



YEARLY STATUS REPORT - 2021-2022

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 **919443195150**
- Registered e-mail **mail@montfortcollege.in**
- Alternate e-mail **mail@montfortcollege.edu.in**
- Address **184 Old Madras Road, Indiranagar**
- City/Town **Bengaluru**
- 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 **Mrs. 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/2023/07/Calendar-of-events.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 3	A	3.08	2023	21/03/2023	20/03/2028
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	Nil

8.Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of

[View File](#)

IQAC

9.No. of IQAC meetings held during the year **4**

- 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 No File Uploaded

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)

International Conference on Innovation and Emerging Trends in Psychoanalytic Neuroscience Studies in collaboration with Garden City University

Research training workshop titled Increased Visibility of Research Publications through Reputed Database

Organised a Seminar on Intellectual Property Rights

Organised Webinar on National Education Policy

Organised faculty development program on Outcome Based Education

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

Plan of Action	Achievements/Outcomes
To introduce a certificate program on supervision training for the counselling students of 4th semester psychology.	A value added certificate program on counselling practicum was organized between 22-07-2021 and 22-10-2021. Fourteen students enrolled for the same during the academic year.
To introduce value-added programs imparting transferable life skills to the students	Various value-added programs that enhance skills such as suicide prevention, understanding abuse, personal development, basics of mindfulness etc., were carried out during the academic year for the PG students.
To recommend to the university that the syllabus for counselling psychology may incorporate field visits.	During the BOS of 30-09-2021, the university incorporated field visits into the counselling psychology program
To conduct workshops/seminars Intellectual Property Rights (IPR) and Research Methodology	Four workshops on research methodology and one seminar on intellectual property rights were conducted during the year.
To enable faculty to develop e-content and upload to online platforms such as SWAYAM, YouTube, e-paatahala and other MOOC platforms	During the academic year, two videos on qualitative research methods were uploaded to YouTube by faculty of the college. The links are https://youtu.be/MrZCLEAQyPo https://youtu.be/7UOrXlwBinI
To create meaningful collaborations for research, faculty exchange, student exchange be enhanced	During the academic year, six new collaborations were fostered for faculty exchange and internship
To sign MoUs with institutions of national, international importance, other universities, industries, corporate houses towards development of the institution and all its stakeholders	Several MOUs have been signed and activities have been carried out such as conduction of an international conference, extension activities, and conduction of seminars.

To create a plan for recognition of faculty by State, National, and International forums in the form of awards, fellowships etc.	The institution is trying to find a good strategy towards this goal
To design and implement the code of conduct and professional ethics for staff and students	The code of conduct and professional ethics is encapsulated in the service rules of the college
To enhance alumni involvement in the college	During the year the alumni have contributed Rs. 41,000/- to the college. They have conducted a series of more than 10 webinars via YouTube aimed at career guidance for the current students

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

- Name of the statutory body

Name	Date of meeting(s)
Governing Council	03/05/2023

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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<p>To introduce value-added programs imparting transferable life skills to the students</p>	<p>Various value-added programs that enhance skills such as suicide prevention, understanding abuse, personal development, basics of mindfulness etc., were carried out during the academic year for the PG students.</p>
<p>To recommend to the university that the syllabus for counselling psychology may incorporate field visits.</p>	<p>During the BOS of 30-09-2021, the university incorporated field visits into the counselling psychology program</p>
<p>To conduct workshops/seminars Intellectual Property Rights (IPR) and Research Methodology</p>	<p>Four workshops on research methodology and one seminar on intellectual property rights were conducted during the year.</p>
<p>To enable faculty to develop e-content and upload to online platforms such as SWAYAM, YouTube, e-paatahala and other MOOC platforms</p>	<p>During the academic year, two videos on qualitative research methods were uploaded to YouTube by faculty of the college. The links are https://youtu.be/MrZCLEAQyPo https://youtu.be/7UOrX1wBinI</p>
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<p>To sign MoUs with institutions of national, international importance, other universities, industries, corporate houses towards development of the institution and all its</p>	<p>Several MOUs have been signed and activities have been carried out such as conduction of an international conference, extension activities, and conduction of seminars.</p>

stakeholders	
To create a plan for recognition of faculty by State, National, and International forums in the form of awards, fellowships etc.	The institution is trying to find a good strategy towards this goal
To design and implement the code of conduct and professional ethics for staff and students	The code of conduct and professional ethics is encapsulated in the service rules of the college
To enhance alumni involvement in the college	During the year the alumni have contributed Rs. 41,000/- to the college. They have conducted a series of more than 10 webinars via YouTube aimed at career guidance for the current students

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Name	Date of meeting(s)
Governing Council	03/05/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	16/01/2023

15. Multidisciplinary / interdisciplinary

After being a single-discipline postgraduate college since 1998, the Governing Council decided to start multidisciplinary undergraduate courses as per guidelines given by the NEP 2020 with multiple entries and exits. Admissions to five multidisciplinary undergraduate programmes were finalized which commenced in 2021. The open elective course in every semester shall be chosen from an unrelated discipline/subject in order to study multi-disciplinary subjects. Environmental Studies is an

integral part of the undergraduate programme curriculum and is taught as an ability enhancement compulsory course to all students. The matrix issued by the university provides for one credit allotted to B. Com and BBA students who participate in community engagement and service through the NSS wing of the college. There are multiple entry and exits at each level of the undergraduate education. Certificate for exit at the end of the second semester, Diploma after completing four semesters a basic Bachelor's degree on completion of six semesters, and a Bachelor's degree with Honours after eight semesters. Open electives are also part of the two year PG programs of psychology and counselling psychology.

16.Academic bank of credits (ABC):

Karnataka Higher Education Department and Bengaluru North University gives the guidelines for Academic Bank of Credits. The college, being affiliated to Bengaluru North University, adheres to the norms of the same. The Unified University & College Management System (UUCMS) is a centralised database and the college ERP system is used to digitally store the academic credits earned by the student. This facilitates the exit options at every stage. The institution plans to register on the Academic Bank of Credits (ABC) via the National Academic Depository (NAD) before the students complete their second semester.

17.Skill development:

Skill enhancement courses are part of the curriculum for both the CBCS-oriented PG courses and the NEP-based UG courses. The courses range from counselling skills, group therapy, assessments, digital fluency, environmental studies, artificial intelligence, yoga, sports to participation in NSS. Value-based education to inculcate positivity amongst the learners are imparted through value-added programs such as special education, personal development, school mental health, understanding abuse, basics of mindfulness, and hypnosis. Value based education is also imparted through student club activities like Techno Club, Commerce Club and Arts and Humanities Club.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Kannada, and Hindi are taught as Ability Enhancement Compulsory Courses for which there are credits. Field trips are organized to museums or local ashrams. In addition, students are also taught about India and the Indian Constitution. Field trip to Gandhiji Sahaja Besaya Ashrama at the School of Natural Farming at Tumkur

enables students to understand and value the traditional and natural methods of farming. The student council plays an important role in the celebration of major festivals of each faith and days of state, national and international importance. This reinforces the integration of Indian culture within the student community.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Montfort offers two postgraduate programmes and five undergraduate programmes across four disciplines. All these programmes are offered as outcomes-based education (OBE). Graduate attributes for the college have been defined as well as Programme Outcomes and course outcomes for all the programs being offered in the college at undergraduate and postgraduate level. Inhouse orientation as well as faculty development programmes were conducted on outcome-based education to update the teaching fraternity on OBE and assessment of the attainment of program outcomes and course outcomes. The course plans created by teachers include the expected outcomes and an evaluation of their attainment, thus integrating OBE into every course.

20.Distance education/online education:

The college has been offering an online certificate course on counselling skills which is open to all members of the public. Hybrid mode of education combining online and offline resources was resorted to according to the severity of the pandemic situation. In addition, students are encouraged to take up MOOC and SWAYAM courses to enhance their learning in areas of their interests and abilities.

Extended Profile

1.Programme

1.1 140

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

File Description	Documents
Data Template	View File

2.Student

2.1 238

Number of students during the year

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2 112

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

File Description	Documents
Data Template	View File

2.3 113

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1 17

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2 17

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	140
File Description	Documents
Data Template	View File
2.Student	
2.1 Number of students during the year	238
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	112
File Description	Documents
Data Template	View File
2.3 Number of outgoing/ final year students during the year	113
File Description	Documents
Data Template	View File
3.Academic	
3.1 Number of full time teachers during the year	17
File Description	Documents
Data Template	View File

3.2	17
Number of sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	17
Total number of Classrooms and Seminar halls	
4.2	50.69
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	49
Total number of computers on campus for academic purposes	

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 curriculum delivery plan begins with the formulation of a detailed academic calendar prepared by the academic coordinators for UG and PG programs. This is done in line with the calendar of events issued by the affiliating university. The events earmarked are commencement and end-of-term dates, state government holidays, all college events dates, and dates for internal assessment submissions.

The time tables which comprise of prescribed course hours, library hours, case conference hours, and hours for remedial teaching & mentoring are prepared by the academic coordinators.

