YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	Montfort College
• Name of the Head of the institution	Dr. Victor Raj
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	08025283320
• Mobile no	9443195150
• Registered e-mail	mail@montfortcollege.edu.in
• Alternate e-mail	principal@montfortcollege.edu.in
• Address	184 Old Madras Road, Indiranagar
• City/Town	Bangalore
• State/UT	Karnataka
• Pin Code	560038
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Self-financing

• Name of the Affiliating University	**Bengaluru North University**
• Name of the IQAC Coordinator	**Sritha Sandon**
• Phone No.	**08025283320**
• Alternate phone No.	**08025284050**
• Mobile	**9980285644**
• IQAC e-mail address	**iqac@montfortcollege.edu.in**
• Alternate Email address	**srithasandon@montfortcollege.edu.in**
3.Website address (Web link of the AQAR (Previous Academic Year)	https://montfortcollege.edu.in/index.php/iqac/
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://montfortcollege.edu.in/wp-content/uploads/2022/04/MC-Calendar-of-Events-for-AY-2020-2021.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	**A**	**3.04**	**2012**	**05/07/2012**	**04/07/2017**
Cycle 1	**B++**	**83**	**2004**	**16/09/2004**	**15/09/2009**

6.Date of Establishment of IQAC	**12/11/2004**

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**0**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	[View File](#)

9.No. of IQAC meetings held during the year	05
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes
• If No, please upload the minutes of the meeting(s) and Action Taken Report	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Six value-added/ capacity building programs were offered during the year

Faculty development programs on NEP offered during January 2021

Green audit, accessibility audit, and energy audit by external agencies

Mental health support to students and professionals through interactive online talks on various pandemic-related issues in Collaboration with MDtok, Virginia, USA.

Establishment of the innovations and incubation cell

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

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Plan of Action	Achievements/Outcomes
To introduce a few more certificate/ diploma courses during the coming academic year.	Three new certificate program were introduced during the academic year and were carried out including
To offer more value-added program imparting transferable life skills to the students.	Several value-added programs were offered during the academic year including
To recommend to the university that the syllabus for counselling psychology may incorporate field visits.	The university organized a BOS in October 2021 during which field visits were added to the syllabus of M.Sc. in Counselling Psychology
To conduct workshops/seminars Intellectual Property Rights (IPR) and Industry-Academia Innovative practices.	A workshop titled Introduction to Intellectual Property Rights
To create an innovations ecosystem.	An innovations and incubation cell was created under the Research Development Cell during July 2021 and the cell is functional
To enable faculty to develop e-content and upload to online platforms such as SWAYAM and e-paatashala.	College was unable to add to the exisiting econtent developed on YouTube platform due to the various restrictions and lockdowns
To complete and submit the Self Study Report to NAAC.	The Self Study Report is being prepared
To make a more planned effort to increase research funds from various agencies, industry and other organizations.	In order to facilitate research, the Research Development Cell was reconstituted and the various ideas for funded research were given to the RDC
To create meaningful collaborations for research, faculty exchange, student exchange be enhanced.	MOUs have been signed with several institutions including St. Josephs College of Commerce, Bangalore and Vedadrama India Pvt. Ltd.

To sign MoUs with institutions of national, international importance, other universities, industries, corporate houses towards development of the institution and all its stakeholders.	Montfort College has initiated talks with Dr. Vasuki Mathivanan of Indian Association of Professional Supervisors towards collaboration.
To increase the physical infrastructure in terms of number of larger classrooms to accommodate the growing strength of the college.	This task in being carried out and is expected to be completed in the upcoming academic year
To create a plan for recognition of faculty by State, National, and International forums in the form of awards, fellowships etc	The college is pursuing the possible ways in which this can be achieved

13.Whether the AQAR was placed before statutory body?	Yes

- Name of the statutory body

Name	Date of meeting(s)
Governing Body	02/04/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020	04/03/2020

Extended Profile

1.Programme

1.1   51

Number of courses offered by the institution across all programs
during the year

File Description	Documents
Data Template	[View File](#)

2.Student

2.1   **224**

Number of students during the year

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.2   **36**

Number of seats earmarked for reserved category as per GOI/ State
Govt. rule during the year

File Description	Documents
Data Template	[View File](#)

2.3   **104**

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	[View File](#)

3.Academic

3.1   **13**

Number of full time teachers during the year

File Description	Documents
Data Template	[View File](#)

3.2   **13**

Number of sanctioned posts during the year

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	51

File Description	Documents
Data Template	View File

2.Student

2.1 Number of students during the year	224

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	36

File Description	Documents
Data Template	View File

2.3 Number of outgoing/ final year students during the year	104

File Description	Documents
Data Template	View File

3.Academic

3.1 Number of full time teachers during the year	13

File Description	Documents
Data Template	View File

3.2 Number of sanctioned posts during the year	13

File Description	Documents
Data Template	

4.Institution	
4.1 Total number of Classrooms and Seminar halls	15
4.2 Total expenditure excluding salary during the year (INR in lakhs)	27.97
4.3 Total number of computers on campus for academic purposes	33

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

The Academic coordinator prepares a detailed academic calendar based on the calendar of events published by the affiliating Bengaluru North University. It includes dates for beginning and end of term, government holidays, important college events, internal assessments submissions by students and to the university is also included.

Based on the faculty members expertise, experience and preference the principal and academic coordinator allocates the courses at the beginning of the semester. All the faculty members prepare their course calendars in the ERP consisting of the dates of completion for each topic and CIA which requires the approval of the Principal or Coordinator.

Graduate Attributes, Program Outcomes, and Program Specific Outcomes are developed for each program and are made use of to develop Course Outcomes and Evaluation Plans based on Bloom's

Taxonomy to ensure effective teaching in accordance with the University syllabus.

Class timetable prepared ensures that each course has the recommended hours each week which includes course hours, library hour(s),supervision hours,case conference hours etc.

Through regular staff meetings and ERP, checking of lesson plans, evaluation and semester plans, the Principal and Coordinator ensure that the curriculum is being delivered effectively.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	https://montfortcollege.edu.in/index.php/mc-graduate-attributes-psy/

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

At the beginning of each semester, academic coordinator prepares an academic calendar based on the calendar of events published by the affiliating university. This calendar includes dates for all important curricular and co-curricular activities.

Based on the academic calendar teachers prepare a course plan for each of the courses they teach. The course plan will have the specific dates for the completion of topics and dates for the CIA and their modalities through ERP.

This course plan is submitted to the Principal /Coordinator for approval. The Principal/ Coordinator give feedback on the course plan to ensure that the syllabus and CIA is covered efficiently within the timeframe and that evaluation is comprehensive and meaningful.

The approved course plan is shared with the students. Students are invited to share their feedback on the plan and the teacher may revise the dates/ modalities of the evaluation within limits if he/ she deem it fit. If the changes deviate greatly from the approved plan, the revised plan is resubmitted for approval. Teachers maintain semester checklists to ensure that they are

adhering to the planned dates for all academic and assessment.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/MC-Calendar-of-Events-for-AY-2020-2021.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

B. Any 3 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View File](#)
Any additional information	[View File](#)

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

2

File Description	Documents
Any additional information	[View File](#)
Minutes of relevant Academic Council/ BOS meetings	**No File Uploaded**
Institutional data in prescribed format (Data Template)	[View File](#)

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

3

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

120

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

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

The curriculum as prescribed by the affiliated university is followed. However, at the end of every year teacher's provide feedback on how to incorporate relevant and crosscutting issues into the syllabus through the BOS.

Gender

Some of the courses as per the syllabus include topics on gender related issues. For example: Life Span Development, Counselling Psychology, Organizational Behavior etc. An interactive workshop was held on Gender sensitivity. Sensitization to women was portrayed through street play by our students.

Human Values and Professional Ethics

Human values and Professional ethics are built into courses like Counselling Psychology, Indian Psychology, Assessment 1 and Life Skills Trainig, Psychological Therapies for Rehabilitation etc. Teachers who handle theory and practical classes for such courses stress on human values and professional ethics whild teaching the subject.

Environment and Sustainability:

The college has a Green Campus Policy which addresses segregation and disposal of waste in an eco-friendly manner. Generation of renewable sources of energy use of power and water saving devices which contributes to environmental sustainability. It also an active Eco Club which plans programmes for conservation of water, plant trees, saving paper, reducing plastic etc.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

19

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	View File
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

222

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

File Description	Documents
URL for stakeholder feedback report	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-1.4.1.pdf
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-1.4.2.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

120

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

21

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Identification of students:

Students' learning levels are identified based on:

1. **Reference letters and academic transcripts from previous colleges**
2. **The entrance test and the personal interview conducted during admissions**
3. **The college mentoring system**
4. **Continuous Internal Assessments (CIA) conducted throughout each semester**
5. **Basic profile of students' personality, intelligence, and learning styles that the college creates based on standardized assessments**

Strategies adopted for facilitating slow learners:

1. Teachers and mentors identify students who need remedial coaching
2. Teachers provide slow learners with some simple notes for exam preparation
3. Topic related videos are also shared with students.
4. Students are paired with buddies to help them at a peer level with assignments and studies.
5. Students are also encouraged to follow group study so that peers learn from each other.
6. Special time is allotted for students to meet with teachers for doubt clarification.

Strategies adopted for facilitating advanced learners:

1. Students who are identified as advanced learners are encouraged to enrol in the Honour's Program which facilitates beyond-the-syllabus learning.
2. Advanced learners are encouraged to carry out self-directed learning
3. Advanced learners are also encouraged to attend conferences, present in conferences and publish papers.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/2.2.1-AQAR-2020-21.pdf
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
224	13

File Description	Documents
Any additional information	View File

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

Experiential Learning:

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Experiential learning is facilitated through field visits, internships, involvement in extension activities and community outreach. In many courses, students carry out role-plays, discussions, debates, meditation, yoga, skills training etc. Teachers incorporate student centric learning activities like peer learning, group demonstrations, and discussions for training and evaluation.Students also undergo group therapy and personal therapy which is experiential in nature.

Participative Learning:

The college organizes case conferences in which students share and learn about how to work withclients in real-life. In courses such as counselling skills training, life skills and psychological assessments, skilldevelopment is focused.Students are encouraged to participateinclub activities through which they apply their theoretical learning into practice.Lectures and workshops are conducted to teach new trends and challenges to students.

Problem-based learning

Second year students carry out internships or practicum where they get the expereince of handling clients,applying their theoriticalknowledge to the real-life situations.

Project-based learning

Students are required to carry out research dissertation during their course work. Psychology students carry out test development projects as well as library dissertation. This enables them to view the project in its entirety so that they gain perspective of the entire process and problem.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/2.3.1-AQAR-2020-21-merged-Final-Copy.pdf

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Infrastructure for Teaching

- All classrooms and seminar halls are ICT enabled with LCD projectors LAN and Wi-Fi, speaker and microphone systems.
- Two classrooms have lecture capturing hardware in the form of two digital video cameras.
- The entire campus is Wi-Fi enabled with 14 Wi-Fi hotspots that are strategically located
- All students are put into a WhatsApp group program-wise along with the teachers teaching the program for effective and immediate communication.
- All students and teachers are also provided domain-based email ids (name@montfortcollege.edu.in) for ease of communication through whichGmail, Google Classroom, Google Meet etc can be accessed.
- All teachers own a laptop which they use to communicate digitally with students, post on the LMS, use the ERP, and take online classes.

