



## **YEARLY STATUS REPORT - 2022-2023**

### **Part A**

#### **Data of the Institution**

|  |  |   |
|--|--|---|
| <b>1.Name of the Institution</b>                     |  | <b>Montfort College</b>                 |
| • Name of the Head of the institution                |  | <b>Bro. Victor Raj</b>                  |
| • Designation  |  | <b>Principal</b>                        |
| • Does the institution function from its own campus? |  | <b>Yes</b>                              |
| • Phone no./Alternate phone no.                      |  | <b>08025283320</b>                      |
| • Mobile no  |  | <b>919443195150</b>                     |
| • Registered e-mail                                  |  | <b>mail@montfortcollege.in</b>          |
| • Alternate e-mail                                   |  | <b>mail@montfortcollege.edu.in</b>      |
| • Address  |  | <b>184 Old Madras Road, Indiranagar</b> |
| • City/Town  |  | <b>Bengaluru</b>                        |
| • State/UT   |  | <b>Karnataka</b>                        |
| • Pin Code   |  | <b>560038</b>                           |
| <b>2.Institutional status</b>                        |  |   |
| • Affiliated /Constituent                            |  | <b>Affiliated</b>                       |
| • Type of Institution                                |  | <b>Co-education</b>                     |
| • Location   |  | <b>Urban</b>                            |
| • Financial Status                                   |  | <b>Self-financing</b>                   |

|   |   |                |                             |                           |             |
|---|---|----------------|-----------------------------|---------------------------|-------------|
|   |   |                |                             |                           |             |
| • 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)  | <a href="https://montfortcollege.edu.in/index.php/iqac/">https://montfortcollege.edu.in/index.php/iqac/</a> |                |                             |                           |             |
| 4.Whether Academic Calendar prepared during the year?   | Yes   |                |                             |                           |             |
| • if yes, whether it is uploaded in the Institutional website Web link:                                       |   |                |                             |                           |             |
| <b>5.Accreditation Details</b>  |   |                |                             |                           |             |
| 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 IQAC   |   |                |                             | <a href="#">View File</a> |             |

|   |  |  |
|---|--|--|
|   |  |  |
| 9.No. of IQAC meetings held during the year   | 4  |  |
| <ul style="list-style-type: none"><li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li></ul>  | Yes  |  |
| <ul style="list-style-type: none"><li>If No, please upload the minutes of the meeting(s) and Action Taken Report</li></ul>  | No File Uploaded   |  |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year?  | No   |  |
| <ul style="list-style-type: none"><li>If yes, mention the amount</li></ul>  |  |  |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets)  |  |  |
| Symposium on Pedagogies in Psychology; evolution, innovation and praxis Faculty Development Program on Teaching Learning Practices was conducted for Faculty Bridge course and Foundation program was conducted for UG students Session on Peer feedback was conducted for UG faculty Session on Outcome Based education was conducted for UG faculty |  |  |
| 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 renew the affiliation for Research Centre  | The college was granted research center under Bengaluru North University 11.07.2023  |  |
| To conduct an academic and administrative audit   | The Local Inquiry Committee (LIC) of the Bengaluru North University visited the college on 26.02.2022 for academic and administrative audit towards renewal of temporary affiliation to the university |  |
| To strengthen industry-academia linkage by enhancing field visits, internships, and   | UG and PG students were sent on several field-visits, field-work assignments, and internships  |  |

| consultancies  | towards this goal.  |
|--|---|
| To strengthen the innovations/ entrepreneurship development cell by organizing a workshop on digital marketing or basic web design | The college organized several workshops and guest lectures on various topics for the professional development of the students.  |
| To have programs of career counselling and training for competitive exams  | Career guidance workshop was conducted for UG students to meet the industry requirements  |
| To carry out a few relevant capability enhancement programs  | College is focusing to come up with more Capability enhancement programs  |
| To submit a proposal for at least one funded research project  | The college was unable to meet this goal this year.   |
| To enhance the activities of the language lab  | College is in the process of planning for Language Lab  |
| To conduct a development program for administrative and support staff  | Two members of the administrative staff were sent to St. Vincent Palotti College for a training program on UUCMS on 15th & 16th Nov 2022.   |
| To conduct a faculty development program to enhance teaching-learning-evaluation   | An FDP on Teaching Learning practices was conducted for the members of the teaching staff on 1st & 2nd Sept 2023. It was facilitated by Dr. Paul Newman & Dr. Vidya B of St. Joseph's University. |
| <b>13. Whether the AQAR was placed before statutory body?</b>  | <b>Yes</b>  |
| <ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>   |   |
| Name   | Date of meeting(s)  |
| Governing Council  | 24/01/2024  |
| <b>14. Whether institutional data submitted to AISHE</b>   |   |

| 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

252

|  |                           |
|--|---------------------------|
| Number of courses offered by the institution across all programs during the year             |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| <b>2.Student</b>   |                           |
| 2.1  | 258                       |
| Number of students during the year   |                           |
| File Description   | Documents                 |
| Institutional Data in Prescribed Format  | <a href="#">View File</a> |
| 2.2  | 88                        |
| Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| 2.3  | 86                        |
| Number of outgoing/ final year students during the year                                      |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| <b>3.Academic</b>  |                           |
| 3.1  | 20                        |
| Number of full time teachers during the year   |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| 3.2  | 20                        |
| Number of sanctioned posts during the year   |                           |

| File Description | Documents        |
|------------------|------------------|
| Data Template    | No File Uploaded |

**4. Institution**

|   |              |
|---|--------------|
| 4.1   | 16           |
| Total number of Classrooms and Seminar halls                      |              |
| 4.2   | 74,92,754.00 |
| Total expenditure excluding salary during the year (INR in lakhs) |              |
| 4.3   | 33           |
| 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 started with preparing the college's academic calendar. The calendar is prepared under the guidance of the Principal by the academic coordinators of Undergraduate and Postgraduate programs. It is based on information from the affiliating University, academic departments, and administrative offices. The calendar contains the details of term dates, holidays, and college events.

The academic coordinators also prepare the timetables that include the required course hours, library hours, and remedial and mentoring hours. The Principal and the academic coordinators do the course allocation to the teachers after considering their preferences and expertise. Faculty members are required to prepare a detailed course plan with course outcomes and evaluation plans for each of the courses they teach at the start of the semester.