The Principal along with the academic coordinators discuss the allocation of courses to the teachers based on their preferences and experience.

The faculty members prepare the course plan for their respective

courses which includes course outcomes, topics to be covered, pattern of internal assessments, evaluation plans and dates of completion which is executed after the approval of the Principal.

The execution of lesson plans, internal assessments and evaluations via ERP and the semester checklist ensures that the dates of execution and completion is adhered to. Through monthly staff meetings, the Principal also monitors the effective deliverance of the curriculum.

The above-mentioned procedures thus keep in check the seamless delivery of the curriculum

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/02/AQAR-2021-22-1.1.1.pdf

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

Based on the calendar of events issued by the affiliating university for every semester, the UG and PG academic coordinators prepare academic calendars where the dates for all important curricular and co-curricular activities are scheduled including CIE dates.

The teachers prepare course plans for their respective courses in line with the academic calendar. The course plan, along with the course outcomes, also has detailed evaluation plans that include dates for the conduction of CIEs, marks rubrics, Bloom's taxonomy, and instructions to the students for each type of CIE.

The prepared course plan is submitted to academic coordinators / Principal for approval. It is also ensured that the CIE dates of different courses do not coincide. Subsequently, changes suggested by the academic coordinators / Principal /Director are incorporated into the course plan by the faculty. Detailed lesson plans are outlined in ERP.

The approved course plan is then shared with students by the faculty.

Any concerns raised by the students about the assessment plan, dates, and modality are addressed to the faculty. In case of major modifications in the course plan, it is resubmitted for approval. Adherence to the planned dates is ensured by maintaining a semester-long checklist by the faculty.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/02/AQAR-2021-22-1.1.2.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

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)

10

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

200

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

Relevant crosscutting issues are discussed in the BOS and integrated into the curriculum by the affiliating university which then is highlighted, discussed, and reinforced by the teachers during the delivery of the courses.

Gender

The curriculum integrates the awareness and understanding of gender-related issues in the students. Some of the UG and PG courses that sensitize the students on the same are Hindi, Kannada, English, principles of marketing, life span development, counseling psychology, organizational behavior, etc.

Human Values and Professional Ethics

Human values and professional ethics are inculcated in students emphasizing the importance via theory and practical classes in courses like financial accounting, languages, introduction to journalism, counseling psychology, research methodology, Indian psychology, assessment 1 and life skills training, psychological therapies for rehabilitation, etc. A special lecture on Ethics in research was conducted to orient the students on the same.

Environment and Sustainability:

The pressing concern of the modern-day world regarding environment and sustainability is also catered to through courses like environmental studies, computer fundamentals, and programming in C and languages. In addition, events such as cooking without fire, digital rubbish, guest lectures on save soil and sustainable life, and entrepreneurial opportunities, etc were organized to enhance skills for sustainable living in students.

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

20

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	No File Uploaded
Institutional Data in Prescribed Format	View File

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

221

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 **B. Any 3 of the above**

File Description	Documents
URL for stakeholder feedback report	https://montfortcollege.edu.in/index.php/feedback/
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/index.php/feedback/

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

82

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

Learning levels of Student's are identified based on the entrance test and personal interviews conducted during the time

of admissions. The college mentoring system also provides information on students learning levels. College also creates basic profile of student's personality, intelligence, and learning styles. Bridge Courses are organized in respective subjects for newly admitted Under Graduate students to identify their learning capability. Continuous internal assessments conducted throughout the semester also gives the information on learning levels of the students.

Strategies adopted for facilitating Slow learners:

1. Remedial coaching is organized for the students whose academic performance falls below expectations.
2. Slow learners are provided with notes in order to prepare for exams.
3. Detailed feedback is given to slow learners about their performance in unit tests, assignments etc.
4. Students are also encouraged to follow group study that involves peer to peer teaching.

Strategies adopted for facilitating advanced learners:

1. Advanced learners are encouraged to carry out self-directed learning
2. To facilitate beyond the syllabus learning, advanced learners are encouraged to enroll in Honour's program.
3. They are also encouraged to attend and present papers in conferences and publish papers.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/02/AQAR-2.2.1-Supporting-docs.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
238	17

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

The college provide a variety of learning experiences:

Experiential learning:

Students experience practical learning through field visits, internships, extension activities and community outreach. In many courses, students carry out role-plays, discussions and debates. Few courses have practical classes which give hands-on understanding of the subject and practical application of the same inreal-life situations. Skills training such as yoga and meditation which is experiential in nature are also part of curriculum.

Participative Learning:

Case conferences are organized in which students share and learn about how to work with clients in real-life. Courses like counselling skills training, life skills and psychological assessments focus onskill development. Students are encouraged to participate in club activities wherein they apply theoretical learning into practice. Guest lectures and workshops are conducted to enhance the knowledge about new trends and challenges in the respective course, .

Problem-based learning:

M.Sc. students learn to applytheir theoretical knowledge to real-life situations through practicum and internship programmes by working with clients.

Project-based learning:

Students carry out research dissertation as part of their course work. Test development projects are carried out by Psychology Students which enablethem to view the project and 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/2023/02/AQAR-2021-22-2.3.1-Supporting-docs.pdf

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

Teachers use ICT tools like PPTs, videos, e-books and e-resources for effective and efficient teaching-learning process. These help in engaging students during the lectures and also act as supporting resources for self-directed learning. Students are also oriented about open resources for research which can be accessed from the library further enabling them to hone their research acumen.

To customize and streamline assignments, faculty members use platforms like Google Classroom and ERP where study materials and other e-resources and their links are shared. Assignment instructions are uploaded to the Google Classroom and a portal is created for the students to submit their assignments on the same facilitating a structured process. Additionally, the feedback to these assignments, CIA marks etc. are also shared via Google classroom and ERP.

ERP system is used for lesson planning, CO-PO mapping, tracking attendance and entering CIA scores, thus making it possible to track students' performance and progress.

Video conferencing solutions such as Zoom, Google Meet, and Microsoft Teams are used for 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

13

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

17

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

9

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

47.3

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.

The process of Internal assessment is transparent and robust.

Evaluation is carried out based on the University guidelines and which fulfils their criteria for Internal assessment marks. Minimum 3 evaluations for each PG course and 4 evaluations for each UG course are done. Students are briefed about the requirement for the evaluation process and shown their marks to maintain transparency. The marks are shared on google classroom and updated on ERP for convenient viewing at any given point of time.

The final compiled marks are shared with the students and after they are verified (via email or signature on the hardcopy) by the students, they are uploaded to the UUCMS-(Expand) portal, to which students also have access.

Course plan is created by teachers for each course with

evaluation details like dates, mode of evaluation, rubrics, and marks. These are shared with students at the beginning of the semester during orientation towards the course after the approval from principal and course coordinator.

Teachers ensure multiple modes of evaluation to ensure robustness of syllabus. Some of them are Tests, Presentations, Case studies, Assignments.

File Description	Documents
Any additional information	View File
Link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/02/AQAR-2021-22-2.5.1_Supporting-docs.pdf

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

The process to deal with internal assessment grievances is encapsulated in the policy is available on the college website. Students are made aware of the same through the students handbook and orientation.

Internal assessments related grievances are brought to the notice of the concerned faculty by the students which are directly addressed by the faculty member for the concerned course. In case of dissatisfaction, the concerns are taken forward by the students to the academic coordinator or the Principal to redress in the most fair and transparent manner to the satisfaction of all parties concerned. The concerns are resolved within 7 days. Students are also free to address their concerns to the Redress Of Grievance Cell. However, due to the approachability of the faculty, all grievances pertaining to the internal assessments, have been redressed by the concerned faculty.

External Examination related Grievances

As the college is affiliated to Bengaluru North University the end-semester examination grievances are dealt with at the university level. The college facilitates students in reaching out to the respective officials for any grievance related to the end semester examinations.

File Description	Documents
Any additional information	View File
Link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/07/2.5.2-supporting-document.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.

In view of the global demand for skilled personals the college underlines the importance of Outcome based education for its students. This ensures all students completing the programmes possess the graduate attributes developed by the college. The POs are developed for all the programmes and courses which are displayed on the college website and in the campus. The same is also communicated to faculty to enable them to develop relevant course outcomes.

The Process:

1. The course outcomes are based on the GAs and POs.
2. The course plan incorporates these course outcomes. On an average each course would have up to 5 course outcomes.
3. Evaluation plans are developed based on the course outcomes by the teachers also specifying the manner in which the achievement of the outcomes would be evaluated.
4. The evaluation process adheres to the Bloom's Taxonomy.
5. The students are oriented to the GAs and POs 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.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/06/MC-Final-GA-PO.pdf
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 attainment of programme outcomes and course outcomes is evaluated using direct and indirect parameters.

The results declared by the university are the direct parameter for the attainment of programme and course outcomes.

