted

6.5 Internal Quality Assurance System (IQAS)

6.5.1 *Internal Quality Assurance Cell (IQAC)*

- a. *Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?***

Though the NAAC has mandated IQAC as a post-accreditation requirement, Saint Claret College mandated it for itself as early as 2004, realizing fully well that institutionalization of quality with supervisory structures, quality cannot be ensured. Since it was a voluntary initiative and is not bound by the norms regarding the number and category of personnel who should constitute it (as a post-accreditation requirement), it has been functioning as an Office primarily entrusted to a senior staff who realizes its objectives with the cooperation and assistance of the Staff Coordinator and HoDs, and under the guidance of the Principal and Vice Principals.

The Objectives of IQAC at Saint Claret College has been:

- a. To facilitate and ensure continuous quality-improvement in the systems, operations, and processes of SCCZ.
- b. To affirm, proclaim, and translate into action the commitment and accountability of SCCZ to quality and excellence, thus assuring the stakeholders of higher education of its own quality and probity.
- c. To facilitate SCCZ realizing its objective of providing soulful learning for the transformation of self and society.

The Major Functions of IQAC of SCCZ have been:

- a. Development and Application of Quality Benchmarks/parameters, especially by facilitating Departmental Planning
- b. Recording and monitoring of Quality measures of the institution.
- c. Documentation and Dissemination of information on Quality aspects.
- d. Supervision of Implementation of Departmental Objectives and Planning.
- e. Semestral/Terminal review of Staff Service Journal entries.
- f. Organization of discussions, workshops, seminars, and quality circles.
- g. Supervision of Student Attendance Reports and their monthly publications.
- h. Co-ordination of Student, Peer, and Self-Assessment of the Teachers.
- i. Initiate and organize Certificate Courses
- j. Organize Teachers' Orientation Programme and Staff Induction Programme
- k. Preparation of the Annual Quality Assurance Report (AQAR) and submit the same to the State-Level Quality Assurance Cell (SLQAC).
- l. Ensure the Assessment and Accreditation of the College (first cycle) by taking initiative for the same and leading the SSR Steering Committee.

b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

The IQAC has been functioning in close association and under the guidance of the top leadership and Staff Coordinator, and hence, every idea for innovation and quality has been collectively discussed, discerned, and implemented by all concerned. Hence, practically every decision/initiative by the IQAC, as listed in 6.5.1. a. has been implemented.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

Currently, there are no external members in the IQAC. However, the institutional IQAC have been functioning under the guidance, directives, and consultation with the State-Level QAC and Rajiv Gandhi University QAC, and are regularly submitting reports to them. In the post-accreditation (first cycle), the College will reconstitute the IQAC as per the required parameters and quora, laid by NAAC.

d. How do students and alumni contribute to the effective functioning of IQAC?

The Principal convenes periodic meeting with the Junior Claretine Council, whose recommendations are discussed with the IQAC and Staff Coordinator for examination of merit and implementation. IQAC supervises the staff assessment and exit-interviews from students, whose comments and ratings are painstakingly reviewed by the IQAC and taken up for discussion and implementation. Besides, the suggestions received through the suggestion boxes also become raw materials for consultation. The alumni are consulted mostly through informal discussions during their visit. A grand alumni get together held in 2011 was an occasion when more formal feedback was sought from the Alumni.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

The IQAC is an integral constituent of the Staff Council Meeting, which becomes avenue for soliciting ideas and discussing them in view of adoption. Decisions and initiatives are conveyed through word of mouth, LCD monitor, Staff Bulletin board, Principal's circulars, SMS, e-mail, and Facebook postings.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalization.

Yes. Quality is assured only if it is ensured across the spectrum of academic, administrative, co- and extra-curricular avenues. Hence, the IQAC functions in sync with all the constituents of the College, including all cells, associations, centres, and clubs of the College.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

Yes, indeed. Some major trainings given are as follows:

- Sessions during Teachers' Orientation Programme on topics such as minor and major research projects, quality parameters, departmental planning, etc.
- Staff Induction Programme for the new staff, in order to facilitate their smooth integration into the College work culture, ethic, and logistics.
- Workshops on Research Methodology.
- Workshop on accreditation preparedness in view of SSR preparations.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

An internal academic audit is regularly done through manifold ways:

- the analysis of internal examination results
- review and analysis of ESE/ Year-end external examinations
- Monitoring of Student attendance on monthly basis
- Initiating mentoring of students
- Triple-evaluation of the faculty by the students, peers and the self-appraisal.
- Teachers are required to revise and submit their most updated Curriculum Vitae in order to document their latest achievements and credentials.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

The very concept of voluntarily implementing IQAC came from the study of NAAC processes as early as 2004. Thus, the role descriptions were inspired by the insights from NAAC. Currently, the IQAC works in compliance with the suggestions and guidance from the State Level QAC and the IQAC of the University, and report to them on an annual basis.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

- Review of the Staff Service Journal that documents teaching-learning PoA (Plan of Action) and ATR (Action Taken Report) on a daily, hourly basis.
- Syllabus review and upgradation by faculty (e.g., by adding Units 0 and 100)
- Student feedback, taken twice a year, which evaluates faculty as well as provides suggestions and comments on the teaching-learning process.
- Peer Assessments of staff.
- Self-appraisal of the faculty and its review.
- Continuous Internal Assessment that reviews: attendance, class participation and presentations, mid-semester exams (or term exam in the annual stream)
- Departmental evaluation of the student performance in the internal examinations as well as university examinations.
- Comparative evaluations of university examination results.
- Mentoring by faculty
- Attendance monitoring on a monthly basis and meeting with the defaulters.
- Provisions for academic and emotional counselling.
- Periodic Meeting with Junior Clarettine Council.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The institution communicates its quality assurance policies and outcomes to stakeholders through the following means:

- College Website
- Social Networking sites
- Facebook and Twitter accounts
- Group E-mails
- College Magazine *the Claretides*
- College Newsletter *The Claret Times*
- Presentation of Reports/achievements during public functions in college
- Through report submission for publication in State Level QAC Bulletin
- Through report submission for publication in University's IQAC Reports
- Through report submission for publication in NSS Bulletins
- News submission to leading dailies (Arunachal Times; Echo of Arunachal).
- News submission to DIPRO (Dept. of Information and Public Relations)
- Cable TV
- College bulletin boards and LCD monitor
- Informal sharing with the visitors, parents, well-wishers, and benefactors.

The College has been a star attraction for visitors to Ziro, a proposed World Heritage Site. Every prominent visitor is shown around the Campus and is gifted with materials on College and is briefed of its achievements and initiatives.

Any other relevant information:

We are gratefully proud to mention that on visit from the Chief Secretary of the Govt. of Arunachal Pradesh, he was deeply impressed by vision and farsightedness of the leadership, commitment of the faculty, and the discipline of the students that he requested the district administration to recognize the College at a public function with commendation for excellence. Accordingly, the district administration is taking steps to award the College with "Centre of Excellence" award at a public function in the months to come.

We gratefully consider this as a recognition and appreciation of the quality of the institution, inspired by its governance, leadership, and management, coupled with the commitment, enthusiasm and synergic teamwork of the staff, and the way the Claretines, our student community, have responded to the initiatives.

CRITERION VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 *Does the Institute conduct a Green Audit of its campus and facilities?*

Saint Claret College is situated in a picturesque and serene 20-acre lush green-spread at Salaya, 3.5 kms from Old Ziro, in the Lower Subansiri District of Arunachal Pradesh. Recently, Ziro Valley, on account of its historicity, preservation of tribal tradition and practices, innovative agricultural practices, and maintenance of salubrious and green lushness, has been nominated to the potential list of World Heritage Sites of UNESCO. The College Campus, with its natural beauty, reinforced by the institutional efforts to preserve its greenness, has been a tourist spot for general visitors as well as officials who visit in connection with the nomination.

The Institution has not undertaken any formal Green Audit of its Campus yet. However, the Institution has, since its beginning, given great importance to keep the Campus green and beautiful. Accordingly, the Management, with the help of the students, has undertaken the following efforts over the years:

1. Planting Blue Pines all over the hillock in the Campus.
2. Planting varieties of fruit trees such as strawberries, apples, pears, plums, kiwi, grapes, & vegetables such as potato, beans, cucumber, pumpkin, squash, carrot, tomato, maize, mutter, ginger, bitter gourd, spinach, chilli, mustard leaves, and cabbage.
3. Designing and maintaining seven sets of gardens in the Campus—near the two staff quarters, in front of hostels, in front of the College and behind the College. There are work groups assigned from the Hostel for gardening for twin purposes: to maintain the gardens as well as to teach students the value of manual work, especially the relaxation that can come through gardening.
4. Four Class IV staff are entrusted with the task of maintaining the Campus green. They keep it green, clean, and hygienic.
5. Once a year, as part of CASA Day, the entire student and staff community does a one-day cleaning and tidying of the entire campus.

7.1.2 *What are the initiatives taken by the college to make the campus eco-friendly?*

- Energy conservation

The Institution regularly reminds the students as well as the staff to conserve energy and not to waste any resources. As regards energy conservation, the following steps have been implemented:

1. An “End of Day Task List” for the Staff Coordinator and HoDs to perform as part of their routine. This List includes ensuring that all lights are switched off in the Staff Rooms, Colloquium, and Offices.

2. At the end of the day, the residential Class IV staffs physically verify if all lights are turned off in corridors, classrooms, offices, toilets, etc.
3. The Building is designed with as many windows in the East-West corridor, so as to receive maximum natural lighting, reducing power consumption.
4. Tube lights and CFLs are used instead of traditional bulbs which help in significantly reduced power consumption.
5. Blessed with a salubrious weather, no provisions for fan is necessary on Campus as temperature rarely goes above 25⁰ Celsius even in mid-summer.
6. Solar water heating system has been installed in the Hostels, which results in much energy conservation and reduced power consumption.
7. Majority of the Computer Monitors are either LCD or TFT modes which ensure minimal power usage as well as reduce radiation.

- **Use of renewable energy**

1. Solar water heaters are installed in the 140-bedded residential hostels.
2. The College uses fresh spring water from nearby hills, collected, filtered, and preserved through two water tanks on campus. No electric power related system is used for reaching the water from the source to the tanks and from the tanks to the buildings, as elevation variables are made use of for natural flow of water from one location to another.

- **Rain Water Harvesting**

Since Ziro has an abundance of rain, currently, no rain water harvesting system has been created.

- **Plantation**

1. *Blue Pines and Holok Trees*: When the 20-acre land was entrusted to the College management, the entire land was shorn of trees. Since then, the Management made a concerted effort, together with students and supported by governmental departments, to plant Blue Pine and Holok saplings wherever possible on campus. Blue Pine is a specialty of Ziro Valley, found in abundance. They have now grown into big trees, adorning the campus.
2. *Fruit Trees*: A variety of fruit trees have been planted, with the generous donation of saplings from the Department, in the Campus. They include the following varieties: strawberries, apples, pears, kiwi, plums, and grapes.
3. *Vegetable Plantations*: A variety of vegetables is planted around the hostels and near the staff quarters. The variety includes: potato, beans, cucumber, pumpkin, squash, carrot, tomato, maize, mutter, ginger, bitter gourd, spinach, chilli, mustard leaves, and cabbage. They also serve to reduce cost of living as well as provide students with fertilizer-free and robust vegetables.
4. *Flower Gardens*: As mentioned before, seven flower gardens, strategically and aesthetically placed, adorn the Campus and are huge attraction for visitors.

5. There are work groups in the Hostel that take care of the gardens and vegetable plantations on a regular basis. The Class IV residential staff ensure that all plantations are well taken care of.

- **Waste management**

Three different groups of waste disposal bins (colour-coded for the purpose) are placed at various places within the building and around the Campus in the College: for Trash (bio-degradable), Recyclable Waste (such as newspapers, etc.), and Redeemable Waste (such as bottles, etc.). The biodegradable waste is disposed of in a pit constructed on Campus for the purpose. Currently there is no recycling unit in Ziro Valley, nor is there a waste collection system in the township, resulting in the impossibility of recycling. Old newspapers and magazines are sold to vendors for their purposes. Redeemables are collected and given to shops for proper re-use as per their policies.

e-waste management: E-waste generated are often returned to computer shops. Low end computer monitors, CPUs, and other peripherals, when replaced, are donated to poor schools in remote villages in Assam and Meghalaya. In 2014, forty CPUs and 10 UPSs were donated thus.