The progress of Course plans, internal assessments and evaluations are documented in the semester checklist by the course teachers to ensure adherence to the dates of completion. The effective delivery of the curriculum is monitored by Principal through monthly faculty meetings and made sure the events and activities in the calendar are followed strictly. These procedures help in delivering the



curriculum smoothly.

| File Description                    | Documents   |
|-------------------------------------|---|
| Upload relevant supporting document | <a href="#">View File</a>   |
| Link for Additional information     | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/03/1.1.1-Curriculum-Planning-and-Implementation.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/03/1.1.1-Curriculum-Planning-and-Implementation.pdf</a> |

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

The academic calendar comprising the dates for all the important curricular and co-curricular activities for each semester is prepared by the academic coordinators of the undergraduate and Postgraduate programs in line with the events calendar of the affiliating University. The faculty members design the course plans for their respective courses according to the academic calendar. The course plan includes the course outcomes, detailed evaluation plans with rubrics, Bloom's taxonomy, assessment date and specific instructions to the students regarding the assessment. The prepared course plan is submitted to academic coordinators and Principal for approval. It is also ensured that there is no clash of assessment dates among different courses. The faculty members incorporate any changes suggested by the academic coordinators and Principal. The approved course plan is made available for the students to access. The faculty members address any concerns raised by the students regarding the assessment plan, dates, and modality. If there are major changes in the course plan, it is resubmitted for approval. The faculty members maintained a semester checklist to adhere to the planned dates.

| File Description                    | Documents   |
|-------------------------------------|---|
| Upload relevant supporting document | <a href="#">View File</a>   |
| Link for Additional information     | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/03/1.1.2-Curriculum-Planning-and-Implementation.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/03/1.1.2-Curriculum-Planning-and-Implementation.pdf</a> |

| <b>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.</b><br><b>Academic council/BoS of Affiliating University</b><br><b>Setting of question papers for UG/PG programs</b><br><b>Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</b><br><b>Assessment /evaluation process of the affiliating University</b> | <b>B. Any 3 of the above</b> |           |  |                           |  |                           |   |                           |  |
|---|------------------------------|-----------|--|---------------------------|--|---------------------------|---|---------------------------|--|
| <table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Details of participation of teachers in various bodies/activities provided as a response to the metric</td><td><a href="#">View File</a></td></tr> <tr> <td>Any additional information</td><td><a href="#">View File</a></td></tr> </tbody> </table>   | File Description             | Documents | Details of participation of teachers in various bodies/activities provided as a response to the metric | <a href="#">View File</a> | Any additional information                         | <a href="#">View File</a> |   |                           |  |
| File Description  | Documents                    |           |  |                           |  |                           |   |                           |  |
| Details of participation of teachers in various bodies/activities provided as a response to the metric  | <a href="#">View File</a>    |           |  |                           |  |                           |   |                           |  |
| Any additional information  | <a href="#">View File</a>    |           |  |                           |  |                           |   |                           |  |
| <b>1.2 - Academic Flexibility</b>   |                              |           |  |                           |  |                           |   |                           |  |
| <b>1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b>   |                              |           |  |                           |  |                           |   |                           |  |
| <b>1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented</b>   |                              |           |  |                           |  |                           |   |                           |  |
| <b>08</b>   |                              |           |  |                           |  |                           |   |                           |  |
| <table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Any additional information</td><td><a href="#">View File</a></td></tr> <tr> <td>Minutes of relevant Academic Council/ BOS meetings</td><td><b>No File Uploaded</b></td></tr> <tr> <td>Institutional data in prescribed format (Data Template)</td><td><a href="#">View File</a></td></tr> </tbody> </table>  | File Description             | Documents | Any additional information   | <a href="#">View File</a> | Minutes of relevant Academic Council/ BOS meetings | <b>No File Uploaded</b>   | Institutional data in prescribed format (Data Template) | <a href="#">View File</a> |  |
| File Description  | Documents                    |           |  |                           |  |                           |   |                           |  |
| Any additional information  | <a href="#">View File</a>    |           |  |                           |  |                           |   |                           |  |
| Minutes of relevant Academic Council/ BOS meetings  | <b>No File Uploaded</b>      |           |  |                           |  |                           |   |                           |  |
| Institutional data in prescribed format (Data Template)   | <a href="#">View File</a>    |           |  |                           |  |                           |   |                           |  |
| <b>1.2.2 - Number of Add on /Certificate programs offered during the year</b>   |                              |           |  |                           |  |                           |   |                           |  |
| <b>1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)</b>   |                              |           |  |                           |  |                           |   |                           |  |
| <b>05</b>   |                              |           |  |                           |  |                           |   |                           |  |
|   |                              |           |  |                           |  |                           |   |                           |  |

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| Brochure or any other document relating to Add on /Certificate programs | <a href="#">View File</a> |
| List of Add on /Certificate programs (Data Template )                   | <a href="#">View File</a> |

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

160

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | <a href="#">View File</a> |

## 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 cross-cutting issues are discussed in the BOS and integrated into the curriculum by the affiliated university, which is then 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 sensitizes the students on the same are Hindi, Kannada, English, principles of marketing, life span development, counselling psychology, organisational behaviour, etc. The college also organised a special event to celebrate Women's Day with the motive of creating a gender-equal world.

#### Human values and professional ethics

Human values and professional ethics are inculcated in students, emphasising their

importance via theory and practical classes in courses like

financial accounting, languages, introduction to journalism, counselling psychology, research methodology, Indian psychology, psychological therapies etc. Apart from the curriculum, International Human Rights Day and Constitution Day were celebrated to remind the students about dignity, freedom, and justice for all.

#### Environment and sustainability

The pressing concerns of the modern-day world regarding the environment and sustainability are also addressed through courses like environmental studies and language courses. Additionally, World Environmental Day was organised to create awareness with regard to environmental protection.