Number of students appeared for the examination were 113 and total number of students passed were 109. The overall pass percentage of students is 96%. 10 University ranks, 46 First class exemplary, 50 first class distinction obtained by students. This shows that the programme and course outcomes have been attained to a satisfactory level

Attainment of course outcomes is evaluated through IA, mapping it to course outcomes, and levels of blooms taxonomy. Academic achievement is indicated by the understanding of theoretical concepts, which is achieved through internal assessment, skill practice, presentation and more. This indicates how theoretical knowledge is put into practice which would help students become more employable. Being employable in the global scenarios indicates the program and course objectives being met.

Indirect parameter is indicated by placement of students which was 35 %, feedback of students, alumni, and employer's feedback and progression of students for further education.

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

109

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/index.php/annual-reports/

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/index.php/feedback/>

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

The Research Development Cell initiated the Eco system and Innovation activities in the college. The innovations and incubation cell had several meetings with internal committee members and external team to identify its goals, objectives and liaison with other cells to gain clarity on its roles and functions. After coming up with the Goals, objectives and activities of the cell, the committee members organized a brainstorming session with the students. Students shared their ideas and scope for the activities.

A plan for the establishment of a centre for Community Mental Well-Being was submitted to the college management.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/02/AQAR-2021-22-3.2.1.-Addl.info.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

5

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

5

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

Montfort College encourages students to serve the community and be sensitized to social issues. During this year the college

conducted awareness, orientation programs on suicide prevention, Mental Health, government schemes and Child rights and counselling services for individuals and families. Students were active in conducting extension and outreach programs for the community.

Webinar on learning strategies for the neighbourhood community in collaboration with Women and Child Welfare Board of Kerala, Orientation session on Counselling for Yuva Seva Educational Trust and Eco-Centre for Juvenile Justice and Cheshire Homes India, Bengaluru. And also conducted awareness and empowerment programmes like Balamela, visit to anganwadi schools, shramadana etc.,

All these activities focused on building good rapport/relation with the community and tie up with the organizations, addressing various issues in the community level and the scope for counselling. Being the part of these activities' students were equipped with social responsibility as well as the need and scope for mental health and other services for the community. Also students developed necessary skills (social skills, communication, management, leadership and problem solving skills etc.) to handle the stakeholders. Orphan children, pre-schoolers, students, parents, women, old age people and others in the community were benefited with these outreach programs.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/05/AQAR-21-22-3.4.1-Addinfo.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

0

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	No File Uploaded

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

14

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

14

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

12

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.

The institution has 15classrooms with ICT enabled facilities to

strengthen academic discourse. Each classroom has an LCD Projector, LAN and WIFI facility. The classrooms are of different sizes to facilitate different class sizes. All the classrooms are well-ventilated and are conducive for the process of teaching-learning. There are two well-equipped psychology labs with sufficient test materials and apparatus. An Assessment room with 6 cubicles enable students for the smooth conduction of assessments. Students practice counselling skills in the five individual counselling rooms that are available. Two group therapy rooms are utilized for conduction of group therapy sessions. The computer lab has 33 computers with latest version of windows, antivirus, scanners, software, printers and internet facilities. The institution has partially automated library with adequate number of books, e-books and journals. In addition, Printers and scanners are available for the students in the computer lab.

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

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

Montfort College has sufficient facilities for various co and extra curricular activities. Cultural activities of the college are organized in the well-furnished multi-purpose auditorium of the college. It is equipped with 250 seating capacity, a stage, a green-room, LCD facilities and sound system. The Auditorium is used for college events like graduation day, orientation and induction programmes. It is also used for yoga classes and students do make use of the same while rehearsing for dance and drama apart from organising various cultural events to develop and hone event-management skills among students.

In-addition, the open quadrangle is also used by the students for student-teacher interaction, celebration of fests and festivals and group discussions and other extracurricular activities. Musical instruments like keyboard, guitar, and tabala

facilitate the cultural activities of the students. Students have sports facilities like basket ball court, volley ball, throw ball and shuttle badminton courts. An indoor sports room is made use of to play carrom, chess and table tennis. A separate room is dedicated for yoga classes and yoga practice.

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

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

17

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://montfortcollege.edu.in/index.php/ict-enabled-classrooms/
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)

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)

Montfort College library is partially automated since 2009 using BOOK WORM'S software (Formerly known as NIRMALS). It was upgraded in 2014 and currently the BOOK WORM'S software version 2020 is being used for in-house day-to-day operations.

- The library uses Gate entry module of Book Worms Software for recording footfalls.
- Screen reader software is installed for catering to people with visual and hearing impairment.
- Bar code printer and scanner are 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, DELNET and BRITISH COUNCIL LIBRARY has been accessible since September 2022.

In addition, the library has the provision for Person with Disabilities (PWD) and provides them access to library services such as Braille books, CDs, screen-reading software.

E-Library:

This is an integral part of the BOOK WORM software and enables staff and students to have remote 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)

1.62

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

66

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

The college has an e-governance policy for maintenance and regular updating of IT facilities which ensures that maintenance and upgradation are timely.

The entire campus is Wi-Fi enabled including open spaces, lawn, and residential area enabled with a highspeed internet connection through 15 access points to allow the students, teaching and non-teaching staff to access the internet. In addition to this the college provides 50 wired (LAN) internet connection with 1 Gbps bandwidth connection.

Each classroom is equipped with an LCD projector and LAN connection to support teaching and learning. Online platforms such as ERP and video conferencing solutions are also made available for effective teaching, learning, evaluation and administration.

The college has a good cloud capacity and a cloud controller license for effective maintenance of the website. The college uses anti-virus software and firewalls to protect the data from malware, viruses, unsolicited network traffic.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/03/MC-E-Gov-Policy.pdf

4.3.2 - Number of Computers

49

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)

4.1

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 college budget has provision for the repairs and maintenance of infrastructure and support facilities as defined in the college maintenance policy. The administrator is responsible for the maintenance of physical facilities and is assisted by the supervisor, electrician, technical assistant, attenders, security guard and gardener.

The librarian ensures that all the facilities in the library are functional. The lab assistant ensures the maintenance of materials and equipment of the computer and psychology lab. Annual stock verification is also undertaken by the librarian and the lab assistant.

The technical assistant regularly checks the functioning of all the ICT enabled facilities of the college. The supervisor ensures that periodic services and check-ups are done. Any infrastructural repair required is reported to the administrator and addressed.

AMC facilities that are available for EPABX, CCTV, UPS, Computers, Wi-Fi, ERP, elevator, generator and water purifier, etc.

The support staff clean classrooms, labs, toilets, staff rooms, offices, library, auditorium, college compound, parking lot and sports ground on a regular basis.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/03/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

0

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	No File Uploaded
Upload any additional information	No File Uploaded
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 benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year

20

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/2022/08/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

64

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

64

File Description	Documents
Any additional information	View File
Number of students benefitted 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

64

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

5

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
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

4

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.

2

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 university/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)

Montfort College ensures student representation in various cells and committees to facilitate active student participation in administrative roles and build leadership skills. The IQAC has a student representative from the 2nd year who forms an important link between the student body and the quality assurance system of the college. Students are also representatives in the grievance redress cell, caste-based discrimination cell, internal complaints committee, and anti-ragging cell of the college. This representative becomes the liaison for students to approach the cell/committee easily and without fear, with any and all of their concerns. The library advisory committee has student representatives from all classes to ensure that necessary books and study resources can be procured. The college has an active Students Council whose office bearers and representatives take on the responsibility of organizing various co-curricular, extracurricular, and extension activities. In addition, students also take on leadership roles and become active in many college events through various clubs and committees. In this manner, the college provides ample

opportunities for students to engage in various administrative, co-curricular, and extracurricular activities and also ably represent the student body in administrative and academic decisions following duly established norms and processes.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/06/Elixir-Magazine-2022-23.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

13

File Description	Documents
Report of the event	No File Uploaded
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. 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. During the year 2021-2022, the alumni have contributed Rs. 41,000/- towards the various development of the college. In addition, our alumni

offer counselling services and supervision to the current students. The alumni members conducted a series of webinars via YouTube aimed at career guidance for the current students titled Psychological Horizons, in which 10+ webinars were conducted. Students got a chance to hear from alumni of the college who are working as psychologists working in different fields of psychology as professionals. Additionally, representatives from the class of 2021 continued working the Placement Committee in the year of 2022 to help students from the 2020 and 2021 batches get placed as many students faced difficulties in finding employment during the pandemic. Through their efforts, several students were able to attend interviews and find placements in the early months of 2022.

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 E. <1Lakhs (INR in Lakhs)

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, its mission is to train psychologists and counsellors with personal integration and professional competence; to give contextually relevant, socially inclusive & affordable mental health support to the needy. It reflects in the cultural ambiance college, which is conducive for the mental well-being of the staff and the students, irrespective of the disciplines.

Collaborative governance and leadership are the vital aspects of administration. Principal is guided by the Director and the

Governing Council and assisted by the IQAC, Academic Co-ordinator, other coordinators of committees, cells and student council. Regular meetings are conducted with the committee members and various policies are updated regularly which direct able governance.

The principal, IQAC, PG and UG academic coordinators and the coordinators of various committees 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. Feedback is also taken from all stakeholders and acted upon. All these facilitate a healthy and stress-free working environment which is reflective of the vision and mission.