Some of the other recycling strategies used in the College which results in optimal use of resources as well as much micro-saving are as follows:

- Papers printed on one-side only are saved and reused by the staff, the office, and the management for printing any draft materials. They are also used for rough works and other low end usage.
- Newspaper waste is used as packaging materials, especially for university examination answer booklets, etc.
- Extra newspaper waste is sold off to vendors who may use it for their packaging purposes or send for recycling.
- Printer Cartridges are often refilled and re-used. Once they are beyond optimal refilling, they are given over to computer shops for recycling.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

The College is only eleven years old, and over these years, it has been developing by leaps and bounds, considered against the context and limitations of its existence. Some of the major innovations that have had a great positive effect on the functioning of the College are the following, as grouped under various rubrics:

- a. **Work Environment & Infrastructural Upgradation:**
 - i. Individualized Cubicles for Staff for functional efficiency.

- ii. Colloquium for staff to relax and to have their departmental meetings.
- iii. INFLIBNET registrations for college and staff.
- iv. Library Automation through KOHA.
- v. Increased number of stack collections, subscription to many national and international journals.
- vi. Provision for Staff Reference/Reading Section.
- vii. A second hostel for girls on campus (“Claretine Villa”)
- viii. Staff quarters.
- ix. Automation of College Office processes through Honey Comb ERP.
- x. Cubicles for various cells and associations of the College.
- xi. Well-structured space for IGNOU office and classrooms.
- xii. Biometrics in College or staff and in hostel for students.
- xiii. Audio-Visual Lab with studio.
- xiv. Digital Language Lab
- xv. Change over from blackboards to whiteboards.
- xvi. LCD Monitor for regular information.
- xvii. Public Address System through classrooms.
- xviii. 22 CCTV camera system
- xix. Fire Safety Mechanisms (campus certified as fire-proof)
- xx. More Buses commissioned.
- xxi. Additional Furniture for classrooms and for departmental records.

b. Collaborations:

- i. MoU with NISCORT for intensive skilling of Mass Com students.
- ii. MoU with St. Claret College, Bangalore, for staff and student exchange.
- iii. MoU with Single Step Foundation for 50 scholarship for female students as support for educational empowerment of women.
- iv. MoU with Canara Bank as Partners in Higher Education and for provision of Campus Card for students.
- v. MoU with Claretian Publications for publishing the Journal, *InterViews*.

c. Extension Programmes:

- i. Training in ERP through SAP modules SAP 01 and SAP B1 (MoU signed. The programme to begin sometime in 2014, following installation)
- ii. Various Certificate Courses such as Disaster Management, Tourism Management, Communicative English, Personality Development, etc.
- iii. Consultancy Programmes initiated by several staff.
- iv. Film Club

d. Cultural Consciousness:

- i. Efforts to preserve and showcase traditional tribal cultural artifacts of the land (fostering sense of cultural identity), of the Northeast (of collective identity), as well as of various other countries (for international fellow feeling) through strategically placed showcases along the staircase.

- ii. Framed Photos of Apatani tribal past and cultural events, placed strategically to honour the land and the people.
- iii. Participation in various awareness programmes organized in the city.

e. Landscaping:

- i. Creation of a Marian grotto, making use of a natural spring on campus.
- ii. Guardian Angel's Grotto.
- iii. Gardens increased to seven.
- iv. Pucca Road connecting hostel with the college.

f. Innovations in Teaching-Learning:

- i. Departmental Seminars
- ii. Departmental Championship Fest
- iii. Desk top for staff rooms; common lap top for A-V presentations.
- iv. Upgrading Curricula with Unit 0 and Unit 100.

g. Student Support:

- i. Honouring Rank Holders with Award and SCCZ Hall of Fame.
- ii. Counseling facilities.
- iii. Streamline of Admission Process through various cycles and stations
- iv. New Website.
- v. College on Facebook and Twitter for faster and wider reach of information.
- vi. Various Scholarships.

h. Publications:

- i. Departmental Newsletters
- ii. Wall Magazines
- iii. Research Journal, *InterViews: An Interdisciplinary Journal in Social Sciences*.
- iv. Emergency Preparedness Manual.
- v. College Magazine, *Claretides*

7.3 Best Practices

We have selected the following two practices which count as our Best Practices:

1. Claretine Holistic Education Programme (CHEP)
2. Departmental Seminar cum Fest

Rationale and Justification for the Choices:

Education, to be worth its salt, must be a comprehensive education of the intellect, heart, and soul. It must produce “human” beings with adequate knowledge, skills, and sensitivity and commitment towards fellow human beings and social living. In short, such education should facilitate formation of citizens who can contribute

towards advancement of a “civilization of love,” as envisaged in our Mission Statement. The two best practices identified here are geared towards these intentions.

NAAC has identified and adopted five Core Values for Higher Education. They are: (i) *Contributing to National Development*, (ii) *Fostering Global Competencies among students*, (iii) *Inculcating A Value System among Students*, (iv) *Promoting Use of Technology*, and (v) *Quest for Excellence*. All these Values are effectively addressed in these two Best Practices of SCCZ, as is discussed below.

To be specific, Claretine Holistic Education Programme (CHEP) is a Value-Education package and more, which draws from every component of the Mission and Values of the College. With regards the list of Values upheld by NAAC for Higher Education, it fulfills primarily the third Value, followed by the second, the first, and the fifth. The Departmental Seminar cum Fest addresses and fulfills the second, the fourth, and the fifth values, and the first value indirectly as well.

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.

However, it was not easy at all. Initially, CHEP themes were randomly selected, based on each teacher’s circle of comfort, rather than relevance. It 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 such 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 all 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 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 is incorporated into the College Calendar and Class Schedule. Each class assembles in a given location, and teachers, as trained, as assigned to take the CHEP Hour. In order to drive home how much importance the Institution assigns to CHEP Hours, a two attendances are given to each student for attending one CHEP Hour. The CHEP Hour runs for ten hours a year. Thus a Clarettine gains 30 hours of CHEP Hours during his/her entire life at SCCZ. Given below is the CHEP Module of 30 hours:

No.	Mission/Value component	<i>I YEAR</i>	<i>II YEAR</i>	<i>III YEAR</i>
0	Intellectual Competence	Taken care of through regular Course Work & Zero & Library Hours		
1	Professional Skills	Module 1.1 Communication Skills	Module 1.2 Decision Making	Module 1.3 Interview
2	Spiritual Evolution	Module 2.1 Love	Module 2.2 Forgiveness	Module 2.3 Spiritually Inspired Youth Culture
3	Moral Uprightness	Module 3.1 Healing corruption	Module 3.2 Honesty	Module 3.3 Response-ability
4	Social Responsiveness	Module 4.1 Fundamental rights	Module 4.2 Fundamental duties	Module 4.3 Being Good Samaritans
5	Cultural Tolerance	Module 5.1 Overcoming	Module 5.2 Communal	Module 5.3 Many Voices, One

		Stereotypes	Harmony	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

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. To mention just one anecdote, a faculty from NEHU (North-Eastern Hill University), Shillong, once inquired to one of our staff members about CHEP. To paraphrase her query, she asked, “What is this CHEP you give? Students who have joined us from your college keep mentioning this Programme and how much they enjoyed it.” Such comments have been frequently encountered at during the Annual Conference of Higher and Technical Education, wherein we meet with Principals of Colleges where our staff and student alumni are currently enrolled.

6. Problems Encountered and Resources Required

One of the major problems is the space limitations. It is currently given in separate batches of First, Second, and Third years. Since CHEP Hour happens for all students at the same time, finding spacious locations to comfortably accommodate all, and the time is limited as well. Another major difficulty has been finding adequate and creative resources to prepare a good, solid lesson plan. However, with the committed faculty the College has, and with mutual help, the College has made a reasonably solid Handbook. In the years to come, the College plans to revise and update it periodically. Moreover, despite training, not all teachers are charismatic public speakers and facilitators on such value-oriented topics, but are most comfortable in their area of subject-expertise. Hence, much training and accompaniment is needed for optimally effective implementation.

7. Notes

The College plans to break each batch into smaller units and run concurrent sessions for all units of a batch, in the coming years, as it would facilitate more

efficient and effective delivery and interaction. Also, the College plans to introduce a comprehensive evaluation template exclusively for the Programme and to give away Certificates of Participation to students.

8. Contact Details

Name of the Principal : Dr. (Fr.) Paulson V. Veliyannoor, CMF
Name of the Institution: Saint Claret College
City : Ziro
Pin Code : 791 120
Accredited Status: (in process)
Work Phone : (03788) 255 270 Fax: (03788) 25433
Website : www.sccz.edu.in E-mail: zirocollege@gmail.com
Mobile : 09436047102

Best Practice No. 2

1. Title of the Practice

Departmental Seminars cum Championship 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 Honours 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 November, Departmental Fest is participated in by all departments, both Pass and Honours. 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 – as a skit, or dance forms, or mimes or songs, or a mixture of all these. 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 on the College Day. The Champion and the Runners Up get Rs.10,000, Rs.5,000 and Rs.3000 respectively.

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 tableaux and exhibition stalls so much so the judges have requested us to run it for more days and throw it open to the wide public and other schools. This suggestion is being taken up seriously.

6. Problems Encountered and Resources Required

Getting resource personnel of high repute and academic standing to come all the way to Ziro has been difficult. However, everyone who has come has returned with great admiration and satisfaction. Another problem faced was the tendency of students towards plagiarism. The College has contemplated publishing student papers in the form of a book, but the plagiarism-check has discouraged it from doing so. However, this has given the staff a teaching moment to brief the students about ethics of research and publication and the need to cite and credit every idea or sentence borrowed. Thus, the problem has presented us with a great teaching opportunity. Yet another difficulty has been the intense work, spilling into weeks, involved in setting up stalls and having it only for one day. Hence, currently, the Fest is being held only on alternative years (but having the Seminar every year). Stalls will be set up on the grounds. The Fest will be open to the general public, especially school students, for over two days.

7. Notes

The College has made the Departmental Fest component into once-in-two-years, alternating it with the Inter-Collegiate Youth Festival of Rajiv Gandhi University, which is also a once-in-two-year event. The College has also decided to increase the Championship money, given the extent of efforts by the students and the prestige of the event. The College is also on the lookout for sponsors.

8. Contact Details

Name of the Principal : Dr. (Fr.) Paulson V. Veliyanloor, CMF

Name of the Institution: Saint Claret College

City : Ziro

Pin Code : 791 120

Accredited Status: (in process)

Work Phone : (03788) 255 270 Fax: (03788) 25433

Website : www.sccz.edu.in E-mail: zirocollege@gmail.com

Mobile : 09436047102

EVALUATIVE REPORT OF THE DEPARTMENTS

SCHOOL OF HUMAN & ENVIRONMENTAL SCIENCES

Vision

Our vision is to become a center of academic and research excellence in human and environmental sciences and to provide significant contribution to the mass through expansion and dissemination of scientific knowledge.

Mission

Our mission is to stimulate academic and research inclination among students and faculty in the fields of human and environmental sciences ensuring multi-dimensional skills through quality education and professional commitment.