Use of ICT in the Teaching Process

- Faculty regularly use ppts, videos, and e-books etc for teaching.
- Google classrooms are used to communicate e resources, assignments, and important information
- ERP system is used for lesson planning, CO-PSO mapping, tracking attendance and entering CIA scores, thus making it possible to track students' performance and progress.
- Online meeting systems such as Zoom, Google Meet, and Microsoft Teams are used to conduct online and blended-modality classes.

File Description	Documents
Upload any additional information	[View File](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View File](#)

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

11

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

13

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

8

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

File Description	Documents
Any additional information	[View File](#)
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	[View File](#)

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Teachers create course plans for each course with details of evaluation such as dates, rubrics, modes and marks are provided. These are shared with the students after approval from the principal or coordinator.

Frequency and variety of evaluation:

About three assessments per course spread over the semester are carried out to ensure a holistic evaluation. Some of the commonly used modes of evaluation include:

1. **Tests**
2. **Case Studies**
3. **Presentations**
4. **Demonstrations**
5. **Assignments**
6. **Peer evaluation**
7. **Position papers**
8. **Model making**
9. **Field interviews**

The evaluation process:

1. **Teachers carry out evaluation according to the plan and based on the university guidelines.**
2. **Students are shown their marks soon after marking so that any concerns can be taken up, thus ensuring transparency**
3. **The marks are put up both in the Google Classroom and in the ERP so that students are able to view them at any time.**
4. **The final compiled marks of all subjects are displayed on the notice board for about a week before being submitted to the university. Students who have any clarification or**

concern regarding the same are allowed to bring this to the notice of the teachers concerned during this time.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-2.5.1-CIA-Marks.pdf

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Internal Examination Related Grievances

Grievances related to CIA alone come under the purview of the Redress of Grievance Cell (ROGC).

Process followed by the Redressal of Grievance Cell

Students may submit their IA-related grievance either via email to the college grievance cell or in-person to any one of the members of the ROGC. On receiving the grievance, the ROGC will acknowledge its receipt to the student and then follow the redress process as stated in the policy. The redress process involves a thorough investigation of the grievance with all relevant evidence as indicated. After the investigation, the ROGC will make appropriate recommendations to the principal. The principal shall ensure that the necessary actions are taken towards the redressal of the grievance. The process takes no more than 7 days from the receipt of the grievance. The ROGC ensures that the redressal of the grievance is fair and to the satisfaction of all concerned parties.

External exam related Grievances

Since the college is affiliated to the Bengaluru North University the end-semester examination grievances are dealt with at the university level. The college assists the students in reaching out to the appropriate university officials for the resolution of any examination-related grievances.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/AQAR-2.5.2-Grievance-Redressal-Cell-1.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Although the affiliating university does not subscribe to OBE model, the college has developed Graduate Attributes, POs, and PSOs, for all its programs and courses. These are displayed on the website and communicated to teachers and students. Based on these, teachers evolve and use COs.

The Process:

1. The GAs, POs, and PSOs are shared with the faculty who then evolve course outcomes based on these.
2. The course plan incorporates these course outcomes. On an average, each course would have about 5 course outcomes and the range are about 4 to 7 course outcomes.
3. Teachers develop evaluation plans as part of the course plan for each of the courses they are teaching based on the course outcomes.
4. The evaluation plan contains the manner in which the achievement of the outcomes would be evaluated.
5. The evaluation plan adheres to Bloom's taxonomy.
6. The students are oriented to the GAs, POs, and PSOs during the orientation program organized at the beginning of each term. The COs and evaluation plan for each course are shared by the teacher-in-charge on the first day of the respective class.

Thus, the college has attempted to incorporate OBE and facilitate meaningful training.

File Description	Documents
Upload any additional information	[View File]()
Paste link for Additional information	https://montfortcollege.edu.in/index.php/mc-graduate-attributes-psy/
Upload COs for all Programmes (exemplars from Glossary)	[View File]()

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The college has developed Graduate Attributes, POs, and PSOs, for all its programs and courses. The attainment of the same is evaluated using direct and indirect parameters.

The direct parameter is the overall performance in end-semester exams. The indirect parameters are the performance of the students at their jobs as psychologists/ counsellors.

The overall pass percentage of the students is 97.56%. All the students passed with a first class securing 10 ranks, 8 first class exemplary, 58distinctions and 14 first class.Academic achievements indicate that concepts and theories are being understood whereas method of evaluation in the internal assessments conducted by the college such as case studies, skills practice etc. help to evaluate whether the student can apply the theoretical knowledge to practice. Both are strong indicators that the program and course obejctivesare being met.

The qualitative feedback from employers has been positive. Employers have mentioned that the students are "professional", "sensitive", "approachable", "effective counsellors", "manage multiple responsibilities", "maintain boundaries" "effective during the pandemic", "impressive", "competent", and "exemplary". This also bears testimony to the attainment of program outcomes.

File Description	Documents
Upload any additional information	[View File]()
Paste link for Additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-2.6.2-2020-2021.pdf

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

80

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://montfortcollege.edu.in/wp-content/uploads/2022/04/ANNUAL-REPORT-2021.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-2.7.1.pdf

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 year (INR in Lakhs)

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

0

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

0

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

In June 2021, an "Innovations and Incubation Cell" was established under the aegis of the Research Development Cell at Montfort College. The following initiatives weretaken to establish the Cell. The purpose/goals were identified.

Purpose:

1. to provide a platform for students and staff to brainstorm and come up with new and innovative ideas that can be tested.
2. to test some of the generated ideas in real life settings
3. to copyright/patent the effective ideas

Discussions were held to determine the action plan 2020-21 which included the following;

1. **to provide a dedicated space and time atleast once a month in order to brain strom ideas**
2. **from these ideas to identify those which were worth incubating**
3. **to identify growth areas for the college and take initiatives to network with institutions that would facilitate**
4. **to enter into MoUs with these institutions for practical implementation**

The cell met with members of the Innovation Centre at Christ University, Bangalore which helped to develop an action plan.The plan has been submitted for approval and will be implemented during the next academic year.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-3.2.1.pdf

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

3

File Description	Documents
Report of the event	[View File](#)
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	[View File](#)

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

0

File Description	Documents
URL to the research page on HEI website	**Nil**
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	[View File]
Any additional information	**No File Uploaded**

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

7

File Description	Documents
Any additional information	[View File]
List of research papers by title, author, department, name and year of publication (Data Template)	[View File]

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

1

File Description	Documents
Any additional information	[View File]
List books and chapters edited volumes/ books published (Data Template)	[View File]

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Working with the community is integral and essential training

needed for a student of mental health is well received by the immediate neighbourhood. All major extension activities are envisaged to address the myths and stigma towards mental health. The extension activities are conducted by the Student Council, Family Counselling Centre (FCC), and individual classes along with the assigned faculty's supervision. The FCC has conducted workshops on mental health of adolescents and Menstrual hygiene at various schools in the neighbourhood.

In association with the Rotary Brigade, Bangalore Radio programmes were organized to create awareness on mental health.

Art Club and the NSS unit of Montfort College organized an awareness programme on Women's Mental health at Church Street,Bangalore during the International Womens day.

A workshop on psychological well-being was conducted for Kairalee Nikethan Degree college students.

The impact of these activities is seen in the following ways:

- The students perceive their social responsibility meaningfully. Students who take part in these extension activities have said that they can better relate with people in need.
- They would also get a chance to apply the theoretical learning within the community to get deeper learning experiences.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-2020-21-3.4.1.pdf
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

1

File Description	Documents
Any additional information	**No File Uploaded**
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	View File

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

8

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

102

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

6

File Description	Documents
e-copies of related Document	View File
Any additional information	View File
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

7

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Besides an Audio-Visual room and seminar hall the college has 13 well-ventilated and ICT enabled classrooms of different sizes to provide conducive environment for teaching-learning process of two

M.Sc. programmes with 240 students. Since specialization papers and open elective papers have to be taken simultaneously, classrooms of various sizes are needed. All the classrooms are fitted with projectors, microphone, LAN and Wi-Fi Connectivity. The classrooms are also used for taking certificate courses and value-added programmes. There is an assessment room which has 6 cubicles that can accommodate 12 students. For training in individual counselling skills, there are six rooms which can host four students at a time. There are two group therapy rooms which are carpeted and are furnished with curtains and one-way mirrors. This is to facilitate the supervision of group therapy and counselling skills practice and other requirements to provide proper acoustics and privacy. They are also used for Yoga classes. The institution has well equipped and partially automated library.

There are two well-equipped psychology labs with required testing materials and apparatus for psychological assessments. There is a computer lab with 33 computers with the latest version of Windows, antivirus software, printers, scanners and internet facilities.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-4.1.1-2.pdf

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

The institution has a well-furnished multi-purpose auditorium with a seating capacity of 250 people. It is well equipped with stage, green room, LCD projector, sound system and microphones. The auditorium is used for important college events like college day, graduation day, orientation and induction program for students etc. Besides being used for dance and drama practices it is the venue for conducting cultural programmesand competitions. The auditorium is also used for conducting yoga classes. Theopen lawn/quadrangle measuring about 2600sqft inside the main building is used by studentsfor group discussions, exhibitions, student-teacher interaction, celebration of student fests and festivals, yoga and other extracurricular activities. Musical instruments like keyboard, guitar, and tabala facilitate the cultural activities of the students.

The institution has seperate outdoor courts for playing various games such asbasketball, volley ball, throw ball and badminton. Provisions for indoor games likechess, table tennis and carrom boards enhance the extra-curricular opportunities for students.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-4.1.2.pdf

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

15

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-4.1.3.pdf
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

4.34

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

Library is partially automated using BOOK WORM'S software version 2020 (Formerly known as NIRMALS). This software is used for the management of the library collection which includes Textbooks, Reference books, Book bank, Competitive Examination Collections, Back volumes of journals, e-books, e-journals, Project reports, etc.

- **The library uses Gate entry module of Book Worms Software for recording footfalls.**
- **Automated check-in and check-out system to track the library usage.**
- **Special software installed for catering to people with visual and hearing impairment.**
- **Bar code printers and scanners used for quick issue and return of books.**

Digital Section:

1. **Separate Digital section is available with 4 computers for accessing digital resources available in the form of CDs, DVDs and Kindle devices.**
2. **Access to online resources/ E-resources such as J-GATE, N-LIST, and DELNET is available. Appropriate training to both staff and students for using these e- resources are provided.**

E-Library:

This is an integral part of the BOOK WORM software and enables staff and students to have access to e-books, journals, educational videos, previous question papers and articles that have been uploaded.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional Information	https://montfortcollege.edu.in/index.php/library/

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources A. Any 4 or more of the above

File Description	Documents
Upload any additional information	[View File](#)
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	[View File](#)

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

2.67

File Description	Documents
Any additional information	[View File](#)
Audited statements of accounts	[View File](#)
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	[View File](#)

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

55

File Description	Documents
Any additional information	[View File](#)
Details of library usage by teachers and students	[View File](#)

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

All classrooms are ICT enabled and have LCD projectors and LAN connection. The college regularly upgrades the existing software, hardware and electrical /electronic accessories.

