



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SAINT CLARET COLLEGE, ZIRO

**POST BOX 22, SALAYA, LOWER SUBANSIRI DISTRICT
791120**

www.sccz.edu.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Saint Claret College, Ziro (SCCZ) has been established by the Claretian Formation Association of North East India, a registered charitable society (S/R CLAONEI-531/88 of 1988) under the aegis of the of the Northeast Independent Delegation of Claretian Missionaries.

SCCZ is located on 20 acres of verdant countryside at Salaya, Old Ziro in the Lower Subansiri District of Arunachal Pradesh. A College at Ziro had been a long-cherished dream of the Apatani tribe of Ziro Valley. The Claretian Missionaries responded generously to this genuine need. With its dreams for a healthy mixture of traditional and innovative educational endeavours and extension programs, the College works towards realising the educational aspirations of the tribal people.

The foundation stone for SCCZ was laid in December 2002 and the first academic year began on August 11, 2003. The College is permanently affiliated to Rajiv Gandhi University, Itanagar, and recognised by University Grants Commission (UGC) under sections 2(f) and 12(B) of the UGC Act. SCCZ is the first private college in Arunachal Pradesh to have received accreditation from the National Assessment and Accreditation Council (NAAC), the only HEI in Arunachal Pradesh to have received a Commendation Certificate for meritorious services in the field of Higher Education, and to have been awarded the Best Performing Private College Award by the Government of Arunachal Pradesh.

SCCZ currently offers Bachelor of Commerce (B.Com), Bachelor of Arts (BA) in Mass Communication and BA in seven programmes - Anthropology, Economics, Education, English, History, Geography and Political Science. In addition, the college offers certificate courses, and conducts extension and co-and extra-curricular activities through its numerous cells and associations. At present the college caters to 1028 students employing 35 academic staff and 26 non-teaching, administrative and supporting staff (2022-2023).

MOTTO

The motto of the college is “Truth, Light, and Life”, which is adopted from the prayers of ancient *rishis* of India,

asato ma sadgamaya
tamaso ma jyotirgamaya
mrtiyorma amrtam gamaya

alluding to the belief that it is only through education one can achieve truth, light and life.

Vision

To become a premier institute of higher education in North East 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.

Mission

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

CORE VALUES

- Faith in God,
- Integrity,
- Peace,
- Cooperation,
- Personal Competence

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 professional skills as well as in the systems and processes through which knowledge and skills are produced, harvested, and disseminated for the educational training and excellence of the Claretines."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Location of the College provides a serene, salubrious, distraction-free, safe environment for study.
2. A committed Management which ensures that the institution is progressing in the right path through its long-term strategic planning.
3. Optimal financial management which provides financial stability for the college.
4. Well designed, aesthetically constructed infrastructure with safety features on par with other top-notch institutions.
5. Elaborate policies and procedural guidelines to guarantee transparency in functioning.
6. Qualified and committed staff who contribute towards the overall development of the College.
7. A detailed, well-defined, streamlined process of Curriculum delivery through Staff Service Journal.
8. Excellent academic track record with a consistently high pass percentage and numerous rank holders.
9. Providing and provisioning scholarships for nearly 98% of the students in the College through

Government and Private sources.

10. A persevering assurance to providing value-based, soulful higher education through CHEP (Claretine Holistic Education Programme).
11. A well established Counselling Cell that caters to the psychological needs of the students and extends its services to society.
12. Claretines are known for their disciplined and cultured behaviour. The College has bagged Best Disciplined Team Award repeatedly at various youth festivals.
13. A comprehensive Employee Manual with details on work ethics, salary and incentives, parameters for career advancement, leave rules, and other details.
14. The College has an international, peer reviewed, research journal, *InterViews: An Interdisciplinary Journal in Social Sciences*.
15. Recognition as Best Performing Private Institute of Higher Education in the state.
16. A great teaching-learning ambience with spacious, clean, well-lit classrooms, ICT facilities, library, seminar halls, conference rooms, auditorium, indoor and outdoor sports and games facilities, and open spaces.
17. Residential facilities for students and staff.
18. Welfare measures that ensure parity in all areas of administration and functioning.
19. A commitment to preserving the environment through several conservation and sustainable measures.

Institutional Weakness

1. Inability to increase the number of programmes in spite of timely applications submitted to the affiliating University.
2. Engagement in research activities is minimal
3. Publications in UGC CARE listed journals is less than desirable.
4. Lack of financial aid from the Government.
5. High staff attrition rate due to better opportunities available through Government jobs.
6. Poor Network connectivity and frequent network disruptions.
7. Frequent power outages in the region leading to interruption in the use of ICT facilities and incurrence of high expenses on power back-up.
8. Lack of placement of students due to the College being an undergraduate institution as well as the location being rural.
9. Alumni engagement is less than satisfactory

Institutional Opportunity

1. Existing land area, excellent infrastructure, financial resources and human resources which allows for expansion of the College into an autonomous institution/ University which can cater to the local need of the people.
2. A young experienced Management team capable and willing to fulfil the aspirations of a youthful local

population in need of higher education and helping them better their prospects.

3. To be able to incorporate a value system in the young minds which helps in their intellectual, emotional and spiritual growth and maturity.
4. To be able to engage students in soulful higher education thereby preventing them from indulging in the menace of alcohol and substance abuse which are prevalent in the region.
5. To channelize the energy of the young students into sports, games and other meaningful extension activities which benefit them and the local communities.
6. To provide opportunities for students to prepare themselves for employment in private sector and government service including armed forces through career counselling.
7. To be able to implement NEP 2020 in letter and in spirit in order to facilitate the growth and development of Higher Education.
8. To be able to showcase the rich ethnic and cultural diversity of the region at the national and international levels.
9. To involve the Alumni actively in the college and stand to gain from their expertise.

Institutional Challenge

1. Distance between the parent university and the institution to participate in meetings and getting official work done - a tedious process.
2. Too many administrative tasks entrusted to faculty on account of demands from regulatory authorities affecting time dedicated for teaching and Research.
3. Low pass percentage of students from Higher Secondary level impacts admission and thus demand ratio.
4. Very poor communication infrastructure including internet availability.
5. Lack of optimal number of industries, corporate sector, public undertakings in the region for the creation of an academia-industry interface.
6. To obtain government grants for research projects and infrastructural needs of the college
7. Management of non-biodegradable garbage due to non-availability of recycling facilities.
8. Promoting mental well-being among youth to prevent suicides, which is high in the locality.
9. Motivating students to attend classes and concentrate on studies.
10. Non-availability of local labour for technical tasks.
11. Essential goods and services extremely expensive
12. Limited local transport for commuting to and from the institution
13. High attrition rate among faculty
14. Under developed government infrastructure like electricity and sewage.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Saint Claret College, Ziro adheres to the syllabi prescribed by Rajiv Gandhi University.
- Implementation of CBCS from the academic year 2021-2022 resulted in updated syllabi and measurable course outcomes.
- Detailed discussion and planning at various levels help the College frame its curriculum ensuring holistic all-round development of the student.
- Departmental planning each semester and drawing up of class routines (timetable) ensures efficient time

management and maximum engagement of students in academic work.

- Course planning undertaken by each teacher is documented in the Staff Service Journal (SSJ) which is checked every week by the IQAC and finally certified by the Principal at the end of the semester.
- Core and major elective courses contribute towards development of professional competence.
- Unit 0 (foundational level) and Unit 100 (advanced level) added by the college to each of the courses (under semester pattern) improves proficiency in each course from start to finish.
- Certificate, skill-based, and value-added courses equip students with additional knowledge and skills.
- Claretine Holistic Education Program (CHEP) offered to all students inculcates human values, professional ethics and social responsibility.
- A spirit of camaraderie among students is built through co-curricular and extra-curricular activities.
- Students showcase their talents through various cultural programmes.
- Sports and games help students build physical strength, a spirit of competition, team work and sportsmanship.
- College Academic Calendar is as per the calendar provided by the affiliating university and is uploaded on the College website.
- Students are made aware of important dates and events in the calendar through notices, circulars and announcements.
- Sessional tests (part of the Continuous Internal Assessment), as mandated by the University, are conducted meticulously on dates indicated in the calendar.
- The college continuously improves its curriculum planning and delivery through effective evaluation systems and benchmarking.
- Evaluation of the curriculum is done in the form of written feedback from various stakeholders – peers, teachers, students, alumni and employers.
- The valuable suggestions and comments from all stakeholders are taken seriously and translated into action by the management.

Teaching-learning and Evaluation

- Average student enrolment rate of 73% which is highly dependent on the state's pass percentage at the Higher Secondary Level.
- The College fully adheres to the state's reservation policy- filling up 100% of seats earmarked for the reserved category.
- Additional number of reserved category students admitted under the Open Competition based on merit.
- Full-time teacher to student ratio at 28:1.
- Interactive classroom exercises such as seminars, group discussions, field trips, practical sessions and other methodologies conducted at frequent intervals ensure participative and experiential learning in almost all courses enhancing learning level of students.
- ICT resources such as Smart boards, projectors, computers and peripherals as well as e-learning platforms such as Talent LMS and Google Classroom are invaluable assets to the teaching-learning process.
- Learner centric methods including blended mode are provided to enhance the learning experiences of students.
- Language lab helps students improve writing, reading and listening skills.
- Despite remoteness of the college's location, students are given opportunity to undertake internship and project work at locally identified organisations with which agreements / collaborations have been made.
- No *ad hoc*, guest faculty in the institution. Faculty members are appointed in sanctioned posts on tenure.
- 75% of faculty hold Doctoral Degrees or have passed the NET/SLET examination resulting in higher

order of teaching-learning experience for students.

- The institution's policy on the mechanism of administration of internal assessment and grievance redressal ensures students are provided a fair and impartial evaluation process.
- Grievances with respect to CIA and End Semester University Examination are Nil.
- Programme and Course outcomes (POs and COs) are displayed on the College website, e-learning platforms and published in the College handbook.
- After enrolment, POs are communicated to students during the Claretine Orientation Programme (COP).
- Students are led through a personal goal setting exercise by their respective departmental faculty.
- POs and COs are measured and evaluated through internal and external assessment components.
- Attendance is monitored and minimum requirement of attendance is strictly implemented as part of the Continuous Internal Assessment.
- Mentoring and tutoring facilities are provided to help academically weak students.

Research, Innovations and Extension

- Research grant of Rs.1.5 lakhs garnered from ICSSR and Unnat Bharat Abhiyan for publication of in-house research journal and research survey respectively.
- Research Promotion Cell and Centre for Publications set up to promote innovation ecosystem and transfer of knowledge in terms of research and publication.
- An Institutional Review Board has also been set up.
- A two-day webinar on Intellectual Property Rights and IP Management for start-ups in collaboration with National Institute of Technology, Arunachal Pradesh.
- Awareness/training program on Intellectual Property Rights in collaboration with National Intellectual Property Awareness Mission.
- Organised workshop on APA Style and Elements of Writing.
- With 14 publications in UGC / CARE list, 36 chapters in edited books /proceedings and 2 books with ISBN, faculty have made headway in publications.
- Promotion of research through seed money and incentives for research and publications.
- As part of its Indian Knowledge Systems initiative, a cultural gallery has been set up displaying artefacts from across Arunachal Pradesh, N.E. states, rest of India and the world, the first of its kind set up by a College in the state, giving viewers a peep into the rich cultural heritage of the land.
- Sixty-two seminars/workshops conducted to help faculty and students add to their knowledge.
- People Education and Social Empowerment Centre offers a multitude of extension activities including workshops/awareness programs on issues like gender, environment, drugs, AIDS, COVID-19, consumer rights, etc.
- Forty-four extension programs conducted by National Service Scheme, Red Ribbon Club, and Claretine Association for Social Action reiterate the college's commitment to creating social consciousness among students.
- Recognition of extension activities and commendation by the Ministry of Education, Govt. of India, Chief Minister, State Government, Local Bodies, District Administration, National AIDS Control Society, etc.
- Only HEI in Arunachal Pradesh to have received Best Performing Private College in the State Award from the State Government,- a feather in the cap for the institution.
- An *Emergency Preparedness Manual* of the college guides staff and students to effective response to emergencies.
- Seven functional MoU's and 13 collaborations resulted in a plethora of activities- internships, outreach programmes, academic programmes, counselling, etc., benefitting faculty and students.