1. **Names of the department(s):** Anthropology & Geography
2. **Year of Establishment:** Anthropology : 2004
Geography : 2004
3. **Names of Programmes / Courses offered:**
Bachelor of Arts for Under Graduates (BA) Pass & Honours (Anthropology, only Pass, no Honours). In addition to the regular BA courses, the department of Geography offers certificate courses which are discipline-specific.
4. **Names of Interdisciplinary courses** and the departments/units involved:
The School of Human and Environmental Sciences puts efforts in taking charge of handling a six-month course in Environmental Studies for BA I Year which is interdisciplinary in nature (in the annual scheme).
5. **Annual/ semester/choice based credit system (programme wise):**
The affiliating University (Rajiv Gandhi University) has implemented semestral system from the current academic year (2014). Hence, all the first year courses run under semestral scheme, whereas the second and third year courses run under annual system. There is no provision under RGU for Choice-Based Credit System, as of now.
6. **Participation of the department in the courses offered by other departments:**
One Class lecture on *The Concept of Race and the major Races of the world* was delivered by Bhaboklang Sohkhet, Asst. Professor, Dept. of Anthropology for II BA, Dept. of Geography, Saint Claret College, Ziro on November 21, 2013. Besides, the SCCZ has a highly co-operative working ethics and environment. Thus, every Department pitches in with their expertise to help other departments. Some of the programmes wherein there is interdepartmental collaboration and sharing of expertise are the following:

<i>Name of the Programme</i>	<i>Departments involved</i>
Environmental Studies	All Departments, with the

	School of Human and Environmental Sciences being in charge.
Claretine Holistic Education Programme (CHEP)	All Departments
Various Workshops organized	All Departments

7. **Courses in collaboration with other universities**, industries, foreign institutions, etc. : NIL
8. **Details of courses/programmes discontinued** (if any) with reasons: NIL
9. **Number of Teaching posts:**

	<i>Sanctioned</i>	<i>Filled</i>
Professors	0	0
Associate Professors	0	0
Asst. Professors	04	04

10. **Faculty Profile** with name, qualification, designation, specialization:

<i>Name</i>	<i>Qualification</i>	<i>Designation</i>	<i>Specialization</i>	<i>Years of Experience</i>
Dr. Utpal Talukdar	M.A, B.Ed, Ph.D	Assistant Professor	Social Geography, Remote Sensing, GIS	09
Mrs. Vajana Thakuria	MSc,M Phil, SLET, NET, Registered PhD Scholar	Assistant Professor	Regional Planning & Development	06
Mr. Jeremiah Modi	MA, M Phil, NET, Registered PhD Scholar	Assistant Professor	Physical Geography	06 months
Bhaboklang Sohkhlet	M.Sc, NET, Registered PhD Scholar	Assistant Professor	Physical Anthropology	06

11. **List of senior visiting faculty:** Nil
12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:**
In the academic year 2009-10, 16.66% of the lectures in Paper III (Social / Cultural Anthropology) were handled by a part-time lecturer Habung Tamang (M.Sc, NET).

13. **Student -Teacher Ratio** (programme wise): *Following is the student-teacher ratio in the current academic year (2013-14).*

<i>Programme-Yearwise</i>	<i>Student -Teacher Ratio</i>
I BA	62:1
II BA	9:1
III BA	8:1

14. **Number of academic support staff** (technical) and administrative staff; sanctioned and filled:
Lab Assistant (01)

15. **Qualifications of teaching faculty:**

<i>Qualification</i>	<i>Number</i>	<i>Percentage</i>
No. of Teaching Faculty with Ph.D	01	25%
No. of Teaching Faculty with M. Phil	02	50%
No. of Teaching Faculty only with P.G.	--	--
No. of Teaching Faculty with NET/SLET/PhD	04	100%
No. of Teaching Faculty currently pursuing PhD	03	75%

16. **Number of faculty with ongoing projects** from a) National b) International funding agencies and grants received: *Nil*

17. **Departmental projects funded** by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: *Nil*

18. **Research Centre/facility recognized** by the University: *Nil*

19. **Publications:**

<i>No. of Papers presented</i>	<i>No. of Papers Published</i>	<i>International Database</i>	<i>Mono-graphs</i>	<i>Chapters in Books</i>	<i>Books Edited</i>	<i>Impact Factor</i>
03	06	0	0	02	0	NA

20. **Areas of Consultancy and income generated:**

<i>Faculty</i>	<i>Consultancy Details</i>	<i>Date</i>	<i>Income Generated</i>
Dr. Utpal Talukdar	UG Classes at Govt. College, Yachuli	14-15 Nov 2013	Yet to be paid
Dr. Utpal Talukdar	Recruitment selection of Research Scholars Sponsorship Program by Ama Aba Multi-	April 2014	Yet to be paid

	purpose Cooperative Society Ltd, Ziro		
Dr. Utpal Talukdar	Grievance Redressal Cell of Rajiv Gandhi University	2013-	Pro bono
Bhaboklang Sohkhlet	A lecture on Courses and Opportunities after Class XII for Higher Secondary students at Hill Queen Educational Institute, Ziro	16 th November 2013	Pro bono

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards:

- Dr. Utpal Talukdar, Asst. Professor is a life member of *North East India Geographical Society* (NEIGS), Department of Geography, Guwahati University, Guwahati.
- Dr. Talukdar is a Member of Grievance Redressal Committee, Rajiv Gandhi University, Itanagar for North West Arunachal Group of Colleges, constituted in pursuant to the Gazette of India notification dated 23-29 March 2013, part III-Sec-4, item No. 5(2).
- Dr. Talukdar and Bhaboklang Sohkhlet, Department of Geography and Anthropology respectively are the members of the Editorial Board of *InterViews: An Interdisciplinary Journal in Social Sciences*, the peer reviewed international research journal of Saint Clare College, Ziro.
- Bhaboklang Sohkhlet is an active member of the Board for Undergraduate Studies (BUGS), Anthropology, Rajiv Gandhi University, Itanagar.

22. Student projects

a) Percentage of students who have done in-house projects including inter-departmental/programme:

100 % for III BA (Hons) & Anthropology; Paper- III.

Geography: All students of B.A. III Year (Honours) of the department are assigned to undertake two field studies, one within the local area, and the other in any area of geographical importance, as partial fulfillment of the requirements for the award of the degree of Bachelor of Arts, Rajiv Gandhi University, Itanagar. Following are the details of Projects / Fieldworks conducted by the Department in the last four academic sessions:

<i>Academic Session</i>	<i>Title of the Project</i>	<i>Honours Paper</i>
2010-11	Level of Agro-forestry Development in Tripura: A Case Study of Rubber Cultivation in West Tripura District	VIII
	System and Patterns of Agricultural Practices among Apatanis of Arunachal Pradesh: A Study of Tajang-Lempia Village	IX
2011-12	Tourism of Meghalaya: A Study in and around Shillong	VIII
	Demographic Status and Population Change: A Study of Dutta Village	IX
2012-13	Green Economy and Livelihood in Mountains of Kalimpong, Darjeeling	VIII
	A Study of Marriage Migration in Tapi Clan of Hong Village	IX
2013-14	Prospects and Potentiality of Economic Development in and around Yazali Township	VIII
	Marriage Migration among the Apatanis of Arunachal Pradesh: A Study at Bamin Michi Village	IX

- **Anthropology:** Every year, the students of III BA are assigned to undertake a project/fieldwork on a topic allotted to him/her by the supervisor concerned and the report of the same is to be submitted to the department one month before the University Exam for evaluation. It is a part of the curriculum in Paper III (Social/Cultural Anthropology).

b) **Percentage of students placed for projects in organizations outside the institution** i.e.in Research laboratories/Industry/other agencies: *Nil*

23. Awards/ Recognitions received by faculty and students:

Ranks in the University examination (Geography Honours) in the last four academic sessions:

<i>Session</i>	<i>Name of the Rank Holder</i>	<i>Rank</i>
2013-2014	Nyayom Lingu	Overall II Rank II Rank in Geography
	Chaya Taku	Overall VI Rank III Rank in Geography
	Biku Aka	VII Rank in Geography
	Tasso Ampa	IX Rank in Geography
2012-2013	Budi Yami	Overall IV Rank IV Rank in Geography
2011-2012	Gyati Kanya	Overall III Rank III Rank in Geography

	Tage Bunyi	Overall VI Rank V Rank in Geography
2010-2011	Melansius Tado	Overall II Rank in RGU I Rank in Geography
	Tap Sony	VIII Rank (Geography)
	Tailyang Loder	X Rank (Geography)
2009-2010	Usha Kumari Shah	Overall III Rank in RGU

Awards/Scholarships received by the students of both the Departments

<i>Award</i>	<i>Year of Award</i>	<i>No. of Awardees</i>
Single Step Foundation, USA	2010 – 2011	22
	2011 – 2012	09
	2012 – 2013	17
	2013 – 2014	16
SJVN Silver Jubilee Merit Scholarship	2013 – 2014	05
SCCZ Awards	2010 – 2011	NA
	2011 – 2012	04
	2012 – 2013	04
	2013 – 2014	01

24. List of eminent academicians and scientists/ visitors to the department:

- a. Prof. Tomo Riba, Dean, Faculty of Environmental Sciences, RGU
- b. Prof. Bimal Kr. Kar, Head, Dept. of Geography, GU
- c. Dr. Nishamani Kar, Head, Dept. of Geography, RGU
- d. Prof. A.K. Bora, Dept of Geog, GU
- e. Prof. A.K. Bhagabati, Dept. of Geography, GU
- f. Dr. G. Panging, Dept of Forestry, NERIST
- g. Dr. Prasanta Bhattacharya, Dept. of Geography, GU
- h. Rev. Fr. Jose, Director of Anthropological Instituted of Guwahati

25. Seminars/ Conferences/Workshops organized & the source of funding

- National Seminar on “*Gender Perspectives across Disciplines*” on 11 November 2011, funded by the ICSSR-NERC & ATCA International – Germany. (co-organized, with all other departments)
- Regional Workshop on *Research Methodology for Social Sciences* held from 8th to 9th February 2013, funded by ICSSR-NERC. (co-organized, with all other departments)

26. Student profile programme/course wise: *Following are the details of Student profile of both the departments.*

<i>Name of the Course/programme</i>	<i>Applications received</i>	<i>Selected</i>	<i>Enrolled *M *F</i>	<i>Pass percentage</i>
Bachelor of Arts(BA)				

<i>Name of the Course/programme</i>		<i>Applications received</i>	<i>Selected</i>	<i>Enrolled</i> <i>*M *F</i>		<i>Pass percentage</i>
I BA	2010-11	116	111	47	64	58.00%
	2011-12	102	96	51	45	83.86%
	2012-13	145	139	56	83	65.22%
	2013-14	217	212	97	115	67.03%
II BA	2010-11	35	32	13	19	100.00%
	2011-12	54	51	15	36	96.00%
	2012-13	40	36	18	18	85.50%
	2013-14	45	44	11	33	95% (Hons)
III BA	2010-11	31	31	17	14	95.00%
	2011-12	25	25	11	14	95.45%
	2012-13	47	47	13	34	98.00%
	2013-14	31	31	14	17	100% (Hons)

27. Diversity of Students

<i>Name of the Course</i>		<i>% of students from the same state</i>	<i>% of students from other States</i>	<i>% of students from abroad</i>
I BA	2010-11	99.50	.0.50	0
	2011-12	99.50	.0.50	0
	2012-13	96.36	3.64	0
	2013-14	97.85	2.15	0
II BA	2010-11	80.50	19.50	0
	2011-12	98.00	2.00	0
	2012-13	98.00	2.00	0
	2013-14	98.50	1.50	0
III BA	2010-11	90.00	10.00	0
	2011-12	82.36	17.64	0
	2012-13	98.00	2.00	0
	2013-14	98.00	2.00	0

28. **How many students have cleared national and state competitive examinations** such as NET, SLET, GATE, Civil services, Defense services, etc. ? : 03 (Three) + 02 (Two) (Indian Army, Indian Airforce)

29. Student Progression

<i>Student Progression</i>	<i>Against % enrolled</i>
UG to PG	28.57% (2012-13)
PG to M.Phil.	NA
PG to Ph.D.	NA

<i>Student Progression</i>	<i>Against % enrolled</i>
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/Self-employment	NA

30. Details of Infrastructural facilities

a) **Library:** *Following are the details of library resources of the school*

<i>Books (Open Section)</i>		<i>Books (Reference Section)</i>		<i>Journals</i>	
676	401	199	145	1	<i>Kurukshetra – A Journal on Environment and Rural Issues</i>
				2	<i>National Geographic</i>
				3	<i>The Eastern Anthropologist</i>
				4	<i>Journal of Northeast Indian Cultures</i>
				5	<i>Man and Society</i>
				6	<i>Rajiv Gandhi University Research Journal *</i>

* Interdisciplinary Journal

In addition to the above mentioned library resources, the departments of Geography & Anthropology maintain Question Banks of the previous annual university examinations as well as student dissertations and practical records for reference.

b) **Internet facilities** for Staff & Students:

Due to the remoteness of the area, proper internet facilities are not available. However, there is internet connectivity provided for administrative functions, through a private satellite provider. And, dongles are provided to the departments with which internet can be accessed.