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | <a href="#">View File</a> |

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

19

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | <a href="#">View File</a> |
| Programme / Curriculum/ Syllabus of the courses  | No File Uploaded          |
| 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  | <a href="#">View File</a> |

**1.3.3 - Number of students undertaking project work/field work/ internships****177**

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | <a href="#">View File</a> |

**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**

| File Description  | Documents   |
|---|---|
| URL for stakeholder feedback report   | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/03/1.4.1-Stakeholder-Wise-Curriculum-Feedback-Analysis-AY-2021-22.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/03/1.4.1-Stakeholder-Wise-Curriculum-Feedback-Analysis-AY-2021-22.pdf</a> |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | <a href="#">View File</a>   |
| Any additional information  | <a href="#">View File</a>   |

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

| File Description                  | Documents   |
|-----------------------------------|---|
| Upload any additional information | <a href="#">View File</a>   |
| URL for feedback report           | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/03/1.4.2-Curriculum-Feedback-Analysis-AY-2022-23.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/03/1.4.2-Curriculum-Feedback-Analysis-AY-2022-23.pdf</a> |

**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**

152

| File Description                        | Documents                 |
|---|---------------------------|
| Any additional information              | <a href="#">View File</a> |
| Institutional data in prescribed format | <a href="#">View File</a> |

**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**

88

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information                                    | <a href="#">View File</a> |
| Number of seats filled against seats reserved (Data Template) | <a href="#">View File</a> |

**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**

Student's learning levels are identified via entrance test and personal interviews at the time of admissions. Additionally, the college mentoring system also ensures that data about the student's learning levels is gathered and support is provided to the students accordingly. Bridge courses are also organized for newly admitted undergraduate students to identify their learning capability. Information regarding students' learning levels is also gained through the continuous internal assessments conducted throughout the semester.

Strategies adopted for facilitating Slow learners:

1. Learners are provided with detailed feedback on their performance in CIAs, assignments, and classroom submissions.
2. They are provided with notes and extra reference material to prepare for exams

3. Remedial coaching is organized for the students whose academic performance falls below expectations.

4. Buddy system to provide peer-to-peer teaching and learning

Strategies adopted for facilitating advanced learners:

1. Self-directed learning is encouraged in advanced learners

2. They are motivated to enroll in the Advanced Learners' Program to facilitate learning beyond the curriculum.

3. Students are also encouraged to attend and present papers in conferences and publish papers.

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/03/2.2.1-Catering-to-Student-Diversity.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/03/2.2.1-Catering-to-Student-Diversity.pdf</a> |
| Upload any additional information     | <a href="#">View File</a>   |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 258                | 20                 |

| File Description           | Documents                 |
|----------------------------|---------------------------|
| Any additional information | <a href="#">View File</a> |

### 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 offers a wide range of learning experiences for the holistic development of the students:

#### Experiential learning

Students engage in practical learning through their exposure in the field and community via field visits, internships, extension activities and community outreach programs. In multiple courses,

students learn through role-plays, conduct workshops and psychoeducation programs at their practicum sites. Several courses have practical classes that provide hands-on experience and understanding of the subject and also allow students to apply the knowledge in the real-world. Experiential skills like yoga and meditation are also a part of students' curriculum.

#### Participative Learning:

Students regularly attend case-conferences which help them in learning and contributing their inputs on how to work with clients in the real world. Students are also trained in counselling skills, life skills and psychological assessments which enhance their skill development. Guest lectures and workshops are regularly conducted to enhance students' knowledge about new trends and challenges in the respective courses.

#### Problem-based learning:

M.Sc. students learn to apply their theoretical knowledge of counseling to real-life situations through practicum and internship programmes. Students are also provided case-study based assignments wherein they identify the concerns, conceptualize cases and chart treatment plans.

#### 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 | <a href="#">View File</a>   |
| Link for additional information   | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/03/2.3.1-Student-Centric-Methods.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/03/2.3.1-Student-Centric-Methods.pdf</a> |

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

Teachers use ICT tools such as PPTs, videos, digital books, and online resources to make teaching and learning more effective and



efficient. These tools help keep students engaged during lessons and provide additional materials for independent learning. Students are also introduced to available resources for research, which they can access from the library, helping them improve their research skills.

To make assignments more organized and efficient, teachers utilize platforms like Google Classroom and ERP. They share study materials and other resources through these platforms, along with assignment instructions. Students can then submit their assignments through the same platform, which creates a structured process. Furthermore, teachers provide feedback and assessment marks through Google Classroom and ERP to ensure effective communication and tracking of student progress.

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 efficiently.

Video conferencing platforms such as Zoom and Google Meet are used for online and blended-modality meetings with students.

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | <a href="#">View File</a> |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | <a href="#">View File</a> |

### 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

19

| File Description   | Documents                 |
|--|---------------------------|
| Upload, number of students enrolled and full time teachers on roll | <a href="#">View File</a> |
| Circulars pertaining to assigning mentors to mentees               | <a href="#">View File</a> |
| Mentor/mentee ratio  | <a href="#">View File</a> |

**2.4 - Teacher Profile and Quality****2.4.1 - Number of full time teachers against sanctioned posts during the year****20**

| File Description   | Documents                 |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | <a href="#">View File</a> |
| Any additional information                                       | <a href="#">View File</a> |
| List of the faculty members authenticated by the Head of HEI     | <a href="#">View File</a> |

**2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)****2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year****8**

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | <a href="#">View File</a> |
| 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) | <a href="#">View File</a> |

**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****60.9**

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | <a href="#">View File</a> |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | <a href="#">View File</a> |

**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 Internal assessment process is transparent and robust wherein evaluation is carried out on the basis of the guidelines provided by the university for both PG and UG departments. For the PG courses, Three CIAs are carried out across the semester while for the UG courses, four CIAs are conducted during the semester. Dates, instructions, mode of assessment, rubrics and marks for each CIA are shared with the students at the beginning of the semester in the course plans created by the respective teachers and approved by the principal and the academic coordinator. Each CIA is evaluated by the course teacher and the marks are shared with the students within a period of one week to ten days. The marks are shared on google classroom for convenient viewing at any given point of time.

The final compiled marks are shared with the students and after verification (via email or signature on the hardcopy) by the students, they are uploaded to the UUCMS portal.

Students are provided with multiple modes of evaluation to ensure robustness of the syllabus. Some of them are tests, presentations, case studies, Critical or research-based assignments, role-plays and verbatim.

| File Description                | Documents   |
|---------------------------------|---|
| Any additional information      | <a href="#">View File</a>   |
| Link for additional information | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/03/2.5.1-Transparent-Mechanism-for-IA.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/03/2.5.1-Transparent-Mechanism-for-IA.pdf</a> |

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

The college website contains the policy outlining the steps for handling internal assessment issues. Students are informed about this through the student handbook and orientation.

In case of concerns about internal assessments, students approach the relevant faculty member who promptly addresses them for the specific course. If students remain dissatisfied, they can file complaints with the academic coordinator or Principal, who handle them equitably and transparently within seven working days. Alternatively, students can contact the Grievance Redress Cell.

Nonetheless, all internal assessment complaints have been successfully addressed by concerned faculty.