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

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

The college has instituted a system of decentralized and participative management to plan and execute curricular, co-curricular and extra-curricular activities.

While the principal remains the final authority, coordinators of various committees have autonomy to plan and execute the activities related to their domains. Decisions are taken by the committee members after submitting the plans to the principal for his feedback and approval.

Case Study: Vice-Principal and Coordinators

As the college started UG programs 2021, in order to facilitate the smooth functioning of the UG programs, vice principal for the college was appointed. Vice-principal mentored and guided both the faculty and students of different programs on various academic, non-academic matters as per the need.

Other coordinators like academics, research, practicum and internship exercised autonomy to carry out their responsibilities. Academic coordinator among other things, prepares the semester calendar and the timetable and attends to the smooth functioning of the academic activities. Research coordinator attends to allocating research supervisors to students and carrying out of research by students, while the practicum and internship coordinator see to the practicum and internship activities of students. UG Coordinator coordinated UG Programmes.

All these are indicative of decentralization and participative management.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/08/MFC-Faculty-Guidelines.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

In line with the perspective plan, some of the strategic plans for 2021-22 included the following:

- Starting of UG programmes
- Bridge course for UG students
- Starting of new value-added programmes
- Initiating new collaborations by signing new MoUs
- Supervision training course 4th sem MSc. CP students
- Sessions on Intellectual Property Rights (IPR) and Research Methodology
- Meeting with the parents of UG students

Accordingly, four UG programmes - BA, BSc, BBA and BCom were started in October 2021. Bridge course was conducted for UG students. Meeting of parents of UG students was organized and their feedback was taken. New value-added programmes of Counselling Practicum, Trauma Informed Counselling and School Mental Health, Personal Development and Basics of Mindfulness were introduced.

A training course on Counselling Supervision was offered to 2nd year MSc. CP students

As part of new collaborations MoUs were signed with the Dept of Psychology, Surana College, St. Aloysius College, St. Vincent Pallotti College for collaboration in for academic and non-academic areas and various activities were organized.

Sessions on Intellectual Property Rights (IPR) and Research Methodology were conducted. Academic and administrative audit was done by external experts.

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/2023/02/AOAR-2021-22-6.2.1-Addl.info.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.

This administrative set up is reflected in the Organogram of the college. Montfort College is governed by the Governing Body of Montfort College Society, headed by the Chairman, the Provincial superior of the Province of Bengaluru. The Secretary of the Society is the Director of the College. The director, Principal and the Administrator deal with the day to day academic and administrative functioning of the college. Able governance is ensured by the direction given by the Governing Council.

Well defined policies which reflect principles and values as laid down in the vision and mission statement facilitate good governance. The college has 18 policies for various aspects; some of which are Anti-Ragging Policy, Equal Opportunity Policy, Green Campus Policy and so on. Each policy has its own process of application. Implementation of policies takes place through defined administrative roles and the formation of committees.

The IQAC gives suggestions for quality enhancement initiatives. The administration of Montfort College is decentralized in the sense autonomy is granted to various coordinators and committees

for independent decision-making regarding organization of curricular, co-curricular and extracurricular activities. Documents like service rules, and faculty guidelines, define the duties, responsibilities, procedures, and processes for the functioning of the college. These are regularly reviewed and revised according to the need.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/index.php/policies/
Link to Organogram of the institution webpage	https://montfortcollege.edu.in/wp-content/uploads/2022/08/MC-Organogram.pdf
Upload any additional information	No File Uploaded

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

Montfort College is committed to the welfare of all its employees. 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 the publication of textbooks and research papers in the journals of academic repute. 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 contributory 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 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 those who have completed five years of service. Accommodation is available for a few teaching and non-teaching staff. All permanent teaching and non-teaching staff members are given a financial gift during Christmas.

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

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/03/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

5

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

7

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	No File Uploaded
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

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. College has performance appraisal for teachers based on various parameters. This process in turn helps to know the strength and weakness of a faculty to march ahead in the right direction.

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.

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 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/2023/02/AQAR-2021-22-6.3.5-Addl.info.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

The college is committed to best accounting practices, college adheres to all standard practices of accounting.

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, Arockiasamy & 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/2023/02/AQAR-2021-22-6.4.1-Audit-or-Report.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)

3,10,200

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

Montfort college is a self-financing college. College does not receive any donations

The major sources of income for the college are students' tuition fees and fees earned by conducting short courses. In addition to this, small amounts of revenue is earned from interest from investments made in short term fixed deposits and contributions from alumni and consultancy fees earned by conducting special training programmes.

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/2023/03/MC-Resource-Mobilization-Policy.pdf
Upload any additional information	No File Uploaded

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

Revision of Course and Lesson Plans for OBE:

In keeping with NEP, the college has implemented OBE model for TLE in PG and UG programs. To enable teachers to use the OBE model, IQAC of Montfort College revised the course plans to incorporate the OBE format. The new course plans require the teachers to put down the course outcomes and then show how they will be evaluated. The basis of the evaluation is Bloom's Taxonomy to ensure that both Lower order and higher order thinking skills are developed and assessed in each course.

Creation of Internship Feedback Forms:

To formalize the feedback from the internship, the college developed a feedback format that students carry to their sites. At internship, the students are required to report to an on-site supervisor who oversees their work. Using the format created, the college collects feedback from this site supervisor. The feedback is collected about student abilities such as responsibility, determination, dedication, motivation, communication, cooperation as well as some qualitative aspects. This gives valuable insights to the college about its training.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/06/MC-Final-GA-PO.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 mentioned in criteria 1 and 2, the institution reviews teaching and learning through review of course plans by administrators, submission of semester checklists by the teachers and the formal feedback on TLE collected by the college. The college also enables teachers to review each others' teaching through shared papers and peer review. Further, the academic coordinator has access to the virtual classrooms for review.

Shared papers

The principal/ academic coordinator assign some courses as shared papers. The teachers share the planning, teaching, and evaluation for these papers. Through this, teachers learn from each other's experience and areas of expertise.

Peer review

During the academic term, each teacher is observed by a peer for at least one class. The observer gives the teacher feedback on the entire lesson from planning to execution. These observations enable immediate feedback and can help the teacher set growth goals and take any corrective measures quickly.

Virtual Classrooms

Teachers use Google Classrooms to share useful academic material and IA deadlines. The classrooms also enable blended modality teaching to help students who were in quarantine to attend classes. The principal, academic coordinator and IQAC coordinator have access to all classrooms for review and monitoring.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/index.php/feedback/
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/2023/05/Annual-Report-2021-22.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

The institution initiated the promotion of gender equity by sensitising students about gender issues and implementing measures to create a safe and secure space for all genders.

1. Gender Equity

1. The admission of students and appointment of faculty members is completely done based on their merit.
2. The college ensures that all the committees have women representation.

2.Sensitisation

a. To sensitise students and faculty towards the concerns of gender, the institution observed National Girl Child Day and International Women’s Day and organised a guest lecture on Gender Sensitisation.

b. Papers such as psychotherapy, positive psychology, psychopathology, and rehabilitation psychology are taught through case studies which are applied by the students to heterosexual, homosexual and asexual clients to prepare the students to be inclusive.

c. In the UG program certain papers

3. Safety, security, and women’s health

To ensure safety, security, and women’s health, The college has a well-protected compound wall, CC Cameras and security personnel, a full-time female warden, a counselling facility, and common rooms.

File Description	Documents
Annual gender sensitization action plan	https://montfortcollege.edu.in/wp-content/uploads/2023/05/AQAR-2021-22-7.1.1-Annual-Action-Plan-and-Reports.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/2023/05/AQAR-7.1.1-Photos.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-

A. 4 or All of the above

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

A culture of respect and awareness of nature has contributed to the sense of peace and serenity at Montfort College.

To keep the surrounding clean and hygienic, the college takes appropriate measures. There are designated trash bins around campus to manage wet, dry, and e-waste. Food waste is disposed into biogas plants and other green wastes are used for composting. Online assignments are given to reduce paper consumption, and one side printed papers are used for non-official purposes.

The college has a hassle-free sewage system. RO waste water is used for gardening, and placards placed throughout the campus to prevent water waste. Further, the college ensures that all biomedical waste is segregated and disposed off safely.

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

E. None of the above

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

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

A. Any 4 or all 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	No File Uploaded

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).

To provide an inclusive environment for the students and staff, the institution, with the active involvement of students and faculty, organises various cultural activities and celebrates national, state, inter-state, and local festivals and

commemorations, grandly, to promote and inculcate the value of respecting the diversity of the society. For example, firstly, national integration by celebrating Independence and Republic Days with cultural performances related to various regions and communities. Second, reading scriptures from different faiths during official functions to inculcate respect towards different religions. Third, observance of Kannada Rajyotsava to respect the language. Finally, Ethnic Day for students to showcase their native dress and culture, as well as witness other cultures.