INFLIBNET facilities are made available for the staff through N-List registration.

c) **Class rooms with ICT** facility:

Audio-Visual Room, Auditorium with fixed LCD Projector, and a Portable LCD Projector are available. Computer Lab with 45 computers are available for use.

d) **Laboratories:**

(i) *Following are the detailed Inventory of Anthropology Lab*

<i>Sl. No.</i>	<i>Description of Goods</i>	<i>Year of acquisition</i>	<i>Quantity</i>
INSTRUMENTS			
1	Sliding Caliper	2006	5
2	Steel Measuring Tape (3 mtrs)	2006	2
STONE TOOLS			
1	Chopping Tools/Chopper	2006	5
2	Hand Axe	2006	17
3	Cleaver	2006	6
4	Scraper	2006	6
5	Points	2006	8
6	Blades	2006	3
7	Borer	2006	5
8	Microliths	2006	21
HUMAN BONES			
1	Complete Human Skeleton	2006	1
2	Skull	2006	1
3	Scapula (1 right & 1 Left)	2006	2
4	Clavicle (1 right & 1 Left)	2006	2
5	Ribs	2006	6
6	Humerus (Left)	2006	2
7	Radius (Left)	2006	2
8	Ulna (Left)	2006	2
9	Femur (Left)	2006	2
10	Tibia (Left)	2006	2
11	Fibula (Left)	2006	2
12	Pelvis (1 right & 1 left)	2006	2
13	Vertebrae	2006	12
14	Patella	2006	1
FURNITURE			
1	Steel Almirah	2006	2
2	Wooden Cupboard (without glass)	2010	1
3	Wooden Cupboard (with glass)	2006	1

(ii) Following are the detailed Inventory of Geography Lab

<i>Items</i>	<i>Date of Procurement</i>
Engineer's Chain (100 ft)	15.09.2004
Rain gauge	
Barometer	
Measuring tape (50 metres)	
Ranging Rod	
Magnetic compass	

Lensatic Compass (Handy)	
Thermometer (Dry-wet)	
Thermometer (Max & Min)	
Hygrometer	
Aristo Stencil Set	
Plane table with tripod a) Alidade b) Spirit level c) Trough compass d) Plumb bob	21.11.2005
Rotometer (map measurer)	
French Curves set	
Magnifying glass	
Technical Pen (Rotring) set	
Rotometer (map measurer)	
Aristo Stencil Set	
Steel Scale (60cm, 30cm)	
Toposheets (Educational purpose) (45D/10, 63K/12, 63G/15, 45D/7)	
Tracing Paper roll (Consumable)	
Pencil Sharpener (large)	26.02.2007
Protector 360°	
Set square	
Steel Scale (100cm)	23.03.2007
Measuring tape (50 metres)	04.10.2007
World stencil	08.03.2007
India Stencil	
Planimeter	10.08.2008
Globe (large size)	
Geometry Box (large size)	
Umbrella with stand (large size)	
French Curves set	
Stencils (alphabet & numbers)	
Geographical models	
Prismatic compass with tripod	
Plane table with tripod a. Alidade b. Spirit level c. Trough compass d. Plumb bob	
Dumpy's Level with tripod a) Levelling Staff	
Theodolite with tripod	
Engineer's Chain (100 ft) with pin	
Ranging Rod (8 ft, 12 ft)	
Weather map of India	20.10.2009

Desert Landscape map	
Groundwater map	
Weather symbols map	
Changing Face of Earth map	
Rivers and Streams map	
Seawater map	
Glacial landforms map	
World map	
India	
North East India	
Districts of Arunachal Pradesh	
Toposheets (Educational purpose) (64P/13, 45F/3)	
Tracing table	12.08.2008
Almirah	
Book rack	
Model show case	
Table with box (large)	
Wall magazine board	
Scissors	06.08.2013
Paper cutters (steel)	
Prism (50x50-2, 38x38-2)	
Toposheet (Restricted) 1:50000- 83E/14,15,16, 83I/1, 82L/16, 83A/7, 82P/2,8,16 (18) 1:25000- 83E/12/NE, NW, SE, SW (08)	25.10.2013

31. Number of students receiving financial assistance from college, university, government or other agencies:

Each Arunachalee student receives financial assistance every year in the form of stipend from the Director of Higher and Technical Education, Itanagar, Govt. of Arunachal Pradesh. In the Current academic year (2013-14), 192 and 91 students from the department of Geography and Anthropology respectively received their stipends. In addition, the college also made efforts in instituting extra awards and scholarships, viz., SSF Scholarship, USA, for 50 meritorious girl students and SCCZ awards for the toppers. In the current academic year, from the School of Human and Environmental Sciences, 1 student was awarded with SCCZ award and 16 students were awarded with SFF Scholarship, USA. Similarly, 5 students of I BA was awarded with SJVN Silver Jubilee Merit Scholarship Scheme (Please refer No. 23.)

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

Following is the list of the various student enrichment programs participated by the students and had interaction with external experts since 2009.

- Meeting cum interaction with Dr. Thomas Acker, Dean of Future Generation Graduate School (USA) held on 29th September, 2009.
- Dr. Govinda Panging, North Eastern Regional Institute of Science and Technology, Itanagar was the resource person during the departmental seminar of Geography on the theme *Global Warming: Threat to Biosphere* held on 10th September, 2010.
- Lecture by Dr. Ligu Tacho, member Arunachal Pradesh Public Service Commission on *Role and Functions of APSC and its Scheme of Examinations* held on 24th November, 2010.
- Interactive session with Rev. Dr. (Sr.) Susmita (Sisters of Destitute) on *Human Body, First Aid and Oral Cancers* held on 7th Feb., 2011.
- Dr. Nishamani Kar, Associate Professor, Rajiv Gandhi University, Itanagar was the resource person during the departmental seminar of Geography on the theme *Building Resilience in Rural Societies for Sustainable Development* held on 12th September, 2011.
- Awareness program on *Systematic Voter Education and Electoral Participation* organized by the District Election Officer, Arunachal Pradesh held on 13th September, 2011.
- Seminar on *Health and Hygiene* in collaboration with Health Promotion Cell, SCCZ held on 23rd August, 2012.
- Workshop on *Civil Service as Career option* organized on 28th August, 2012 by the Career Guidance Cell, SCCZ. Koj Tacho, APCS, was the resource person.
- Prof. A. K. Bora, HOD, Department of Geography, Guwahati University, was the resource person during the departmental seminar of Geography on the theme *Geo-Physical Arrangement of Eastern Himalayas* held on 15th September, 2012.
- Workshop on *Music, Photography and Bamboo Arts* organized by Ziro Festival of Music on 15th September, 2012.
- Workshop organized by SCCZ on the topic *Youth, Peace and Harmony* held on 17th October, 2012. Rev. Fr. Jose, Director of Anthropological Instituted of Guahati was the resource person.
- Prof. B. K. Kar, Guwahati University was the resource person during the departmental seminar of Geography on the theme *Population Growth and Associated Issues in North East India* held on 21st September, 2013.
- *Data Dissemination Workshop on Census of India 2011* held on 24th September 2013 at Saint Claret College, Ziro Lower Subansiri District.
- Awareness Program on *Voluntary Blood Donation* organized by District Health Society in collaboration with NSS unit, SCCZ held on 7th December, 2013. Dr. Joram Khope, District Hospital, Ziro, L / Subansiri District, Arunachal Pradesh was the resource person.

33. Teaching methods adopted to improve student learning:

Besides lectures and practicals, using of Audio-visual aids, seminar presentations, monthly assessment tests, remedial classes, use of laboratory and various practical equipments, field study, group discussions and debates are some of the important teaching methods adopted by both the Departments under the School of Human and Environmental Sciences for effective learning.

Departmental Newsletters are used as avenues for students to creatively research and publish on topics relevant to their disciplines. The signature newsletters of the Departments under the School are as follows:

<i>Department</i>	<i>Name of Publication</i>
Anthropology	<i>Anthropos</i>
Geography	<i>Erdkunde</i>

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- The students from I BA & II BA are being enrolled each year in the National Service Scheme (NSS) Unit, the Claretine Association for Social Action (CASA), People Education and Social Empowerment Centre (PESEC) of the college. These centers extend social responsibilities by engaging the students in social building activities for the benefits of the mass.
- A lecture on **Courses and Opportunities after class XII** was delivered by Bhaboklang Sohkhet, Asst. Professor, Dept. of Anthropology for Class XI and XII students at Hill Queen Education Institute, Ziro on November 16, 2013.
- One Class lecture on the **Concept of Race and the major Races of the world** was delivered by Bhaboklang Sohkhet, Asst. Professor, Dept. of Anthropology for II BA, Geography, Dept. of Geography, Saint Claret College, Ziro on November 21, 2013.
- Lectures for UG Students at Yachuli College, Arunachal Pradesh were delivered by Dr. Utpal Talukdar, Asst. Professor, Dept. of Geography on November 14 & 15, 2013.
- Two certificate courses, especially in view of the geography and relevance of Ziro valley: Certificate Course in Disaster Management (as Ziro is prone to earthquakes and fire) and Certificate Course in Tourism Management (Ziro has been nominated as a World Heritage Site).

35. SWOC Analysis and Future Plans:

Based on the parameters suggested by NAAC, the following areas have been identified under SWOC analysis:

A. STRENGTHS

- i. Curricular Aspects: The Departments have revised and upgraded in detail the curricula given by the parent university RGU. This is done by adding Unit 0 and Unit 100 for effective and additional benefits. Each paper was set with comprehensive objectives for effective operationalising the given curricula. The Unit components were also set with specific time-frame option and planning.
- ii. Teaching-Learning and Evaluation: Instructional techniques through the use of interviews, focused group discussions, debates, Zero hours, home assignments and feedback system/assessment are some of the healthy practices adopted by the departments for effective learning.
- iii. Infrastructure and Learning Resources: The departments make adequate and optimal use of the facilities available in the Laboratory/Library/Classrooms.
- iv. Student Support and Progression: Student Mentoring, Support and Progression have been noticed positively.
- v. Extension Activities: The Department of Geography has been offering two certificate courses, viz., in Disaster Management and in Tourism Management.

B. WEAKNESSES

- i. Research, Consultancy and Extension: Implementation of Research policies, promotion and mobilization, publications, extension activities and collaborations are some of the areas to be worked out and improved.
- ii. Student Support and Progression: Student enrolment and Student-Teacher ratio are still some of the weak points of both the departments.

C. OPPORTUNITIES

- i. Curriculum Planning and Implementation: With the introduction of semestral system, better and more streamlined opportunities are available for an updated and more effective curriculum.
- ii. Teacher Quality: With the promulgation of a comprehensive employee manual, there is a better scope for more effective recruitment, greater staff retention, and more optimal work output.
- iii. Promotion of Research: Research Support in terms of financial and academic resources. Engagement in interdisciplinary and interdepartmental activities and resource sharing are some of the opportunities.

D. CHALLENGES

- i. Student Support and Progression: Enrolment of students with good academic backgrounds and Student Progression are still some of the major challenges of the school.
- ii. Upgradation to Honors: The department of anthropology is still in the process of upgrading the present pass course to honors course shortly.

- However, with the introduction of Major/Minor system, this will be resolved, as every subject has equal chance of being offered as Major.
- iii. Student enrolment and Student-Teacher ratio are the major challenges of the department of Anthropology yet to be improved. Appointment of Faculty with specific specialization is yet another concern.
 - iv. Appointment of academic support staff in extending help for the better and smoother conduct of the departmental activities especially for Anthropology.
 - v. Placement Possibilities: It is a challenge to get companies and other potential employers to get interested in doing campus recruitment for the students from such remote colleges. Hence, a good and effective placement office is a necessity.

FUTURE PLANS:

- a. Results: To work towards realizing 100% pass for all batches in all departments & up to 70% first class as realized outcome.
- b. Number of teaching post to be adjusted as per student-teacher ratio requirement. Strengthening of faculty with specialization in Social/Cultural Anthropology and also a Lab Assistant when upgradation takes place in Anthropology.
- c. Inter-disciplinary and inter departmental collaboration in order to improve students' learning and capacities.
- d. Collaboration with other colleges, universities, industries and foreign institutions.
- e. Periodic Guest Lectures by eminent visiting faculty.
- f. Application and undertaking of projects, promotion of research and publications.
- g. Regular consultancy and extension activities. More certificate courses.
- h. Organizing and participation in seminars, conferences and workshops.
- i. Improvement of Infrastructure, viz, Library, Classrooms with ICT facility, Internet facilities, and laboratories.