#### Grievances relating to the External Examination

Grievances regarding the end-of-semester exams are handled at the university level because the college is associated with Bengaluru North University. The institution facilitates the process for students to reach out to the appropriate authorities if they have any complaints regarding the end-of-semester exams.

| File Description                | Documents   |
|---------------------------------|---|
| Any additional information      | <a href="#">View File</a>   |
| Link for additional information | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/03/2.5.2-Grievance-Redressal-for-IA.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/03/2.5.2-Grievance-Redressal-for-IA.pdf</a> |

## 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.

Course and program objectives are communicated to both teachers and students, and the institution's website displays comprehensive information about its programs. Recognizing the global demand for skilled workers, the college underscores the importance of delivering education with a focus on outcomes, ensuring that graduates possess the specified qualities. Each program and course featured on the college website and campus is associated with a corresponding Program Outcome (PO).

#### The Process:

1. The GAs and POs form the basis for course outcomes.
2. Course outcomes are integrated into the course plan, typically encompassing up to five learning objectives.
3. Teachers devise evaluation plans detailing how course results will be assessed and how outcomes will be achieved.
4. The evaluation procedure follows Bloom's Taxonomy.
5. At the beginning of each term's orientation event, students are

acquainted with GAS and POs. On the first day of class, the lead teacher shares course objectives and the evaluation strategy for each course.

| File Description  | Documents   |
|---|---|
| Upload any additional information                       | <a href="#">View File</a>   |
| Paste link for Additional information                   | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/03/2.6.1-Program-and-Course-Outcomes.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/03/2.6.1-Program-and-Course-Outcomes.pdf</a> |
| Upload COs for all Programmes (exemplars from Glossary) | <a href="#">View File</a>   |

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

Evaluation of both Program Outcomes (POs) and Course Outcomes (COs) is conducted by the institution using a combination of direct and indirect metrics.

The university's results announcements directly measure the attainment of program and course outcomes. A total of 86 students of MSc Psychology programme took the exam, with 80 students successfully passing, resulting in an overall pass percentage of 93, providing evidence that program and course objectives have been successfully achieved.

Internal Assessment (IA) is employed to assess the attainment of course objectives by aligning them with Bloom's Taxonomy levels. IA measures comprehension of theoretical concepts through methods such as skill practice, presentations, and other means. Demonstrating employability in global contexts is a sign that program and course objectives are being fulfilled.

The student placement rate, standing at 28% (24 out of 86 students), serves as an indirect parameter for program and course success. Feedback from employers, alumni, and students, along with comments on student performance, contributes to the indirect assessment of program and course outcomes, providing a comprehensive understanding of the institution's overall effectiveness in achieving its objectives.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Upload any additional information     | <a href="#">View File</a> |
| Paste link for Additional information | Nil                       |

### 2.6.3 - Pass percentage of Students during the year

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

80

| File Description   | Documents   |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | <a href="#">View File</a>   |
| Upload any additional information  | <a href="#">View File</a>   |
| Paste link for the annual report   | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/03/Annual-report-2022-23.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/03/Annual-report-2022-23.pdf</a> |

### 2.7 - Student Satisfaction Survey

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

<https://montfortcollege.edu.in/wp-content/uploads/2024/03/2.7.1-Student-Satisfaction-Survey-2022-23.pdf>

### RESEARCH, INNOVATIONS AND EXTENSION

#### 3.1 - Resource Mobilization for Research

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

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

0

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | No File Uploaded          |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded          |
| List of endowments / projects with details of grants(Data Template)             | <a href="#">View File</a> |

### 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

1

| File Description                        | Documents                 |
|---|---------------------------|
| Any additional information              | <a href="#">View File</a> |
| Institutional data in prescribed format | <a href="#">View File</a> |

### 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) | <a href="#">View File</a> |
| 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

Innovation and incubation cell had meeting with the management and internal committee members. A proposal was submitted to management

in the last academic year. The proposed Proposal on the online mental health services for community was discussed and the action plan was worked on the services and the setup for the online services, service delivery models, staff and resources, location of the centre, funding and budget, marketing and outreach related things. The plan also consists of the activities based on the needs of community mental health.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/03/3.2.1.-Innovation-and-Incubation.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/03/3.2.1.-Innovation-and-Incubation.pdf</a> |

### **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**

2

| File Description   | Documents                 |
|--|---------------------------|
| Report of the event  | <a href="#">View File</a> |
| Any additional information                                     | <a href="#">View File</a> |
| List of workshops/seminars during last 5 years (Data Template) | <a href="#">View File</a> |

### **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**

2



| File Description   | Documents   |
|--|---|
| URL to the research page on HEI website  | <a href="https://montfortcollege.edu.in/index.php/research-projects/">https://montfortcollege.edu.in/index.php/research-projects/</a> |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | <a href="#">View File</a>   |
| Any additional information   | <a href="#">View File</a>   |

### 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   | <a href="#">View File</a> |
| List of research papers by title, author, department, name and year of publication (Data Template) | <a href="#">View File</a> |

### 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

5

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| List books and chapters edited volumes/ books published (Data Template) | <a href="#">View File</a> |

### 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 organized various outreach and extension program for the community. During this year the college conducted several

awareness programs on Mental Health, Drug Abuse and walkathon, an awareness program on self-Injury, orientation programs on suicide prevention, Creating awareness on Mental Health, government schemes, Girl child education and counselling services for individuals and families.

Visiting various institutions like Anathasryama, and other NGOs helped the students to understand the living conditions, physical and psychological issues of the people living in these institutions. Along with these activities, the NSS camp also facilitated students to build good rapport with different individuals, families and community level. Charity week also helped them to develop sense of happiness in helping others. Through these programs, students were able to develop social responsibility and understand needs of mental health services in community.