The following purchases for IT hardware were made; Server Dell T40, TP-link USB adapter, USB cable, 3 web cameras, Mother board, Connector, Hard disc, 1 Laptop, 2 desktops, D-Link 24port switch, patch cable, Spike buster, routers, Barcode Printer and Barcode Scanner. Five systems were updated with SSD.

IT software included renewal of subscription for two Airtel and one ACT Fibernet connection which serves the entire campus. Speed of internet connectivity has increased from 500 Mbps to 1Gbps. Renewal of annual subscriptions for Kaspersky Antivirus, Delnet, j-gate, ILMS in the library- bookworms. Cloud Controller licence was purchased.

An ERP system by Heraizen Technologies Pvt Ltd has been procured for effective management of teaching-learning.

The capacity of the college website in terms of cloud storage has been increased and the entire design has been revamped.

AMC contract for maintaining IT facilities in the campus has been renewed. The college has institutional subscriptions for Zoom, MS Teams and G-Suite to enhance teaching-learning.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/AQAR-4.3.1-supporting-Documents.pdf

4.3.2 - Number of Computers

33

File Description	Documents
Upload any additional information	[View File](#)
List of Computers	[View File](#)

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	[View File](#)
Details of available bandwidth of internet connection in the Institution	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

48.65

File Description	Documents
Upload any additional information	View File
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The Maintenance Policy of the college establishes defined systems and procedures. The administrator is responsible for the maintenance of physical facilities in the institution. He is assisted by the supervisor, electrician, technical assistant, attenders, security guard and gardener who have well defined responsibilities. They follow a planned schedule on a daily basis. Periodic review is conducted by the administrator. The college budget has adequate provision for the repairs and maintenance of infrastructure and support facilities.

The college has AMC for various facilities like EPABX, CCTV, UPS, Computers, Wi-Fi, ERP, elevator, generator and water purifier. The supervisor ensures that periodic services and check-ups are undertaken.

The ICT used in classrooms are regularly serviced to ensure that the teaching-learning process takes place smoothly. Malfunctioning of any equipment in the classroom, laboratory, Library or office is to be reported to the administrator through the Principal.

Support staff regularly cleans classrooms, labs, toilets, staff rooms, offices, library, auditorium, college compound, parking area and sports grounds. The lab in-charge for Computer and Psychology Lab ensures adequate maintenance of equipments. The Librarian ensures that annual stock verification is undertaken to keep an account of the total stock in order to trace books lost and misplaced.

File Description	Documents
Upload any additional information	[View File]
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/MC-Repairs-and-Maintenance-Policy.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	[View File]
Upload any additional information	[View File]
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	[View File]

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

3

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

B. 3 of the above

File Description	Documents
Link to Institutional website	https://montfortcollege.edu.in/wp-content/uploads/2022/04/AQAR-5.1.3-Capacity-building.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

89

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

89

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

35

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

3

13-05-2022 10:58:16

File Description	Documents
Upload supporting data for student/alumni	[View File](#)
Any additional information	[View File](#)
Details of student progression to higher education	[View File](#)

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

1

File Description	Documents
Upload supporting data for the same	[View File](#)
Any additional information	[View File](#)
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	[View File](#)

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 year

5.3.1.1 - 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 year.

02

File Description	Documents
e-copies of award letters and certificates	[View File](#)
Any additional information	**No File Uploaded**
Number of awards/medals for outstanding performance in sports/cultural activities at unive rsity/state/national/international level (During the year) (Data Template)	[View File](#)

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

College has an active Students' Council which elects its members every year. The student council organizes regular meetings along with faculty -in-charge and to plan extra- curricular activities and other events. The Student council plays an active role in organizing the Sports day, Kairos - an intercollegiate fest, and Balamela which is an annual outstanding social outreach activity of Montfort College. However, due to the pandemic these activities could not take place in 2021-2022.

Various statutory bodies like Anti-ragging,Internal complaint committees, Caste Discrimination, Library Advisory, IQAC etc have student representatives. This ensures that their opinions and perspectives are considered while taking important decisions.

Active participation of students through the Student Council and Clubs is evident in the commemoration of Independence Day and Republic Day. Students are encouraged to organize programs that are included in the college calendar. Ex: National Girl child day, Mental Health Day, Suicide Prevention Day.

Students take a leading role in organizing and executing social awareness activities like street plays. When workshops, training programs, competitions etc are organized by the college for the students their active participation under the guidance of teachers enhances their leadership and organizational skills.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/AQAR-5.3.2-student-representation-in-committees-2020-21.pdf
Upload any additional information	[View File]()

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

7

File Description	Documents
Report of the event	[View File]()
Upload any additional information	[View File]()
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	[View File]()

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

The very first batch of graduates formed the Montfort College Alumni Association. Subsequently every graduating batch has been part of the association. The association aims to create a powerful network in order to facilitate the college as well as support the students and the society at large. In December 2020 the Montfort College Alumni Association was formally registered. The association has Governing Body consisting of President Ms. Sneha Menon, Mr. Maxim Pereira as Vice President, Ms. Annet Shaju as Secretary, Ms. Visalakshi Sridhar as Joint Secretary and Bro. Victor Raj as Treasurer.

During the year 2020-2021, the alumni have contributed Rs.

69,400/- towards the various development of the college. In addition, our alumni are offering counselling services and supervision to the current students.

The alumni members also maintain WhatsApp and Telegram groups to share information regarding new developments in the field, counselling referrals, workshop notifications etc

Alumni have collaborated with the Placement Cell of the college and organized webinars on 'Career Opportunities for Psychology Graduates' and 'Pursuing Ph.D Abroad'.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/index.php/alumni-2/
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)   E. <1Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The vision of Montfort College is mental and emotional well-being in society, and its mission is to train psychologists and counselors with personal integration and professional competence; to provide contextually relevant, socially inclusive and affordable mental health support to all in need. This is reflected in the cultural ambience of the college, which is conducive for the mental well-being of the staff and the students.

A vital aspect of the administration of the college is the collaborative governance and leadership. The principal is ably directed by the Director and the Governing Council. He is assisted

by the IQAC, Academic Co-ordinator, other coordinators of committees and cells and the student council. Regular meetings are conducted with the committee members.

The principal, the IQAC, the Academic coordinator and the coordinators of various committees deliberate and plan the calendar of the semester resulting in organizational and professional efficiency.

Decisions are taken after discussion and deliberation where staff members freely express their opinions in a respectful manner. Regular feedback is taken at the staff meetings after major events. This facilitates a healthy and stress-free working environment.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/AQAR-6.1.1.pdf
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

While the Principal is responsible for the overall functioning and administration of the college, he is assisted by Advisory bodies like the Governing Council, IQAC, Research Advisory Committeeetc. Decentralized and participative management is practiced while planning the execution of curricular, co-curricular and extra-curricular activities.

Coordinators of various committees are given the autonomy to plan and execute the activities. Decisions are taken by the committee members after deliberation and approved by the principal. The Academic Coordinator plans and coordinates the day-to-day activities in collaboration with the faculty and the coordinators for practicum, internship and research.

Case Study: New Positions and processes

In the context of the pandemic, new positions such as coordinators for practicum and internship were created. Processes were put in place and autonomy was granted to the coordinators. These coordinators were responsible for identifying practicum and

internship sites, initiating MoUs and facilitating the placement of students. Coordinators held multiple discussions at the student and faculty level as well as with the organizations. As a result of these efforts, students were able to complete their internship and practicum requirements online despite the pandemic situation. Coordinators sought feedback from the organizations on students' performance and submitted the report toPrincipal.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/AQAR-6.1.2.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The perspective plan of the college has been

- Planning for the effective implementation of UG programs.
- Reconstitution of the research development cell.
- Institution of an innovations and incubation cell.

In light of the NEP 2020, the college had submitted an application for starting UG programs to the university. In anticipation of approval, the college began strategic planning for the same. The principal along with a team senior faculty identified infrastructural resources which was communicated to the management. The calculation of the workload along with the number of teachers required for each programme helped to facilitate the requirement process.

In order to improve in the area of research, the college restructured the research development cell and its two subcommittees, viz-a-viz, the scientific review committee and the research ethics committee in terms of members as well as processes.

The members of the cell have had meetings with innovationcells of other colleges which has helped them identify the goals and draft an action plan for the forthcoming year.

File Description	Documents
Strategic Plan and deployment documents on the website	[View File](#)
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-6.2.1-Strategic-Planning-Meeting-2020-2021.pdf
Upload any additional information	[View File](#)

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Montfort College is governed by the Governing Body of Montfort College Society, headed by the Chairman, the Provincial superior of theProvince of Bengaluru. The Secretary of the Society is the Director of the College. All policies adopted by the college are approved by the Governing Body. Able governance is ensured by the direction given by the Governing Council.

The Principal and the Administrator deal with the day to day academic and administrative functioning of the college under the direction given by the Director. The IQAC gives suggestions for quality enhancement initiatives. The administration of Montfort College is decentralized and autonomy is granted to coordinators and committees for independent decision-making regarding coordination of curricular, co-curricular and extra-curricular activities. This administrative set up is reflective of the Organogram of the college.

Well defined policies which reflect principles and values as laid down in the vision and mission statement facilitate good governance. Implementation of policies takes place through defined administrative roles and the formation of committees. Documents like service rules, faculty guidelines, code of conduct define the duties, responsibilities, procedures, processes etc. for the functioning of the college. These are regularly reviewed and revised according to the contemporary scenario.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/AQAR-6.2.2-Supporting-documents.pdf
Link to Organogram of the institution webpage	https://montfortcollege.edu.in/wp-content/uploads/2022/04/Organoagram.pdf
Upload any additional information	[View File](#)

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	[View File](#)
Screen shots of user inter faces	[View File](#)
Any additional information	**No File Uploaded**
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	[View File](#)

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

Financial assistance is provided for faculty to attend seminars, workshops, faculty development programs and conferences. As per the Faculty Development Policy, Financial incentives are provided for;

publication of textbooks and papers in UGC CARE list when the major or minor research projects are sanctioned by external agencies consultancy projects that are initiated by the staff.

Support and Administration staff are entitled to ccontributory Employee Provident Fund. They are provided with the statutory ESI medical insurance facility. Support staff can avail financial assistance for the education of their children and are provided

with uniforms.

Interest Free Loans (proportionate to the salary) are extended to teaching and non-teaching staff. The faculty can avail various leaves like, Casual leave, Duty leave, Maternity leave, Paternity leave, Sick leave, Marriage leave as per the Service Rules. Gratuity is applicable for staff who have completed five years. Accommodation is available for teaching and non-teaching staff. A cash gift during Christmas is distributed to all permanent teaching and non-teaching staff.

Birthdays of teaching and non-teaching staff occurring in a particular month are celebrated with a get- together after the college hours.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/Staff-Welfare-policy.pdf
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

2

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

9

13-05-2022 10:58:17

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	**No File Uploaded**
Reports of Academic Staff College or similar centers	**No File Uploaded**
Upload any additional information	[View File](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	[View File](#)

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

7

File Description	Documents
IQAC report summary	[View File](#)
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	**No File Uploaded**
Upload any additional information	[View File](#)
Details of teachers attending professional development programmes during the year (Data Template)	[View File](#)

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

A multi-pronged approach is used by the institution at the end of every academic year to assess the performance of the teaching faculty, which includes:

Faculty self-appraisal

Self-appraisal forms are duly filled in by the faculty whereby details of satisfaction in teaching and learning process, involvement in administrative, academic, co-curricular activities, research work, presentation of research papers in seminars and conferences and publication of research articles in journals.