SCHOOL OF SOCIAL SCIENCES

Vision

To be a pioneering school in higher learning committed to providing academic and professional excellence in social sciences in Arunachal Pradesh.

Mission

To stimulate academic and research pursuit in students and positive transformation of their acquired knowledge so as to make them productive and responsible agents of constructive change in society.

1. Names of the Departments:

Economics, Education, History, and Political Science

2. Year of Establishment:

<i>Department</i>	<i>Year Established</i>
Economics	2003
History	2003
Political Science	2003
Education	2004

3. Names of Programmes / Courses offered:

B. A. (Bachelor of Arts)

4. Names of Interdisciplinary courses and departments/units involved:

Environmental Studies (EVS) is mandatory for all disciplines. Every Department shares the units under EVS, which are within its expertise.

5. Annual/semester/choice based credit system:

The affiliating University (Rajiv Gandhi University) has implemented semestral system from the current academic year (2014). Hence, all the first year courses run under semestral scheme, whereas the second and third year courses run under annual system. There is no provision under RGU for Choice-Based Credit System, as of now.

6. Participation of the Departments in the courses offered by other Departments:

The SCCZ has a highly co-operative working ethics and environment. Thus, every Department pitches in with their expertise to help other departments. Some of the programmes wherein there is interdepartmental collaboration and sharing of expertise are the following:

<i>Name of the Programme</i>	<i>Departments involved</i>
Environmental Studies	All Departments
Claretine Holistic Education Programme (CHEP)	All Departments
Various Workshops organized	All Departments

7. **Courses in collaboration** with other universities, industries, foreign institutions, etc.: None.

8. **Details of courses/programmes discontinued** (if any) with reasons:
The Pass course in Economics was discontinued in 2012 due to lack of sufficient students opting the subject as a part of their elective combinations. Students generally prefer Honours courses, and Economics is perceived as a tough subject and hence not preferred as an elective.

9. Number of Teaching posts:

	<i>Sanctioned</i>	<i>Filled</i>	<i>Department</i>
Professors	0	0	
Associate Professors	1	1	Education
Asst. Professors	10	10	Edu-2; Pol. Sc.-3 History-3; Eco-2

10. Faculty profile with name, qualification, designation, specialization:

<i>Name</i>	<i>Qualification</i>	<i>Designation</i>	<i>Specialization</i>	<i>Years of Experience</i>
Dani Lalyang	MA, NET	Asst. Professor	International Relations	8 years
Withoam Socia	MA, NET	Asst. Professor	Political science	7 years
Koj Tatung	MA, MPhil	Asst. Professor	Political science	1 year
Tasso Tagia	MA, B. Ed	Asst. Professor	Economics	1 year
Samtung Kungkho	MA	Asst. Professor	Economics	1 year
Mudang Tunya	MA	Asst. Professor	History	3 years
Takhe Yami	MA	Asst. Professor	History	6 years
Henni Rina	MA	Asst. Professor	History	1 year
Sonisha R. Syiem	MA, JRF, SLET (PhD: pursuing)	Asst. Professor	Education	9 years
Dr. (Fr.) Paulson Veliyannoor	MSc, PhD JRF, NET	Associate Professor	Clinical Psychology	13 years
Fr. Allwyn Mendoz	M. Ed, NET (PhD: pursuing)	Asst. Professor	Education	2 years

11. List of senior visiting faculty:

- a. Dr. (Fr.) Sabu George, MBA, M.Phil, PhD, NET (Economics)
- b. Fr. Benoy Joseph, MA, M.Phil (Education)

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Nil

13. Student -Teacher Ratio (programme wise):

Under Rajiv Gandhi University, there is a unique format of course selection, as follows:

Under Annual Scheme: A student chooses three electives in the first year. From the second year, he/she, if eligible for Honours, will choose one of the three as Honours subject, and keep another one as elective, and drop the third one. A student not eligible for Honours will choose any two as Pass Course.

Under Semestral Scheme: A student chooses three electives and studies them across four semesters. In the fifth and the sixth, he/she will drop two and keep one as major.

Hence, it is difficult to arrive at an exact student-teacher ratio subject-wise and it changes drastically year-wise as well. Given below is a year-wise ratio worked out

<i>Programme-Yearwise</i>	<i>Student -Teacher Ratio</i>
I BA	44:01
II BA	08:01
III BA	09:01

14. Number of academic support staff (technical) and administrative staff, sanctioned and filled: None, specifically. The general staff of the Office play the supportive role for all departments.

15. Qualifications of teaching faculty:

<i>Qualification</i>	<i>Number</i>	<i>Percentage</i>
No. of Teaching Faculty with Ph. D	01	9%
No. of Teaching Faculty with M. Phil	01	9%
No. of Teaching Faculty only with P.G.	09	82%
No. of Teaching Faculty with NET/SLET/PhD	05	45%
No. of Teaching Faculty currently pursuing PhD	02	18%

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: *None*

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: *NIL*

18. **Research Centre /facility recognized** by the University: NIL

19. **Publications:**

<i>No. of Papers presented</i>	<i>No. of Papers Published</i>	<i>Internatio nal Database</i>	<i>Mono- graphs</i>	<i>Chapters in Books</i>	<i>Books Edited</i>	<i>Impact Factor</i>
12	06	02	0	01	02	NA

20. **Areas of Consultancy and income generated:**

- External Quality Audit of HEIs (Dr. Fr. Paulson Veliyannoor)
- As member of Board of Director, Esperanza Services, California, USA (Dr. Fr. Paulson Veliyannoor)
- School Teachers' Productivity and Training Consultancy (Dr. Fr. Paulson Veliyannoor)
- Claretian Publications, Bangalore (Dr. Fr. Paulson Veliyannoor)
- Technical Support Group (TSG) of Biodiversity Management Committee of Lower Subansiri District (Dr. Fr. Paulson Veliyannoor)
- Review Editor, *Journal of Psychology and Christianity*, Biola University, USA.
- Career Guidance at Hill Queen Educational Institute, Ziro (Mr. Dani Lalyang, Asst. Prof. Dept. of Political Science)
- An All India Radio panel discussion on *Understanding and Prevention of Suicide* wherein Dr. Fr. Paulson Veliyannoor, as Clinical Psychologist, served as expert. (30 minutes)
- A 10-minute talk (AIR) on panel discussion on *Drug Abuse Prevention* by Dr. Fr. Paulson Veliyannoor.
- Talk Show on AIR for 30 minutes by Ms. Withoam Socia on the topic "State formation of Arunachal Pradesh."

21. **Faculty as members in**

a) National committees b) International Committees c) Editorial Boards:

- Dr. (Fr.) Paulson Veliyannoor, Editor of *Sanyasa Journal of Consecrated Life*.
- Dr. (Fr.) Paulson Veliyannoor, Blind Review Editor for *Journal of Psychology and Christianity*
- Dr. (Fr.) Paulson Veliyannoor, Chief Editor of *InterViews: An Interdisciplinary Journal in Social Sciences* (published by the College)
- Member of the Technical Support Group (TSG) of Biodiversity Management Committee of Lower Subansiri District (Dr. Fr. Paulson Veliyannoor)
- Mrs. Sonisha R.Syiem, Member, Editorial Board, *InterViews: An Interdisciplinary Journal in Social Sciences*

Besides, it is also worth-mentioning that Dr. (Fr.) Paulson V. Veliyannoor has

membership in the following scholarly associations:

- American Psychological Association (APA)
- Division 48 of APA (Society for Study of Peace, Conflict, & Violence)
- Division 36 of APA (Society for the Psychology of Religion and Spirituality)
- Colloquium on Violence and Religion (COV&R).

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/programme: NIL
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: NIL

23. Awards/ Recognitions received by faculty and students:

- **Best Debator in the Inter-College Debate Contest by the University:** Tamo Rilla (1 BA)
- **Jubilee Merit Scholarship Scheme (SJVN), Single Step Foundation (SSF), Saint Claret College (SCCZ)awards:**

Name of the awards	2010-2011	2011-2012	2012-2013	2013-2014	Total Student awardees
SJVN	--	--	--	07	07
SSF	38	35	36	66	175
SCCZ	0	10	12	11	33

- **Rank holders in RGU undergraduate Examinations in different Academic sessions:**

2013-2014			
Sl. No.	Name	Pass/Hons	Rank
1.	Ankheey Hage	History Hons	Overall 5
2.	Ankheey Hage	History Hons	1
3.	Bonge Gamlin	Economics Hons	4
4.	Jarmin Karlo	Economics Hons	7
5.	Nabam Hina	History Hons	8
6.	Tara Dagium	Economics Hons	9
7.	Ansu Rai	Political Science Hons	9
8.	Bullo Asung	Political Science Hons	10

2012-2013			
Sl. No.	Name	Pass/Hons	Rank
9.	Geeta Gami	Pol. Science Hons.	1
10.	Yapi Maling	Pol. Science Hons.	2

11.	Tongyang Annu	History Hons.	3
12.	Padi Yari	History Hons.	8
13.	Kalung Meena	History Hons.	9

2011-2012			
Sl. No.	Name	Pass/Hons	Rank
14.	Tage Dojing	History Hons.	10

2010-2011			
Sl. No.	Name	Pass/Hons	Rank
15.	Hage Yamang	History Hons.	2
16.	Mudang Geeta	History Hons.	3
17.	Millo Seema	Pol. Science	5

2009-2010			
Sl. No.	Name	Pass/Hons	Rank
18.	Dani Yami	Pol. Science	9 (overall)
19.	Dani Yami	History Hons.	3
20.	Buru Yani	History Hons.	5
21.	Taku Rinyo	History Hons.	6
22.	Hage Guro	History Hons.	7
23.	Dani Yami	Pol. Science	1
24.	Pinky Hazorika	Pol. Science	2
25.	Hage Tacho	Pol. Science	6
26.	Koj Gambo	Pol. Science	7
27.	Nako Yubbey	Pol. Science	8

24. List of eminent academicians and scientists/visitors to the department:

1. Lt. G.K Chadha, CEO, South Asian University, New Delhi and Economic Advisor to the Prime Minister
2. Prof. A. Mitra, Dept. of Economics, Rajiv Gandhi University, Arunachal Pradesh.
3. Prof. Pura Tado, Dept. of Political science, Rajiv Gandhi University, Arunachal Pradesh
4. Dr. Nani Bath, Associate Professor, Rajiv Gandhi University, Arunachal Pradesh
5. Prof. Tana Showren, Dept. of History, Rajiv Gandhi University, Arunachal Pradesh.
6. Prof. S.N Singh, Dept. of History, Rajiv Gandhi University, Arunachal Pradesh.
7. Prof. Sarah Hilaly, Dept. of History, Rajiv Gandhi University, Arunachal Pradesh.

25. Seminars/ Conferences/Workshops organized & the source of Funding

- National Seminar on “*Gender Perspectives across Disciplines*” on 11 November 2011, funded by the ICSSR-NERC & ATCA International – Germany.
- Regional Workshop on *Research Methodology for Social Sciences* held from 8th February 2013 to 9th February 2013, funded by ICSSR-NERC

26. Student profile Programme/course wise:

<i>Name of the Course/ Programme</i>		<i>Applications received</i>	<i>Selected</i>	<i>Enrolled *M *F</i>		<i>Pass percentage</i>
Bachelor of Arts (BA)						
I BA	2010-11	503	466	199	267	69.50
	2011-12	471	430	163	267	75.25
	2012-13	424	384	147	237	71.67
	2013-14	524	482	224	258	59.6
II BA	2010-11	135	135	69	66	69.82
	2011-12	177	177	65	112	84.43
	2012-13	173	173	67	106	83.62
	2013-14	161	161	46	115	71.8 (Hons)
III BA	2010-11	69	69	29	40	95.7
	2011-12	87	87	47	40	98.05
	2012-13	145	145	46	99	90.32
	2013-14	153	153	56	97	96.9 (Hons)

27. Diversity of Students

<i>Name of the Course</i>		<i>% of students from the same state</i>	<i>% of students from other States</i>	<i>% of students from abroad</i>
I BA	2010-11	99%	1%	0%
	2011-12	94%	6%	0%
	2012-13	96%	4%	0%
	2013-14	96%	4%	0%
II BA	2010-11	96%	4%	0%
	2011-12	97%	3%	0%
	2012-13	96%	4%	0%
	2013-14	97%	3%	0%
III BA	2010-11	91%	9%	0%
	2011-12	97%	3%	0%
	2012-13	97%	3%	0%
	2013-14	97%	3%	0%

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?:

Radhe Tatung : NET

(Due to difficulty in contacting the Alumni, data are not available)

29. Student Progression:

<i>Student Progression</i>	<i>Against % enrolled</i>
UG to PG	DNA
PG to M.Phil.	DNA
PG to Ph.D.	DNA
Ph.D. to Post-Doctoral	0
Employed	DNA
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	DNA

30. Details of Infrastructural facilities:

a) **Library:**

There is a small departmental library section where books are preserved for easy reference for faculty. The data below refers to the books & journals preserved in the main library:

<i>Books (Open Section)</i>		<i>Books (Reference Section)</i>		<i>No. of Journals</i>
Number	Titles	Number	Titles	
986	535	188	142	9

b) **Internet facilities** for Staff & Students:

Due to the remoteness of the area, proper internet facilities are not available. However, there is internet connectivity provided for administrative functions, through a private satellite provider. And, dongles are provided to the departments with which internet can be accessed.