Infrastructure and Learning Resources

- A new Academic Block has increased the built-up area by over 50% in the last 2 years.
- State of the art facilities in terms of access to the building, additional classrooms, well designed and furnished offices provide for better learning and administration.
- Auditorium with a seating capacity of 1000 is the joy and pride of the college.
- A gamut of amenities such as potable drinking water, disabled-friendly washrooms for boys and girls, sanitary napkin vending machines, incinerators, and visitors waiting area with washroom are available.
- Residential facility for boys set-up due to increased demand by parents.
- Expenditure on infrastructure augmentation and learning resources nearly 2/3rds of the total expenditure (not taking in to account expenditure on salaries).
- Expenditure on maintenance of infrastructure accounts for nearly 1/3rd of the total expenditure.
- Classrooms and academic facilities are equipped with ICT facilities such as projectors, computers, smart boards etc.
- Additional floor space for the library has made it more spacious inviting faculty and students to spend more time using its learning resources.
- Koha (ILMS) interfaced with RFID for easy access and circulation of resources.
- Increase in holdings such as books, subscription to journals (hardcopies and e-journals), and magazines offer faculty and students a plethora of reading and learning opportunities.
- The ICT, Wi-Fi enabled library also provides access to e- resources.
- An open-air stage with over 2000 seating capacity and the 'Quadrangle' allow students to have well-organised cultural programmes and showcase their talents.
- Well-maintained outdoor sports facilities keep sports-loving students engaged in friendly competition and practice sessions after class hours and on holidays.
- Improved indoor sports and games facilities such as a Gym and floor space for Yoga allow students opportunity to improve their physical activity and health.
- ICT facilities are constantly upgraded/replaced – new versions of software and high-ended computing devices allow faculty and students to improve their computing skills.
- A whopping amount is being spent on internet connectivity and improved bandwidth through a leased-line.
- The student to computer ratio stands at 11:1

Student Support and Progression

- SCCZ in keeping with the government's efforts is committed and ensures that students do not refrain from getting higher education because of their economic or social status. Towards this end the College has enabled 98% of its students to receive scholarship.
- Forty-six programs covering soft skills, yoga, health, hygiene, physical fitness, improvement of language and communication skills as well as computing skills were conducted to enhance the competency of students.
- Career counselling and guidance for competitive examinations in collaboration with various organisations including the armed forces have benefitted over 1150 students.
- Anti-Ragging Cell and Sexual Harassment Prevention Cell conduct programs to inform students of the consequences of ragging and sexual harassment.
- Robust Grievance Redressal Policy (2010 - amended in 2019) including zero tolerance towards ragging and sexual harassment ensures 0% incidents to date.

- Students submit anti-ragging affidavit which contributes to zero level of ragging in the institution.
- Suggestion boxes placed at strategic locations allow students to make suggestions or vent their grievances and seek timely redressal of the same.
- Statutory bodies meet regularly to discuss and update on mechanisms to inculcate awareness in students on the policy of the college towards ragging and sexual harassment.
- Faculty members are bound by the College policy on Maintaining Ethical Boundaries.
- 43% of the students passing out of the college prefer furthering their education or improving their skills. Most of these students pursue post graduate programs in the parent university or in neighbouring states.
- Twelve students have passed the UGC NET or qualified in the Arunachal Pradesh Public Service Commission Examination.
- Participation of SCCZ in 18 sports and cultural programs hosted by the institution and other institutions resulted in eleven awards/prizes for the institution resounding the rich cultural diversity and competence of the students.
- The Alumni association, Saint Claret Alumni Network (SCAN), still in its fledging state, has brought many former students back to their *Alma Mater*.
- The contribution from SCAN is both monetary and in kind.

Governance, Leadership and Management

- The Vision and Mission statement of the College gives direction to the Management Council and Governing Body on the Management and Governance of the Institution respectively.
- Synergic co-operation and planning by successive management teams have helped make SCCZ one of the best HEIs in the state.
- A democratic yet inclusive leadership guides the college through participatory and collaborative management which is decentralized.
- Various committees and cells under the leadership of senior faculty and guidance of the Management carry out important tasks such as admission, preparation of academic calendar, conduct of internal and external assessment, etc.
- Foresighted and proactive attitude with respect to implementation of NEP 2020.
- Faculty have undergone training for the implementation of NEP 2020.
- A National Webinar highlighting the importance of NEP 2020 and disseminating the information to several stakeholders was held.
- Efforts made towards implementing Academic Bank of Credits under the National Academic Depository.
- New courses of study have been applied for in keeping with the directives of the previous NAAC report and of the NEP.
- Applied for Autonomy to the UGC through the affiliating University.
- Strategic vision document, 'Innovate to Transform' is the institutional perspective plan which strategizes the goals and aspirations of the college.
- The 'Five Pillars of Excellence' in the vision document is a beacon that helps the college derive inspiration while the Five-Phased Priorities directs its growth.
- A well-structured, bottom-up governance and leadership pattern reflected in the day to day functioning.
- Application of ERP/Management software applied across the college – academics, administration, faculty, staff and students.
- Performance Appraisal System that helps faculty and staff measure their work performance against established job requirements.
- An A-Z of welfare measures for faculty and staff.

- Staff Service Manual elaborates the Career Advancement System for faculty.
- Financial provision for attending conferences, seminars, workshops, and publishing papers.
- Faculty Development Programs provide opportunities for professional growth.
- Mobilisation of funds from fees, sponsoring organisation and other sources to sustain the institution.
- Internal and External audit conducted every year.
- IQAC guides the institution and monitors the functioning of the institutions' quality initiatives.

Institutional Values and Best Practices

- Empowerment of women through education is one of the 5 priorities of SCCZ as reflected in its strategic plan.
- Gender parity in the workplace is practised in the institution be it in salary/wages, recruitment of persons or appointment into offices of responsibility.
- Equal opportunities without gender discrimination.
- Women's Cell, Sexual Harassment Prevention Cell, Anti-Ragging Cell, and Disciplinary Committee keep a close check on student's safety and security.
- Several facilities set up separately for boys and girls
 - washrooms
 - infirmary
 - well-furnished and hygienic residential facilities
 - common room for both male and female students with adjoining wash rooms
- Other common facilities/amenities that are setup for both male and female staff and students include
 - 134 CCTV cameras on campus,
 - Security personnel on campus
 - Counselling facilities
- Sanitary Napkin Vending Machines and Incinerators in female washrooms.
- The College is conscious that its presence in the Ziro valley should not be detrimental to the environment and has therefore installed
 - alternate sources of energy wherever possible (solar panels and solar water heaters),
 - segregation of bio-degradable and non-degradable waste,
 - water conservation through rain water harvesting,
 - planting of trees and landscaping of campus.
- Ramps provide easy access to buildings for differently abled persons.
- Increase of green cover through tree planting drives by the Eco-club including during the COVID-19 pandemic in the surrounding villages.
- Dustbins provided within the buildings and around the campus, invite staff and students to dispose garbage in a responsible manner.
- Cleanliness drives conducted by NSS volunteers and other students in the neighbouring villages bear witness to the commitment of students to environmental conservation.
- Best Practice 1: Claretine Holistic Education Programme (CHEP) which covers all the academic experiences of the students with an added component of value education.
- Best Practice 2: Conselling Cell to cater to the psychological needs of the students.
- SCCZ's Distinctiveness is seen in providing Quality and Soulful Education to the tribal youth of Arunachal Pradesh.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAINT CLARET COLLEGE, ZIRO
Address	Post Box 22, Salaya, Lower Subansiri District
City	ZIRO
State	Arunachal Pradesh
Pin	791120
Website	www.sccz.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Fr. Allwyn Mendoz	03788-255270	7085320300	03788-255433	zirocollege@gmail.com
IQAC / CIQA coordinator	Utpal Talukdar	03788-255320	9436232385	03788-255434	utpal.talukdar12@sccz.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Arunachal Pradesh	Rajiv Gandhi University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	07-10-2016	View Document
12B of UGC	07-10-2016	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence (CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	DHTE Arunachal Pradesh
Date of recognition	07-03-2019

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Post Box 22, Salaya, Lower Subansiri District	Rural	20	4732

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Anthropology	36	HSSLC	English	35	14
UG	BA,Economics	36	HSSLC	English	35	29
UG	BA,Education	36	HSSLC	English	35	27
UG	BA,English	36	HSSLC	English	40	30
UG	BA,Geography	36	HSSLC	English	60	52
UG	BA,History	36	HSSLC	English	50	42
UG	BA,Political Science	36	HSSLC	English	145	137
UG	BA,Mass Communication	36	HSSLC	English	30	26
UG	BCom,Commerce	36	HSSLC	English	50	29

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				35			
Recruited	0	0	0	0	0	0	0	0	19	16	0	35
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				26
Recruited	18	8	0	26
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	3	0	8
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	13	11	0	24
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	497	20	0	0	517
	Female	484	27	0	0	511
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	163	205	106	129
	Female	163	177	102	132
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	7	6	8	1
	Female	7	16	5	10
	Others	0	0	0	0
Total		340	404	221	272

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In order to implement NEP 2020, the college has made several efforts at the preparatory level. The faculty of the college have participated in seminars, discussions, and also input sessions which have been instrumental in preparing the ground for the implementation of NEP 2020. Being an affiliated college, it follows the guidelines of the affiliating Rajiv Gandhi University. The college offers three streams i.e., B.A., B.Com., and B.A. Mass Communication. The college has implemented the CBCS (Choice Based Credit System) from the academic year 2021-2022 at the Undergraduate level, as per the guidelines of the affiliating University. Environmental Studies (EVS) paper has been taught
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	as a multidisciplinary subject as per the mandate of UGC and the affiliating university. Care has been taken to give maximum flexibility to the students in the choice of Generic Elective Courses under the CBCS pattern. This is but a small step towards implementing the multidisciplinary/ interdisciplinary approach.
2. Academic bank of credits (ABC):	The faculty of the College has been made aware of the concept of ABC (Academic Bank of Credits). The College has come under the purview of the Choice Based Credit System and all necessary mechanisms are in place with regard to the implementation of the Credit system viz., the Class schedule, and the internal and external assessments. Since the affiliating university is already taking steps to maintain such a bank for credits, the College will participate in the exercise and also contribute towards the proper implementation of the Academic Bank of Credits. A nodal officer for Academic Bank of Credits under National Academic Depository has been appointed by the college to that effect.
3. Skill development:	The College has initiated several steps that have contributed towards the skill development of students. Certificate Course in Computer Applications, Tourism Management, Communicative English, Training students to be Peer Counsellors (Counselling Cell), Certificate courses by IIRS (Indian Institute of Remote Sensing) Videography and Graphics Designing, etc. are instances of efforts made by the college towards Skill development. In addition to the above, the College has meticulously followed the university guidelines on introducing Skill Enhancement Courses, Discipline Specific Electives, and Generic Elective Courses through CBCS.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The College has contributed towards the integration of the Indian Knowledge System and culture in so far as it is included under the CBCS curriculum. Subjects such as Anthropology and History have references to the Indian Knowledge systems. Topic selection for Fieldwork or Dissertation is made keeping in mind the possibility of gaining knowledge from local areas/ practices. On a wider level, days of significance of Indian Culture and Heritage are observed and celebrated college-wide with special emphasis on the importance of the day with posters, awareness