Feedback by peer group

Teachers are paired at the beginning of the term and are asked to complete the process of peer review during the term according to the guidelines provided.

Feedback by the students

Teachers receive feedback from students for every paper taught by them. They are assessed on effectiveness of the teaching learning process, classroom environment and teaching methodology. At the end of every academic year, the IQAC conducts a survey to assess the faculty on different parameters.

Self-appraisal by non-teaching staff

The performance of non-teaching staff is assessed on the basis of self-appraisal form submitted to the management.

Assessment by Management

The management analyses the collated data of feedback from self-appraisal, students and the peer group. Corrective measures to improve individual performance are shared with the faculty.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-6.3.5.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various

internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

A systematic and well-defined financial audit practice is in place ensuring transparency in financial management.

Audit Practices

1.Internal Audit: It is conducted before the close of the financial year, by an auditor appointed by the management.

The Principal, the Bursar and the Director in joint consultation submit a budget proposal to the Montfort College Society. The budget is scrutinized and approved with or without modifications by the Chairman of the Montfort College Society.

The internal auditors check whether the college is complying with statutory norms like deduction of TDS, payment of the sanctioned amount as salary, and the Asset Registry of the Institution. They also verify if the amount has been rightly accounted for under the prescribed heads.

2.External Audit: It is carried out on an elaborate way after the financial year closes by a registered auditing firm, Arockyasamy & Charles. It involves examination of financial statements, evaluation of internal control system, verification of students' fee registers and if the various provisions of the income tax act have been adhered to.

There have been no major objections in the audits for the past year as the institution has been strictly following the best accounting practices.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/AQAR-6.4.1-1.pdf
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0.6174

File Description	Documents
Annual statements of accounts	[View File](#)
Any additional information	[View File](#)
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	[View File](#)

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The following measures are taken for resource mobilization and optimal utilization.

- The major source of receipt is the student's tuition fees and hostel fees
- Grants received from the Karnataka State Government by the Family Counselling Centre.
- Consultancy income earned by faculty who use the premises after college hours for their private practice.
- Interest from iinvestments made in short term fixed deposits
- Contributions from Alumni Association.
- Consultancy fees earned by conducting special training programmes.
- Fees earned every year by conducting a Certificate Programme in Counselling Psychology
- Rental received from letting out auditorium, seminar halls, for educational purposes and hiring out the canteen

Optimal Utilization of Resources

The Annual Budget is prepared and approved by the Management wherein financial resources are allocated as per the requirement of the Institution.

The Management provides financial support for Seminars, Workshops, Guest lectures, activities of the Student Associations, Faculty Development programmes, extracurricular activities of the students such as Sports and Cultural activities. The Management sponsors scholarships for deserving students.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/MFC-Resource-Mobilisation-policy.pdf
Upload any additional information	View File

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

Mentoring

The context: Mentors who have insights into their protégé's abilities, learning styles, and general orientation towards life would be able to help their protégés make better choices for both personal and professional growth.

The practice: Mentoring process was restructured and a new initiative of drawing up protégé profiles which contained MBTI, VARK and Multiple intelligence scores for each student. These were shared with the mentors. Protégés maintain the detailed report which is confidential. Mentors submit only summary and non-confidential aspects as public record. An FDP on mentoring was carried out for all mentors to ensure that they would be skilled to carry out mentoring effectively.

Green and Accessibility Audits

The context: Assessing the outcomes of the various efforts put forth by the college towards sustainable development.

The practice: The college has a lush, green campus and has made many green efforts. To determine whether the efforts put in are environmentally sound and to adhere to the standards set down by NAAC, the college involved external agencies to carry out a green audit, and accessibility audit. The green audit also included a taxonomy of plants in college. Several rare plants have been identified.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-6.5.1.pdf
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

As stated in criterion 2, course plans, lesson plans, and evaluation plans are reviewed by the principal and coordinator. Other systems include:

Shared papers

The context: To enable peer learning among teachers and to provide multiple perspectives for the students

The practice: Many practicals papers and some theory papers are assigned as shared papers by the principal/ academic coordinator. For these, the teachers are all involved in creating the course plans, lesson plans, and evaluation plans. They share in the teaching of the various concepts also. Through this, teachers learn from each other's experiences and areas of expertise. Students also benefit from multiple perspectives from the teachers.

Peer review

The context: To evaluate the quality of teaching by teachers

The practice: Each teacher sits in on another teacher's class as a peer observer at least once a year. The observer gives the teacher feedback on the entire lesson from planning to execution. In order to facilitate growth and to ensure no negative consequences, the feedback given by the observer to the teacher is confidential. However, the teacher and the observer do agree upon which aspects of the feedback may be shared with the organization and this is submitted for record.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-6.5.2.pdf
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

C. Any 2 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://montfortcollege.edu.in/wp-content/uploads/2022/04/Annnual-report-2020-21.pdf
Upload e-copies of the accreditations and certifications	**No File Uploaded**
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Teachers pay special attention and focus on gender equity and sensitizing students to prevalent cultural practices in India such as patriarchy, domestic violence, gender discrimination etc.in the context of teaching subjects like Social Psychology, School Psychology, Family and Marriage Therapyand Human Resources in the Organization. Similar topics are taken up for group discussions and presentations at seminars which enhances the self-esteem, self-confidence and leadership qualitiesamong female students who form more than 90% of the student population.

Co-curricular activities such as Women's Day,Girl Child Day
etc.are celebrated with special focus on gender equity.There are
several other initiatives such as orientation on gender
sensitivity and the functioning of theInternal Complaint
Committee, Anti-ragging and Equal Opportunity Cell which are
directed by the relevant policies.Mentoring sessions help the
female students develop their personality and give them
professional support.Counselling sessions facilitate their mental
health.

To ensure the safety and security,our college has well-trained and
vigilant security guards, security check points, CCTV cameras
throughout the campus, night patrols by the security guards and
separate hostels for girls and boys.Separate wash rooms are
demarked for lady staff members and female students. Common rooms
are available for girls.

File Description	Documents
Annual gender sensitization action plan	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-7.1.1-Gender-Sensitization-Action-plan-and-Report.pdf
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-7.1.1-Photos-1.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

A. 4 or All of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid Waste Management:

1. Strategically placed waste bins in and around college following the 'No-litter policy'.

2. Compost pits to manage garden waste

3. Bio-gas plant for the disposal of food waste from the hostel and canteen.

Practices for solid waste reduction:

1. Separate-coloured bins for segregation of wet and dry waste. Disposed through the local Municipal Corporation

2. Using one-side used paper for internal non-official use.

3. Online assignments reduce paper wastage

4. Abstaining from giving bouquets covered in plastic and instead gifting saplings to guests

Liquid Waste Management:

1. Architectural plan that directs liquid waste from bathrooms and kitchens to the sewage canal of the BWSSB.

2. Use of sprinklers in lawn area

Practices for liquid waste reduction:

1. Waste water generated from the ROunits is used for gardening.

2. Placards at the water coolers and toilets to remind everyone to conserve water

E-waste Management

1. Separate bin for disposal of e-waste

Practices for disposal of e-waste:

1.Disposal of e-waste through an external agency

2. Donating old, usable computers to underprivileged schools

Bio-medical waste:

1. Separate bins in each of the ladies' toilet for disposal of sanitary pads

2.Electric incinerator for the hygienic disposal of sanitary pads.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

B. Any 3 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. **Restricted entry of automobiles**
2. **Use of bicycles/ Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of plastic**
5. **Landscaping**

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	**No File Uploaded**

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

C. Any 2 of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	**No File Uploaded**
Certificates of the awards received	**No File Uploaded**
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen   reading

B. Any 3 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The students admitted to Montfort come from diverse backgrounds and efforts are made to provide an inclusive environment for all

By celebrating days of National and International importance the institution aims at bringing tolerance, harmony and inclusiveness among the student community in the following ways:

1. Zero tolerance towards discrimination on the basis of caste,creed, language, region or religion
2. Secular dress code that promotes equal respect to all faiths
3. Tradition of reading scriptures from different faiths during official functions to inculcate respect towards different religions.
4. National integration by celebrating Independence and Republic Daysperforming regional folk songs and dances.
5. Observance of KannadaRajyotsava to highlight the language and culture of the state.
6. Celebration of festivals from other parts of the country and religion in order to foster a spirit of unity and respect for diverse culture.

In addition, the institute usually observes

1. Ethnic Day for students to showcase their native dress and culture, as well as witness other cultures
2. 'Language Day' where students recite poems, and sing popular songs in their languages.
3. Food fests where students prepare food items typical of their cultural cuisine and sell them on campus.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View File](#)
Any other relevant information	[View File](#)

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

At Montfort, diversity is nurtured and celebrated by welcoming students and faculty from different states. All students and staff are treated with equality and dignity. There is zero tolerance for discrimination on the basis of caste and creed.

The college provides opportunities to inculcate constitutional values and sensitize students to their Fundamental Rights and Duties through the following activities:

- The college has displayed the Preamble of the Indian Constitution at a prime location of the college visible to all
- Custom of singing national anthem and the state anthem in every official event
- Flag-hoisting on every National commemorative day to inculcate spirit of respect and patriotism
- Commemoration of Constitution Day, Voters Day, Swachch Bharat and Human Rights Day etc.
- To strengthen democratic valueson campus, compulsory participation during student elections without influence from political parties
- Discussion clubs where topics of current political, economic, and social interests are taken up
- Newspaper desk at the library entrance where one can read national and regional papers to update themselves on national and international events
- All of the above aim to help everyone "be aware of constitutional obligations, values, rights, duties as responsibilities of citizens".

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://montfortcollege.edu.in/wp-content/uploads/2022/04/Annnual-report-2020-21.pdf
Any other relevant information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-7.1.9-Photos-1.pdf

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized   A. All of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Patriotism, respectfor the nation andNational leaders as well as inculcating the spirit of universality is practiced at Montfort by the commemoration of the national and international festivalsand days of importance.These celebrations help us tobecomeawareofimportant aspects of human life, history,and culture,and toconnectwith therestof theworld.Important days and festivals celebrated:

Independence Day: The event reiterated the sense of "Nation First, Always First" among the citizens.

Republic day: Celebration of democracy and enactment of the constitution

Teachers' Day Celebration: Acknowledgement and tribute to the contribution made by teachers

Kannada Rajyotsava Celebration: Celebration of the history, tradition and formation of the state.

World Environment Day: a two-day online event to spread awareness on the threat to environment

International women's day celebration: Celebration of the theme "Women in Leadership: Achieving an equal opportunity in a COVID-19 world".