INFLIBNET facilities are made available for the staff through N-List registration.

c) **Class rooms with ICT facility:** Audio-Visual Room, Auditorium with fixed LCD Projector, and a Portable LCD Projector are available. Computer Lab with 45 computers are available for use.

d) **Laboratories:** Not required for these disciplines. However, the Computer Lab as well as Language Lab are available for use.

31. **Number of students receiving financial assistance** from college, university, government or other agencies:

<i>Year</i>	<i>No. of students receiving yearly stipend from the dept. of Higher and Technical Education, Govt. of Arunachal Pradesh</i>
2010 – 11	95%
2011 – 12	95%
2012 – 13	95%
2013 – 14	95%

32. **Details on student enrichment programmes** (special lectures/ workshops / seminar) with external experts:

Workshops:

- Data Dissemination Workshop on Census Data-2011, organized by the Directorate of Census Operations, Arunachal Pradesh was held at Saint Claret College, Ziro. The chief resource person was Madam Bharat Chada, Joint Director of Census Operations.
- “Music, Photography, Painting and arts” by Ziro Music Festival Group
- “Youth Peace and Harmony” Resource Person: Fr. Jose, Director of Anthropological Institute of Guwahati.
- Crisis Intervention for Children: Parental Skills for Understanding and Preventing Suicide, Resource person: Dr. (Fr.) Paulson V. Veliyannoor

National Seminar: An Inter-school National Seminar on “*Gender Perspectives across Disciplines*,” was held on November 11, 2011. Chief Resource person: Dr. Anil Pinto, Christ University, Bangalore.

Departmental Seminars: All the honours departments organize departmental seminars annually. Following are the details of the seminars:

- ***Department of Economics***

<i>Year</i>	<i>Topic</i>	<i>External Expert (Resource person)</i>
2012-2013	Market Forms	Prof. A. Mitra, Deptt. Of Economics, R.G.U
2013-2014	Features of Arunachal Economy and Population	Mr. Dani Kacha, Asst. Prof. Deptt. Of Economics, Govt. College, Yachuli

• **Department of Political Science**

<i>Academic Year</i>	<i>Topic</i>	<i>External Expert (Resource person)</i>
2009-10	Forms of Government: Parliamentary, Presidential, Unitary & Federal	Prof. Pura Tado, Rajiv Gandhi University, Itanagar
2010-11	India and Her Neighbours	Mr. P. G. Tago, Rangfrah Govt. College, Changlang
2012-13	Organs of Government	Dr. A.K. Mishra, Wangcha Rajkumar Govt. College, Deomali
2013-14	Regional Political Parties in India	Dr. Nani Bath, Rajiv Gandhi University, Doimukh

• **Department of History**

<i>Academic Year</i>	<i>Topic</i>	<i>External Expert (Resource person)</i>
2010- 2011	Rise of Mahatma Gandhi	Prof. Tana Showren, Dept. of History, Rajiv Gandhi University, Doimukh
2011-2012	Emergence of Indian National Congress	Prof. S.N Singh, Dept. of history, Rajiv Gandhi University, Doimukh
2012- 2013	Mc Mahon Line	Prof. Sarah Hilaly, Dept. of History, Rajiv Gandhi University, Doimukh
2013- 2014	Indus Valley Civilization	Dr. Rajiv Miso, Assistant Professor, Dept. of History, Govt. College, Yachuli

33. Teaching methods adopted to improve student learning:

- a. **Regular Class Lectures:** It is one of the oldest traditional methods of student learning which is still regarded as the most popular method sought by the teachers and students. Through this method the teachers highlight the important points on the white board and explanation is made through lecture. The sessions are interactive, as students are encouraged to ask questions, and raise counter points.
- b. **Providing selective printed notes:** This method enhances the students' knowledge on any particular topic that they find very difficult to learn. Printed notes provide a useful support for the students, especially because most of our students are first generation undergraduates. However, this method can be abused, and hence is limited to only the most difficult concepts or topics.

- c. **Audio-Visual Aids:** With the help of three LCD projectors available in the College along with an A-V Room, teaching-learning process is made more interesting and effective. This is used occasionally, and not regularly.
- d. **Monthly Assessment Tests (MATs):** The Departments have been practicing this method, though not very frequently due to time constraint. The students are given tests every month on whatever topics they have covered. This method keeps the students up to date about their syllabus, also making them study seriously on daily basis.
- e. **Zero Hours:** Periodically, “Zero Hours” are implemented. They serve as tutorials. They are student-led, teacher-supported hours, where debates, quizzes, discussions, and presentations are encouraged. This method is adopted to enhance the students’ capacity to analyze topics critically, also to have a deeper understanding on any topic. At the same time, it aims at making students good public speakers.
- f. **Departmental Seminars:** Students enhance their research aptitude by taking part in various departmental seminars. It is a trend which the College has been practicing since the academic session 2008-09. It has also proved to be an effective method to enhance student learning since the students prepare their own papers.
- g. **Home Assignments:** Students are asked to prepare assignments on certain topics and while doing so they use the library frequently. This further adds to their research skills and note-making abilities.
- h. **Departmental Newsletters:** Each department (except Economics) has published departmental newsletters as avenues for students’ creative expressions on topics related to the discipline. The signature newsletters of the Departments under the School of Social Sciences are the following:

<i>Department</i>	<i>Name of Publication</i>
Education	<i>Educere</i>
History	<i>Istoria</i>
Political Science	<i>Politico</i>

- i. **CHEP:** Ten hours a year are set aside for Clareline Holistic Education Programme. CHEP module prepared from the elements of the SCCZ mission and core values, aims at providing holistic value-based education. Teachers of all departments handle CHEP classes with the prepared CHEP modules.
- j. **Mentoring:** Each student is assigned a teacher-mentor for mentoring the ward’s attendance, class participation, examination performance, and participation in extra and co-curricular activities. Every student is expected to meet one’s mentor periodically to receive guidance from him/her.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- a. **NSS:** Many students of the departments under the School of Social Sciences are members of the two units of the National Service Scheme (NSS) of the College. Two faculty members of the school are the program officers of the two units of the NSS.
- b. **Claretine Association for Social Action (CASA):** All the students are, by virtue of their admission in College are members of the CASA. Students and teachers of the school have been regularly taking part in the various social action programs on and off the campus conducted by CASA.
- c. **People's Education and Social Empowerment Centre (PESEC):** Fr. Allwyn Mendoz, Department of Education is the co-ordinator of PESEC which conducts various extension programs for the empowerment of the local people and other states too. The students and faculty also voluntarily participate in such extension programs.

35. SWOC Analysis and Future Plans

Strengths:

- a) Excellent student performance in the University examinations. Several rank holders in the University Honour List.
- b) Though young and not highly experienced, the majority of the faculty is qualified, competent, motivated, committed, and passionate.
- c) An excellent work culture with interdepartmental synergy and spirit of cooperation.
- d) Dedicated classrooms for each Honours subject that are well-equipped with furniture, including chalk-free and dust-free white board and wall board for students' creative expressions.
- e) The students are disciplined, regular, studious, interactive and potentially capable of securing ranks at the affiliating university examination.
- f) Departments with Honours programme organize departmental seminars for the students annually.
- g) Three out of the four Departments publish newsletters annually.
- h) The college has an interdisciplinary journal in social sciences called *InterViews*.

Weaknesses:

- a) The student-teacher ratio in the first year is less than desirable.
- b) Insufficient number of library resources in terms of titles and copies.
- c) Dearth in faculty research and publication. No faculty has taken up minor or major research projects.
- d) Lack of adequate academic supporting staff and ICT facilities for the school.

- e) The academic background and foundation of the incoming students is less than adequate for an effective teaching-learning process. High range of student abilities.
- f) The pass percentage in the first year batch is less than desirable.

Opportunities:

- a) The School has a good work culture and professional ambience.
- b) The excellent weather and the ambience of the land are highly conducive for fostering academic pursuits.
- c) The College is well-known for discipline and cultured behavior. The student community is well-mannered and desirous of studying, which is highly motivating for teachers.
- d) The Management is highly supportive and encouraging of research and publication and provides seed money for research.
- e) Very good infrastructure and varied facilities.
- f) A Comprehensive Employee Manual that provides the staff with a detailed roadmap and vision as to the work culture and ethics, salary, and incentives, promotional parameters, etc.

Challenges

- a) To attract high caliber students in the school as well as to reduce the range in abilities (for a greater homogeneity in academic background of the incoming students)
- b) English-language limitations of the incoming students. Teaching them in English is initially a great challenge.
- c) To initiate students to research and publication.
- d) To attract more qualified faculty from within and outside the state to prevent intellectual inbreeding and facilitate better modeling and benchmarking.
- e) To streamline the programme in the newly introduced semestral system, with optimal effectiveness.

Future Plans

- a) To streamline the School further with a Dean of Social Sciences, for greater coordination and leadership.
- b) To introduce Certificate Courses under each Department.
- c) To initiate minor and major research projects.
- d) To increase the number of publications by each individual faculty.
- e) To prepare textbook-like learning materials as per the syllabus to help students study better and perform better in examinations.
- f) To increase the frequency of Departmental Newsletters
- g) To host regional and national workshops/seminars/conferences more frequently.

SCHOOL OF LANGUAGES: DEPARTMENT OF ENGLISH

Vision

Our Vision is to be a department of excellence in the field of language and literature, contributing to learning and research, and creating a sense of purpose and vision in the beneficiaries.

Mission

Our mission is to skill the students in language and literature, enhancing their employability as well as enabling them to recognize and adopt universal human values through the prescriptive and descriptive study of human life through literature.

1. Name of the Department: *English*

2. Year of Establishment: *2003*

3. Names of Programmes / Courses offered
Undergraduate Course: BA Pass & Honors

4. Names of Interdisciplinary courses and the departments/units involved: *Nil*

5. Annual/semester/choice based credit system (programme wise):

The affiliating University (Rajiv Gandhi University) has implemented semestral system from the current academic year (2014). Hence, all the first year courses run under semestral scheme, whereas the second and third year courses run under annual system. There is no provision under RGU for Choice-Based Credit System, as of now.

6. Participation of the department in the courses offered by other departments:

The Department of English assists the Department of Mass Communication by handling classes for Communicative English and Phonetics.

Besides, the SCCZ has a highly co-operative working ethics and environment. Thus, every Department pitches in with their expertise to help other departments. Some of the programmes wherein there is interdepartmental collaboration and sharing of expertise are the following:

<i>Name of the Programme</i>	<i>Departments involved</i>
Environmental Studies	All Departments
Claretine Holistic Education Programme (CHEP)	All Departments
Various Workshops organized	All Departments

7. **Courses in collaboration** with other universities, industries, foreign institutions, etc: *Nil*

8. **Details of courses/programmes** discontinued (if any) with reasons: *Nil*

9. **Number of Teaching posts:**

	<i>Sanctioned</i>	<i>Filled</i>
Professors	0	0
Associate Professors	0	0
Asst. Professors	3	3

10. **Faculty profile** with name, qualification, designation, specialization:

<i>Name</i>	<i>Qualification</i>	<i>Designation</i>	<i>Specialization</i>	<i>Years of Experience</i>
Sr. Daisy Mathew	MA, M. Phil	Asst. Professor	Linguistics	9
Ms. Koj Annu	MA	Asst. Professor	Indian Writing in English	1
Ms. Caroline Tage	MA	Asst. Professor	English	Newly appointed

11. **List of senior visiting faculty:** *Nil*

12. **Percentage of lectures** delivered and practical classes handled (programme wise) by temporary faculty:

The Compulsory English papers for I year students are generally handled by the Principal and the Vice Principal. It amounts to 12.3% of the total classes.