	programmes, cultural activities, etc.
5. Focus on Outcome based education (OBE):	SCCZ is an affiliated college under Rajiv Gandhi University (RGU), hence, the Programme Specific Objectives (PSOs), Programme Outcomes (POs), and Course Outcomes (COs) are formulated as per the guidelines prescribed by the University. The same is displayed on the college website and made accessible to all the stakeholders as well as the interested public. The PSOs and POs are communicated to the students at the beginning of the session during the Claretine Orientation Program (COP). The POs and COs are further communicated to the students at the departmental level wherein students are led through a personal goal-setting exercise by their respective departmental faculty. The college ensures that the level of attainment of POs and COs is continually measured and evaluated. This is done through a combination of internal assessments as set by the institution and external assessments as prescribed by the University. Continuous internal assessments (CIA) are done through sessional tests and assignments, projects, presentations, and departmental seminars while external assessments are done through end-semester examinations (ESE) conducted by the University. POs are also annually evaluated in terms of students' progression to higher studies.
6. Distance education/online education:	The College has a study centre for Distance Education affiliated to IGNOU. The College introduced the Learning Management System to cater to the students during the Pandemic. The use of the LMS has continued even after the physical classes resumed. All study materials are uploaded on the Learning Management System regularly. The College is a networking centre for the Indian Institute of Remote Sensing (IIRS, ISRO) for its off-campus outreach certificate program. Several courses have been successfully completed at the centre.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES! The Electoral Literacy Club (ELC) become functional in the academic session 2018-19 with a view to review the various election related works for
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	the coming election of 2019. There are 03 ELCs, one each for one batch (1st Year, 2nd Year & 3rd Year).
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES! OFFICIAL APPOINTMENT OF NODAL OFFICER, ELCs, SCCZ: On 17th September 2018, an order No. SE-65/2018 in pursuance of Election commission of India letter No. 491/ECI/LET/SVEEP-I/EL/ELC/2-17 dated 3rd November, 2017 was issued from the Office of DEO, Lower Subansiri District, Ziro, for officially appointing Ms. Withoam Socia as the Nodal Officer for ELC, SCCZ. APPOINTMENT OF TEACHER AND STUDENT IN- CHARGE FOR ELCs AT SCCZ: On 18th March 2019, a meeting was held for the formation of the executive committee during which three (03) teachers as convenors, one for each batch and six (06) students as student coordinators, two for each batch were officially informed.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	1st April 2019: Awareness campaign on "Money-Free and Fair Election" An awareness campaign on "Money-free & fair election" by AYA (Apatani Youth Association) in collaboration with ELCs, SCCZ was held in the college. The Program was attended by all the students and the staff. The president, AYA, Mr. Habung Tamang and the General Secretary, Mr. Racho Kacho spoke on the occasion. They gave talks on the disadvantages of taking money from the candidates during election campaigns and encouraged everyone to involve in money free & fair election. 24th September 2019: Awareness Talk on Elector's Verification Programme (EVP) An awareness talk was held on EVP in the college with Smt. Priscilla Tayeng, ERO for DEO, Lower Subansiri District, Ziro as the Resource Person. This talk was a part of the EVP launched by the Election Commission of India to encourage Indian citizens to come forward and authenticate their details along with their family members. The program was attended by the Management, Faculty and the Students.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	19th March 2019: Sensitization program on election A sensitization program was held for the 1st and 2nd year batches. The conveners Ms. Sangeeta Magar (Asst. Prof. Dept. of English) and Dr. Bhaboklang Sohkhlet (Asst. Prof. Dept. of Anthropology) explained about the election through PPT presentations. Students also performed activities

	through games to make it easy to understand. The program was a great success as there was a huge and enthusiastic participation from the students.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Most of the 2nd and 3rd year students are already enrolled as voters. The ELC will assess the age of the freshers and the year 2024 being an election year, awareness programmes and drives will be planned to enrol those eligible as voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
934	816	673	742	792

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 64

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
33	31	31	31	30

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
193.18	133.24	192.55	214.97	200.86

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Curriculum planning and delivery

Saint Claret College, Ziro adheres to the syllabi for the courses of the programmes prescribed by Rajiv Gandhi University. The College envisions achieving excellence through discussions and planning at various levels. Staff Council Meetings are instrumental in planning an effective curriculum. Meetings are held from time to time and any changes to the curriculum including curriculum framework (CBCS/NEP) are communicated to the Faculty at Staff Council meetings. The Heads of Departments and faculty decide upon execution of the planned curriculum which is documented in a template provided by the IQAC. The IQAC assesses the delivery and progress of teaching of course content and teaching methodologies.

Individual lesson planning is meticulously undertaken and documented by each teacher through a Staff Service Journal (SSJ). Each faculty member maintains a Plan of Action (PoA) and Action Taken Report (ATR) that is reviewed by the Head of Department and forwarded to IQAC every week for verification. The SSJ is finally submitted to the Principal and archived by the IQAC.

The course contents are delivered through established academic methodologies viz., regular classes, lectures, practicals, assignments, discussions, demonstrations, library hours, field trips/surveys, remedial teaching when required, internships, seminars, conferences and guest lectures to facilitate effective teaching and optimal learning experience. SCCZ adapted and extensively relied on ICT for effective curriculum delivery especially during the COVID-19 pandemic.

The College offers add on/value added courses which are well planned and executed every academic year. Claretine Holistic Education Programme (CHEP) and Certificate Courses (CC) form an integral part of the curriculum.

Under the Semester system, apart from the University prescribed syllabus, the college planned and incorporated Unit 0 (Foundation Unit) and Unit 100 (Advanced Unit) in all of the UG courses.

The curriculum offered at SCCZ is rich in its diversity. Certificate courses, co-curricular, extra-curricular activities and extension programmes form part of the curriculum. Students participate and showcase their talents through various socio-cultural activities, sports, games and extension programs including NSS resulting in their holistic development. **All academic, co-curricular and extra-curricular activities are documented in dossiers/reports. Journal entry of activities is also made in the College Chronicles.**

Academic Calendar

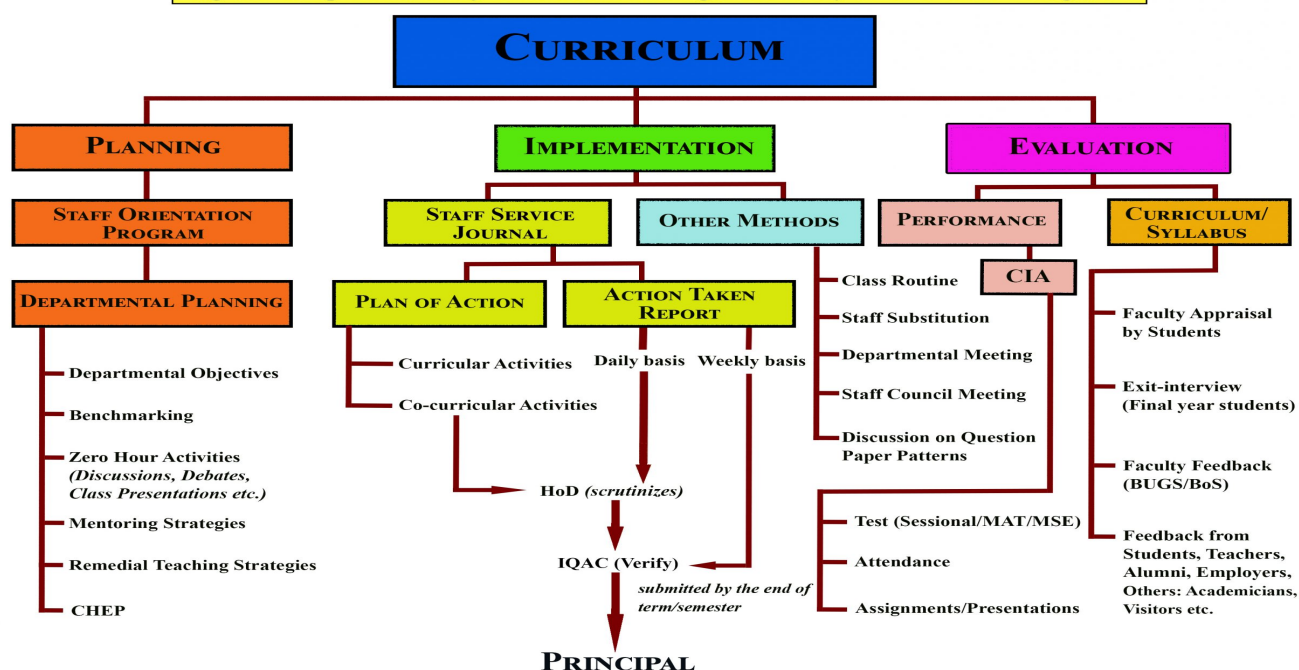
The College Academic Calendar follows the calendar provided by the affiliating university. The days

marked in the calendar include: teaching days, internal sessional test days (part of Continuous Internal Assessment [CIA]), dates of external examination, college events, departmental activities, observance of festivals, days of national and international importance, various deadlines, holidays, vacation, etc., which are followed strictly. The Academic Calendar is uploaded on the College website, put up on the College notice board and published in the College Handbook at the beginning of each academic year. Any changes to the Academic Calendar are communicated through notices/circulars to faculty members, staff and students.

Continuous Internal Assessment (CIA)

Continuous Internal Assessment as mandated by the University is conducted on dates indicated in the academic calendar and these dates are adhered to strictly. Dates for submission of assignments are also marked in the academic calendar and adhered to.

Diagrammatic representation of Curriculum Planning and Delivery at Saint Claret College, Ziro



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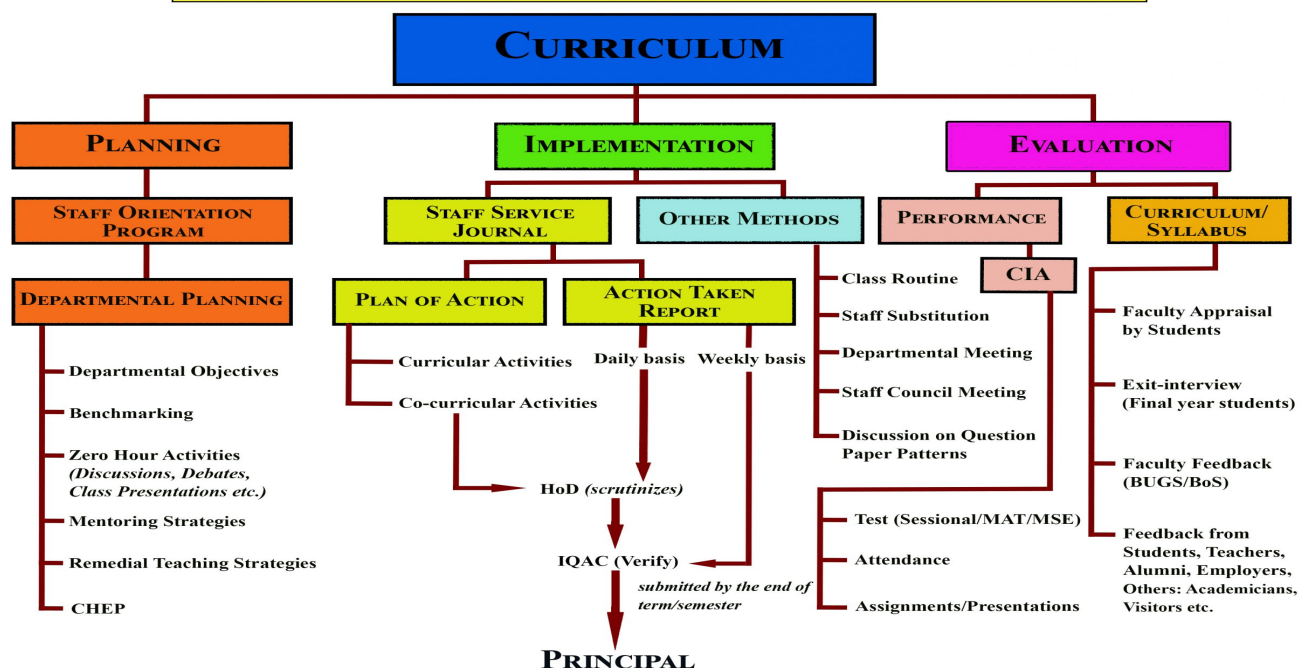
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Diagrammatic representation of Curriculum Planning and Delivery at Saint Claret College, Ziro



File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 9

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2 Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 40.81

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	452	377	438	348

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

The cross-cutting issues such as professional ethics, gender, human values and environment are given importance.

Professional Ethics is part of the following programmes: Anthropology, Education, Political Science, Mass Communication, and Commerce as prescribed in the syllabi of the affiliating university. The courses are: Anthropological Fieldwork, Teacher Education, Public Administration, Media Laws and Ethics, Business Organisation and Management, Business Ethics and Human values, respectively. The topics are: Ethics of Anthropological Fieldwork and basic elements, Teacher Education and Professionalism: Teaching as a profession: Determinants and ethics, Ethics in administration, Media and ethical parameters, Ethicality of sting operations, Ethical issues in social media, Corporate Social Responsibility, Business ethics, Communication skills and interpersonal skills (CHEP) are taught to the students.

Gender Studies is integrated in the following programmes: Anthropology, Economics, Education, and Political Science. Some of the topics are: Anthropology of Gender, Gender and development, Media gender, Women empowerment and Feminism.

Students are also sensitised on Gender issues through different activities conducted by the Women's Cell and Sexual Harassment Prevention Cell. The cells function under the supervision of faculty members who work towards empowerment of women and prevention of sexual harassment on campus. International

Women's Day is celebrated in the College every year.

Human values are integrated in the following programmes: Education, Political Science, Mass Communication, and Commerce. The topics are: Human values, Hospitality, Value education, and Human rights. The College provides comprehensive, value-based human formation for all students through 30 hours of Claretine Holistic Education Program (CHEP) offered as various modules throughout the six semesters. The modules include lessons on professional skills, spiritual evolution, moral uprightness, social responsiveness, cultural tolerance, faith in God, integrity, conflict resolution, fundamental duties, intellectual integrity, religious harmony, being good Samaritans, rejection of corruption, practising honesty, responsibility, love, forgiveness, authentic friendship, sincerity, non-violence, respect, being peace agents, and many more. Students are encouraged to develop values of kindness, synergic cooperation, etc. through activities organised in the college.