World Suicide Prevention Day: Commemorated to promote commitment to "Say no to suicide"

World Elders' Day: Capacity Building for digital knowledge among the elderly - Digital Equity for all ages

World Mental Health Day: Raising awareness and spreading education on "Mental Health in an Unequal World"

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

BEST PRACTICE 1: Training in Technology Assisted Counselling: Meeting Student Training and Community Mental Health Needs in the Pandemic

Montfort College organised a training on online counselling through The Alternative Story, Bangalore, from 25th to 29th October 2020. The major focus of the training was on Video and Telephone counselling, Chat/email-based counselling, use of appropriate software, and breach of confidentiality, in case of clients in crisis. The purpose of the training was the students to continue practicum in online modalities and to provide mental health services to the general public; the COVID-19 pandemic made this task both difficult and challenging:

BEST PRACTICES 2: Measures implemented to cope with COVID 19 Pandemic

The COVID-19 task force established at Montfort undertook many steps to ensure safety and health of staff and students and organised various awareness program to stay safe and healthy.

Once the state government permitted classes to be held on campus, the SOP issued by the UGC for physical classes were followed. Hybrid classes were held to accommodate students who could not come immediately to the campus. The faculty and mentors were in regular contact with the students and extended required help with their vaccination, safety, emotional well-being etc.

File Description	Documents
Best practices in the Institutional website	https://montfortcollege.edu.in/index.php/best-practices/
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The vision of Montfort College is mental health and wellbeing in society. This became more important and more challenging during the pandemic. To achieve this, several activities were planned and carried out.

The mental health helpline "Ashwasan" was launched in collaboration with the Rotary club. During the second lockdown between March-April 2021, many students were affected directly or indirectly by the Delta variant of the coronavirus. Either they

had lost immediate family members, or had lost friends and extended family members, or were seeing clients who had lost family. The grief, anxiety, and stress that came with this situation became too much for the students to cope. In order to address the same, mentors were in constant touch with the students who were affected by covid, providing them with emotional and psychological support. The college extended timelines or gave equitable alternatives when indicated within the parameters set by the university. The college had many conversations with the University officials addressing student concerns regarding online exams. The college organized a series of interactive sessions for the students and staff on various topics related to mental health to help them cope with the mental-health-related struggles during the pandemic.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

The Academic coordinator prepares a detailed academic calendar based on the calendar of events published by the affiliating Bengaluru North University. It includes dates for beginning and end of term, government holidays, important college events, internal assessments submissions by students and to the university is also included.

Based on the faculty members expertise, experience and preference the principal and academic coordinator allocates the courses at the beginning of the semester. All the faculty members prepare their course calendars in the ERP consisting of the dates of completion for each topic and CIA which requires the approval of the Principal or Coordinator.

Graduate Attributes, Program Outcomes, and Program Specific Outcomes are developed for each program and are made use of to develop Course Outcomes and Evaluation Plans based on Bloom's Taxonomy to ensure effective teaching in accordance with the University syllabus.

Class timetable prepared ensures that each course has the recommended hours each week which includes course hours, library hour(s),supervision hours,case conference hours etc.

Through regular staff meetings and ERP, checking of lesson plans, evaluation and semester plans, the Principal and Coordinator ensure that the curriculum is being delivered effectively.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	https://montfortcollege.edu.in/index.php/mc-graduate-attributes-psy/

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

At the beginning of each semester, academic coordinator prepares an academic calendar based on the calendar of events published by the affiliating university. This calendar includes dates for all important curricular and co-curricular activities.

Based on the academic calendar teachers prepare a course plan for each of the courses they teach. The course plan will have the specific dates for the completion of topics and dates for the CIA and their modalities through ERP.

This course plan is submitted to the Principal /Coordinator for approval. The Principal/ Coordinator give feedback on the course plan to ensure that the syllabus and CIA is covered efficiently within the timeframe and that evaluation is comprehensive and meaningful.

The approved course plan is shared with the students. Students are invited to share their feedback on the plan and the teacher may revise the dates/ modalities of the evaluation within limits if he/ she deem it fit. If the changes deviate greatly from the approved plan, the revised plan is resubmitted for approval. Teachers maintain semester checklists to ensure that they are adhering to the planned dates for all academic and assessment.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/MC-Calendar-of-Events-for-AY-2020-2021.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG	B. Any 3 of the above

programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

2

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	**No File Uploaded**
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

3

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total

number of students during the year

120

File Description	Documents
Any additional information	[View File](#)
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View File](#)

1.3 - Curriculum Enrichment

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

The curriculum as prescribed by the affiliated university is followed. However, at the end of every year teacher's provide feedback on how to incorporate relevant and crosscutting issues into the syllabus through the BOS.

Gender

Some of the courses as per the syllabus include topics on gender related issues. For example: Life Span Development, Counselling Psychology, Organizational Behavior etc. An interactive workshop was held on Gender sensitivity. Sensitization to women was portrayed through street play by our students.

Human Values and Professional Ethics

Human values and Professional ethics are built into courses like Counselling Psychology, Indian Psychology, Assessment 1 and Life Skills Trainig, Psychological Therapies for Rehabilitation etc. Teachers who handle theory and practical classes for such courses stress on human values and professional ethics whild teaching the subject.

Environment and Sustainability:

The college has a Green Campus Policy which addresses segregation and disposal of waste in an eco-friendly manner. Generation of renewable sources of energy use of power and water saving devices which contributes to environmental sustainability. It also an active Eco Club which plans programmes for conservation of water, plant trees, saving

paper, reducing plastic etc.

File Description	Documents
Any additional information	[View File](#)
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View File](#)

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

19

File Description	Documents
Any additional information	[View File](#)
Programme / Curriculum/ Syllabus of the courses	[View File](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	**No File Uploaded**
MoU's with relevant organizations for these courses, if any	[View File](#)
Institutional Data in Prescribed Format	[View File](#)

1.3.3 - Number of students undertaking project work/field work/ internships

222

File Description	Documents
Any additional information	[View File](#)
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	[View File](#)

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	A. All of the above

File Description	Documents
URL for stakeholder feedback report	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-1.4.1.pdf
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-1.4.2.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

120

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of

supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

21

File Description	Documents
Any additional information	[View File](#)
Number of seats filled against seats reserved (Data Template)	[View File](#)

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Identification of students:

Students' learning levels are identified based on:

1. Reference letters and academic transcripts from previous colleges
2. The entrance test and the personal interview conducted during admissions
3. The college mentoring system
4. Continuous Internal Assessments (CIA) conducted throughout each semester
5. Basic profile of students' personality, intelligence, and learning styles that the college creates based on standardized assessments

Strategies adopted for facilitating slow learners:

1. Teachers and mentors identify students who need remedial coaching
2. Teachers provide slow learners with some simple notes for exam preparation
3. Topic related videos are also shared with students.
4. Students are paired with buddies to help them at a peer level with assignments and studies.
5. Students are also encouraged to follow group study so that peers learn from each other.
6. Special time is allotted for students to meet with teachers for doubt clarification.

Strategies adopted for facilitating advanced learners:

1. Students who are identified as advanced learners are encouraged to enrol in the Honour's Program which facilitates beyond-the-syllabus learning.
2. Advanced learners are encouraged to carry out self-directed learning
3. Advanced learners are also encouraged to attend conferences, present in conferences and publish papers.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/2.2.1-AQAR-2020-21.pdf
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
224	13

File Description	Documents
Any additional information	View File

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

Experiential Learning:

Experiential learning is facilitated through field visits, internships, involvement in extension activities and community outreach. In many courses, students carry out role-plays, discussions, debates, meditation, yoga, skills training etc. Teachers incorporate student centric learning activities like peer learning, group demonstrations, and discussions for training and evaluation.Students also undergo group therapy and personal therapy which is experiential in nature.

Participative Learning:

The college organizes case conferences in which students share and learn about how to work withclients in real-life. In courses such as counselling skills training, life skills and

psychological assessments, skilldevelopment is focused.Students are encouraged to participateinclub activities through which they apply their theoretical learning into practice.Lectures and workshops are conducted to teach new trends and challenges to students.

Problem-based learning

Second year students carry out internships or practicum where they get the expereince of handling clients,applying their theoriticalknowledge to the real-life situations.

Project-based learning

Students are required to carry out research dissertation during their course work. Psychology students carry out test development projects as well as library dissertation. This enables them to view the project in its entirety so that they gain perspective of the entire process and problem.

File Description	Documents
Upload any additional information	View File
Link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/2.3.1-AQAR-2020-21-merged-Final-Copy.pdf

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Infrastructure for Teaching

- All classrooms and seminar halls are ICT enabled with LCD projectors LAN and Wi-Fi, speaker and microphone systems.
- Two classrooms have lecture capturing hardware in the form of two digital video cameras.
- The entire campus is Wi-Fi enabled with 14 Wi-Fi hotspots that are strategically located
- All students are put into a WhatsApp group program-wise along with the teachers teaching the program for effective and immediate communication.
- All students and teachers are also provided domain-based email ids (name@montfortcollege.edu.in) for ease of communication through whichGmail, Google Classroom,

Google Meet etc can be accessed.
- All teachers own a laptop which they use to communicate digitally with students, post on the LMS, use the ERP, and take online classes.

Use of ICT in the Teaching Process

- Faculty regularly use ppts, videos, and e-books etc for teaching.
- Google classrooms are used to communicate e resources, assignments, and important information
- ERP system is used for lesson planning, CO-PSO mapping, tracking attendance and entering CIA scores, thus making it possible to track students' performance and progress.
- Online meeting systems such as Zoom, Google Meet, and Microsoft Teams are used to conduct online and blended-modality classes.

File Description	Documents
Upload any additional information	[View File](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View File](#)

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

11

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	[View File](#)
Circulars pertaining to assigning mentors to mentees	[View File](#)
Mentor/mentee ratio	[View File](#)

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

13	
File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	[View File](#)
Any additional information	[View File](#)
List of the faculty members authenticated by the Head of HEI	[View File](#)

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

8	
File Description	Documents
Any additional information	[View File](#)
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	[View File](#)

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

55	
File Description	Documents
Any additional information	[View File](#)
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	[View File](#)

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and

mode. Write description within 200 words.

Teachers create course plans for each course with details of evaluation such as dates, rubrics, modes and marks are provided. These are shared with the students after approval from the principal or coordinator.

Frequency and variety of evaluation:

About three assessments per course spread over the semester are carried out to ensure a holistic evaluation. Some of the commonly used modes of evaluation include:

1. Tests
2. Case Studies
3. Presentations
4. Demonstrations
5. Assignments
6. Peer evaluation
7. Position papers
8. Model making
9. Field interviews

The evaluation process:

1. Teachers carry out evaluation according to the plan and based on the university guidelines.
2. Students are shown their marks soon after marking so that any concerns can be taken up, thus ensuring transparency
3. The marks are put up both in the Google Classroom and in the ERP so that students are able to view them at any time.
4. The final compiled marks of all subjects are displayed on the notice board for about a week before being submitted to the university. Students who have any clarification or concern regarding the same are allowed to bring this to the notice of the teachers concerned during this time.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-2.5.1-CIA-Marks.pdf

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time-

bound and efficient

Internal Examination Related Grievances

Grievances related to CIA alone come under the purview of the Redress of Grievance Cell (ROGC).

Process followed by the Redressal of Grievance Cell

Students may submit their IA-related grievance either via email to the college grievance cell or in-person to any one of the members of the ROGC. On receiving the grievance, the ROGC will acknowledge its receipt to the student and then follow the redress process as stated in the policy. The redress process involves a thorough investigation of the grievance with all relevant evidence as indicated. After the investigation, the ROGC will make appropriate recommendations to the principal. The principal shall ensure that the necessary actions are taken towards the redressal of the grievance. The process takes no more than 7 days from the receipt of the grievance. The ROGC ensures that the redressal of the grievance is fair and to the satisfaction of all concerned parties.