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://montfortcollege.edu.in/index.php/outreach/">https://montfortcollege.edu.in/index.php/outreach/</a> |
| Upload any additional information     | <a href="#">View File</a>   |

### **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) | <a href="#">View File</a> |
| 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****11**

| File Description   | Documents                 |
|--|---------------------------|
| Reports of the event organized   | <a href="#">View File</a> |
| Any additional information   | <b>No File Uploaded</b>   |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | <a href="#">View File</a> |

**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**

**277**

| File Description   | Documents                 |
|--|---------------------------|
| Report of the event  | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | <a href="#">View File</a> |

**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**

**11**

| File Description   | Documents                 |
|--|---------------------------|
| e-copies of related Document   | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |
| Details of Collaborative activities with institutions/industries for research, Faculty | <a href="#">View File</a> |

### 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

6

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

## 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 college has 15 well-ventilated and ICT enabled classrooms of different sizes to provide conducive environment for teaching-learning process. It also has an Audio-Visual room and seminar hall. All the classrooms are fitted with projectors, microphone, LAN and Wi-Fi Connectivity. The classrooms are also used for taking certificate courses and value-added programmes. There is an assessment room which has 6 cubicles that can accommodate 12 students. For training in individual counselling skills, there are six rooms which can host four students at a time. There are two group therapy rooms which are carpeted and are furnished with curtains and one-way mirrors. This is to facilitate the supervision of group therapy and counselling skills practice and other requirements to provide proper acoustics and privacy. They are also used for Yoga classes. The institution has well equipped and partially automated library. There are two well-equipped psychology labs with required testing materials and apparatus for psychological assessments. There is a computer lab with 33 computers with the latest version of Windows, antivirus software, printers, scanners and internet facilities. The college also has a language lab to facilitate the learning of different languages. Therefore, the institution has adequate facilities for academic purposes.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://montfortcollege.edu.in/index.php/infrastructure/">https://montfortcollege.edu.in/index.php/infrastructure/</a> |

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

The college provides a number of facilities and opportunities to indulge in various cultural, extracurricular, and sports activities. The college has an auditorium on seating capacity of 250 people, green room, audio-visual equipment and internet facilities. The quadrangle inside the main building gets natural light and provides a beautiful ambience for many cultural and extracurricular activities. The audio-visual room and conference/seminar rooms are used to organize conferences, workshops, seminars, fests, and celebrations each year. The institution also has musical instruments like keyboard, guitar, chenda drum and tabala to facilitate the musical skills of the students. College has a basketball court, volley ball court, facilities to play throw ball, football and badminton. The college also has facilities for indoor games like chess, carrom, and table tennis. The institution has serene, and well-ventilated group therapy rooms which is also used as yoga room. It is used for relaxation through yoga and meditation. The auditorium is also used for yoga classes. Yoga classes are conducted and Yoga Day is organised for teachers and students to learn relaxation techniques and meditation techniques to promote spiritual well-being. Thus, the college provides the students with adequate facilities and opportunities for sports and cultural activities.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://montfortcollege.edu.in/index.php/infrastructure/">https://montfortcollege.edu.in/index.php/infrastructure/</a> |

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

16

| File Description  | Documents   |
|---|---|
| Upload any additional information   | <a href="#">View File</a>   |
| Paste link for additional information   | <a href="https://montfortcollege.edu.in/index.php/ict-enabled-classrooms/">https://montfortcollege.edu.in/index.php/ict-enabled-classrooms/</a> |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <a href="#">View File</a>   |

#### 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)

8,80,504.00

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | <a href="#">View File</a> |
| Upload audited utilization statements   | <a href="#">View File</a> |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | <a href="#">View File</a> |

#### 4.2 - Library as a Learning Resource

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

College library is partially automated since 2009 using BOOK WORM'S software (Formerly known as NIRMALS), got upgraded in 2014, presently the BOOK WORM'S software version 2020 is being used for in-house 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 e-resources such as J-GATE, N-LIST, DELNET, Pearson E-library 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     | <a href="#">View File</a>   |
| Paste link for Additional Information | <a href="https://montfortcollege.edu.in/index.php/library/">https://montfortcollege.edu.in/index.php/library/</a> |

**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   | <a href="#">View File</a> |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | <a href="#">View File</a> |

**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)**

3,58,466

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | <a href="#">View File</a> |
| Audited statements of accounts   | <a href="#">View File</a> |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | <a href="#">View File</a> |

#### 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

49.21

| File Description                                  | Documents                 |
|---|---------------------------|
| Any additional information                        | <a href="#">View File</a> |
| Details of library usage by teachers and students | <a href="#">View File</a> |

#### 4.3 - IT Infrastructure

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

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

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

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

An ERP system by Heraizen Technologies Pvt Ltd has been procured for effective management of teaching-learning, to manage attendance,



share scores, lesson plans.

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

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

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://montfortcollege.edu.in/wp-content/uploads/2023/03/MC-E-Gov-Policy.pdf">https://montfortcollege.edu.in/wp-content/uploads/2023/03/MC-E-Gov-Policy.pdf</a> |

#### 4.3.2 - Number of Computers

33

| File Description                  | Documents                 |
|-----------------------------------|---------------------------|
| Upload any additional information | <a href="#">View File</a> |
| List of Computers                 | <a href="#">View File</a> |

#### 4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

| File Description   | Documents                 |
|--|---------------------------|
| Upload any additional Information  | <a href="#">View File</a> |
| Details of available bandwidth of internet connection in the Institution | <a href="#">View File</a> |

#### 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)

25,26,491.00

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | <a href="#">View File</a> |
| Audited statements of accounts  | <a href="#">View File</a> |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | <a href="#">View File</a> |

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.

Montfort College has policies for maintaining and utilizing physical, academic and support facilities.

The administrator is responsible for the maintenance of various facilities. He is assisted by the support of a supervisor, electrician cum technical assistant, attenders, security guard and a gardener. This ensures proper maintenance of the premises, instruments and equipments of the college. Periodic review is conducted and the necessary maintenance work is carried out. The college budget has the provision for the repairs and maintenance of infrastructure and support facilities.

The college has annual maintenance contract (AMC) for various facilities like EPABX, CCTV, UPS, Computers, ERP, elevator, generator and water purifier. The supervisor ensures the periodic services and check-ups are undertaken by the concerned people by periodic visits and timely services. The college has a clean and well-maintained green environment with garden.

Support staff regularly cleans classrooms, labs, toilets, staff rooms, offices, library, laboratories, auditorium, college compound and parking area sports ground and materials.