Environmental Studies (EVS) as mandated by the UGC is offered in the first year. SCCZ makes it special by involving all departments to deliver the course content by assigning specific units of the syllabus to each department as per its expertise on the topic. Environment conservation and sustainability are also offered in the courses of the Political Science, Mass Communication, Commerce, Education and Geography programmes. Implementation of environmental conservation measures and green initiatives, including the setting up of the Eco club are an assurance that the institution is committed to preserving the rich biodiversity of mother earth. Remote Sensing, which is offered as a core course and certificate course uses technology to address environmental issues.

The Institution further enriches the curriculum by organising regular seminars, workshops, guest lectures, and panel discussions on topics relating to gender sensitization, human values, professional ethics and environmental conservation.

Through its programmes and activities the college ensures that students receive all-round development, are given equal opportunities and show respect for all human beings, nature and self.

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 36.62

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 342

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 73.52

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2021-22	2020-21	2019-20	2018-19	2017-18
340	404	221	272	307

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
480	480	380	380	380

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 100

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2021-22	2020-21	2019-20	2018-19	2017-18
272	324	176	218	246

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
272	324	176	218	246

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio**2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)****Response:** 28.3**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process****Response:**

SCCZ has adopted student-centric methods such as experiential learning, participative learning, and problem-solving methodologies to enhance learning.

Experiential Learning:

- **Internship:** Students from the Departments of Mass Communication and Commerce undergo internship wherein learning takes place through skill development outside academic setting thus ensuring application and professional experience through academia-industry interface.
- **Practical:** Well-equipped laboratories for subject specific practical work contribute towards experiential learning. All courses in Anthropology, GIS and Remote Sensing in Geography, Videography, Photography, Video-editing, Photo-editing, Audio mixing etc in Mass Communication, and Educational Psychology in Education employ the use of their respective laboratories to enhance the learning experience of the students. Though it is not mandatory to have a laboratory for the department of education, the college has provisioned for the same with the availability of Psychological testing materials.
- **Language Lab:** Spoken language skills are enhanced through improved accent, diction, and pronunciation of English words facilitated by the use of the language lab. This facilitates the honing of communication skills.
- **Field visits** stipulated as part of the University syllabus help students take their learning outside the confines of the classroom to real life situations.
- **The College has the following collaborations** which gives the students the opportunity to interact and learn from some of the best professionals.
 - Indian Institute of Remote Sensing (IIRS) under the Indian Space Research Organisation (ISRO), through which short-term courses are conducted for students;
 - National Institute of Social Communication and Research Training (NISCORT) through which students are skilled in Media studies;
 - Shillong Geophysical Research Centre which has shared technical knowhow on interpreting seismic data through the seismograph installed on campus.

Participative Learning:

- Departmental Seminars and Newsletters are a regular feature of every department through which students are engaged in group research and a formal setting is provided to present their findings enabling them to be initiated to research skills, ethics, and teamwork. The departmental notice board is another avenue for participative learning.
- Skill-based courses (SBC) offered by various departments provide students with on-the-job and hands-on training and thus equip them with much-needed skills.
- Cells and Associations and respective departments conduct workshops on relevant topics and issues taking teaching and learning beyond the classroom.
- Activities such as street play, one act plays, observance of important days, etc, facilitate learning through co-curricular activities.

Problem-solving methodologies:

- Students of the department of Anthropology, and Geography undertake Field surveys in rural areas. The department of Education involves its students in construction of attitude scale. Data collected for these activities is analysed and reports are generated.

Use of ICT

Teachers use ICT-enabled tools for effective teaching-learning process. Regular classes are conducted using innovative teaching techniques with the aid of ICT tools. Every classroom is equipped with a white board and LCD Projector for PowerPoint and audio-visual presentations. The college has adopted Learning

Management Systems such as Google Classroom and Talent-LMS since the start of the COVID-19 pandemic. The college has subscribed to e-journals via N-List, where teachers can avail e-resources for effective teaching-learning process.

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

2.4.1.1 Number of sanctioned posts year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
33	31	31	31	30

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 75

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
27	26	23	21	20

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient****Response:**

At SCCZ, both the internal and external assessment is carried out as per the guidelines issued by the affiliating university. The internal and external assessment is the responsibility of the Internal Examination Cell and the RGU Examination Cell respectively.

Internal Assessment

The schedule for the CIA is decided by the Academic Calendar committee through wide consultation. The dates are put up in the academic calendar section of the Handbook which is given to each student, and also displayed on the college website. The students are made aware of the mechanism of CIA during the Claretine Orientation Program at the beginning of every session and the same is found in handbook and the college website. The importance of CIA is discussed with the students by their respective department teachers during the introductory classes. The modality of the CIA, the syllabus to be covered and assessed, the assignment/ class presentation topics, important deadlines, eligibility criteria etc., are informed to the students. The timetable for the components of the CIA viz., MAT/ Sessional tests/ Mid-Semester Exams are displayed on the Notice board at least a fortnight in advance and the students are constantly reminded about it during the everyday assembly. The question papers for the internal assessment are prepared by the respective teachers and submitted to the Internal Exam Cell. The internal assessment tests are conducted on

the lines of the end semester exams; seat plan, sign-up sheets to record attendance, invigilators, frisking to avoid malpractice etc. are followed scrupulously. Within a week of completion of the internal assessment, the answer-scripts are evaluated and shown to the students and the answers are discussed with them. The students can clarify their doubts if any. The marks are then recorded by the respective teachers in the prescribed format and submitted to the exam cell. The same procedure is followed for all internal assessments. At the end of the semester, The final compilation of the CIA is done by the exam cell under the guidance of the Academic Coordinator. The CIA marks are then displayed on the notice board. Students can seek clarification if there is any discrepancy. The CIA which is displayed is subject to corrections if any.

External Assessment

The external assessment is carried out through the End Semester Examination (ESE) conducted by the affiliating University as per its guidelines. The date-sheets for the ESEs are circulated as and when notified by the university. The Exam Cell has a designated office with proper storage, reprographic facilities and round the clock surveillance. The Exam cell preserves all documents and liaises with the affiliating university for all matters relating to the ESE. Care is taken to ensure that the exam is conducted in a fair manner with meticulous planning and execution. Upon the declaration of ESE results, interested students can avail the provisions such as retotalling for which the college makes necessary arrangements in a time-bound manner.

Any grievances related to assessments at the college are redressed as per the Grievance redressal policy of SCCZ.

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The college facilitates and imparts outcome-based education across all programmes and courses within the framework of the University guidelines. The College transitioned from Semester Scheme to CBCS from the academic year 2021-2022. For the programs offered under the semester scheme, each department developed the Program Outcomes and Course Outcomes and the same was reviewed by the IQAC of the college. After review, the POs and COs were uploaded on the college website. When the College implemented the CBCS pattern from the affiliating university, the Programme Outcomes (POs) and Course Outcomes (COs) were planned and framed by the respective Board of Studies of the University and the same was issued to the college, which was again uploaded on the College website along with the prescribed syllabus. Any changes to the syllabus or to the POs, COs are uploaded onto the college website. The POs and COs are discussed with the students during the introductory classes and are also displayed on the departmental bulletin boards.

The College website has details of all the programmes and courses offered by the institution. The POs and COs which are clearly stated and displayed on the institutional website are hence accessible to all the stakeholders as well as the interested public. The syllabi of the courses offered by the different departments of the college are also clearly displayed on the college website. In addition, the course structures of all

programmes are published in the college handbook. Subject-specific Programme and Course Outcomes are further displayed in the departmental notice boards.

After enrolment and at the beginning of the academic session, an orientation program called the Claretine Orientation Program (COP) is held for the first year students whereby the POs are communicated to the students. Through the orientation programme students are made aware of the general attributes they need to acquire after successful completion of a programme and their role and responsibilities as students of the institution. These efforts allow the students to make informed choices before enrolling in any course.

At the departmental level, the faculty members further introduce their respective courses and communicate the intended programme and course outcomes to the students in the introductory class and at periodic intervals thereafter. The objectives and learning outcomes for each course are articulated by the faculty at the beginning of their respective courses and also at the start of each unit in the course syllabus. In addition, these objectives and outcomes are also clearly stated and displayed on e-platforms such as Talent LMS and Google Classroom which are readily available to students after enrolment.

The College, thus, ensures that POs and COs are clearly stated, displayed and readily available to all concerned. Such efforts facilitate an effective teaching-learning process centred on achievement of goals or outcomes.

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

The College is committed to imparting quality education. It ensures that the attainment of POs and COs are continually measured and evaluated. This is done through a combination of internal assessments as set by the institution and external assessments as prescribed by the University. Continuous Internal Assessments (CIA) are done by the respective departments through Monthly Assessment Tests (MAT), sessional tests and assignments, presentations and seminars, while external assessments are done through End Semester Examinations (ESE) conducted by the University. Dissertation and Internship reports based on field training submitted by students in partial fulfilment of their respective degrees are evaluated. At the very outset, the POs and COs and all matters pertaining to their evaluation are discussed with the students.

The performance of the students in Continuous Internal Assessments and End Semester Examinations is evaluated and discussed at length at departmental and staff council meetings through Result Analysis, an exercise which provides valuable insights to every department regarding the teaching-learning process. This exercise highlights departmental practices which are reflected in the results. A thorough introspection of the results evaluates the attainment of POs and COs as well.

Attainment of POs and COs are also evaluated through the Diagnostic Tests conducted by each department at the beginning of the session wherein their knowledge and understanding of the previous academic sessions are being assessed.

Students are also led through a personal goal setting exercise by their respective departmental faculty. This practice of individual goal setting, referred to as Project MExcellence, enables students to set their academic goals and serve as a motivation towards attainment of the programme and course outcomes.

Every effort is made to encourage students and facilitate the attainment of the stated POs and COs for the programmes and courses offered by the college. Students with good academic performance are felicitated and awarded prizes. The list of rank holders in the RGU final year exams are further published in the college annual reports. Students who have performed poorly in the CIA are appraised personally. If needed a meeting with the Principal or Vice-Principal is also arranged to motivate the student. Student attendance

is regularly monitored.

Additional measures in the form of academic mentoring, career and personal counselling, and the student feedback system of the college enable the institution to evaluate the attainment of programme and course outcomes. The students of the college provide inputs on drawbacks, limitations, constraints and merits in teaching and learning. Feedback is also collected to assess the performance of the department and the faculty members and thereafter fill any gaps in the system.

The institution also keeps track of the progression and placements of the outgoing students. It gives a measure of the outcome of the teaching-learning strategies followed by the institution.

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3 Pass percentage of Students during last five years (excluding backlog students)

Response: 90.72

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
181	197	207	206	196

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
208	202	237	220	221

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process**Response:**

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 1.5

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.5	0	0	0.5	0.5

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

As an Undergraduate Degree college, the institution has limited possibilities for creation and maintenance of an ecosystem for innovations. However, the college has made few efforts in this direction. The College has two centres to promote innovation ecosystem and transfer of knowledge especially in terms of research and publications.

Research Promotion Cell (RPC) & Institutional Review Board (IRB) has been established to encourage the faculty to explore research possibilities, identify research opportunities and funding resources, and to evaluate, guide, and monitor research projects. The Institutional Review Board (IRB) exists for receiving research proposals from the faculty, examining its validity, methodological rigor, ethical compliance, and advising the principal on its approval. Additionally, the RPC encourages faculty to attend conferences and present papers. To promote research, the institution provides seed money and financial assistance for attending workshops, seminars and conferences.

The Centre for Publications, SCCZ is dedicated to promoting publication in the form of books, journals, as well as magazines and newsletters. The College has its own publications viz.,

1. *InterViews: An Interdisciplinary peer-reviewed Journal in Social Sciences* [ISSN: 2349-400X]. 8 issues in VIII volumes since 2014.
2. *Tribals in the Contemporary Context: Myriad perspectives from Northeast India* [ISBN: 978-81-89851-12-5];
3. *Media Representations of Northeast India* [ISBN: 978-93-5419-238-8]

Indigenous Knowledge System (IKS) - Documentation of Cultural Artefacts: The College has created an ecosystem for the display of artefacts and items of cultural significance of various communities from across Arunachal Pradesh, Northeast India, other states of India, and the world over. The display contains items which can be categorised as ornaments, implements, items of daily use, weapons, dresses, photographs of historical significance, etc. The display has gained attention from students and visitors for being a centre which not only displays the items but also offers a narrative about these items in which Indigenous Knowledge Systems are embedded.