External exam related Grievances

Since the college is affiliated to the Bengaluru North University the end-semester examination grievances are dealt with at the university level. The college assists the students in reaching out to the appropriate university officials for the resolution of any examination-related grievances.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/AQAR-2.5.2-Grievance-Redressal-Cell-1.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Although the affiliating university does not subscribe to OBE model, the college has developed Graduate Attributes, POs, and PSOs, for all its programs and courses. These are displayed on

the website and communicated toteachers and students. Based on these, teachers evolve and use COs.

The Process:

1. The GAs, POs, and PSOs are shared with the faculty who then evolve course outcomes based on these.
2. The course plan incorporates these course outcomes. On an average, each course would have about 5 course outcomes and the range are about 4 to 7 course outcomes.
3. Teachers develop evaluation plans as part of the course plan for each of the courses they are teaching based on the course outcomes.
4. The evaluation plan contains the manner in which the achievement of the outcomes would be evaluated.
5. The evaluation plan adheres to Bloom's taxonomy.
6. The students are oriented to the GAs, POs, and PSOs during the orientation program organized at the beginning of each term. The COs and evaluation plan for each course are shared by the teacher-in-charge on the first day of the respective class.

Thus, the college has attempted to incorporate OBE and facilitate meaningful training.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional information	https://montfortcollege.edu.in/index.php/mc-graduate-attributes-psy/
Upload COs for all Programmes (exemplars from Glossary)	[View File](#)

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The college has developed Graduate Attributes, POs, and PSOs, for all its programs and courses. The attainment of the same is evaluated using direct and indirect parameters.

The direct parameter is the overall performance in end-semester exams. The indirect parameters are the performance of the students at their jobs as psychologists/ counsellors.

The overall pass percentage of the students is 97.56%. All the students passed with a first class securing 10 ranks, 8 first class exemplary, 58distinctions and 14 first class.Academic achievements indicate that concepts and theories are being understood whereas method of evaluation in the internal assessments conducted by the college such as case studies, skills practice etc. help to evaluate whether the student can apply the theoretical knowledge to practice. Both are strong indicators that the program and course obejctivesare being met.

The qualitative feedback from employers has been positive. Employers have mentioned that the students are "professional", "sensitive", "approachable", "effective counsellors", "manage multiple responsibilities", "maintain boundaries" "effective during the pandemic", "impressive", "competent", and "exemplary". This also bears testimony to the attainment of program outcomes.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-2.6.2-2020-2021.pdf

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

80

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://montfortcollege.edu.in/wp-content/uploads/2022/04/ANNUAL-REPORT-2021.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-2.7.1.pdf

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 year (INR in Lakhs)

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

0

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

0

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

File Description	Documents
List of research projects and funding details (Data Template)	[View File](#)
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	**No File Uploaded**
Paste link to funding agency website	**Nil**

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

In June 2021, an "Innovations and Incubation Cell" was established under the aegis of the Research Development Cell at Montfort College. The following initiatives weretaken to establish the Cell. The purpose/goals were identified.

Purpose:

1. to provide a platform for students and staff to brainstorm and come up with new and innovative ideas that can be tested.
2. to test some of the generated ideas in real life settings
3. to copyright/patent the effective ideas

Discussions were held to determine the action plan 2020-21 which included the following;

1. to provide a dedicated space and time atleast once a month in order to brain strom ideas
2. from these ideas to identify those which were worth incubating
3. to identify growth areas for the college and take initiatives to network with institutions that would facilitate
4. to enter into MoUs with these institutions for practical implementation

The cell met with members of the Innovation Centre at Christ University, Bangalore which helped to develop an action plan.The plan has been submitted for approval and will be

implemented during the next academic year.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-3.2.1.pdf

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

3

File Description	Documents
Report of the event	[View File](#)
Any additional information	**No File Uploaded**
List of workshops/seminars during last 5 years (Data Template)	[View File](#)

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

0

File Description	Documents
URL to the research page on HEI website	**Nil**
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	[View File](#)
Any additional information	**No File Uploaded**

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

7

File Description	Documents
Any additional information	[View File](#)
List of research papers by title, author, department, name and year of publication (Data Template)	[View File](#)

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

1

File Description	Documents
Any additional information	[View File](#)
List books and chapters edited volumes/ books published (Data Template)	[View File](#)

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Working with the community is integral and essential training needed for a student of mental health is well received by the immediate neighbourhood. All major extension activities are envisaged to address the myths and stigma towards mental health. The extension activities are conducted by the Student Council, Family Counselling Centre (FCC), and individual classes along with the assigned faculty's supervision. The FCC has conducted workshops on mental health of adolescents and Menstrual hygiene at various schools in the neighbourhood.

In association with the Rotary Brigade, Bangalore Radio programmes were organized to create awareness on mental health.

Art Club and the NSS unit of Montfort College organized an awareness programme on Women's Mental health at Church

Street, Bangalore during the International Womens day.

A workshop on psychological well-being was conducted for Kairalee Nikethan Degree college students.

The impact of these activities is seen in the following ways:

- The students perceive their social responsibility meaningfully. Students who take part in these extension activities have said that they can better relate with people in need.
- They would also get a chance to apply the theoretical learning within the community to get deeper learning experiences.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-2020-21-3.4.1.pdf
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

1

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	View File

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

8

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

102

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

6

File Description	Documents
e-copies of related Document	View File
Any additional information	View File
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

7

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	[View File](#)
Any additional information	[View File](#)
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	[View File](#)

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Besides an Audio-Visual room and seminar hall the college has 13 well-ventilated and ICT enabled classrooms of different sizes to provide conducive environment for teaching-learning process of two M.Sc. programmes with 240 students. Since specialization papers and open elective papers have to be taken simultaneously, classrooms of various sizes are needed. All the classrooms are fitted with projectors, microphone, LAN and Wi-Fi Connectivity. The classrooms are also used for taking certificate courses and value-added programmes. There is an assessment room which has 6 cubicles that can accommodate 12 students. For training in individual counselling skills, there are six rooms which can host four students at a time. There are two group therapy rooms which are carpeted and are furnished with curtains and one-way mirrors. This is to facilitate the supervision of group therapy and counselling skills practice and other requirements to provide proper acoustics and privacy. They are also used for Yoga classes. The institution has well equipped and partially automated library.

There are two well-equipped psychology labs with required testing materials and apparatus for psychological assessments.

There is a computer lab with 33 computers with the latest version of Windows, antivirus software, printers, scanners and internet facilities.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-4.1.1-2.pdf

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

The institution has a well-furnished multi-purpose auditorium with a seating capacity of 250 people. It is well equipped with stage, green room, LCD projector, sound system and microphones. The auditorium is used for important college events like college day, graduation day, orientation and induction program for students etc. Besides being used for dance and drama practices it is the venue for conducting cultural programmesand competitions. The auditorium is also used for conducting yoga classes. Theopen lawn/quadrangle measuring about 2600sqft inside the main building is used by studentsfor group discussions, exhibitions, student-teacher interaction, celebration of student fests and festivals, yoga and other extracurricular activities. Musical instruments like keyboard, guitar, and tabala facilitate the cultural activities of the students.

The institution has seperate outdoor courts for playing various games such asbasketball, volley ball, throw ball and badminton. Provisions for indoor games likechess, table tennis and carrom boards enhance the extra-curricular opportunities for students.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-4.1.2.pdf

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

15

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-4.1.3.pdf
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View File](#)

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

4.34

File Description	Documents
Upload any additional information	[View File](#)
Upload audited utilization statements	[View File](#)
Upload Details of budget allocation, excluding salary during the year (Data Template	[View File](#)

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

Library is partially automated using BOOK WORM'S software version 2020 (Formerly known as NIRMALS). This software is used for the management of the library collection which includes Textbooks, Reference books, Book bank, Competitive Examination Collections, Back volumes of journals, e-books, e-journals, Project reports, etc.

- **The library uses Gate entry module of Book Worms Software**

for recording footfalls.
- Automated check-in and check-out system to track the library usage.
- Special software installed for catering to people with visual and hearing impairment.
- Bar code printers and scanners used for quick issue and return of books.

Digital Section:

1. Separate Digital section is available with 4 computers for accessing digital resources available in the form of CDs, DVDs and Kindle devices.
2. Access to online resources/ E-resources such as J-GATE, N-LIST, and DELNET is available. Appropriate training to both staff and students for using these e- resources are provided.

E-Library:

This is an integral part of the BOOK WORM software and enables staff and students to have access to e-books, journals, educational videos, previous question papers and articles that have been uploaded.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional Information	https://montfortcollege.edu.in/index.php/library/

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

2.67

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

55

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

All classrooms are ICT enabled and have LCD projectors and LAN connection. The college regularly upgrades the existing software, hardware and electrical /electronic accessories.

The following purchases for IT hardware were made; Server Dell

T40, TP-link USB adapter, USB cable, 3 web cameras, Mother board, Connector, Hard disc, 1 Laptop, 2 desktops, D-Link 24port switch, patch cable, Spike buster, routers, Barcode Printer and Barcode Scanner. Five systems were updated with SSD.

IT software included renewal of subscription for two Airtel and one ACT Fibernet connection which serves the entire campus. Speed of internet connectivity has increased from 500 Mbps to 1Gbps. Renewal of annual subscriptions for Kaspersky Antivirus, Delnet, j-gate, ILMS in the library- bookworms. Cloud Controller licence was purchased.

An ERP system by Heraizen Technologies Pvt Ltd has been procured for effective management of teaching-learning.

The capacity of the college website in terms of cloud storage has been increased and the entire design has been revamped.

AMC contract for maintaining IT facilities in the campus has been renewed. The college has institutional subscriptions for Zoom, MS Teams and G-Suite to enhance teaching-learning.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/AQAR-4.3.1-supporting-Documents.pdf

4.3.2 - Number of Computers

33

File Description	Documents
Upload any additional information	[View File](#)
List of Computers	[View File](#)

4.3.3 - Bandwidth of internet connection in the Institution	A. ? 50MBPS

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

48.65

File Description	Documents
Upload any additional information	View File
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The Maintenance Policy of the college establishes defined systems and procedures. The administrator is responsible for the maintenance of physical facilities in the institution. He is assisted by the supervisor, electrician, technical assistant, attenders, security guard and gardener who have well defined responsibilities. They follow a planned schedule on a daily basis. Periodic review is conducted by the administrator. The college budget has adequate provision for the repairs and maintenance of infrastructure and support facilities.

The college has AMC for various facilities like EPABX, CCTV, UPS, Computers, Wi-Fi, ERP, elevator, generator and water purifier. The supervisor ensures that periodic services and check-ups are undertaken.

The ICT used in classrooms are regularly serviced to ensure that the teaching-learning process takes place smoothly. Malfunctioning of any equipment in the classroom, laboratory, Library or office is to be reported to the administrator through the Principal.