The lab incharge is responsible for the maintenance and utilization of the Computer Lab and Psychology Lab. The computer lab equipment is periodically serviced to ensure its efficiency. The AMC maintained with Enhansys takes care of computers, networks and Wi-Fi. The Librarian is responsible for the maintenance and utilization of the library. Annual stock verification is done to keep an account of the total stock in order to trace books lost and misplaced. Hostel facilities are maintained regularly with the help of support

staff under the supervision of the warden.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://montfortcollege.edu.in/wp-content/uploads/2023/03/MC-Repairs-and-Maintenance-Policy.pdf">https://montfortcollege.edu.in/wp-content/uploads/2023/03/MC-Repairs-and-Maintenance-Policy.pdf</a> |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

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

7

| File Description  | Documents                 |
|---|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship  | <a href="#">View File</a> |
| Upload any additional information   | No File Uploaded          |
| Number of students benefitted by scholarships and free ships provided by the Government during the year (Data Template) | <a href="#">View File</a> |

#### 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

28

| File Description   | Documents                 |
|--|---------------------------|
| Upload any additional information  | <a href="#">View File</a> |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | <a href="#">View File</a> |

**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   | <a href="https://montfortcollege.edu.in/wp-content/uploads/2022/08/Capacity-Building.pdf">https://montfortcollege.edu.in/wp-content/uploads/2022/08/Capacity-Building.pdf</a> |
| Any additional information  | <a href="#">View File</a>   |
| Details of capability building and skills enhancement initiatives (Data Template) | <a href="#">View File</a>   |

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

**96**

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

**96**

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | <a href="#">View File</a> |

**5.1.5 - The Institution has a transparent**

**A. All of the above**

**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**

| File Description   | Documents                 |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View File</a> |
| Upload any additional information  | <a href="#">View File</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View File</a> |

## **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**

**24**

| File Description   | Documents                 |
|--|---------------------------|
| Self-attested list of students placed                        | <a href="#">View File</a> |
| Upload any additional information                            | <a href="#">View File</a> |
| Details of student placement during the year (Data Template) | <a href="#">View File</a> |

### **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**

**1**

| File Description                                   | Documents                 |
|--|---------------------------|
| Upload supporting data for student/alumni          | <a href="#">View File</a> |
| Any additional information                         | No File Uploaded          |
| Details of student progression to higher education | <a href="#">View File</a> |

### 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

3

| File Description   | Documents                 |
|--|---------------------------|
| Upload supporting data for the same  | <a href="#">View File</a> |
| Any additional information   | No File Uploaded          |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | <a href="#">View File</a> |

### 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.

1

| File Description   | Documents                 |
|--|---------------------------|
| e-copies of award letters and certificates   | <a href="#">View File</a> |
| 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) | <a href="#">View File</a> |

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 encourages student involvement in administrative roles and leadership through representation in various cells and committees. A 2nd-year student serves as the link between students and the college's quality assurance system in the IQAC. Students also represent their peers in cells addressing grievances, discrimination, complaints, and anti-ragging, providing a safe avenue for expressing concerns. Additionally, student representatives from all classes ensure access to necessary resources in the library advisory committee. The Students Council oversees co-curricular and extracurricular activities, while students take leadership roles in clubs and committees, actively participating in college events. Through these opportunities, Montfort College promotes student engagement in administrative and extracurricular activities, ensuring their effective representation in academic decisions.

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://montfortcollege.edu.in/index.php/students-clubs-and-committees/">https://montfortcollege.edu.in/index.php/students-clubs-and-committees/</a> |
| Upload any additional information     | <a href="#">View File</a>   |

**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**

54

| File Description   | Documents                 |
|--|---------------------------|
| Report of the event  | <a href="#">View File</a> |
| Upload any additional information  | <a href="#">View File</a> |
| 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) | <a href="#">View File</a> |

#### 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

In December 2020 the Montfort College Alumni Association was formally registered. During the year 2022-2023, the alumni have contributed Rs. 1,55,550/- towards the various developments of the college. This year being the 25th year (Silver Jubilee) of the College's existence, the alumni were an active part of the jubilee celebrations that started from September 2022. As part of the inauguration of the jubilee, students from the inaugural batch of the college shared their experiences as part of the very first batch of the institute in a panel discussion during the programme. Later, in the month of March 2023, when the NAAC peer-team visited the institute as part of 3rd cycle of SSR, the alumni, and parents of alumni had interacted with the peer-team to share their at Montfort College. The Institute was subsequently re-accredited with 'A' grade which is a reflection of its strong bond with its alumni. Finally, on 27th September 2023, the Institute organized a symposium titled, 'Pedagogies in Psychology: Evolution, Innovation, and Praxis.' The alumni association assisted in publicizing the same, and many alumni members attended the seminar as well. Thus, the Institute remains connected with its alumni who in turn continue to contribute to its growth



| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://montfortcollege.edu.in/index.php/alumni-2/">https://montfortcollege.edu.in/index.php/alumni-2/</a> |
| Upload any additional information     | No File Uploaded  |

#### 5.4.2 - Alumni contribution during the year (INR in Lakhs)

D. 1 Lakhs - 3Lakhs

| File Description                  | Documents                 |
|-----------------------------------|---------------------------|
| Upload any additional information | <a href="#">View File</a> |

### 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 and affordable mental health support to the needy. These reflect in the cultural ambiance of the college. The ambiance of the college is conducive for the mental well-being of the staff and the students of all disciplines. As part of collaborative governance and leadership, the Principal is guided by the Director and the Governing Council and assisted by the IQAC, Academic Coordinator, other coordinators of various committees, cells and the student council. Regular meetings are conducted with the committee members 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. All these processes are reflective of the vision and mission of the institution.

| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://montfortcollege.edu.in/index.php/vision-mission/">https://montfortcollege.edu.in/index.php/vision-mission/</a> |
| Upload any additional information     | <a href="#">View File</a>   |

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 in the day to day administration of the college, coordinators of various committees have autonomy to plan and execute the activities related to their committees. Decisions are taken by the committee members after submitting the plans to the principal for his feedback and approval.

Academic Coordinators for PG and coordinators for 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 | <a href="https://montfortcollege.edu.in/wp-content/uploads/2022/08/MFC-Faculty-Guidelines.pdf">https://montfortcollege.edu.in/wp-content/uploads/2022/08/MFC-Faculty-Guidelines.pdf</a> |
| Upload any additional information     | <a href="#">View File</a>   |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

In line with the perspective plan of 2022-23, , the following actions were taken:

- Affiliation for Research Centre to the Bengaluru North

University was renewed.