Initiation of students to rigors of Research:

- **Departmental Seminars** are conducted annually by each department wherein students present their research findings and take Q&A sessions.
- **Student-led Field Survey/Dissertation/Report Writing:** Departments of Anthropology, Geography, Mass Communication, Commerce, and Education engage students in field surveys and project work, where they collect data and prepare a dissertation scientifically and submit the same for assessment.
- **Newsletters/ Magazine:** Each department publishes its Departmental Newsletter inviting articles from students thus promoting scientific temper and encouraging writing. The College has its own annual magazine which becomes an avenue for the students to publish their work.
- **Awareness on IPR:** One of the initiatives undertaken by the college for the creation and transfer of knowledge is the conduct of a two-day national webinar on **Intellectual Property Rights (IPR) and IP Management for start-up** in collaboration with the National Institute of Technology (NIT), Arunachal Pradesh, from March 5-6, 2021.
- The faculty of the college also attended an IP awareness/ Training Program under the National Intellectual Property Awareness Mission on March 19, 2022, organised by the Office of the Controller General of Patents Design and Trademarks, Government of India.

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 62

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	17	11	9

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.22

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	6	3	4

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.56

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
9	4	5	8	10

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1 Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The mission statement of Saint Claret College, Ziro (SCCZ) reflects the commitment of the college towards moulding of the individual's morality, social responsiveness, cultural tolerance, as well as holistic development thereby contributing towards the development of the society. The college undertakes various extension and outreach programmes to address pressing needs and concerns of the community. These programmes fulfil the objective of sensitising and empowering students on various social issues. The college promotes participation of students and faculty in community services under the banner of cells and associations viz., National Service Scheme (NSS), People Education and Social Empowerment Centre (PESEC), SCCZ Counselling Centre, Red Ribbon Club (RRC), Claretine Association for Social Action (CASA), and Unnat Bharat Abhiyan (UBA). Often these extension programmes are conducted in collaboration with local bodies, NGOs, government departments and non-government bodies. The beneficiaries include the local community, the people of adopted villages, students of other institutions, school teachers, police personnel, health professionals etc.

Programmes related to various social issues such as peace and harmony, gender sensitisation, health and hygiene, environment and climate, global warming, drug abuse, etc., are conducted through cleanliness drives, community social services, tree planting programmes, blood donation drives, services during COVID-19, awareness programmes, rallies, street plays, sensitisation and awareness talks, donations, poster displays, etc.

In the last five years, SCCZ has organised over 40 extension activities which includes cleanliness drives in and around Hapoli and Ziro townships as well as in the adopted village, Kalung; tree planting drives at various locations, annual cleaning of the river *Kley*, visits and donations to old-age home and orphanage, series of blood donation programmes, awareness programmes on drug abuse and illicit trafficking, Anti-Drug awareness, COVID-19 related extension programmes (viz., contribution towards CM's Relief fund, distribution of lunch to medical staff, distribution of face masks/sanitiser, Tika Utsav on COVID-19 Vaccination, guiding shopkeepers to maintain social distancing, awareness, etc.), awareness programmes on biodiversity, sensitisation programmes on Mental Health and Addiction, nutrition related (*Poshan Maah*), helping fire accident victims, physical and mental health awareness programmes (e.g., Fit India, International Yoga Day), HIV/AIDS awareness, Surveys through UBA to identify local issues, Soft-skills training for Police Personnel, etc.

The extension activities have positively impacted the lives of not just the beneficiaries from the community where these activities were conducted but also the lives of the students by developing their personality, morality, healthy lifestyle, and holistic development. Through community services, students develop their calibre in carrying out various constructive activities related to social issues. In fact, these activities help the students in holistic development of their character, community relationship, service, leadership, discipline, etc. These extension programmes promote awareness and sensitize the student community as well as the people in the neighbourhood communities on various social related issues.

Overall, the conduct of extension activities has helped the students to be responsible individual in the society. The impact of these extension activities can be gauged through the positive feedback and recognitions received by the college through the beneficiaries.

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Saint Claret College, Ziro (SCCZ) conducts several community services through extension activities. Various extension activities have been well recognized and commended by local committees, District Medical Departments, the Chief Minister's Office, State Government as well as the National AIDS Control Organisation (NACO). The College is the only HEI to have received a Commendation Certificate from the State Government for its meritorious services in the field of Higher Education. Various Awards and Recognitions received are listed below.

Awards:

- March 7, 2019, the Directorate of Higher and Technical Education (DHTE), Government of Arunachal Pradesh, conferred on Saint Claret College, Ziro **the Best Performing Private College in the state for actively executing all responsibilities of NSS activities during 2018-19 academic sessions.**
- The NSS Unit of the College was awarded the **Best NSS Unit Award 2018.**
- Ms. Withoam Socia, Asst. Professor, SCCZ was awarded the **Best NSS Program Officer Award 2018.**

Recognitions from/by:

- **Kalung Development Committee** for mass **social service** conducted on 19-20/11/2018; 19-22/12/2018; 24-25/2/2020; 18-19/3/2021; 28.03.2022 in the adopted village *Kalung*.
- **Office of All-Hong Employees' & Pensioners' Welfare Association** to Principal, SCCZ for the **Educational Counselling-cum-Interactive Programme** (25.08.2018)
- **Blood Bank, Gyati Taka General Hospital, Ziro** to the NSS and RRC, SCCZ for **Blood donation camp** (28.02.2019)
- **NACO, Ministry of Health and Family Welfare, Government of India** to the RRC of the college for **engaging and mobilizing youth to prevent and control HIV/AIDS** (2019)
- **Hon'ble Chief Minister, Arunachal Pradesh** for contribution towards **the Chief Minister Relief Fund (CMRF) for the fight against COVID-19** (20.04.2020)
- **MGNCRE, Ministry of Education** for **support to COVID-19 patients** as part of Beat COVID Campaign (29.06.2021)
- **Medical Superintendent, GTGHZ** for **providing lunch to the health workers** during COVID-19 pandemic (01.07.2021)
- **All India Radio, Ziro** to two staff **for a Radio Talk** on 'Aatma Nirbhar Bharat' and 'India's 75th Independence' (10.09.2021)
- **Blood Bank, GTGHZ** to two students of the college for donating blood through motivation of **Voluntary Blood Donors** (14.06.2022)
- **Office of Deputy Commissioner, Govt. of Arunachal Pradesh** to NSS volunteers for their **service during Anti-Drug Awareness Campaign against cultivation and consumption of Cannabis.** (20.02.2022)
- **Office of Superintendent of Police, Lower Subansiri District, Ziro, Govt. of Arunachal Pradesh** to Principal, Saint Claret College for the collaboration with the Police Department in

- organizing series of **extension programs for police personnel** during 2021-22 (05.05.2022)
- **Office of Superintendent of Police, Lower Subansiri District, Ziro, Govt. of Arunachal Pradesh** to a counsellor of Saint Claret College for a program on **“Introduction to Well-Being for Police Personnel: Building Resilience through Well-Being Toolkit”** (05.05.2022)
- **Office of Superintendent of Police, Lower Subansiri District, Ziro, Govt. of Arunachal Pradesh** to a teacher of Saint Claret College for being a resource person during the observance of **“International Day against Drug Abuse”** (05.05.2022)
- **Office of Superintendent of Police, Lower Subansiri District, Ziro, Govt. of Arunachal Pradesh** to a teacher of Saint Claret College for her expertise during the training programme on **“Soft Skill Training for Tourism Policing, Phase-I”** (05.05.2022)

Saint Claret College, Ziro (SCCZ) conducts several community services through extension activities. Various extension activities have been well recognized and commended by local committees, District Medical Departments, the Chief Minister’s Office, State Government as well as the National AIDS Control Organisation (NACO). The College is the only HEI to have received a Commendation Certificate from the State Government for its meritorious services in the field of Higher Education. Various Awards and Recognitions received are listed below.

Awards:

- March 7, 2019, the Directorate of Higher and Technical Education (DHTE), Government of Arunachal Pradesh, conferred on Saint Claret College, Ziro **the Best Performing Private College in the state for actively executing all responsibilities of NSS activities during 2018-19 academic sessions.**
- The NSS Unit of the College was awarded the **Best NSS Unit Award 2018.**
- Ms. Withoam Socia, Asst. Professor, SCCZ was awarded the **Best NSS Program Officer Award 2018.**

Recognitions from/by:

- **Kalung Development Committee** for mass **social service** conducted on 19-20/11/2018; 19-22/12/2018; 24-25/2/2020; 18-19/3/2021; 28.03.2022 in the adopted village *Kalung*.
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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 44

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
8	9	22	3	2

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 13

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

SCCZ CAMPUS

Saint Claret College, Ziro (SCCZ) is located in a picturesque and serene 20 acre verdant country-side at Salaya, 3.5 kms from Old Ziro, in the Lower Subansiri District of Arunachal Pradesh and has adequate infrastructure and facilities.

The built-up area is 4732 sq. m. and includes:

- Two Academic blocks
- Residential facilities for boys and girls, teaching and non-teaching staff
- Guest house
- Indoor and Outdoor Sports facilities
- Canteens
- Parking space (two and four-wheelers)
- Transport facilities (Four college buses, 3 SUVs, one 2-wheeler)
- Internal paved roads with streetlights

Teaching Learning Facilities:

Classrooms: 38 spacious well-lit classrooms; adequate learning space designated for each department,

- 3 Seminar/Conference Halls with ICT facilities and PA system to host conferences, seminars, trainings etc.
- 6 Laboratories: one each for Geography, Anthropology, Education, 1 Media lab for editing and recording, 2 Computer labs which host GIS lab, DCA cum Language lab,
- **ICT facilities:** all classrooms and academic facilities are equipped with ICT facilities such as projectors, computers, smart boards, etc. LMS viz., Google Classroom and Talent LMS were introduced in June 2020 for online classes. Presently, the LMS functions along with regular physical classes for the additional benefit of the students.
- **Computing equipment:** 97 computers for academics and administration
- Library with 4380 Sq.Ft area, automated with Koha and interfaced with RFID for easy circulation of resources. The ICT enabled library also provides access to e-resources.

Facilities for Cultural and Sports activities: To ensure all-round development of students, the college provides physical spaces for cultural activities, extracurricular activities such as food fests, theatre and musical performances, sports and games, as well as other programmes.

Space for Cultural Activities

- 1 Open air stage for outdoor performances with a capacity to accommodate about 2000 spectators
- 1 auditorium to seat about 1200 audience with green room
- 1 quadrangle for any outdoor activities

Display gallery for cultural artefacts

Facilities for Sports & Games

- 2 Basket ball courts
- 1 Football/Cricket/Athletics ground
- 1 Volleyball court
- 2 Badminton courts
- Indoor games facilities
 - 2 Table Tennis tables
 - Turnball
 - Carroms
 - Chess
- Gym/Fitness/Yoga Centre

Other Infrastructural Facilities: There are other facilities which support the academic experiences of students.

- Offices
 - Principal's Office
 - Vice-Principal's Office
 - Administrator's Office
 - College Main Office
 - Exam Cell
 - IQAC Office
 - NSS Office
 - Sports Instructor's Office
 - Alumni Office
- 1 Board Room with ICT facilities for meetings and trainings
- Staff Rooms with separate cubicles for each faculty
- Counselling Cell
- Infirmary
- Separate washrooms for ladies (45), gents (23 toilets and 42 urinals), including for differently-abled persons and 9 unisex washrooms.
- Drinking water facility
- Separate Common Rooms for Boys & Girls
- Chapel
- Waiting Room

- Canteens
- Stationery Shop (under construction)

Other Facilities:

- Biometrics and facial recognition
- Fire safety mechanisms (hydrant, extinguishers, alarms)
- Ramps
- Alternative Energy, Power backup (Inverter)
- Wi-Fi Routers and hubs (Office, Staff rooms, Library, DCA Lab)
- 134 CCTV Cameras, PA system, LED TVs
- Rooms for Security Personnel

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 61.28

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
128.54	81.93	100.32	141.79	120.28

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Since 2003, the SCCZ Library and Information Centre has grown to 4380 Sq.Ft. and features advanced automation that provides physical and digital space for reading, studying, and research. The library runs on Koha ILMS, first implemented in 2014 (open-source, current ver. 21.05.21 and updated twice in a year). The RFID system which was integrated with Koha in 2019, allows faculty and students to access library holdings on campus through its Web OPAC service. The library has fully classified, labelled, organised, and automated its collection of diverse subjects through ILMS and RFID systems for easy issue-return, tracking and checking out.

The library provides several services, such as:

1. Open Access to Library Resources
2. Web OPAC Service
3. Current Awareness Service (CAS)
4. Lending Service
5. Computer and Internet Service
6. New Arrival Service
7. Reading Room Service
8. Reference Service
9. Reprographic Service (subject to copyright)
10. Selective Dissemination of Information (SDI) Service etc.