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

To sensitise the students towards constitutional obligations, inculcate values, and be aware of and respect one's own and others' rights, duties, and responsibilities as citizens of this country, the college took the following measures:

1. The college has displayed the Preamble of the Indian Constitution
2. The practice of singing the national anthem and the state anthem in every official event
3. Flag-hoisting on every National commemorative day to invoke and inculcate the spirit of patriotism among the faculty and students.
4. Commemoration of Constitution Day, Voters Day, Swachh, Bharat, and Human Rights Day.
5. To teach the students, the system of polity in India and strengthen democratic values on campus, the college made students participate in the student council elections compulsorily.
6. Discussion club in which topics of current political, economic, and social interests are discussed.

7. Students are encouraged to read newspapers daily to be aware of current affairs. Therefore the newspaper desk is set at the library entrance where one can have easy access to the newspaper.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://montfortcollege.edu.in/wp-content/uploads/2023/05/Annual-Report-2021-22.pdf
Any other relevant information	https://montfortcollege.edu.in/wp-content/uploads/2023/05/AOAR-2021-22-7.1.9-Photos.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

Montfort College believes in the development of the nation and

the world through youth. The institution upholds humanity over one's own identity and values. To inculcate this value among the students and faculty members, the institution organised and celebrated the following national and international days, events and festivals with the following objectives:

1. Independence Day: The event reiterated the sense of "Nation First, Always First" among the citizens.
2. Republic day: Celebration of democracy and enactment of the constitution
3. Teachers' Day Celebration: Acknowledgement and tribute to the contribution made by teachers
4. Kannada Rajyotsava Celebration: Celebration of the history, tradition and formation of the state.
5. World Environment Day: A two-day online event to spread awareness of the threat to the environment
6. International women's day celebration: Celebration of the theme "Women in Leadership: Achieving an equal opportunity in a COVID-19 world".
7. World Suicide Prevention Day: Commemorated to promote commitment to "Say no to suicide"
8. World Elders' Day: Capacity Building for digital knowledge among the elderly - Digital Equity for all ages
9. World Mental Health Day: Raising awareness and spreading education on "Mental Health in an Unequal World"
10. International Human Rights Day: Observed to make the students aware of the significance of Human Rights to fight the global problems related to human life.

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	View File

7.2 - Best Practices

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

Practice1: From Campus to Community

The objectives were (1) To increase awareness of mental health and social wellbeing in the community. and (2) To inculcate a sense of empathy, cultural sensitivity, commitment and service.

For the practice, each student of counselling psychology is required to complete 150-210 direct counselling hours, design, and deliver mental health awareness and sensitization workshops at schools, colleges, NGOs, and other institutions.

Success is evidenced in the following way: students going for counselling practicum meet and exceed 210 hours showing that the uptake for these services is high.

Practice 2: Social Media Impact at Montfort College

The objectives were (1) to disseminate information on mental health and wellbeing and (2) to empower students to use social media ethically and creatively.

Towards these goals, the student-run social media platforms, with minimal supervision from faculty were used to spread words of encouragement on campus and on social media. Student assignments were designed to create reliable information related to mental health and to be shared through social media.

Success is seen in the amount of engagement with content on social media. Moreover, the growth of students in the creativity in planning, and executing ideas shows commitment and progress.

File Description	Documents
Best practices in the Institutional website	https://montfortcollege.edu.in/index.php/best-practices/
Any other relevant information	https://www.youtube.com/@MontfortCollegeBangalore

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

Montfort College takes care of the holistic development of its students by providing them opportunities to participate in learning and applying the knowledge to relevant settings.

All students participate in case conferences which are hosted by counselling psychology students of the third and fourth semester. In the case conference, the third and fourth semester students present cases of the clients they see during their practicum. The cases include client's case history, their mental status examination and diagnosis, case conceptualization, and the treatment plan. This is a unique practice at the institute and is not seen in other Higher Education Institutions.

The students are encouraged to get involved in personal and group therapy for their personal growth, self-reflection, and professional development. As future professionals in the field of mental health, the college mandates personal therapy and focusses on supervision as well.

Furthermore, the students of counselling psychology in third and fourth semester regularly involve in individual and group supervision where they share their concerns and their cases with their supervisors and get feedback on how to work ethically. These trainee counsellors work with the community and provide counselling under supervision. The supervisors are trained professionals who practice counselling.

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 curriculum delivery plan begins with the formulation of a detailed academic calendar prepared by the academic coordinators for UG and PG programs. This is done in line with the calendar of events issued by the affiliating university. The events earmarked are commencement and end-of-term dates, state government holidays, all college events dates, and dates for internal assessment submissions.

The time tables which comprise of prescribed course hours, library hours, case conference hours, and hours for remedial teaching & mentoring are prepared by the academic coordinators.

The Principal along with the academic coordinators discuss the allocation of courses to the teachers based on their preferences and experience.

The faculty members prepare the course plan for their respective courses which includes course outcomes, topics to be covered, pattern of internal assessments, evaluation plans and dates of completion which is executed after the approval of the Principal.

The execution of lesson plans, internal assessments and evaluations via ERP and the semester checklist ensures that the dates of execution and completion is adhered to. Through monthly staff meetings, the Principal also monitors the effective deliverance of the curriculum.

The above-mentioned procedures thus keep in check the seamless delivery of the curriculum

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/02/AQAR-2021-22-1.1.1.pdf

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

Based on the calendar of events issued by the affiliating university for every semester, the UG and PG academic coordinators prepare academic calendars where the dates for all important curricular and co-curricular activities are scheduled including CIE dates.

The teachers prepare course plans for their respective courses in line with the academic calendar. The course plan, along with the course outcomes, also has detailed evaluation plans that include dates for the conduction of CIEs, marks rubrics, Bloom's taxonomy, and instructions to the students for each type of CIE.

The prepared course plan is submitted to academic coordinators / Principal for approval. It is also ensured that the CIE dates of different courses do not coincide. Subsequently, changes suggested by the academic coordinators / Principal / Director are incorporated into the course plan by the faculty. Detailed lesson plans are outlined in ERP.

The approved course plan is then shared with students by the faculty.

Any concerns raised by the students about the assessment plan, dates, and modality are addressed to the faculty. In case of major modifications in the course plan, it is resubmitted for approval. Adherence to the planned dates is ensured by maintaining a semester-long checklist by the faculty.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/02/AQAR-2021-22-1.1.2.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

06

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)

10

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

200

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

Relevant crosscutting issues are discussed in the BOS and integrated into the curriculum by the affiliating university which then is highlighted, discussed, and reinforced by the teachers during the delivery of the courses.

Gender

The curriculum integrates the awareness and understanding of gender-related issues in the students. Some of the UG and PG courses that sensitize the students on the same are Hindi, Kannada, English, principles of marketing, life span development, counseling psychology, organizational behavior, etc.

Human Values and Professional Ethics

Human values and professional ethics are inculcated in students emphasizing the importance via theory and practical classes in courses like financial accounting, languages, introduction to journalism, counseling psychology, research methodology, Indian psychology, assessment 1 and life skills training, psychological therapies for rehabilitation, etc. A special lecture on Ethics in research was conducted to orient the students on the same.

Environment and Sustainability:

The pressing concern of the modern-day world regarding environment and sustainability is also catered to through courses like environmental studies, computer fundamentals, and programming in C and languages. In addition, events such as cooking without fire, digital rubbish, guest lectures on save soil and sustainable life, and entrepreneurial opportunities, etc were organized to enhance skills for sustainable living in students.

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

20

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	No File Uploaded
Institutional Data in Prescribed Format	View File

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

221

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	B. Any 3 of the above
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File Description	Documents
URL for stakeholder feedback report	https://montfortcollege.edu.in/index.php/feedback/
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/index.php/feedback/

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

82

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

Learning levels of Student's are identified based on the entrance test and personal interviews conducted during the time of admissions. The college mentoring system also provides information on students learning levels. College also creates basic profile of student's personality, intelligence, and learning styles. Bridge Courses are organized in respective subjects for newly admitted Under Graduate students to identify their learning capability. Continuous internal assessments conducted throughout the semester also gives the information on learning levels of the students.

Strategies adopted for facilitating Slow learners:

1. Remedial coaching is organized for the students whose academic performance falls below expectations.
2. Slow learners are provided with notes in order to prepare for exams.
3. Detailed feedback is given to slow learners about their performance in unit tests, assignments etc.
4. Students are also encouraged to follow group study that involves peer to peer teaching.

Strategies adopted for facilitating advanced learners:

1. Advanced learners are encouraged to carry out self-directed learning
2. To facilitate beyond the syllabus learning, advanced learners are encouraged to enroll in Honour's program.
3. They are also encouraged to attend and present papers in conferences and publish papers.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/02/AQAR-2.2.1-Supporting-docs.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
238	17

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

The college provide a variety of learning experiences:

Experiential learning:

Students experience practical learning through field visits, internships, extension activities and community outreach. In many courses, students carry out role-plays, discussions and debates. Few courses have practical classes which give hands-on understanding of the subject and practical application of the same in real-life situations. Skills training such as yoga and meditation which is experiential in nature are also part of curriculum.