Support staff regularly cleans classrooms, labs, toilets, staff rooms, offices, library, auditorium, college compound, parking area and sports grounds. The lab in-charge for Computer and Psychology Lab ensures adequate maintenance of equipments. The Librarian ensures that annual stock verification is undertaken to keep an account of the total stock in order to trace books lost and misplaced.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/MC-Repairs-and-Maintenance-Policy.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

3

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	**B. 3 of the above**

File Description	Documents
Link to Institutional website	https://montfortcollege.edu.in/wp-content/uploads/2022/04/AQAR-5.1.3-Capacity-building.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

89

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

89

File Description	Documents
Any additional information	[View File](#)
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	[View File](#)

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	`A. All of the above`

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View File](#)
Upload any additional information	[View File](#)
Details of student grievances including sexual harassment and ragging cases	[View File](#)

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

`35`

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

3

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	View File
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

1

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

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 year

5.3.1.1 - 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 year.

02

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at uni versity/state/national/internatio nal level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

College has an active Students' Council which elects its members every year. The student council organizes regular meetings along with faculty -in-charge and to plan extra-curricular activities and other events. The Student council plays an active role in organizing the Sports day, Kairos - an intercollegiate fest, and Balamela which is an annual outstanding social outreach activity of Montfort College. However, due to the pandemic these activities could not take place in 2021-2022.

Various statutory bodies like Anti-ragging,Internal complaint committees, Caste Discrimination, Library Advisory, IQAC etc have student representatives. This ensures that their opinions and perspectives are considered while taking important decisions.

Active participation of students through the Student Council and Clubs is evident in the commemoration of Independence Day and Republic Day. Students are encouraged to organize programs that are included in the college calendar. Ex: National Girl child day, Mental Health Day, Suicide Prevention Day.

Students take a leading role in organizing and executing social awareness activities like street plays. When workshops, training programs, competitions etc are organized by the college for the students their active participation under the guidance of teachers enhances their leadership and organizational skills.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/AQAR-5.3.2-student-representation-in-committees-2020-21.pdf
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

7

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

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

The very first batch of graduates formed the Montfort College Alumni Association. Subsequently every graduating batch has been part of the association. The association aims to create a powerful network in order to facilitate the college as well as support the students and the society at large. In December 2020 the Montfort College Alumni Association was formally

registered. The association has Governing Body consisting of President Ms. Sneha Menon, Mr. Maxim Pereira as Vice President, Ms. Annet Shaju as Secretary, Ms. Visalakshi Sridhar as Joint Secretary and Bro. Victor Raj as Treasurer.

During the year 2020-2021, the alumni have contributed Rs. 69,400/- towards the various development of the college. In addition, our alumni are offering counselling services and supervision to the current students.

The alumni members also maintain WhatsApp and Telegram groups to share information regarding new developments in the field, counselling referrals, workshop notifications etc

Alumni have collaborated with the Placement Cell of the college and organized webinars on 'Career Opportunities for Psychology Graduates' and 'Pursuing Ph.D Abroad'.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/index.php/alumni-2/
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)	E. <1Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The vision of Montfort College is mental and emotional well-being in society, and its mission is to train psychologists and counselors with personal integration and professional competence; to provide contextually relevant, socially inclusive and affordable mental health support to all in need.

This is reflected in the cultural ambience of the college, which is conducive for the mental well-being of the staff and the students.

A vital aspect of the administration of the college is the collaborative governance and leadership. The principal is ably directed by the Director and the Governing Council. He is assisted by the IQAC, Academic Co-ordinator, other coordinators of committees and cells and the student council. Regular meetings are conducted with the committee members.

The principal, the IQAC, the Academic coordinator and the coordinators of various committees deliberate and plan the calendar of the semester resulting in organizational and professional efficiency.

Decisions are taken after discussion and deliberation where staff members freely express their opinions in a respectful manner. Regular feedback is taken at the staff meetings after major events. This facilitates a healthy and stress-free working environment.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/AQAR-6.1.1.pdf
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

While the Principal is responsible for the overall functioning and administration of the college, he is assisted by Advisory bodies like the Governing Council, IQAC, Research Advisory Committeeetc. Decentralized and participative management is practiced while planning the execution of curricular, co-curricular and extra-curricular activities.

Coordinators of various committees are given the autonomy to plan and execute the activities. Decisions are taken by the committee members after deliberation and approved by the principal. The Academic Coordinator plans and coordinates the day-to-day activities in collaboration with the faculty and the coordinators for practicum, internship and research.

Case Study: New Positions and processes

In the context of the pandemic, new positions such as
coordinators for practicum and internship were created.
Processes were put in place and autonomy was granted to the
coordinators. These coordinators were responsible for
identifying practicum and internship sites, initiating MoUs and
facilitating the placement of students. Coordinators held
multiple discussions at the student and faculty level as well
as with the organizations. As a result of these efforts,
students were able to complete their internship and practicum
requirements online despite the pandemic situation.
Coordinators sought feedback from the organizations on
students' performance and submitted the report toPrincipal.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/AQAR-6.1.2.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The perspective plan of the college has been

- Planning for the effective implementation of UG programs.
- Reconstitution of the research development cell.
- Institution of an innovations and incubation cell.

In light of the NEP 2020, the college had submitted an
application for starting UG programs to the university. In
anticipation of approval, the college began strategic planning
for the same. The principal along with a team senior faculty
identified infrastructural resources which was communicated to
the management. The calculation of the workload along with the
number of teachers required for each programme helped to
facilitate the requirement process.

In order to improve in the area of research, the college
restructured the research development cell and its two
subcommittees, viz-a-viz, the scientific review committee and

the research ethics committee in terms of members as well as processes.

The members of the cell have had meetings with innovationcells of other colleges which has helped them identify the goals and draft an action plan for the forthcoming year.

File Description	Documents
Strategic Plan and deployment documents on the website	[View File]()
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-6.2.1-Strategic-Planning-Meeting-2020-2021.pdf
Upload any additional information	[View File]()

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Montfort College is governed by the Governing Body of Montfort College Society, headed by the Chairman, the Provincial superior of theProvince of Bengaluru. The Secretary of the Society is the Director of the College. All policies adopted by the college are approved by the Governing Body. Able governance is ensured by the direction given by the Governing Council.

The Principal and the Administrator deal with the day to day academic and administrative functioning of the college under the direction given by the Director. The IQAC gives suggestions for quality enhancement initiatives. The administration of Montfort College is decentralized and autonomy is granted to coordinators and committees for independent decision-making regarding coordination of curricular, co-curricular and extra-curricular activities. This administrative set up is reflective of the Organogram of the college.

Well defined policies which reflect principles and values as laid down in the vision and mission statement facilitate good governance. Implementation of policies takes place through defined administrative roles and the formation of committees. Documents like service rules, faculty guidelines, code of conduct define the duties, responsibilities, procedures, processes etc. for the functioning of the college. These are regularly reviewed and revised according to the contemporary

scenario.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/AQAR-6.2.2-Supporting-documents.pdf
Link to Organogram of the institution webpage	https://montfortcollege.edu.in/wp-content/uploads/2022/04/Organoagram.pdf
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	View File
Screen shots of user inter faces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

Financial assistance is provided for faculty to attend seminars, workshops, faculty development programs and conferences. As per the Faculty Development Policy, Financial incentives are provided for;

publication of textbooks and papers in UGC CARE list when the major or minor research projects are sanctioned by external agencies consultancy projects that are initiated by the staff.

Support and Administration staff are entitled to ccontributory Employee Provident Fund. They are provided with the statutory

ESI medical insurance facility. Support staff can avail financial assistance for the education of their children and are provided with uniforms.

Interest Free Loans (proportionate to the salary) are extended to teaching and non-teaching staff. The faculty can avail various leaves like, Casual leave, Duty leave, Maternity leave, Paternity leave, Sick leave, Marriage leave as per the Service Rules. Gratuity is applicable for staff who have completed five years. Accommodation is available for teaching and non-teaching staff. A cash gift during Christmas is distributed to all permanent teaching and non-teaching staff.

Birthdays of teaching and non-teaching staff occurring in a particular month are celebrated with a get- together after the college hours.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/Staff-Welfare-policy.pdf
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

2

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

9

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	**No File Uploaded**
Reports of Academic Staff College or similar centers	**No File Uploaded**
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

7

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	**No File Uploaded**
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

A multi-pronged approach is used by the institution at the end of every academic year to assess the performance of the teaching faculty, which includes:

Faculty self-appraisal

Self-appraisal forms are duly filled in by the faculty whereby details of satisfaction in teaching and learning process, involvement in administrative, academic, co-curricular activities, research work, presentation of research papers in seminars and conferences and publication of research articles in journals.

Feedback by peer group

Teachers are paired at the beginning of the term and are asked to complete the process of peer review during the term according to the guidelines provided.

Feedback by the students

Teachers receive feedback from students for every paper taught by them. They are assessed on effectiveness of the teaching learning process, classroom environment and teaching methodology. At the end of every academic year, the IQAC conducts a survey to assess the faculty on different parameters.

Self-appraisal by non-teaching staff

The performance of non-teaching staff is assessed on the basis of self-appraisal form submitted to the management.

Assessment by Management

The management analyses the collated data of feedback from self-appraisal, students and the peer group. Corrective measures to improve individual performance are shared with the faculty.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-6.3.5.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

A systematic and well-defined financial audit practice is in place ensuring transparency in financial management.

Audit Practices

1.Internal Audit: It is conducted before the close of the financial year, by an auditor appointed by the management.

The Principal, the Bursar and the Director in joint consultation submit a budget proposal to the Montfort College Society. The budget is scrutinized and approved with or without modifications by the Chairman of the Montfort College Society.

The internal auditors check whether the college is complying with statutory norms like deduction of TDS, payment of the sanctioned amount as salary, and the Asset Registry of the Institution. They also verify if the amount has been rightly accounted for under the prescribed heads.

2.External Audit: It is carried out on an elaborate way after the financial year closes by a registered auditing firm, Arockyasamy & Charles. It involves examination of financial statements, evaluation of internal control system, verification of students' fee registers and if the various provisions of the income tax act have been adhered to.

There have been no major objections in the audits for the past year as the institution has been strictly following the best accounting practices.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/AQAR-6.4.1-1.pdf
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0.6174

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The following measures are taken for resource mobilization and optimal utilization.

- The major source of receipt is the student's tuition fees and hostel fees
- Grants received from the Karnataka State Government by the Family Counselling Centre.
- Consultancy income earned by faculty who use the premises after college hours for their private practice.
- Interest from iinvestments made in short term fixed deposits
- Contributions from Alumni Association.
- Consultancy fees earned by conducting special training programmes.
- Fees earned every year by conducting a Certificate Programme in Counselling Psychology
- Rental received from letting out auditorium, seminar halls, for educational purposes and hiring out the

canteen

Optimal Utilization of Resources

The Annual Budget is prepared and approved by the Management wherein financial resources are allocated as per the requirement of the Institution.

The Management provides financial support for Seminars, Workshops, Guest lectures, activities of the Student Associations, Faculty Development programmes, extracurricular activities of the students such as Sports and Cultural activities. The Management sponsors scholarships for deserving students.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/04/MFC-Resource-Mobilisation-policy.pdf
Upload any additional information	View File

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

Mentoring

The context: Mentors who have insights into their protégé's abilities, learning styles, and general orientation towards life would be able to help their protégés make better choices for both personal and professional growth.