The library provides access to over 6000 e-journals, 1,99,500 e-books listed under the N-LIST consortium subscription of INFLIBNET since 2018, 6,00,000 e-books through the NDLI portal and over 7500 magazines and Newspapers through Magzter Subscription from 2021. Besides these, students can also access the Talent LMS library of e-books under each of their respective courses.

Apart from these, the library has over 11000 printed books, 145 CDs and DVDs, 25 print journals, 10 print magazines and 3 print newspaper subscriptions on diverse subjects and categories, classified, labelled, organised, and embedded with an RFID system for easy access, tracking and checking out.

The hallmark of the library is the Braille section, with 158 Books in Braille to accommodate visually challenged students and a depository of 110 back-volume periodicals.

The 23rd edition (2011) of Dewey Decimal Classification (DDC) is used to organise and classify the library's resources.

The working hours of the library are Monday to Friday from 8:45 AM to 4:00 PM and Saturday from 8:45 AM to 2:00 PM. The users (especially students) are introduced to the library functioning and its usage through a Library Orientation Programme conducted at the beginning of every academic session. This ensures that the library is optimally used by the faculty and students. As per the log-in register, per day usage of the library by teachers and students in the academic year 2021-22 was 41 (4.31%) due to the pandemic. Faculty can borrow 10 books at a time for 30 days while students can issue 2 books at a time for 7 days which can be re-issued thereafter for another 7 days and further if it has not been reserved for any other user with their RFID embedded College-cum-Library ID cards.

From 2017 to 2022, an amount of Rs.8.01 (INR in Lakhs) was spent, for procuring books, journals, magazines and subscription of various e-resources, and Rs. 11 Lakhs (approx.) was spent on library development.

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

Despite the remoteness of the location and the numerous problems associated with network connectivity and steady electricity supply, the college has made efforts to obtain the best IT equipment and utilize them extensively in the teaching-learning process.

Internet/ Wi-Fi: The College has upgraded from V-SAT connection to a more robust leased line from a private Internet Service Provider since 2019, the year, the service provider started operations in the area. In spite of the high pricing, the College has three dedicated connections of 25 Mbps, 100 Mbps and 50 Mbps for different locations on campus.

Other IT facilities: The college has regularly replaced/upgraded its IT facilities in Labs viz., Computer Lab, Media Lab, GIS Lab, Language Lab, College Office, and Library. Obsolete systems are replaced with new and latest technologies. Some examples of updating of IT facilities are as follows;

Computers and other hardware:

- The College upgraded the Computer lab to N-Computing in 2021 and in 2022 from the Thin Client system which was in place since 2016. This upgrade has resulted in faster and more efficient computing for GIS and Remote sensing practical classes, classes on Tally, Graphics designing, etc.
- Since 2019, the College Library has a computer section with 5 computers for the use of its patrons. The faculty and students have access to the LMS and E-resources through the computers in the library.
- Media Lab has a total of 5 computers including an iMac along with sound capture card, analogue and digital sound mixer, DSLR, Video cameras, sound recorders, etc.
- The college has installed projectors in every classroom and 2 smart boards. All teachers make use of them extensively for daily teaching and learning.

Software: The College uses different kinds of software to facilitate teaching and learning as well as for administrative purposes. These are updated frequently to the latest version. Given below are the details.

For Teaching- Learning:

- QGIS for GIS and Remote Sensing
- Orell Language Lab software upgraded in 2021
- Adobe Premier Pro and Final Cut Pro
- Adobe Photoshop and Corel Draw
- Audacity for sound mixing.
- Tally ERP (Commerce)
- Learning Management System Talent LMS; 2020 to 2023
- Google Workspace for Education

For Administrative Purposes

- ERP for College office automation
- Koha (ILMS) interfaced with RFID in 2019
- Google Workspace for Education (for Institutional Email ID)
- ACME (Finance & Accounts)
- Tally (Finance & Accounts)

A coaching centre for IAS and other competitive exams was functional on campus, wherein classes were conducted in the distance mode through a V-SAT connection. The College is also a nodal centre for IIRS Distance Learning Program. With its well- equipped computer Lab, the College has facilitated several IIRS certificate courses till date wherein students of the college have participated.

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2 Student – Computer ratio (Data for the latest completed academic year)

Response: 11.12

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 84

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 38.72

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic

support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
64.64	51.31	92.23	73.18	80.58

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 97.75

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
894	798	662	742	772

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2 Following capacity development and skills enhancement activities are organised for improving students' capability

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 21.94

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
46	0	177	611	34

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies
- 2.Organisation wide awareness and undertakings on policies with zero tolerance
- 3.Mechanisms for submission of online/offline students' grievances
- 4.Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 43.43

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
85	84	111	97	96

5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
208	203	237	220	221

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 3.25

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2021-22	2020-21	2019-20	2018-19	2017-18
8	2	5	4	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 11

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	1	8

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 3.6

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	5	5	3

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The College has an Alumni Association which was set up in 2011 with an elected President and Secretary as the functionaries. The Alumni Association has been named 'SCAN' (Saint Claret Alumni Network). Students who pass out from the College each year are automatically enrolled as SCAN members. A memorandum containing the bye-laws for SCAN has been drawn up and passed at the General Body meeting.

A membership fee is collected from newly passed out students as per the decision of the General Body. Membership is voluntary and fee maybe paid annually or for life.

There were two Alumni meetings conducted at the college before 2017. The 3rd Alumni Meet was proposed for the 10th of April 2020, but due to the COVID-19 pandemic, it had to be postponed. There was a special meeting of the Alumni conducted on February 3, 2021, to determine the date of the 3rd Alumni Meeting. Six alumni members, the college's administration, and its faculty were present at the meeting. It was decided that the bye-laws for the Alumni association would be framed before the next Alumni Meet. The third Alumni Meet was held on April 10, 2021. There was a special plenary session in the Alumni Meet wherein the drafting committee presented the first draft of 'Bye-Laws' for registering the Alumni Association. This was adopted with a few changes after due deliberation. Subsequently another meeting was held on June 10, 2022 to finalise on the registration of the Association as part of SCCZ.

Alumni participation over the years has been one of the key factors in the institutions' progress. The Alumni are invited to the college on all important occasions. They have been rendering service by participating as judges for competitions, career counselling, brand ambassadors of the institution, and in placing suggestions that are beneficial for the Claretines at large. Several of the Alumni have been donating books for the Library and a few have contributed monetarily as well. Most of the alumni have not reached a very stable position in order to contribute financially to the College.

Given the remoteness of location and also logistic issues such as poor road communication and poor internet connectivity, it has been difficult for the college to stay in touch with the alumni. 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. Currently, 6 alumni are serving as Teaching and administrative staff in the College. The alumni have a positive outlook towards the college and feel one with their alma mater.

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The vision and the mission together define the Institution's character and charter. From these emerge the institution's Objectives and Value-orientations. Since its inception, SCCZ has been blessed with a visionary, proactive, and transformational leadership. Successive management teams have worked with synergy and highest levels of commitment and enthusiasm for making SCCZ one of the best HEI in Arunachal Pradesh. Carefully drafted vision and mission statements and objectives are used as criteria against which every new undertaking is evaluated and decided upon.

The vision and mission of the College along with the core values guide all the institutional practices as given below.

The leadership at SCCZ is democratic and inclusive. The College believes in participatory and collaborative management which is decentralized. Tasks such as admission, preparation of academic calendar, conduct of internal and external assessment, co- and extra-curricular activities, alumni involvement, cells and association activities, departmental activities, etc. are carried out under the leadership of faculty members, coordinators of different cells and associations, committee in-charges, etc. The systems and procedures are set in place allowing faculty take the lead in planning and execution of different tasks under the guidance of the management.

NEP Implementation: Being an affiliated institution, the college follows the affiliating university in implementing any changes in the programme structure and thus has been pro-active in implementing NEP through available means. The College has actively participated in the transition of academic programmes into CBCS as per the mandate of the affiliating university. **The College is multi-disciplinary and runs three streams (B.A., B.A. Mass Comm., B.Com.), a primary step towards the implementation of NEP.** As envisioned in NEP, the college initiated the process of becoming autonomous by submitting an application to the **UGC and University**. The college has made efforts towards implementing Academic Bank of Credits under the National Academic Depository. It has invested in establishing robust infrastructure, a necessity for NEP. Diversification of courses has been one of the priorities and hence, the college has applied for new programmes of study. Students have the opportunity to inculcate various skills through certificate courses such as Diploma in Computer Applications, Short Film Production, and as those provided through collaboration with IIRS, etc. In addition, faculty have undergone training for the implementation of NEP. The College organised a National Webinar which highlighted the importance of NEP and disseminated the idea to several stakeholders.

The institution's growth has been sustained in a steady manner since its inception, which is seen in various aspects such as infrastructural expansion, diversification of courses, increase in student intake, increase in the number of teaching faculty, library expansion, and promotion of research, etc.

Before the onset of the academic session, the staff plan the various departmental activities and activities of the different cells and associations. This is the short term planning which is set up in the backdrop of the long term plan; the strategic plan of SCCZ.

Thus the vision and mission along with the core values provide the needed impetus for growth of the College.

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The College has in place a strategic vision document; **‘Innovate to Transform’** which is the institutional perspective plan. This plan strategizes the goals and aspirations of the college so that the growth of the college is sustained, diversified and advanced for the optimal benefit of every stakeholder.

The plan identifies the ‘Five Pillars of Excellence’ on which the college flourishes and derives its inspiration viz.,

1. Learner-Centricity
2. Innovative Teaching-Learning
3. Educational Empowerment of Women
4. Community Service
5. Claretine Holistic Education Programme

The strategic vision document also highlights ‘Five-Phased Priorities’ for the college which direct the growth of the institution, viz.,

1. Professional Expansion
2. Infrastructural Development
3. Research and Publication
4. Autonomy
5. International Collaboration

This vision document serves as a motivation for the college and is the driving force behind all its achievements. While holding firm to the ‘Five Pillars of Excellence’, the College has been gradually achieving several of the concrete steps enumerated under the ‘Five Phased Priorities’ thereby deploying effectively the institution’s perspective plan.

There is a well-structured, bottom-up governance and leadership pattern for SCCZ which is reflected in its organogram. Policy decisions taken by the Management Council are placed before the

Governing Body for its advice. Decisions relating to the day-to-day running of the College lies with the Management Council. The Principal is the Chief Executive Officer of the college who animates the college community including the parents and other stakeholders. The staff council and the supporting staff assist the Principal in the day to day functioning of the institution. It also proposes innovations and evaluates various activities undertaken by the College through regularly scheduled meetings. The Staff Coordinator, the IQAC Coordinator, Heads of Departments, Coordinators of various associations and cells work together in order to realize the mission, vision and objectives of the College.

The Staff Service Manual contains Service Rules, Appointment norms, Career Advancement Scheme, Code of Conduct, role profiles, leave norms, salary norms, etc. Amendments to the service manual are communicated through circulars and at special meetings.

The institutional bodies function efficiently as a result of the systems and procedures that are laid down. The various institutional bodies such as the Governing Body, Management Council, IQAC, Staff Council, Grievance Redressal Cell, Sexual Harassment Prevention Cell, Research Promotion Cell, etc., have their own policies and procedures which explain their role and functioning.

In addition to the functioning of the various committees, cells and associations, the College also has elaborate policies which are useful in the day to day functioning, such as for, use of physical resources including labs, ICT usage, Green initiatives, Resource mobilization, Scholarships, Admission, Research promotion, Code of ethics, etc.

A very positive understanding exists between the Management, the Chief Executive Officer, the Vice-Principal, IQAC co-ordinator, Faculty, administrative and supportive staff which ensures a conducive working environment for all stakeholders.

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File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2 Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts
3. Student Admission and Support

4.Examination**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression****Response:****Performance Appraisal**

The Staff Service Manual lays down specific guidelines for career advancement which depends on the performance based appraisal system. The performance appraisal conducted annually by the IQAC, consists of three processes—self-appraisal, appraisal by students, and appraisal by one's professional peers. The feedback is given to the faculty members by the Principal. Teachers' appraisal is also carried out at regular intervals through an analysis of the Plan of Action (PoA) and the Action Taken Report (ATR) in the SCCZ Service Journal. This mechanism is monitored by the IQAC and receives the approval of the Principal at the end of every academic year.

Welfare Measures

Despite being a self-financed college, the management has taken several measures to provide welfare schemes for the faculty within the capacity of the Institution. The College gives priority to the physical and emotional well-being of both teaching and non-teaching staff.