Participative Learning:

Case conferences are organized in which students share and learn about how to work with clients in real-life. Courses like counselling skills training, life skills and psychological assessments focus on skill development. Students are encouraged to participate in club activities wherein they apply theoretical learning into practice. Guest lectures and workshops are conducted to enhance the knowledge about new trends and challenges in the respective course, .

Problem-based learning:

M.Sc. students learn to apply their theoretical knowledge to real-life situations through practicum and internship programmes by working with clients.

Project-based learning:

Students carry out research dissertation as part of their course work. Test development projects are carried out by Psychology Students which enable them to view the project and 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/2023/02/AQAR-2021-22-2.3.1-Supporting-docs.pdf

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

Teachers use ICT tools like PPTs, videos, e-books and e-resources for effective and efficient teaching-learning process. These help in engaging students during the lectures and also act as supporting resources for self-directed learning. Students are also oriented about open resources for research which can be accessed from the library further enabling them to hone their research acumen.

To customize and streamline assignments, faculty members use platforms like Google Classroom and ERP where study materials and other e-resources and their links are shared. Assignment instructions are uploaded to the Google Classroom and a portal is created for the students to submit their assignments on the same facilitating a structured process. Additionally, the feedback to these assignments, CIA marks etc. are also shared via Google classroom and ERP.

ERP system is used for lesson planning, CO-PO mapping, tracking attendance and entering CIA scores, thus making it possible to track students' performance and progress.

Video conferencing solutions such as Zoom, Google Meet, and Microsoft Teams are used for 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

13

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

17

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**

9

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**

47.3

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.

The process of Internal assessment is transparent and robust.

Evaluation is carried out based on the University guidelines and which fulfils their criteria for Internal assessment marks. Minimum 3 evaluations for each PG course and 4 evaluations for each UG course are done. Students are briefed about the requirement for the evaluation process and shown their marks to maintain transparency. The marks are shared on google classroom and updated on ERP for convenient viewing at any given point of time.

The final compiled marks are shared with the students and after they are verified (via email or signature on the hardcopy) by the students, they are uploaded to the UUCMS-(Expand) portal, to which students also have access.

Course plan is created by teachers for each course with evaluation details like dates, mode of evaluation, rubrics, and marks. These are shared with students at the beginning of the semester during orientation towards the course after the approval from principal and course coordinator.

Teachers ensure multiple modes of evaluation to ensure robustness of syllabus. Some of them are Tests, Presentations, Case studies, Assignments.

File Description	Documents
Any additional information	View File
Link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/02/AQAR-2021-22-2.5.1_Supporting-docs.pdf

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

The process to deal with internal assessment grievances is encapsulated in the policy is available on the college website. Students are made aware of the same through the students handbook and orientation.

Internal assessment related grievances are brought to the notice of the concerned faculty by the students which are directly addressed by the faculty member for the concerned course. In case of dissatisfaction, the concerns are taken forward by the students to the academic coordinator or the Principal to redress in the most fair and transparent manner to the satisfaction of all parties concerned. The concerns are resolved within 7 days. Students are also free to address their concerns to the Redress Of Grievance Cell. However, due to the approachability of the faculty, all grievances pertaining to the internal assessments, have been redressed by the concerned faculty.

External Examination related Grievances

As the college is affiliated to Bengaluru North University the end-semester examination grievances are dealt with at the university level. The college facilitates students in reaching out to the respective officials for any grievance related to the end semester examinations.

File Description	Documents
Any additional information	View File
Link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/07/2.5.2-supporting-document.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.

In view of the global demand for skilled personals the college underlines the importance of Outcome based education for its students. This ensures all students completing the programmes possess the graduate attributes developed by the college. The POs are developed for all the programmes and courses which are displayed on the college website and in the campus. The same is also communicated to faculty to enable them to develop relevant course outcomes.

The Process:

1. The course outcomes are based on the GAs and POs.
2. The course plan incorporates these course outcomes. On an average each course would have up to 5 course outcomes.
3. Evaluation plans are developed based on the course outcomes by the teachers also specifying the manner in which the achievement of the outcomes would be evaluated.
4. The evaluation process adheres to the Bloom's Taxonomy.
5. The students are oriented to the GAs and POs 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.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/06/MC-Final-GA-PO.pdf
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 attainment of programme outcomes and course outcomes is evaluated using direct and indirect parameters.

The results declared by the university are the direct parameter for the attainment of programme and course outcomes.

Number of students appeared for the examination were 113 and total number of students passed were 109. The overall pass percentage of students is 96%. 10 University ranks, 46 First class exemplary, 50 first class distinction obtained by students. This shows that the programme and course outcomes have been attained to a satisfactory level

Attainment of course outcomes is evaluated through IA, mapping it to course outcomes, and levels of blooms taxonomy. Academic achievement is indicated by the understanding of theoretical concepts, which is achieved through internal assessment, skill practice, presentation and more. This indicates how theoretical knowledge is put into practice which would help students become more employable. Being employable in the global scenarios indicates the program and course objectives being met.

Indirect parameter is indicated by placement of students which was 35 %, feedback of students, alumni, and employer's feedback and progression of students for further education.

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

109

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/index.php/annual-reports/

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/index.php/feedback/>

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

The Research Development Cell initiated the Eco system and Innovation activities in the college. The innovations and incubation cell had several meetings with internal committee members and external team to identify its goals, objectives and liaison with other cells to gain clarity on its roles and functions. After coming up with the Goals, objectives and activities of the cell, the committee members organized a brainstorming session with the students. Students shared their ideas and scope for the activities.

A plan for the establishment of a centre for Community Mental Well-Being was submitted to the college management.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/02/AQAR-2021-22-3.2.1.-Addl.info.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

5

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

5

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

Montfort College encourages students to serve the community

and be sensitized to social issues. During this year the college conducted awareness, orientation programs on suicide prevention, Mental Health, government schemes and Child rights and counselling services for individuals and families. Students were active in conducting extension and outreach programs for the community.

Webinar on learning strategies for the neighbourhood community in collaboration with Women and Child Welfare Board of Kerala, Orientation session on Counselling for Yuva Seva Educational Trust and Eco-Centre for Juvenile Justice and Cheshire Homes India, Bengaluru. And also conducted awareness and empowerment programmes like Balamela, visit to anganwadi schools, shramadana etc.,

All these activities focused on building good rapport/relation with the community and tie up with the organizations, addressing various issues in the community level and the scope for counselling. Being the part of these activities' students were equipped with social responsibility as well as the need and scope for mental health and other services for the community. Also students developed necessary skills (social skills, communication, management, leadership and problem solving skills etc.) to handle the stakeholders. Orphan children, pre-schoolers, students, parents, women, old age people and others in the community were benefited with these outreach programs.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/05/AQAR-21-22-3.4.1-Addinfo.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

0

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	No File Uploaded

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

14

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

14

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

12

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.

The institution has 15 classrooms with ICT enabled facilities to strengthen academic discourse. Each classroom has an LCD Projector, LAN and WIFI facility. The classrooms are of different sizes to facilitate different class sizes. All the classrooms are well-ventilated and are conducive for the process of teaching-learning. There are two well-equipped psychology labs with sufficient test materials and apparatus. An Assessment room with 6 cubicles enable students for the smooth conduction of assessments. Students practice counselling skills in the five individual counselling rooms that are available. Two group therapy rooms are utilized for conduction of group therapy sessions. The computer lab has 33 computers with latest version of windows, antivirus, scanners, software, printers and internet facilities. The institution has partially automated library with adequate number of books, e-books and journals. In addition, Printers and scanners are available for the students in the computer lab.

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

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

Montfort College has sufficient facilities for various co and extra curricular activities. Cultural activities of the college are organized in the well-furnished multi-purpose auditorium of the college. It is equipped with 250 seating capacity, a stage, a green-room, LCD facilities and sound system. The Auditorium is used for college events like graduation day, orientation and induction programmes. It is also used for yoga classes and students do make use of the same while rehearsing for dance and drama apart from organising various cultural events to develop and hone event-management skills among students.

In-addition, the open quadrangle is also used by the students for student- teacher interaction, celebration of fests and festivals and group discussions and other extracurricular activities. Musical instruments like keyboard, guitar, and tabala facilitate the cultural activities of the students. Students have sports facilities like basket ball court, volley ball, throw ball and shuttle badminton courts. An indoor sports room is made use of to play carrom, chess and table tennis. A separate room is dedicated for yoga classes and yoga practice.

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

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

17

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://montfortcollege.edu.in/index.php/ict-enabled-classrooms/
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)

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)

Montfort College library is partially automated since 2009 using BOOK WORM'S software (Formerly known as NIRMALS). It was upgraded in 2014 and currently the BOOK WORM'S software version 2020 is being used for in-house day-to-day operations.

- The library uses Gate entry module of Book Worms Software for recording footfalls.
- Screen reader software is installed for catering to people with visual and hearing impairment.
- Bar code printer and scanner are 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, DELNET and BRITISH COUNCIL LIBRARY has been accessible since September 2022.

In addition, the library has the provision for Person with Disabilities (PWD) and provides them access to library services such as Braille books, CDs, screen-reading software.