The practice: Mentoring process was restructured and a new initiative of drawing up protégé profiles which contained MBTI, VARK and Multiple intelligence scores for each student. These were shared with the mentors. Protégés maintain the detailed report which is confidential. Mentors submit only summary and non-confidential aspects as public record. An FDP on mentoring was carried out for all mentors to ensure that they would be skilled to carry out mentoring effectively.

Green and Accessibility Audits

The context: Assessing the outcomes of the various efforts put forth by the college towards sustainable development.

The practice: The college has a lush, green campus and has made many green efforts. To determine whether the efforts put in are environmentally sound and to adhere to the standards set down by NAAC, the college involved external agencies to carry out a green audit, and accessibility audit. The green audit also included a taxonomy of plants in college. Several rare plants have been identified.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-6.5.1.pdf
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

As stated in criterion 2, course plans, lesson plans, and evaluation plans are reviewed by the principal and coordinator. Other systems include:

Shared papers

The context: To enable peer learning among teachers and to provide multiple perspectives for the students

The practice: Many practicals papers and some theory papers are assigned as shared papers by the principal/ academic coordinator. For these, the teachers are all involved in creating the course plans, lesson plans, and evaluation plans. They share in the teaching of the various concepts also. Through this, teachers learn from each other's experiences and areas of expertise. Students also benefit from multiple perspectives from the teachers.

Peer review

The context: To evaluate the quality of teaching by teachers

The practice: Each teacher sits in on another teacher's class

as a peer observer at least once a year. The observer gives the teacher feedback on the entire lesson from planning to execution. In order to facilitate growth and to ensure no negative consequences, the feedback given by the observer to the teacher is confidential. However, the teacher and the observer do agree upon which aspects of the feedback may be shared with the organization and this is submitted for record.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-6.5.2.pdf
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	C. Any 2 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://montfortcollege.edu.in/wp-content/uploads/2022/04/Annnual-report-2020-21.pdf
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Teachers pay special attention and focus on gender equity and sensitizing students to prevalent cultural practices in India such as patriarchy, domestic violence, gender discrimination etc.in the context of teaching subjects like Social Psychology, School Psychology, Family and Marriage Therapyand Human Resources in the Organization. Similar topics are taken up for group discussions and presentations at seminars which enhances the self-esteem, self-confidence and leadership qualitiesamong female students who form more than 90% of the student population.

Co-curricular activities such as Women's Day,Girl Child Day etc.are celebrated with special focus on gender equity.There are several other initiatives such as orientation on gender sensitivity and the functioning of theInternal Complaint Committee, Anti-ragging and Equal Opportunity Cell which are directed by the relevant policies.Mentoring sessions help the female students develop their personality and give them professional support.Counselling sessions facilitate their mental health.

To ensure the safety and security,our college has well-trained and vigilant security guards, security check points, CCTV cameras throughout the campus, night patrols by the security guards and separate hostels for girls and boys.Separate wash rooms are demarked for lady staff members and female students. Common rooms are available for girls.

File Description	Documents
Annual gender sensitization action plan	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-7.1.1-Gender-Sensitization-Action-plan-and-Report.pdf
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-7.1.1-Photos-1.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar	A. 4 or All of the above

energy   Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

File Description	Documents
Geo tagged Photographs	[View File](#)
Any other relevant information	[View File](#)

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

```
Solid Waste Management:

1. Strategically placed waste bins in and around college
following the 'No-litter policy'.

2. Compost pits to manage garden waste

3. Bio-gas plant for the disposal of food waste from the hostel
and canteen.

Practices for solid waste reduction:

1. Separate-coloured bins for segregation of wet and dry
waste.Disposed through the local Municipal Corporation

2. Using one-side used paper for internal non-official use.

3. Online assignments reduce paper wastage

4. Abstaining from giving bouquets covered in plastic and
instead gifting saplings to guests

Liquid Waste Management:

1. Architectural plan that directs liquid waste from bathrooms
and kitchens to the sewage canal of the BWSSB.

2. Use of sprinklers in lawn area

Practices for liquid waste reduction:
```

1. Waste water generated from the ROunits is used for gardening.

2. Placards at the water coolers and toilets to remind everyone to conserve water

E-waste Management

1. Separate bin for disposal of e-waste

Practices for disposal of e-waste:

1.Disposal of e-waste through an external agency

2. Donating old, usable computers to underprivileged schools

Bio-medical waste:

1. Separate bins in each of the ladies' toilet for disposal of sanitary pads

2.Electric incinerator for the hygienic disposal of sanitary pads.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	B. Any 3 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

13-05-2022 10:58:17

7.1.5 - Green campus initiatives include	
7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles** 2. **Use of bicycles/ Battery-powered vehicles** 3. **Pedestrian-friendly pathways** 4. **Ban on use of plastic** 5. **Landscaping**	**A. Any 4 or All of the above**

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	**No File Uploaded**

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution	
7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	**C. Any 2 of the above**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	**No File Uploaded**
Certificates of the awards received	**No File Uploaded**
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built	**B. Any 3 of the above**

environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

File Description	Documents
Geo tagged photographs / videos of the facilities	[View File](#)
Policy documents and information brochures on the support to be provided	[View File](#)
Details of the Software procured for providing the assistance	[View File](#)
Any other relevant information	[View File](#)

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The students admitted to Montfort come from diverse backgrounds and efforts are made to provide an inclusive environment for all

By celebrating days of National and International importance the institution aims at bringing tolerance, harmony and inclusiveness among the student community in the following ways:

1. Zero tolerance towards discrimination on the basis of caste,creed, language, region or religion
2. Secular dress code that promotes equal respect to all faiths
3. Tradition of reading scriptures from different faiths during official functions to inculcate respect towards different religions.
4. National integration by celebrating Independence and Republic Daysperforming regional folk songs and dances.

5. Observance of KannadaRajyotsava to highlight the language and culture of the state.
6. Celebration of festivals from other parts of the country and religion in order to foster a spirit of unity and respect for diverse culture.

In addition, the institute usually observes

1. Ethnic Day for students to showcase their native dress and culture, as well as witness other cultures
2. 'Language Day' where students recite poems, and sing popular songs in their languages.
3. Food fests where students prepare food items typical of their cultural cuisine and sell them on campus.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

At Montfort, diversity is nurtured and celebrated by welcoming students and faculty from different states. All students and staff are treated with equality and dignity. There is zero tolerance for discrimination on the basis of caste and creed.

The college provides opportunities to inculcate constitutional values and sensitize students to their Fundamental Rights and Duties through the following activities:

- The college has displayed the Preamble of the Indian Constitution at a prime location of the college visible to all
- Custom of singing national anthem and the state anthem in every official event
- Flag-hoisting on every National commemorative day to inculcate spirit of respect and patriotism
- Commemoration of Constitution Day, Voters Day, Swachch Bharat and Human Rights Day etc.
- To strengthen democratic valueson campus, compulsory participation during student elections without influence

- **from political parties**
- **Discussion clubs where topics of current political, economic, and social interests are taken up**
- **Newspaper desk at the library entrance where one can read national and regional papers to update themselves on national and international events**
- **All of the above aim to help everyone "be aware of constitutional obligations, values, rights, duties as responsibilities of citizens".**

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://montfortcollege.edu.in/wp-content/uploads/2022/04/Annnual-report-2020-21.pdf
Any other relevant information	https://montfortcollege.edu.in/wp-content/uploads/2022/03/AQAR-7.1.9-Photos-1.pdf

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Patriotism, respectfor the nation andNational leaders as well as inculcating the spirit of universality is practiced at Montfort by the commemoration of the national and international festivalsand days of importance.These celebrations help us tobecomeawareofimportant aspects of human life, history,and culture,and toconnectwith therestof theworld.Important days and festivals celebrated:

Independence Day:The event reiterated the sense of "Nation First, Always First" among the citizens.

Republic day: Celebration of democracy and enactment of the constitution

Teachers' Day Celebration:Acknowledgement and tribute to the contribution made by teachers

Kannada Rajyotsava Celebration: Celebration of the history, tradition and formation of the state.

World Environment Day: a two-day online event to spread awareness on the threat to environment

International women's day celebration: Celebration of the theme"Women in Leadership: Achieving an equal opportunity in a COVID-19 world".

World Suicide Prevention Day:Commemorated to promote commitment to "Say no to suicide"

World Elders' Day: Capacity Building for digital knowledge among the elderly - Digital Equity for all ages

World Mental Health Day: Raising awareness and spreading education on"Mental Health in an Unequal World"

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

BEST PRACTICE 1: Training in Technology Assisted Counselling: Meeting Student Training and Community Mental Health Needs in the Pandemic

Montfort College organised a training on online counselling through The Alternative Story, Bangalore, from 25th to 29th October 2020. The major focus of the training was on Video and Telephone counselling, Chat/email-based counselling, use of appropriate software, and breach of confidentiality, in case of clients in crisis. The purpose of the training was the students to continue practicum in online modalities and to provide mental health services to the general public; the COVID-19 pandemic made this task both difficult and challenging:

BEST PRACTICES 2: Measures implemented to cope with COVID 19 Pandemic

The COVID-19 task force established at Montfort undertook many steps to ensure safety and health of staff and students and organised various awareness program to stay safe and healthy.

Once the state government permitted classes to be held on campus, the SOP issued by the UGC for physical classes were followed. Hybrid classes were held to accommodate students who could not come immediately to the campus. The faculty and mentors were in regular contact with the students and extended required help with their vaccination, safety, emotional well-being etc.

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File Description	Documents
Best practices in the Institutional website	https://montfortcollege.edu.in/index.php/best-practices/
Any other relevant information	**Nil**

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The vision of Montfort College is mental health and wellbeing in society. This became more important and more challenging during the pandemic. To achieve this, several activities were planned and carried out.

The mental health helpline "Ashwasan" was launched in collaboration with the Rotary club. During the second lockdown between March-April 2021, many students were affected directly or indirectly by the Delta variant of the coronavirus. Either they had lost immediate family members, or had lost friends and extended family members, or were seeing clients who had lost family. The grief, anxiety, and stress that came with this situation became too much for the students to cope. In order to address the same, mentors were in constant touch with the students who were affected by covid, providing them with emotional and psychological support. The college extended timelines or gave equitable alternatives when indicated within the parameters set by the university. The college had many conversations with the University officials addressing student concerns regarding online exams. The college organized a series of interactive sessions for the students and staff on various topics related to mental health to help them cope with the mental-health-related struggles during the pandemic.

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

7.3.2 - Plan of action for the next academic year

The plans for the academic coming academic year were drawn up incorporating suggestions from NAAC and from IQAC. They are as

follows:

1. To introduce a certificate program on supervision training for the counselling students of 4th semester psychology.
2. To introduce value-added programs imparting transferable life skills to the students
3. To recommend to the university that the syllabus for counselling psychology may incorporate field visits.
4. To conduct workshops/seminars Intellectual Property Rights (IPR) and Research Methodology
5. To enable faculty to develop e-content and upload to online platforms such as SWAYAM, YouTube, e-paatashala and other MOOC platforms
6. To create meaningful collaborations for research, faculty exchange, student exchange be enhanced
7. To sign MoUs with institutions of national, international importance, other universities, industries, corporate houses towards development of the institution and all its stakeholders
8. To create a plan for recognition of faculty by State, National, and International forums in the form of awards, fellowships etc.
9. To design and implement the code of conduct and professional ethics for staff and students
10. To enhance alumni involvement in the college