The major welfare schemes are:

Financial matters:

a. Salary enhancement: The College had previously implemented the 6th Pay Commission. Salary was

enhanced twice during the assessment period *i.e.*, in 2018, and 2022 by adopting some of the provisions of UGC recommendations.

b. D.A enhancement was done in 2019.

c. Provision for contributory EPF.

d. Provisions for Gratuity.

e. Interest-free Loans and advance Salary.

f. T.A/ D.A for official duties.

g. The College has selected its banking partner based on the benefits afforded to the faculty members viz., insurance, housing and vehicle loan, etc.

h. Provision for ex-gratia compensation.

i. Financial incentives for conference presentations and publications.

j. Seed money for research.

k. Encashment of Earned Leave.

In Service matters, Faculty can avail of;

l. Provision for Leave: Casual Leave, Special Casual Leave, Duty Leave, Academic Leave, Maternity Leave, Paternity Leave, Sabbatical Leave, Half-Pay leave, Extra-ordinary leave, Restricted holiday, and Vacation Leave as per the conditions laid down in the Staff Service Manual.

m. In case of any unforeseen circumstances such as bereavement, major illness, etc., a faculty's leave from the college may be condoned.

n. Commutation of leave if and when faculty members work on a holiday or beyond college working hours.

Residential Facilities:

o. Single female teaching staff who require accommodation are provided with the same free of cost, provided there are rooms available.

p. Administrative staff of the College are provided with free accommodation and boarding on campus.

q. The management arranges for the lunch and refreshment for the staff during certain occasions wherein their involvement is required throughout the day for administrative tasks such as Admissions duty, Resonance, FDP/ Orientation programmes/ Invigilation/ evaluation (Exam duties) etc.

r. Availability of guest house services for emergency needs.

Physical and emotional well-being:

- s. Doctor on call.
- t. Counselling by professional counsellor available.
- u. Private workspace (cubicles) for faculty.

Skill enhancement programmes:

- v. Upgradation of computing skills through training programmes.

Other Welfare measures:

- w. Faculty, administrative and supportive staff can use the Gymnasium and other sports and games facilities free of cost.
- x. Annual Staff picnic.
- y. Citation/ Cash Award.
- z. Free bus service.

Performance Appraisal

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m. In case of any unforeseen circumstances such as bereavement, major illness, etc., a faculty's leave from the college may be condoned.

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 41.67**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
28	30	5	0	2

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 41.83

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
8	10	40	29	23

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
19	19	25	24	20

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The financial resource mobilization policy of the college sets the rules for the generation of funds and parameters for its optimal utilization. The Finance Committee in consultation with various departments and committees such as PESEC, CASA, NSS sets the policy implementation in motion. Budgets are made for the financial year for both academic and administrative activities and utilisation of the allotted funds is closely monitored. The Management Committee and the Governing Body are informed from time to time on the financial status of the College.

The college mobilizes funds through the following means:

- Sponsoring Society
- Institutional Fee
- Sale of stationery, prospectus, journal, etc.
- Voluntary contributions of individuals, organizations, alumni
- Rent from utilizing facilities and providing accommodation to external students for academic purposes.
- Grants from agencies/ departments for conducting Seminars, Workshops, and Conferences
- Governmental Sources: Chief Minister's Fund, MLA LAD scheme
- External funding agencies.

The college has mobilized funds through the above means.

Allocation of funds received through the above means are done for development of Infrastructural facilities, Scholarships, conducting Workshops/ conferences/ seminars, procuring equipment, library books, Upgrading Library and Laboratory facilities, paying salaries/ honorarium, incentives, student

transportation, hostels, etc.

Over the last five years the college has optimally utilized the funds obtained for the various purposes as detailed above.

The institution is also open to renting out its physical facilities such as auditorium, classrooms, computer lab, studio, equipment, playground, guest house, etc., in order to generate funds for the college.

The internal audit is done in a calendar year cycle (January-December) to ensure that all transactions are well whetted on time so that the external auditing can take place without any lacunae or delay.

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/CLONEI-531/88 of 1988), and hence, the external auditing has been done as part of the auditing of the Society.

The external audits for the years (2017-2020) were done by the Chartered Accountancy firm RSM and Associates at the end of the financial year while auditing for 2020 - 2022 was done by H.K. Agrawala and Associates.

There is no internal auditing done by the College.

There have been no audit objections to date.

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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 as part of the auditing of the Society.

The external audits for the years (2017-2020) were done by the Chartered Accountancy firm RSM and Associates at the end of the financial year while auditing for 2020 - 2022 was done by H.K. Agrawala and Associates.

There is no internal auditing done by the College.

There have been no audit objections to date.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Even though NAAC has mandated IQAC as a post-accreditation requirement, Saint Claret College, Ziro, has had the uniqueness of having a functional IQAC as early as 2004 realizing fully well that institutionalization of quality without supervisory structures cannot be ensured. Since its inception, the

IQAC has been an integral part of all the quality initiatives undertaken in the College. Post the first cycle of accreditation in 2016, the IQAC was reconstituted as per the norms laid down by NAAC. Currently the IQAC has 16 members including external members.

The objectives of IQAC are to:

1. Facilitate and ensure continuous quality-improvement in the systems, operations, and processes of SCCZ,
2. Affirm, proclaim, and translate into action the commitment and accountability of SCCZ to quality and excellence, thus assuring stakeholders of higher standards of education,
3. Facilitate SCCZ realize its objective of providing soulful learning for the transformation of self and society.

The Major Functions are:

1. Development and Application of Quality Benchmarks/parameters, through Departmental Planning.
2. Review of Staff Service Journal.
3. Organization of discussions, workshops, seminars, and quality circles.
4. Co-ordination of Student, Peer, and Self-Assessment of the Teachers.
5. Initiate and organize conduction of Certificate Courses, Organize Teachers' Orientation Programme and Staff Induction Programme.
6. Preparation of Annual Quality Assurance Report (AQAR).
7. Participation of the institution in NIRF and AISHE.

The major contributions of IQAC to institutionalizing the quality assurance strategies and processes in the institution.

1. **Departmental Planning** involves discussion on teaching of various courses and other elements of the curriculum viz., Departmental seminars, newsletters, fieldwork/internship, observation of days of importance, mentoring, remedial teaching, CHEP, etc. The planning and execution by individual teachers is recorded in the Staff Service Journal (SSJ), scrutinized by the HoD, submitted to the IQAC for verification, and finally forwarded to the Principal for approval at the end of the semester.

2. **Departmental Objectives and Benchmarking:** Departmental objectives in accordance with the department's vision and mission are compiled for each batch of students at the start of each semester. Benchmarking, on the other hand tracks the academic progress of students thereby assessing how departments have adopted and implemented the teaching- learning – evaluation process and methodologies.

3. **Internal Academic Audit** includes

1. review of the Staff Service Journal on a weekly basis.
1. analysis and review of results of internal examination /CIA and End Semester Examinations.

4. **External Academic and Administrative Audit:** The AAA was conducted by Xavier Board of Higher Education in India, Bangalore from June 21-23, 2021. The audit process comprised:

1. Completion and submission of the AAA Manual,
2. Meetings with departments, various committees, students and stakeholders and
3. Review, feedback and recommendation on various aspects of the functioning of the college including Governance and Management.

5. Feedback Mechanism involves designing the feedback forms for obtaining feedback from faculty, students, parents, alumni, and employers on quality-related institutional processes.

Thus the IQAC reviews the teaching-learning and evaluation processes, structures, and methodologies of operation and learning outcomes and records the incremental improvements.

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives

identified and implemented

2.Academic and Administrative Audit (AAA) and follow-up action taken

3.Collaborative quality initiatives with other institution(s)

4.Participation in NIRF and other recognized rankings

5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

1. Promotion of Gender Equity:

One of the 5 priorities of SCCZ as reflected in its strategic plan is educational empowerment of women. The College has prioritised this, understanding fully the role women play in nation building. As a co-educational institution, the college is mindful of several gender equity considerations. It has set up various committees and cells to ensure that all stakeholders', (students or employee) interests are safeguarded. The Women's Cell, Sexual Harassment Prevention Cell, Anti-Ragging Cell, and Student Discipline Committee, are all in operation. These committees keep a close check on the student's safety and security.

To promote gender parity in the workplace, the institution does not indulge in gender prejudice or wage disparities. Individual workers at the institution are hired based on their eligibility, qualifications and abilities. The institution has created a safe working space where it allows every individual to grow professionally. Both the female and male stakeholders are given equal opportunity in the field of leadership and administrative roles.

The Women's cell incorporates gender sensitization programs, such as carrying out domestic violence awareness programs, self defence programmes with equal participation from every individual in the college. Besides, various programmes which focuses on women's empowerment, women's emancipation have been fostered and carried out in college.

Furthermore, several initiatives focusing on women's empowerment and liberation have been developed and implemented in college. The college also follows a well-structured curriculum with multiple objectives to sensitize the students on gender equity. Presently department of Political Science is sensitizing the students on gender patriarchy, feminism, gender relation and roles, women trafficking, domestic violence, sexual harassment related topic under Paper Title: Feminism Theory and Practice. The department of Mass Communication is sensitizing on Gender studies on gender issues, awareness on human right violations etc., under the Paper Title: Media Gender and Human Rights.

In addition to this, the college provides equal opportunities to both male and female students in the field of sports, art and culture, literature etc. Both male and female students participate and contribute in the events hosted by the institute (like, Resonance, Gastronomica (food fest), Darpan, Celebration of important days, etc). The institution also enlightens the students on Gender sensitivity and Gender specific roles, responsibilities, mature dealing etc., through the CHEP (Claretine Holistic Education Program)

The college has the following physical facilities for both male and female students

- Well-furnished and hygienic residential facilities on campus for girls and boys,
- Separate common room for both male and female students with adjoining wash room

- Separate washrooms for female and male staff and girls and boys
- Separate ward in the infirmary for boys and girls
- CCTV cameras on campus and in the hostels,
- Security personnel on campus
- Counselling facilities
- Sanitary Napkin Vending Machines and Incinerators in Female washrooms.

1. Promotion of Gender Equity:

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

Response: B. Any 3 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Initiatives in providing inclusive environment: The mission statement of the college lays importance on moulding students into culturally tolerant citizens. This is facilitated through the Claretine Holistic Education Program, which covers the entire gamut of educational experience at Saint Claret College, Ziro.

- i) Students from diverse backgrounds representing eclectic cultures, tribes and linguistic groups, socio-economic backgrounds, are treated equally on campus.
- ii) A special place is dedicated for displaying cultural artefacts of Arunachal Pradesh, Northeast and other parts of India, and the World. This promotes knowledge and appreciation of cultural diversity and cultural tolerance amongst the students. It also widens the horizons of the student by helping them be rooted locally and think globally.
- iii) On all important cultural events, the songs, dances, and other artistic expressions from various cultures are represented and students are encouraged to be present in traditional attire. Invited guests are welcomed to college events as per the traditional tribal culture.
- v) There is a prescribed code of conduct for the Students, Teachers, Management and other staff, which highlights the importance of being inclusive.
- vi) Students from poor socio-economic groups are facilitated with academic and residential scholarships, stipends and free bus rides instituted by the College and from Governmental sources.
- vii) “Gastronomia” as part of co-curricular activities is also organised. This contributes to the greater cause of humanity by raising funds for charity and donation by selling the local delicacies prepared by the students. In addition, “Darpan” is celebrated which focuses on literature, culture and exhibition. On the day of the event every department chooses a theme for the event and showcases the theme through cultural presentation as well as through a departmental exhibition/tableau.

viii) Activities organised at the college under the aegis of People Education and Social Empowerment Centre (PESEC) and other Cells and Associations give the students the needed avenues to interact with their peers from different backgrounds.

2. Sensitization on constitutional obligations: The college focuses on comprehensive development, and one of the fundamental principles is to educate students and employees about constitutional obligations. Curricular and co-curricular events are used to accomplish this value.

Days of national importance related to fundamental duties, civil rights, and legal awareness, electoral rights, etc., are observed by departments, NSS Unit, Electoral Literacy Club, Cells and Associations in collaboration with external bodies such as District Legal Services Authority, Department of Legal Metrology and Consumer Affairs, Electoral Office, with the goal to sensitise students and employees about constitutional obligations, values, rights, and duties, as well as about being responsible citizens.

Many courses include topics related to basic duties, rights, and obligations, which aid in sensitizing students. Environmental studies being mandatory, students learn about their basic responsibilities for the preservation of ecosystems and biodiversity.

Some other related topics like - fundamental duties, national voters' day, Consumers rights and awareness etc. are thought of in the department like Economics, Political science etc.