E-Library:

This is an integral part of the BOOK WORM software and enables staff and students to have remote 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)

1.62

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

66

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

The college has an e-governance policy for maintenance and regular updating of IT facilities which ensures that maintenance and upgradation are timely.

The entire campus is Wi-Fi enabled including open spaces, lawn, and residential area enabled with a highspeed internet connection through 15 access points to allow the students, teaching and non-teaching staff to access the internet. In addition to this the college provides 50 wired (LAN) internet connection with 1 Gbps bandwidth connection.

Each classroom is equipped with an LCD projector and LAN

connection to support teaching and learning. Online platforms such as ERP and video conferencing solutions are also made available for effective teaching, learning, evaluation and administration.

The college has a good cloud capacity and a cloud controller license for effective maintenance of the website. The college uses anti-virus software and firewalls to protect the data from malware, viruses, unsolicited network traffic.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/03/MC-E-Gov-Policy.pdf

4.3.2 - Number of Computers

49

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)

4.1

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 college budget has provision for the repairs and maintenance of infrastructure and support facilities as defined in the college maintenance policy. The administrator is responsible for the maintenance of physical facilities and is assisted by the supervisor, electrician, technical assistant, attenders, security guard and gardener.

The librarian ensures that all the facilities in the library are functional. The lab assistant ensures the maintenance of materials and equipment of the computer and psychology lab. Annual stock verification is also undertaken by the librarian and the lab assistant.

The technical assistant regularly checks the functioning of all the ICT enabled facilities of the college. The supervisor ensures that periodic services and check-ups are done. Any infrastructural repair required is reported to the administrator and addressed.

AMC facilities that are available for EPABX, CCTV, UPS, Computers, Wi-Fi, ERP, elevator, generator and water purifier, etc.

The support staff clean classrooms, labs, toilets, staff rooms, offices, library, auditorium, college compound, parking lot and sports ground on a regular basis.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/03/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

0

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	No File Uploaded
Upload any additional information	No File Uploaded
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

20

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/2022/08/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

64

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

64

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

64

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

5

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
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

4

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.

2

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 university/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)

Montfort College ensures student representation in various cells and committees to facilitate active student participation in administrative roles and build leadership skills. The IQAC has a student representative from the 2nd year who forms an important link between the student body and the quality assurance system of the college. Students are also representatives in the grievance redress cell, caste-based discrimination cell, internal complaints committee, and anti-ragging cell of the college. This representative becomes the liaison for students to approach the cell/committee easily and without fear, with any and all of their concerns. The library advisory committee has student representatives from all classes to ensure that necessary books and study resources can be procured. The college has an active Students Council whose office bearers and representatives take on the responsibility of organizing various co-curricular, extracurricular, and extension activities. In addition, students also take on leadership roles and become active in many college events through various clubs and committees. In this manner, the college provides ample opportunities for students to engage in various administrative, co-curricular, and extracurricular activities and also ably represent the student body in administrative and academic decisions following duly established norms and processes.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/06/Elixir-Magazine-2022-23.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

13

File Description	Documents
Report of the event	No File Uploaded
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. 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. During the year 2021-2022, the alumni have contributed Rs. 41,000/- towards the various development of the college. In addition, our alumni offer counselling services and supervision to the current students. The alumni members conducted a series of webinars via YouTube aimed at career guidance for the current students titled Psychological

Horizons, in which 10+ webinars were conducted. Students got a chance to hear from alumni of the college who are working as psychologists working in different fields of psychology as professionals. Additionally, representatives from the class of 2021 continued working the Placement Committee in the year of 2022 to help students from the 2020 and 2021 batches get placed as many students faced difficulties in finding employment during the pandemic. Through their efforts, several students were able to attend interviews and find placements in the early months of 2022.

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, its mission is to train psychologists and counsellors with personal integration and professional competence; to give contextually relevant, socially inclusive & affordable mental health support to the needy. It reflects in the cultural ambiance college, which is conducive for the mental well-being of the staff and the students, irrespective of the disciplines.

Collaborative governance and leadership are the vital aspects of administration. Principal is guided by the Director and the Governing Council and assisted by the IQAC, Academic Co-ordinator, other coordinators of committees, cells and student council. Regular meetings are conducted with the

committee members and various policies are updated regularly which direct able governance.

The principal, IQAC, PG and UG academic coordinators and the coordinators of various committees 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. Feedback is also taken from all stakeholders and acted upon. All these facilitate a healthy and stress-free working environment which is reflective of the vision and mission.

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

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

The college has instituted a system of decentralized and participative management to plan and execute curricular, co-curricular and extra-curricular activities.

While the principal remains the final authority, coordinators of various committees have autonomy to plan and execute the activities related to their domains. Decisions are taken by the committee members after submitting the plans to the principal for his feedback and approval.

Case Study: Vice-Principal and Coordinators

As the college started UG programs 2021, in order to facilitate the smooth functioning of the UG programs, vice principal for the college was appointed. Vice-principal mentored and guided both the faculty and students of different programs on various academic, non-academic matters as per the need.

Other coordinators like academics, research, practicum and internship exercised autonomy to carry out their

responsibilities. Academic coordinator among other things, prepares the semester calendar and the timetable and attends to the smooth functioning of the academic activities. Research coordinator attends to allocating research supervisors to students and carrying out of research by students, while the practicum and internship coordinator see to the practicum and internship activities of students. UG Coordinator coordinated UG Programmes.

All these are indicative of decentralization and participative management.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2022/08/MFC-Faculty-Guidelines.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

In line with the perspective plan, some of the strategic plans for 2021-22 included the following:

- Starting of UG programmes
- Bridge course for UG students
- Starting of new value-added programmes
- Initiating new collaborations by signing new MoUs
- Supervision training course 4th sem MSc. CP students
- Sessions on Intellectual Property Rights (IPR) and Research Methodology
- Meeting with the parents of UG students

Accordingly, four UG programmes - BA, BSc, BBA and BCom were started in October 2021. Bridge course was conducted for UG students. Meeting of parents of UG students was organized and their feedback was taken. New value-added programmes of Counselling Practicum, Trauma Informed Counselling and School Mental Health, Personal Development and Basics of Mindfulness were introduced.

A training course on Counselling Supervision was offered to 2nd year MSc. CP students

As part of new collaborations MoUs were signed with the Dept of Psychology, Surana College, St. Aloysius College, St. Vincent Pallotti College for collaboration in for academic and non-academic areas and various activities were organized.

Sessions on Intellectual Property Rights (IPR) and Research Methodology were conducted. Academic and administrative audit was done by external experts.

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/2023/02/AQAR-2021-22-6.2.1-Addl.info_.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.

This administrative set up is reflected in the Organogram of the college. Montfort College is governed by the Governing Body of Montfort College Society, headed by the Chairman, the Provincial superior of the Province of Bengaluru. The Secretary of the Society is the Director of the College. The director, Principal and the Administrator deal with the day to day academic and administrative functioning of the college. Able governance is ensured by the direction given by the Governing Council.

Well defined policies which reflect principles and values as laid down in the vision and mission statement facilitate good governance. The college has 18 policies for various aspects; some of which are Anti-Ragging Policy, Equal Opportunity Policy, Green Campus Policy and so on. Each policy has its own process of application. Implementation of policies takes place through defined administrative roles and the formation of committees.

The IQAC gives suggestions for quality enhancement initiatives. The administration of Montfort College is decentralized in the sense autonomy is granted to various

coordinators and committees for independent decision-making regarding organization of curricular, co-curricular and extracurricular activities. Documents like service rules, and faculty guidelines, define the duties, responsibilities, procedures, and processes for the functioning of the college. These are regularly reviewed and revised according to the need.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/index.php/policies/
Link to Organogram of the institution webpage	https://montfortcollege.edu.in/wp-content/uploads/2022/08/MC-Organogram.pdf
Upload any additional information	No File Uploaded

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 interfaces	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

Montfort College is committed to the welfare of all its employees. 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 the publication of textbooks and

research papers in the journals of academic repute. 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 contributory 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 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 those who have completed five years of service. Accommodation is available for a few teaching and non-teaching staff. All permanent teaching and non-teaching staff members are given a financial gift during Christmas.

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

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/03/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

5

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

7

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	No File Uploaded
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

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. College has performance appraisal for teachers based on various parameters. This process in turn helps to know the strength and weakness of a faculty to march ahead in the right direction.

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.

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 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/2023/02/AQAR-2021-22-6.3.5-Addl.info.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

The college is committed to best accounting practices, college adheres to all standard practices of accounting.

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, Arockiasamy & 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/2023/02/AQAR-2021-22-6.4.1-Auditor-Report.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)

3,10,200

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

Montfort college is a self-financing college. College does not receive any donations

The major sources of income for the college are students' tuition fees and fees earned by conducting short courses. In addition to this, small amounts of revenue is earned from interest from investments made in short term fixed deposits and contributions from alumni and consultancy fees earned by conducting special training programmes.