13. **Student -Teacher Ratio** (programme wise):

<i>Sl. No.</i>	<i>Programme/Course</i>	<i>Student -Teacher Ratio</i>
1	BA I	178:1
2	BA II	21:1
3	BA III	15:1

14. **Number of academic support staff** (technical) and administrative staff; sanctioned and filled:

None, specifically. The general staff of the Office play the supportive role for all departments.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG:

<i>Qualification</i>	<i>Number</i>	<i>Percentage</i>
No. of Teaching Faculty with Ph.D	0	--
No. of Teaching Faculty with M. Phil	01	33%
No. of Teaching Faculty only with P.G.	02	66%

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: *Nil*

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: *Nil*

18. Research Centre /facility recognized by the University: *Nil*

19. Publications: *Nil*

20. Areas of consultancy and income generated:

Mr. Landi Pussang Tama, former Assistant Professor, led the Seminar on “Vistas to the Realm of Creativity through English” as a resource person at Hill Queen Educational Institute, Ziro. However, there was no generation of income as such as to be kept for Departmental record.

21. Faculty as members in National committees b) International Committees c) Editorial Boards: *Nil*

22. Student projects:

- a) Percentage of students who have done in-house projects including inter departmental/programme: *Nil*
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: *Nil*

23. Awards/Recognitions received by faculty and students:

Ranks in the University examination (English Honours) in the last four academic sessions:

<i>Academic Session</i>	<i>Name of the Rank Holder</i>	<i>Rank</i>
2013-2014	Nada Yami	1 st
	Junu Elapra	3 rd
	Anshu Singh	9 th
2012-2013	Hage Yaja	6 th
	Debia Yadam	7 th
	Sangeeta Magar	9 th
2011-2012	Thungyani Ovung	7 th

	Surita Sarkar	9 th
2010-2011	Boni Anita	4 th
	Sultana Nek Perven	10 th
2009-2010	Chakom Tesia	8 th

SJVN Jubilee Merit Scholarships: Of the 15 scholarships available for Aruanchal Pradesh, students of Saint Claret College won 7 in 2014. Of these seven, four students were students of the Department of English. (SJVN is a mini-ratna hydroelectric project of the Central Government and the Government of Himachal Pradesh)

24. List of eminent academicians and scientists/ visitors to the department:

- Mr. Nending Omo, Asst. Professor, Dept. of English, Rangfrah Govt. College, Changlang, Arunachal Pradesh.*
- Dr. Miazi Hazam, Asst. Professor, Dept. of English, Rajiv Gandhi University.*
- Ms. Bompi Riba, Asst. Professor Dept. of English, RGU.*

25. Seminars/Conferences/Workshops organized & the source of funding

- National Seminar on “*Gender Perspectives across Disciplines*” on 11 November 2011, funded by the ICSSR-NERC & ATCA International – Germany. (jointly organized with other Departments)
- Regional Workshop on *Research Methodology for Social Sciences* held from 8th to 9th February 2013, funded by ICSSR-NERC (jointly organized with other Departments)

26. Student Profile programme/course wise:

Name of the Course/programme		Applications received	Selected	Enrolled *M *F		Pass percentage
BA I	2010-11		34	12	22	97%
	2011-12		89	41	48	85%
	2012-13		123	45	78	78.86%
	2013-14		174	74	100	97.2%
BA II	2010-11		13	02	11	100%
	2011-12		24	08	16	45%
	2012-13		10	03	07	80%
	2013-14		12	01	11	91.7%
BA III	2010-11		07	02	05	100%
	2011-12		12	02	10	100%
	2012-13		16	02	14	90%
	2013-14		11	01	11	91%

* M=Male F=Female

27. Diversity of Students:

<i>Name of the Course</i>		<i>% of students from the same state</i>	<i>% of students from other States</i>	<i>% of students from abroad</i>
BA I	2010-11	97.05%	02.95%	0
	2011-12	95.50%	04.5%	1
	2012-13	95.16%	04.84%	0
	2013-14	97.70%	02.3%	0
BA II	2010-11	92.30%	07.7%	0
	2011-12	95.83%	04.17%	0
	2012-13	80%	20%	0
	2013-14	91.66%	08.34%	0
BA III	2010-11	71.42%	28.58%	0
	2011-12	83.33%	16.67%	0
	2012-13	93.75%	06.25%	0
	2013-14	81.81%	18.19%	0

28. How many students have cleared national and state competitive examinations such as NET,SLET, GATE, Civil services, Defense services, etc. ? : *DNA*

29. Student progression:

<i>Student progression</i>	<i>Against % enrolled</i>
UG to PG	56.25 (2012-13)
PG to M. Phil.	<i>DNA</i>
PG to Ph.D.	<i>DNA</i>
Ph.D. to Post-Doctoral	<i>DNA</i>
Employed	
Campus selection	<i>DNA</i>
Other than campus recruitment	<i>DNA</i>
Entrepreneurship/Self-employment	<i>DNA</i>

30. Details of Infrastructural facilities

a) Library:

<i>Total No. of Books</i>	<i>Total No. of Titles</i>	<i>Open Section</i>	<i>Title</i>	<i>Reference Section</i>	<i>Title</i>
814	294	715	220	99	74

b) Internet facilities for Staff & Students: *Wi-Fi internet & INFLIBNET facilities are made available for the staff.*

c) Class rooms with ICT facility: *Audio-Visual Room, Auditorium with fixed LCD Projector, and a Portable LCD Projector are available. Computer*

Lab with 45 computers are available for use. They are used for screening movie versions of novels and dramas prescribed for study.

d) Laboratories: *The Department has its own Language Lab which has fifteen computers installed with the software 'Orel Digital Language Lab' (ODLL).*

31. **Number of students** receiving financial assistance from college, university, government or other agencies:

S/No	Name of Scholarships	Year	No. of Students
1.	<i>SJVN Jubilee Merit Scholarship Scheme</i>	2013-14	4
2.	<i>Single Step Foundation, America</i>	2010-11	09
		2011-12	17
		2012-13	30
		2013-14	17
3.	<i>Saint Claret College Awards (Academic)</i>	2010-11	NA
		2011-12	3
		2012-13	4
		2013-14	4
4.	<i>Stipend</i>	2010-2014	All APST Students

a. **Details on student enrichment programmes** (special lectures/ workshops / seminars) with external experts)

Annual Departmental Seminars by Honours Departments is one of the best practices of Saint Claret College. Guided by the faculty and chaired by an eminent academician, six students present scholarly papers on discipline-related topics. Given below are the topics and the chief resource person (chair) at each Seminar in English over the last four years. The funding for these Departmental Seminar comes from the College Management.

Session	Topic	Resource person
2010-11	The Romantics	Dr. A.R. Parhi, Associate Prof. English, Rajiv Gandhi University, Rono Hills.
2011-12	Modernism: Age of Interrogation and Anxiety	Dr. A.R. Parhi, Associate Prof. English, rajiv Gandhi University, Rono Hills
2012-13	Popular Fiction: Reflection on society	Mr. Nending Ommo, Asst. Prof. English, Rangfrah Govt. College, Changlang, Arunachal Pradesh

2013-14	Feminism: Trends and Effects	Mr. Miazi Hazam, Asst. Prof. English, Rajiv Gandhi University, Doimukh, Arunachal Pradesh
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b. Teaching methods adopted to improve student learning:

- *Upgradation of syllabus by adding Unit 0 and Unit 100*
- *Creating Learner-centric Objectives and discussing the same with students.*
- *Regular Lecture Method, using dust-free and chalk-free white boards.*
- *Use of Audio-Visual Aids such as PowerPoint presentations.*
- *Screening of Movies based on novels and dramas prescribed.*
- *Use of Digital Language Lab.*
- *Regular Library Hours.*
- *Student-led, creative, Zero Hours (tutorials)*
- *Remedial Teaching for academically weak students.*
- *Discussions, Debates, participation in literary activities*
- *Publication of Departmental Newsletter, “Lingua Franca”*

c. **Participation in Institutional Social Responsibility (ISR) and Extension activities:**

The students and the staffs of the department extend their services to the society through NSS units of the college as well as CASA (Claretine Association for Social Action) activities. The Department assists various cells of the College to spread awareness programmes such as Blood Donation, Awareness on HIV/AIDS, Drug or Alcoholic addiction.

A short term certificate course in Communicative English (3 credits) using language lab.

d. **SWOC analysis of the department and Future plans:**

Strengths:

- The College is well known as an institution which helps students learn excellent English. Students from far flung areas of Arunachal have come seeking admission on this reputation.
- Strict Rule of Language enforced on campus.
- Use of Language Lab is a creative and encouraging means for students to learn.
- Excellent collection of movies and documentaries for students to learn classics through multi-sensory channels
- Regular classes with excellent attendance records.
- In-house exposure to students through departmental seminar.

Weaknesses:

- Student-Teacher ratio is less than optimal. However, this will change in the newly introduced semestral system.
- Lack of faculty stability and high rate of staff attrition due to the attraction for government job, further accentuated by the state government's lack of interest or political will to provide salary grant-in-aid to private colleges.
- Poor quality of the incoming batch. Most of them come from government higher secondaries with very little knowledge of grammar. This brings down the level at which one can teach.
- Lack of academic research or publication by faculty.

Opportunities:

- Excellent academic ambience with salubrious climate.
- To become a leading training center for Communicative /Spoken English training for the youth.
- With the Language Lab, the department must be able to utilize it effectively.
- The Management is supportive of research and publication and provides seed money for research.
- The newly introduced semestral system with many innovations provides excellent opportunity to teach English more effectively.
- A Comprehensive Employee Manual that provides the staff with a detailed roadmap and vision as to the work culture and ethics, salary, and incentives, promotional parameters, etc.

Challenges:

- To sieve the incoming students better for admission to English courses.
- Recruiting and retaining scholarly faculty with rich experience and publication.
- Enforcing of the Rule of Language (English as campus language) is a challenge.
- Offering of better placement opportunities.
- Increasing student research and publication through regular newsletter as well as mentoring.
- Bettering the Student-Teacher ratio.

Future Plans

- a. Introduction of six-month Certificate Course in Communicative English for the public, especially targeting Tourism personnel, as requested by the Department of Tourism.
- b. Upgradation of the Language Lab with more consoles.
- c. To sustain and improve the number of ranks in the University examinations. Ideally, a target of at least five ranks to be realized.
- d. To engage in minor and major research projects by the faculty, contributing to knowledge-creation.
- e. To increase the number of student and staff publications.

SCHOOL OF INFORMATION & COMMUNICATION SCIENCES

Vision

To become a premier undergraduate media school in the Northeast India, committed to providing the students, especially the tribal youth, with quality education and enhanced employability.

Mission

To motivate and mould students with up-to-date media knowledge, self-confidence, social responsiveness, personal integrity, and professional excellence.

1. **Name of the Department:** *Department of Mass Communication*

2. **Year of Establishment:** *2013*

3. **Name of Programmes/Courses offered:** *UG*

4. **Names of Interdisciplinary courses** and the departments/units involved:

Environmental Studies and Communicative English are interdisciplinary papers that are run with the help of other departments of the College, such as Geography, Anthropology, and English.