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Best Practice 1:

Claretine Holistic Education Programme (CHEP)

Objectives

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

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

The Context

SCCZ entered the Higher educational scenario of Arunachal Pradesh in 2003 with a focus on providing education with a difference. In this context CHEP was introduced as part of the curriculum. Initially, CHEP themes were randomly selected, based on each teacher's circle of comfort, rather than relevance. After due introspection and feedback, CHEP was revamped and shaped as it is today, based on the Mission and Core Values of the College with a robust manual to guide its implementation.

The Practice

The five components of the Mission and five Core Values of the College are listed as CHEP Components which are further divided into three modules (sub-topics) each. The lesson plans for 10 components x 3 subtopics (thus 30) were prepared and compiled into a CHEP Module Booklet. Each lesson plan was designed for 45 minutes; 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. Faculty were trained on how to impart the modules.

The CHEP Hour is incorporated in the Class Schedule and runs for ten classes a year. Thus, a Claretine gains 30 classes of CHEP Hours during his/her tenure at SCCZ. Given below is the CHEP Module of 30 hours:

Evidence of Success

The success of CHEP is evident in it being as old as the institution. It has become the best practice of the college over the years and this is apparent from the encouraging feedback received from students and faculty. Many alumni have expressed their appreciation for CHEP and mentioned that what they have cherished most in their SCCZ Campus experience was the CHEP Programme. Several enquiries have been made by faculty of Universities and Colleges across India about the CHEP having learnt of the same from the Claretines who have been admitted to their institutions.

Problems Encountered and Resources Required

- Despite training, not all teachers are charismatic public speakers and facilitators on the value-oriented topics covered by CHEP, but are most comfortable in their area of subject-expertise. Hence, training and accompaniment is frequently needed for optimal and effective implementation.
- Being a flagship programme of the college requiring physical presence of the students and the teachers, the physical distancing aspect during the pandemic years (2020-2021 and 2021-2022) made it difficult for the program to be run in the online mode.

Best Practice 2:

Counselling and Wellbeing Services

Objectives

- **To establish** a comprehensive structure of counselling to reach students, faculty and staff through various levels of services in order to address psychological needs and help towards holistic personal development and optimal academic performance.
- **To train** faculty and staff in well-being measures and equip them with basic counselling skills to identify, address or refer students with mental health concerns to higher levels of services.
- **To extend** counselling services to the community and other agencies through consultation, training workshops, and conferences.
- **To create awareness**, do advocacy, and assist with mental health concerns in the Institution and community.

The Context

The Institution's remote location and lack of mental health facilities in the milieu, and the recurrence of suicide and cases of depression in the surrounding communities, are the impetus to set up a counselling system to address well-being concerns and establish preventive measures for students.

Professional counselling services are needed to address the academic demands, and developmental adjustments.

The SCCZ Counselling Cell extends its services to other organizations to create awareness, advocacy, consultation, and training.

The Practice

The structure of Counseling and wellbeing services at SCCZ;

i. The College Counsellor, an experienced professional, handles the Office-based counselling for students.

ii. Faculty and staff, trained and equipped with basic counselling skills by the college Counsellor form the next level.

iii. Peer counsellors are selected students who exhibit emotional maturity and have an aptitude for counselling. They are trained in basic tenets of counselling to accompany fellow students.

The office of the Counsellor oversees all counselling and well-being services which include:

a. Advisories:

- Eye-catching posters and notices to create awareness and give information on common issues faced by college students.

b. Online advisory and Campaigns:

- A dedicated page for the counselling cell is integrated into the college web site.
- Week-long campaigns to create online and offline awareness and advocacy.

c. Research and Needs Assessment:

- Regular student surveys and well-being assessments

d. Short Modules/ courses to augment the gap between office-based counselling and its stigma eg.:

- Stress to Success,
- Suicide Prevention and First Aid,
- Anger Management,

e. Consultation and Extension services with specific concerns and training programs are designed for schools and organisations, according to their need.

f. A counselling hotline was established during the pandemic to respond to the mental health needs of students and police personnel.

Evidence of Success

- increased number of students availing counselling services.
- Students who were confused about their career choice were helped to walk through the process with research and interest inventory.
- Students with clinical conditions were able to continue their academic studies with supportive counselling and therapy.
- Active participation by Students in answering the interactive questionnaires and checklists displayed online and offline.
- Appreciation received from the Superintendent of Police of Lower Subansiri District, Arunachal

Pradesh.

Problems Encountered and Resources Required

- Stigma towards accessing mental health services.
- Number of students accessing online material were minimal
- Many students are unaware of the benefits of counselling limiting student participation in programs and activities designed for them.

Best Practice 1:

Claretine Holistic Education Programme (CHEP)

Objectives

- To provide Holistic education geared towards a soulful, human formation of their intellect, will, heart, and soul.
- To build a value system in the students based on the five core values of the College viz., **Faith in God, Integrity, Peace, Cooperation, Personal competence**
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The Context

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The Practice

The five components of the Mission and five Core Values of the College are listed as CHEP Components which are further divided into three modules (sub-topics) each. The lesson plans for 10 components x 3 subtopics (thus 30) were prepared and compiled into a CHEP Module Booklet. Each lesson plan was designed for 45 minutes; 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. Faculty were trained on how to impart the modules.

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Best Practice 2:

Counselling and Wellbeing Services

Objectives

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- **To train** faculty and staff in well-being measures and equip them with basic counselling skills to identify, address or refer students with mental health concerns to higher levels of services.
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f. A counselling hotline was established during the pandemic to respond to the mental health needs of students and police personnel.

Evidence of Success

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- Appreciation received from the Superintendent of Police of Lower Subansiri District, Arunachal Pradesh.

Problems Encountered and Resources Required

- Stigma towards accessing mental health services.
- Number of students accessing online material were minimal
- Many students are unaware of the benefits of counselling limiting student participation in programs and activities designed for them.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Quality and Soulful Higher Education

The one area distinctive to the vision, priority and thrust of the college is its commitment to providing soulful higher education to the tribal youth, as articulated in the Vision of the College. Saint Claret College, Ziro (SCCZ) was established in 2003 in Ziro, at a time when there were no Colleges nearby and it was the earnest desire of the people of Ziro to have a Degree College which would provide Quality Higher Education. SCCZ was established to fill this lacuna. The college caters predominantly to students belonging to the tribal populace (ST category) who comprise more about 95% of its total strength.

SCCZ has the following objectives:

1. To provide value-based, relevant, and productive higher education.
2. To offer traditional, professional, and employment-oriented programmes 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 peaceable society.
5. To facilitate in Claretines an appreciation for and praxis of eternal values of faith, love, compassion, justice, peace, gratitude, and service.

In its Nineteen years of existence, SCCZ has made gradual yet steady progress towards realising these objectives. In working towards the realization of its vision and mission, there have been several hardships faced by the College- its remote location coupled with poor road communication (till recently), power, and network connectivity. In spite of the hardships faced, the College has performed remarkably well and is known as one of the best Colleges in Arunachal Pradesh, the testimony to which lies in the several accomplishments of the institution.

Providing Quality and Soulful Higher Education is an ongoing all inclusive process. Every aspect of education at SCCZ comes under its purview. This has been the focus of the college, that in every area, be it academics, infrastructure, discipline, faculty, co- and extracurricular activities, extension activities, etc., quality has to be maintained so that the holistic dimension of Claretine Education as proposed in the Mission of the college be fulfilled and the words of Mahatma Gandhi, *“By Education I mean all round drawing out of the best in the child and man- body, mind and spirit.”*, be actualised. This is the distinction the college strives for.

The actualization of quality and soulful education at SCCZ is given below;

Excellence in Academics

The College has always been at the forefront in academic performance. Apart from using conventional methods, SCCZ has made efforts to integrate the use of technology in teaching and learning. The College has a well-designed education program called Claretine Holistic Education Program (CHEP) which is an amalgamation of the University prescribed syllabus and value education.

SCCZ has consistently scored the highest pass percentage in Rajiv Gandhi University (RGU) examinations. It has an average pass percentage of 90.72 in the assessment period which is one of the highest in the state. The institution has to its credit more than 250 ranks in the University Examinations including the Overall Topper several times in all its graduating batches.

Facilities for Learning

SCCZ constantly upgrades its facilities on par with the best institutions:

- **Learning Management System**
- **Open Access Library integrated with RFID system**
- **ICT facilities in Classrooms and Labs.**

Student Support System

SCCZ helps students in various aspects of their life towards optimal performance:

- **Psychological counselling** to resolve students' personal and developmental issues.
- **Mentoring** students to monitor their academic progress.
- **Remedial Teaching** for students who need extra coaching.
- **Career Guidance**
- **Coaching for UPSC, APPSC and other Competitive Exams.**
- **Scholarships for deserving students**

State of the art Infrastructure

The College has invested in setting up excellent infrastructure which facilitates all academic experiences for holistic development including Teaching-learning, sports and games, as well as Co-and extracurricular activities.

Awards

The quality education at SCCZ is attested to by the several awards garnered by the Institution and its students:

- SCCZ is the only College to have received a **Commendation Certificate** from the State Government for services in Higher Education (2015).
- Awarded the **Best Performing Private College** by the Government of Arunachal Pradesh (2019).
- **CM's Running Trophy** for Best Debate Team for three consecutive years (2017, 2018, 2019).
- **Best NSS Unit Award in 2018 and 2 earlier years (2010, 2014)**
- Won the **Best Disciplined Team Award** every year at the Inter College Youth Festival (6 times) conducted by RGU and at other youth festivals, and won merit awards in various competitions at the state level.
- Awarded the '**One District One Green Champion Award**' in 2021 by the Mahatma Gandhi National Council of Rural Education.

Education beyond the Syllabus

Over the years, the College has expanded its academic activities:

- **MoUs, Collaborations and Linkages** with institutes of National importance such as NIT, Arunachal Pradesh, IIRS/ISRO, Dehradun (SCCZ is a Nodal Centre for its Distance Learning Program), Shillong Geophysical Research Centre (the college has collaborated with the institute and houses a Seismograph on campus) and NISCORT (National Institute of Social Communication and Research Training, Ghaziabad),
- **InterViews**; an International Interdisciplinary Journal in Social Sciences.
- **Ziro Literary Festival**, whereby students and other stakeholders interact with artists and literary personalities of national and international repute.

Social Responsibility and Service to Community

SCCZ instills in its students the value of being socially responsive through its various cells and organizations viz., NSS, **PESEC** (People Education and Social Empowerment Centre) **CASA** (Claretine Association for Social Action), and **Counselling Cell**. It reiterates that even as students, they can extend a helping hand to society.

In conclusion, these and many more efforts central to SCCZ, are beneficial primarily to the students, who get access to quality higher education in Arunachal Pradesh. Every undertaking by the college whether it be academic, infrastructural, co- and extracurricular, on campus or beyond the campus is a fulfilment of its vision and promise to the tribal community it serves.

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File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

SCCZ Important Milestones;

- 2003: The first academic year begins on August 11.
- 2004: Internal Quality Assurance Cell (IQAC) established
- 2007: Permanent Affiliation from Rajiv Gandhi University
- 2011: UGC Recognition under UGC Act sections 2(f) & 12(B)
- 2013: Launched B. A. (Mass Communication) as a professional course
- 2014: Launched international, peer-reviewed journal, *InterViews: An Interdisciplinary Journal in Social Sciences*
- 2014: Commendation Certificate from the Government of Arunachal Pradesh for excellence in Higher Education.
- 2015: B. Com course Launched.
- 2016: Accreditation with Grade “A” from NAAC (National Assessment & Accreditation Council)
- 2018: Foundation laid for the Professional Courses Block
- 2018: Published a Book titled, *Tribals in the Contemporary Context: Myriad Perspectives from the Northeast India*.
- 2019: RFID introduced in the College Library.
- 2019: Awarded the Best Performing Private College in Arunachal Pradesh
- 2019: Awarded the Best NSS Unit of the State Award (third time)
- 2019: NSS Program Officer from SCCZ receives the Best NSS PO in Arunachal Pradesh Award
- 2018: Hosted the second edition of Ziro Literary Festival
- 2019: Won the Chief Minister’s Running Trophy for the Best Debate Team for the Third time consecutively (2017, 2018 & 2019), in the National Press Day Celebrations, 2019
- 2020: Published a Book titled, *Media representation of Northeast India*.
- 2021: Winner of One District One Green Champion Award 2020-2021 by Mahatma Gandhi National Council of Rural Education
- **2006-2022: 250 ranks in the Rajiv Gandhi University examinations.**

Concluding Remarks :

Saint Claret College (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. Before SCCZ came in the picture, 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. SCCZ became a corrective for this deficit. It has always striven to do so with the highest quality possible in the given circumstances.

SCCZ has consciously and relentlessly tried to translate the Vision and Mission, governed by a keen sense of five Core Values, into concrete action strategies, through well-elucidated Objectives and Action Plan. 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.