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/2023/03/MC-Resource-Mobilization-Policy.pdf
Upload any additional information	No File Uploaded

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

Revision of Course and Lesson Plans for OBE:

In keeping with NEP, the college has implemented OBE model for TLE in PG and UG programs. To enable teachers to use the OBE model, IQAC of Montfort College revised the course plans to incorporate the OBE format. The new course plans require the teachers to put down the course outcomes and then show how they will be evaluated. The basis of the evaluation is Bloom's Taxonomy to ensure that both Lower order and higher order thinking skills are developed and assessed in each course.

Creation of Internship Feedback Forms:

To formalize the feedback from the internship, the college developed a feedback format that students carry to their sites. At internship, the students are required to report to an on-site supervisor who oversees their work. Using the format created, the college collects feedback from this site supervisor. The feedback is collected about student abilities such as responsibility, determination, dedication, motivation, communication, cooperation as well as some qualitative aspects. This gives valuable insights to the

college about its training.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/wp-content/uploads/2023/06/MC-Final-GA-PO.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 mentioned in criteria 1 and 2, the institution reviews teaching and learning through review of course plans by administrators, submission of semester checklists by the teachers and the formal feedback on TLE collected by the college. The college also enables teachers to review each others' teaching through shared papers and peer review. Further, the academic coordinator has access to the virtual classrooms for review.

Shared papers

The principal/ academic coordinator assign some courses as shared papers. The teachers share the planning, teaching, and evaluation for these papers. Through this, teachers learn from each other's experience and areas of expertise.

Peer review

During the academic term, each teacher is observed by a peer for at least one class. The observer gives the teacher feedback on the entire lesson from planning to execution. These observations enable immediate feedback and can help the teacher set growth goals and take any corrective measures quickly.

Virtual Classrooms

Teachers use Google Classrooms to share useful academic material and IA deadlines. The classrooms also enable blended modality teaching to help students who were in quarantine to attend classes. The principal, academic coordinator and IQAC coordinator have access to all classrooms for review and

monitoring.

File Description	Documents
Paste link for additional information	https://montfortcollege.edu.in/index.php/feedback/
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/2023/05/Annual-Report-2021-22.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

The institution initiated the promotion of gender equity by sensitising students about gender issues and implementing measures to create a safe and secure space for all genders.

1. Gender Equity

1. The admission of students and appointment of faculty members is completely done based on their merit.
2. The college ensures that all the committees have women representation.

2.Sensitisation

a. To sensitise students and faculty towards the concerns of gender, the institution observed National Girl Child Day and International Women’s Day and organised a guest lecture on Gender Sensitisation.

b. Papers such as psychotherapy, positive psychology, psychopathology, and rehabilitation psychology are taught through case studies which are applied by the students to heterosexual, homosexual and asexual clients to prepare the students to be inclusive.

c. In the UG program certain papers

3. Safety, security, and women’s health

To ensure safety, security, and women’s health, The college has a well-protected compound wall, CC Cameras and security personnel, a full-time female warden, a counselling facility, and common rooms.

File Description	Documents
Annual gender sensitization action plan	https://montfortcollege.edu.in/wp-content/uploads/2023/05/AQAR-2021-22-7.1.1-Annual-Action-Plan-and-Reports.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/2023/05/AQAR-7.1.1-Photos.pdf

7.1.2 - The Institution has facilities for

A. 4 or All of the above

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**

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

A culture of respect and awareness of nature has contributed to the sense of peace and serenity at Montfort College.

To keep the surrounding clean and hygienic, the college takes appropriate measures. There are designated trash bins around campus to manage wet, dry, and e-waste. Food waste is disposed into biogas plants and other green wastes are used for composting. Online assignments are given to reduce paper consumption, and one side printed papers are used for non-official purposes.

The college has a hassle-free sewage system. RO waste water is used for gardening, and placards placed throughout the campus to prevent water waste. Further, the college ensures that all biomedical waste is segregated and disposed off safely.

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

B. Any 3 of the above

water recycling Maintenance of water bodies and distribution system in the campus	
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: <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities 	E. None of the above

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

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

A. Any 4 or all 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	No File Uploaded

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).

To provide an inclusive environment for the students and

staff, the institution, with the active involvement of students and faculty, organises various cultural activities and celebrates national, state, inter-state, and local festivals and commemorations, grandly, to promote and inculcate the value of respecting the diversity of the society. For example, firstly, national integration by celebrating Independence and Republic Days with cultural performances related to various regions and communities. Second, reading scriptures from different faiths during official functions to inculcate respect towards different religions. Third, observance of Kannada Rajyotsava to respect the language. Finally, Ethnic Day for students to showcase their native dress and culture, as well as witness other cultures.

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

To sensitise the students towards constitutional obligations, inculcate values, and be aware of and respect one's own and others' rights, duties, and responsibilities as citizens of this country, the college took the following measures:

1. The college has displayed the Preamble of the Indian Constitution
2. The practice of singing the national anthem and the state anthem in every official event
3. Flag-hoisting on every National commemorative day to invoke and inculcate the spirit of patriotism among the faculty and students.
4. Commemoration of Constitution Day, Voters Day, Swachch, Bharat, and Human Rights Day.
5. To teach the students, the system of polity in India and

strengthen democratic values on campus, the college made students participate in the student council elections compulsorily.

6. Discussion club in which topics of current political, economic, and social interests are discussed.

7. Students are encouraged to read newspapers daily to be aware of current affairs. Therefore the newspaper desk is set at the library entrance where one can have easy access to the newspaper.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://montfortcollege.edu.in/wp-content/uploads/2023/05/Annual-Report-2021-22.pdf
Any other relevant information	https://montfortcollege.edu.in/wp-content/uploads/2023/05/AQAR-2021-22-7.1.9-Photos.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

Montfort College believes in the development of the nation and the world through youth. The institution upholds humanity over one's own identity and values. To inculcate this value among the students and faculty members, the institution organised and celebrated the following national and international days, events and festivals with the following objectives:

1. Independence Day: The event reiterated the sense of "Nation First, Always First" among the citizens.
2. Republic day: Celebration of democracy and enactment of the constitution
3. Teachers' Day Celebration: Acknowledgement and tribute to the contribution made by teachers
4. Kannada Rajyotsava Celebration: Celebration of the history, tradition and formation of the state.
5. World Environment Day: A two-day online event to spread awareness of the threat to the environment
6. International women's day celebration: Celebration of the theme "Women in Leadership: Achieving an equal opportunity in a COVID-19 world".
7. World Suicide Prevention Day: Commemorated to promote

commitment to "Say no to suicide"

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

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

10. International Human Rights Day: Observed to make the students aware of the significance of Human Rights to fight the global problems related to human life.

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	View File

7.2 - Best Practices

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

Practice1: From Campus to Community

The objectives were (1) To increase awareness of mental health and social wellbeing in the community. and (2) To inculcate a sense of empathy, cultural sensitivity, commitment and service.

For the practice, each student of counselling psychology is required to complete 150-210 direct counselling hours, design, and deliver mental health awareness and sensitization workshops at schools, colleges, NGOs, and other institutions.

Success is evidenced in the following way: students going for counselling practicum meet and exceed 210 hours showing that the uptake for these services is high.

Practice 2: Social Media Impact at Montfort College

The objectives were (1) to disseminate information on mental health and wellbeing and (2) to empower students to use social media ethically and creatively.

Towards these goals, the student-run social media platforms, with minimal supervision from faculty were used to spread words of encouragement on campus and on social media. Student assignments were designed to create reliable information related to mental health and to be shared through social media.

Success is seen in the amount of engagement with content on social media. Moreover, the growth of students in the creativity in planning, and executing ideas shows commitment and progress.

File Description	Documents
Best practices in the Institutional website	https://montfortcollege.edu.in/index.php/best-practices/
Any other relevant information	https://www.youtube.com/@MontfortCollegeBangalore

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

Montfort College takes care of the holistic development of its students by providing them opportunities to participate in learning and applying the knowledge to relevant settings.

All students participate in case conferences which are hosted by counselling psychology students of the third and fourth semester. In the case conference, the third and fourth semester students present cases of the clients they see during their practicum. The cases include client's case history, their mental status examination and diagnosis, case conceptualization, and the treatment plan. This is a unique practice at the institute and is not seen in other Higher Education Institutions.

The students are encouraged to get involved in personal and group therapy for their personal growth, self-reflection, and

professional development. As future professionals in the field of mental health, the college mandates personal therapy and focusses on supervision as well.

Furthermore, the students of counselling psychology in third and fourth semester regularly involve in individual and group supervision where they share their concerns and their cases with their supervisors and get feedback on how to work ethically. These trainee counsellors work with the community and provide counselling under supervision. The supervisors are trained professionals who practice counselling.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

To submit a proposal for at least one funded research project

To strengthen industry-academia linkage by enhancing field visits, internships, and consultancies

To strengthen the innovations/ entrepreneurship development cell by organizing a workshop on digital marketing or basic web design

To have programs of career counselling and training for competitive exams

To carry out a few relevant capability enhancement programs

To enhance the activities of the language lab

To conduct a development program for administrative and support staff

To conduct a faculty development program to enhance teaching-learning-evaluation

To renew the affiliation for research centre

To conduct an academic and administrative audit