5. **Annual/ semester/choice based credit system:** *Semestral System*

6. **Participation of the department** in the courses offered by other departments:

SCCZ has a highly co-operative working ethics and environment. Thus, every Department pitches in with their expertise to help other departments. Some of the programmes wherein there is interdepartmental collaboration and sharing of expertise are the following:

<i>Name of the Programme</i>	<i>Departments involved</i>
Environmental Studies	All Departments, including Mass Com
Claretine Holistic Education Programme (CHEP)	All Departments
Various Workshops organized	All Departments

7. **Courses in collaboration** with other universities, industries, foreign institutions, etc.: NIL

8. **Details of courses/programmes discontinued** (if any) with reasons: NIL

9. Number of Teaching posts:

	<i>Sanctioned</i>	<i>Filled</i>
Professors	0	0
Associate Professors	0	0
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization:

<i>Name</i>	<i>Qualification</i>	<i>Designation</i>	<i>Specialization</i>	<i>Years of Experience</i>
Kenpi Riba	MAJM, NET	Asst. Prof	Television Production	Seven months
Sayan Dey	MMC, NET	Asst. Prof	New Media, Reporting, Editing	Three months

11. List of senior visiting faculty:

- a. Fr. Siby Thomas, MA: Graduate from the Philippines. (He took a three day workshop on Mass Communication Theories)
- b. Mr. Shaison Antony, MA: Graduate of St. Xavier's College, Mumbai & an Independent Film Maker. (enlisted as visiting faculty, yet to conduct a workshop. Planned for the coming years)
- c. Fr. Manoj K. J., MABJ: Graduate of NISCORT, Delhi. (enlisted as visiting faculty, yet to conduct a workshop. Planned for the coming years)

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: NIL

13. Student -Teacher Ratio: 5.5: 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.:

<i>Qualification</i>	<i>Number</i>	<i>Percentage</i>
No. of Teaching Faculty with Ph.D	00	--
No. of Teaching Faculty with M. Phil	00	--
No. of Teaching Faculty only with P.G.	02	100%
No. of Teaching Faculty with NET/SLET	02	100%
No. of Teaching Faculty pursuing PhD	01	50%

16. **Number of faculty with ongoing projects** from a) National b) International funding agencies and grants received: NIL
17. **Departmental projects funded** by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
18. **Research Centre** /facility recognized by the University: NIL
19. **Publications:**

Articles in Magazines : 09
20. **Areas of consultancy** and income generated: NIL
21. **Faculty as members** in
a) National committees b) International Committees c) Editorial Boards: NIL
22. **Student projects**
a) Percentage of students who have done in-house projects including inter departmental/programme: NIL
b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: NIL
23. **Awards/ Recognitions received by faculty and students:**
 - a. Mr. Sayan Dey, Asst. Professor, Won the Amiya Kumar Nag Memorial Award and cash prize for securing 1st class 1st position in MMC. Received the award on January 3, 2013 at the occasion of departed scribe's birth anniversary.
 - b. Mr. Sayan Dey, received Gold Medal in the 13th Convocation of varsity from Pranab Mukharjee, President of India along with Merit Prize and Endowment Prize on May 14, 2013.
 - c. Several Individual and Team prizes, including Best Disciplined Team award by students at the First Ever Inter-Tribal Youth Festival, held in Ziro (February 12-15, 2014)
 - d. Several Individual and Team prizes, including Best Disciplined Team award by students at the Inter-College Youth Festival organized by Rajiv Gandhi University, Itanagar (February 28- March 2, 2014)
24. **List of eminent academicians and scientists/** visitors to the department: NIL

25. **Seminars/ Conferences/Workshops** organized & the source of funding
NIL

26. Student profile:

<i>Name of the Course</i>		<i>Applications received</i>	<i>Selected</i>	<i>Enrolled</i> <i>*M *F</i>		<i>Pass percentage</i>
Bachelor of Mass Communication						
1 BA	2013-14	13	11	3	8	100% (only First Semester Results are available)

27. **Diversity of Students**

<i>Name of the Course</i>	<i>% of students from the same state</i>	<i>% of students from other States</i>	<i>% of students from abroad</i>
1 BA (Mass Communication)	90.90	9.10	

28. How many students have cleared **national and state competitive** examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?:

Not Applicable as only two semesters have been completed under this programme.

29. **Student progression**

Not Applicable as only two semesters have been completed under this programme.

30. **Details of Infrastructural facilities**

a) Library:

<i>Books</i>		<i>Books (Reference Section)</i>		<i>Books (Open Section)</i>	
Number	Titles	Number	Titles	Numbers	Titles
247	219	55	37	195	185

b) Internet facilities for Staff & Students:

Due to the remoteness of the area, proper internet facilities are not available. However, there is internet connectivity provided for administrative functions, through a private satellite provider. And, dongles are provided to the departments with which internet can be accessed.

INFLIBNET facilities are made available for the staff through N-List registration.

c) Class rooms with ICT facility:

- Computer Laboratory
- Audio-Visual room
- MC lecture hall

d) Laboratories: 02

<i>Lab Items</i>	<i>Nos.</i>
Yamaha Mixer – MGP 24X	1
Yamaha Power Speaker – HS 8	2
Senheiser HD 205	1
Sound Box – wall mounted	2
Digital Sound Stereo Headphones	7
Body pack Wireless transmitter	2
Audio Recorder	2
Cakewllk speaker – Roland	2
Sennheiser fire box firewire recording interface	1
Video Camera	1
Still Camera	4

31. Number of students receiving financial assistance from college, university, government or other agencies: 10 **(90.9%)**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

- *Data Dissemination Workshop on Census of India 2011* held on 24th September 2013 at Saint Claret College, Ziro Lower Subansiri District.
- A three-day workshop on Communication Theories by Fr. Siby Thomas, MA (Philippines)

33. Teaching methods adopted to improve student learning:

- a. Lecture Method
- b. Creative educational methods such as Wall Magazine projects.
- c. Audio-Visual Aids. A well-furnished Audio-Visual Room is

available for Mass Communication students. Also, a 45-PC strong Computer Lab with Language Lab facilities (15 pieces) are made use of.

- d. Zero Hours as tutorial hours.
- e. Practical Sessions of varying and creative nature.
- f. Film Club: Regular screening of international movies and documentaries followed by discussion and film critique.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

As part of the Institutional Social Responsibility, students take part in various socially relevant and helpful activities such as CASA events (such as cleanliness drives), collaborating with various socially relevant efforts taken by other agencies (such as volunteering to be part of the disaster management drill teams for Lower Subansiri District).

35. SWOC analysis of the department and Future Plans:

Strengths:

- 1. The Department is the sole Institute in the State of Arunachal Pradesh to provide Mass Communication as a subject in undergraduate level.
- 2. The Department has a sound proof audio-visual room equipped with LCD display projector, SLR camera (01), handycams (03), audio recorders(02) and an MC lecture hall.
- 3. The faculty are qualified, dedicated and have experience in the field of Journalism to impart practical skills.
- 4. The students are disciplined, enthusiastic and has tremendous potential to excel.
- 5. The course is offered at a highly subsidized rate by the Management. Generally, a B. A. programme in Mass Communication costs anywhere between Rs. 60,000/- to 2,00,000/- in India. The College offers it for Rs.25,000/- only.
- 6. Recent signing of MoU with NISCORT, Delhi (National Institute for Social Communications Research and Training), for skilling for the students.

Weaknesses:

- 1. The geographically remote location of the college makes it difficult to get proper communication facilities. The location is not covered by BSNL for internet services and other similar services.
- 2. Poor enrollment of the students (see “Challenges”) and consequent drain of motivation for teachers as well as students.
- 3. The course being the first in the University, there are difficulties associated with having proper BUGS (Board of Undergraduate Studies) and evaluation of examination papers. Often the University is dependent on other universities to value the papers, which result in inordinate delay in releasing results, further denting the motivation of students.

4. Irregular supply of power. Constantly dependent on generator facilities.
5. The faculty members are fairly new to the teaching profession.

Opportunities:

1. Being a pathbreaker in Arunachal Pradesh (as the only Mass Com department), there is a great opportunity to train skilled journalists and media professionals for a state where the fifth estate has often suffered.
2. Excellent Practical Lab with all necessary infrastructure for effective training and skilling for students.
3. The Department has a 'Film Club' with a wide range of national and international movie collections.
4. Growing job opportunities in the field of mass media.
5. Practical hour has been assigned five days a week to acquaint students with photography and videography, editing techniques, etc.

Challenges:

1. The youth of Arunachal Pradesh generally aim at securing a government job. They perceive that Mass Communication is not part of the APCS examination and hence, are reluctant to opt for the course. This has highly affected enrolment.
2. Added to the above is the lack of awareness about the Mass Communication programme and the lack of exposure. Consequently, motivating the current batch and exposing them to media opportunities is a great challenge.
3. Mass Com is investment-incentive. With limited enrolment, providing for infrastructural and lab needs becomes non-viable.
4. Getting experienced and multi-skilled faculty to train students.

Future Plans:

1. Introduction of short-term certificate courses like DTP, Web designing, Video Editing, Photography, etc.
2. To organize workshops and seminars with eminent media personalities.
3. Regular lectures by personnel from the world of media.
4. Field trip/study tour to various media houses.
5. To release short documentary films.
6. To make Mass Com more "visible" to Arunachal Pradesh through various creative ventures by the Mass Com students such as Newsletters, Wall Magazines, publishing of articles in newspapers and magazines, Street Theatre, etc.

**DECLARATION
&
ANNEXURES**



SAINT CLARET COLLEGE, ZIRO

Affiliated to Rajiv Gandhi University, Itanagar

Recognized by UGC under 2(f) & 12 (B)*

A Claretian Institute of Higher Education

DECLARATION

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the Peer Team Visit.

A handwritten signature in black ink, appearing to read 'Paulson Veliyannoor', with a horizontal line underneath.

Dr. (Fr.) Paulson Varkey Veliyannoor, CMF
(Principal)

Ziro
July 16, 2014

Post Box 22, Salaya, Ziro—791 120, Lower Subansiri Dt., Arunachal Pradesh
Mobile: 094360 47102; Landline: (03788) 255 270; Fax: (03788)255 433
E-mail: zirocollege@gmail.com; Website: www.sccz.edu.in

Pk. 23236351, 23232701, 23237721
23234116, 23235735, 23232317
23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)
UGC Website: www.ugc.ac.in
F. No. 8-85/2010 (CPP-I/C)



अनुदान विभाग
SPEED POST

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

June, 2011

The Registrar,
Rajiv Gandhi University,
Rono Hills, Doimukh,
Itanagar – 791 112,
Arunachal Pradesh.

E 7 JUL 2011

Sub: - Recognition of College under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,

I am directed to refer to the letter No. AC-360/SCC/2003 dated 03.11.2010 received from the Assistant Registrar (Academic) on the above subject and to say that it is noted that the following college is *Partly self financing private college and receiving some kind of grant other than salary purpose from the State Government and permanently affiliated to Rajiv Gandhi University.* I am further to say that the name of the following college has been included in the list of colleges prepared under Section 2 (f) & 12 (B) of the UGC Act, 1956 under the head 'Non Government Colleges teaching upto Bachelor's Degree' as per details given below:-

Name of the College	Year of Establishment	Remarks
Saint Clare College, P.B. 22, Salaya, Ziro, Lower Subansiri Dt., Arunachal Pradesh – 791 120.	2003	The college is granted 12 (B) status to make it eligible to receive central assistance from sources other than UGC.

The Indemnity Bond and the other supporting documents submitted in respect of the above College have been accepted by the University Grants Commission.

Yours faithfully,

(Uma Balli)

Under Secretary

Copy to:-

- ✓ The Principal, Saint Clare College, P.B. 22, Salaya, Ziro, Lower Subansiri Dt., Arunachal Pradesh – 791 120.
- The Secretary, Government of India, Ministry of Human Resource Development, Department of Secondary Education & Higher Education, Shastri Bhavan, New Delhi – 110 001.
- The Commissioner cum Secretary (Education), Government of Arunachal Pradesh, A.P. Secretariat, Block No.4, Itanagar – 791 111 (Arunachal Pradesh).
- The Deputy Secretary, UGC, North-Eastern Regional Office (NERO), 3rd Floor, House FED, Rental Block-5, Beltola - Basistha Road, Dispur, Guwahati - 781 006, (Assam).
- Publication Officer (Website-UGC), New Delhi.
- Section Officer (F.D.-III Section), U.G.C., New Delhi
- All Sections, U.G.C., New Delhi.
- Guard file.

S. Gulati
(Sunita Gulati)
Section Officer



MASTER PLAN OF SAINT CLARE COLLEGE ZIRO, ARUNACHAL PRADESH.

NOTE:-

1. ANY MODIFICATION IN THE ORIGINAL DRAWING IS SUBJECT TO THE ARCHITECT'S SIGNATURE FROM THE DATE OF WORK. AT THE
2. TIME BEING CONSIDERED ALL REVISIONS SHOULD BE MARKED. ANY DRAWING IS ISSUED ON A PUBLISHED DATE. OF DESIGNER'S SIGNATURE.