- Non-teaching staff attended a training programme on UUCMS.
- A two-day Faculty Development Programme to enhance the teaching learning practices was conducted for all the teaching faculty
- The Local Inquiry Committee (LIC) of the Bengaluru North University visited the college for academic and administrative audit for the renewal of temporary affiliation to the university.
- First year MSc. Psychology and M.Sc. Counselling Psychology students did the field visit at Alternative Story.
- A career guidance workshop was conducted for all the UG students.

| File Description                                       | Documents   |
|--|---|
| Strategic Plan and deployment documents on the website | <a href="#">View File</a>   |
| Paste link for additional information                  | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/04/6.2.1-Strategic-Plan-and-ATR.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/04/6.2.1-Strategic-Plan-and-ATR.pdf</a> |
| Upload any additional information                      | No File Uploaded  |

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 of the college is clear from Organogram. Montfort College is governed by the Governing Body of Montfort College Society which is headed by the Chairman who is the Provincial Superior of the Province Montfort Brothers. 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. Policies of the college 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.

| File Description                              | Documents   |
|---|---|
| Paste link for additional information         | <a href="https://montfortcollege.edu.in/index.php/policies/">https://montfortcollege.edu.in/index.php/policies/</a>   |
| Link to Organogram of the institution webpage | <a href="https://montfortcollege.edu.in/wp-content/uploads/2022/08/MC-Organogram.pdf">https://montfortcollege.edu.in/wp-content/uploads/2022/08/MC-Organogram.pdf</a> |
| 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  | <a href="#">View File</a> |
| Screen shots of user interfaces  | <a href="#">View File</a> |
| Any additional information   | No File Uploaded          |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | <a href="#">View File</a> |

## 6.3 - Faculty Empowerment Strategies

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

Montfort College is dedicated to the wellbeing of all its employees. Financial incentives are 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 provided with the Provident fund, 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 provided 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 | <a href="https://montfortcollege.edu.in/wp-content/uploads/2023/03/Staff-Welfare-Policy.pdf">https://montfortcollege.edu.in/wp-content/uploads/2023/03/Staff-Welfare-Policy.pdf</a> |
| Upload any additional information     | <a href="#">View File</a>   |

### **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**

**4**

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | <a href="#">View File</a> |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | <a href="#">View File</a> |

### **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**

**3**

| 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  | <a href="#">View File</a> |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | <a href="#">View File</a> |

#### **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**

**4**

| 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   | <a href="#">View File</a> |
| Details of teachers attending professional development programmes during the year (Data Template) | <a href="#">View File</a> |

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

**Faculty self-appraisal: Faculty fill in the self-appraisal forms which consist of 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 attend other teachers' classes and complete the process of peer review during the term according to the guidelines provided. 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 papers they teach. 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 | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/03/6.3.5-Performance-Appraisal.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/03/6.3.5-Performance-Appraisal.pdf</a> |
| Upload any additional information     | <a href="#">View File</a>   |

## 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 and it adheres to all standard practices of accounting.

**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 | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/04/6.4.1-Audited-Statement.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/04/6.4.1-Audited-Statement.pdf</a> |
| Upload any additional information     | <a href="#">View File</a>   |

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

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

0.68,180

| File Description  | Documents                 |
|---|---------------------------|
| Annual statements of accounts   | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | <a href="#">View File</a> |

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

Montfort college is a self-financing institute. The major sources of income for the college are students' tuition fees and income earned by conducting short courses. Moreover, 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 also provides scholarships to a few students.



| File Description                      | Documents   |
|---------------------------------------|---|
| Paste link for additional information | <a href="https://montfortcollege.edu.in/wp-content/uploads/2023/03/MC-Resource-Mobilization-Policy.pdf">https://montfortcollege.edu.in/wp-content/uploads/2023/03/MC-Resource-Mobilization-Policy.pdf</a> |
| Upload any additional information     | <a href="#">View File</a>   |

## 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

**Internal Quality Assurance cell has contributed significantly:**

A one day symposium was organised on Pedagogies in Psychology, evolution, innovation and praxis for the Psychology fraternity. Eminent National and international level speakers were a part of the symposium. the symposium aimed to provide platform for educators in the field and shared best practices and explore innovative teaching methodologies. A faculty development program on Teaching Learning practices was conducted for faculty. Bridge course and Foundation program was conducted for UG students as a IQAC Initiative to brindge the gap between learning from PUC to UG for the first year students. Peer feedback mentroing was conducted by IQAC for UG faculty which is a regular practice in the college. A session on Outcome based education was conducted for UG faculty to understand Bloom's Taxaonomy.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil                       |
| Upload any additional information     | <a href="#">View File</a> |

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

OBE based lesson plans are implemented. 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. A session on Peer feedback for UG faculty was carried

out. 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.

Along with the feedback from onsite supervisors and faculty gave surprise checks and feedback was collected 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 | <a href="https://montfortcollege.edu.in/wp-content/uploads/2023/06/MC-Final-GA-PO.pdf">https://montfortcollege.edu.in/wp-content/uploads/2023/06/MC-Final-GA-PO.pdf</a> |
| Upload any additional information     | <a href="#">View File</a>   |

**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                                    | <a href="https://montfortcollege.edu.in/index.php/iqac-meetings/">https://montfortcollege.edu.in/index.php/iqac-meetings/</a> |
| Upload e-copies of the accreditations and certifications                           | No File Uploaded  |
| Upload any additional information  | No File Uploaded  |
| Upload details of Quality assurance initiatives of the institution (Data Template) | <a href="#">View File</a>   |

## 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 sensitizing 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's representation.

#### 2. Sensitisation

1. To sensitize students and faculty towards the concerns of gender, the institution observed International Women's Day and organized a guest lecture on Gender Sensitisation.
2. Papers such as psychotherapy, positive psychology, psychopathology, and rehabilitation psychology are taught through case studies which are applied by the students to clients who belong to diverse sexual and gender orientations to prepare the students to be inclusive.

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

| File Description   | Documents   |
|--|---|
| Annual gender sensitization action plan  | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/03/7.1.1-Annual-Gender-Sensitization-Plan.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/03/7.1.1-Annual-Gender-Sensitization-Plan.pdf</a> |
| 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 | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/03/7.1.1-Safety-and-Security-Measures.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/03/7.1.1-Safety-and-Security-Measures.pdf</a>         |

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

**A. 4 or All of the above**

| File Description               | Documents                 |
|--------------------------------|---------------------------|
| Geo tagged Photographs         | <a href="#">View File</a> |
| Any other relevant information | <a href="#">View File</a> |

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

**Solid Waste Management:**

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

**2. Compost pits to manage garden waste**

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

**Practices for solid waste reduction:**

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

**2. Using one-sided paper for internal non-official use.**

3. Online assignments reduce paper wastage

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

Liquid Waste Management:

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

2. Use of sprinklers in lawn area

Practices for liquid waste reduction:

1. Waste water generated from the RO units is used for gardening.

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

E-waste Management

1. Separate bin for disposal of e-waste

Practices for disposal of e-waste:

1. Disposal of e-waste through an external agency

2. Donating old, usable computers to underprivileged schools

Bio-medical waste:

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

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

| File Description  | Documents                 |
|---|---------------------------|
| Relevant documents like agreements / MoUs with Government and other approved agencies | <a href="#">View File</a> |
| Geo tagged photographs of the facilities  | <a href="#">View File</a> |

**7.1.4 - Water conservation facilities available**

**B. Any 3 of the above**

**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**

| File Description                                  | Documents                 |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | <a href="#">View File</a> |
| Any other relevant information                    | <a href="#">View File</a> |

### **7.1.5 - Green campus initiatives include**

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

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

**A. Any 4 or All of the above**

| File Description   | Documents                 |
|--|---------------------------|
| Geo tagged photos / videos of the facilities                       | <a href="#">View File</a> |
| Various policy documents / decisions circulated for implementation | <a href="#">View File</a> |
| Any other relevant documents                                       | <b>No File Uploaded</b>   |

### **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                        | <a href="#">View File</a> |
| Policy documents and information brochures on the support to be provided | <a href="#">View File</a> |
| Details of the Software procured for providing the assistance            | <a href="#">View File</a> |
| 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).**

**The students admitted to Montfort come from diverse backgrounds and efforts are made to provide an inclusive environment for all By celebrating days of National and International importance the institution aims at bringing tolerance, harmony and inclusiveness among the student community in the following ways:**

1. Strict prohibition of discrimination based on caste, creed, language, region, or religion.
2. Secular dress code that promotes equal respect for all faiths
3. The practice of reading scriptures from various faiths during official functions to foster respect for different religions.
4. National integration by celebrating Independence performing regional folk songs and dances.
5. Celebration of festivals from other parts of the country and religion to foster unity and respect for diverse cultures.

In addition, the institute usually observes

1. Christmas celebration to mark the birth of Christ and harmony.
2. Onam and Makara Sankranthi to share happiness and joy of harvest festivals.

| File Description   | Documents                 |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

At Montfort, we actively cultivate and celebrate diversity by welcoming students and faculty from various states. Our commitment to equality and dignity extends to all members of the college community, with zero tolerance for discrimination based on caste and creed. To instil constitutional values and sensitize students to their Fundamental Rights and Duties, we engage in the following activities:

1. Displaying the Preamble of the Indian Constitution prominently at a central location within the college, visible to all.
2. Observing the custom of singing both the national anthem and the state anthem at every official event.



3. Conducting flag-hoisting ceremonies on every National commemorative day to instil a spirit of respect and patriotism

4. Commemorating important days such as Constitution Day, Voters Day, Swachh Bharat, and Human Rights Day.

5. Promoting democratic values through compulsory student participation in elections without the influence of political parties.

6. Facilitating discussion clubs that address current political, economic, and social issues.

7. Establishing a newspaper desk at the library entrance, providing access to national and regional papers for updates on global events.

All these initiatives collectively aim to enhance awareness of constitutional obligations, values, rights, and duties as essential responsibilities of citizens.

| File Description   | Documents   |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/03/Annual-report-2022-23.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/03/Annual-report-2022-23.pdf</a> |
| Any other relevant information   | Nil   |

**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

**B. Any 3 of the above**

| File Description   | Documents                 |
|--|---------------------------|
| Code of ethics policy document   | <a href="#">View File</a> |
| 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 | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

Patriotism, respect for the nation and National leaders and inculcating the spirit of universality are practised at Montfort by commemorating the national and international festivals and days of importance. These celebrations help us to become aware of important aspects of human life, history, and culture, and to connect with the rest of the world. Important days and festivals celebrated:

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

**Republic Day:** Celebration of democracy and enactment of the constitution

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

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

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

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

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

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

| File Description  | Documents                 |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | <a href="#">View File</a> |
| Geo tagged photographs of some of the events  | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

## 7.2 - Best Practices

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

### Practice 1: Case Conferences

The objectives were

1) To bridge the gap between theory and practice

2) To develop professional and clinical skills

For case conferences, third and fourth-semester students present cases of clients they see during practicum. Cases include client's case history, mental status examination, diagnosis, case conceptualization, and treatment plan. Participants were encouraged to have active discussions.

Success evidenced : This practice has polished their professional skills to formulate and plan treatment for various clinical/counselling cases. These trainee counsellors work with community and provide counselling under supervision. Supervisors are trained professionals who practice counselling.

### Practice 2: Bridge Course for students of new batch

The objectives were (1) To orient students with fundamentals of chosen stream subjects, and (2) To assess the knowledge level and learning needs of learners

For the practice: The teachers designed course having learning requirements of the present batch, with fundamentals of each subject. The students attended five classes daily for one week and end of each day submitted in writing their learning outcomes.

Success evidenced : This practice has proven to facilitate a smooth

transition, assisted the faculty members in designing better course plans for upcoming semesters and brought uniformity in students' knowledge on basics of each subject.

| File Description                            | Documents   |
|---|---|
| Best practices in the Institutional website | <a href="https://montfortcollege.edu.in/wp-content/uploads/2024/03/AQAR-Best-Practices.docx-to-be-uploaded-on-website-and-linked.pdf">https://montfortcollege.edu.in/wp-content/uploads/2024/03/AQAR-Best-Practices.docx-to-be-uploaded-on-website-and-linked.pdf</a> |
| Any other relevant information              | Nil   |

### 7.3 - Institutional Distinctiveness

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

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

Final-year students visit practicum sites and benefit from individual and group supervision where they share their therapy updates, concerns, and reflections with their supervisors and get feedback on how to work ethically, obtain suggestions for upcoming sessions and how to improve their practices. Such personalized supervisions help students to obtain professional skills and techniques and identify their approach to counseling. This is unique practice at institute and is not seen in other Higher Education Institutions.

The students are also 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 focuses on supervision as well.

The college also has been practising a buddy system, wherein the senior students act as buddies for their junior batchmates. This helps the new joiners get comfortable with new college environment, seek help and guidance from their seniors and also a helping hand for any academic-related activities. We have several clubs such as Eco club and Discussion club etc.

| File Description                             | Documents                 |
|--|---------------------------|
| Appropriate web in the Institutional website | <a href="#">View File</a> |
| Any other relevant information               | No File Uploaded          |

## 7.3.2 - Plan of action for the next academic year

Plan to have National level Conference to be abreast with knowledge and the current trends

To contribute at community level by adopting a community and enhance learning and for educational purpose

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

To submit a proposal for at least one funded research project

To conduct an academic and administrative audit