All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. *(Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)*

Part – A

1. Details of the Institution

1.1 Name of the Institution

> MONTFORT COLLEGE

1.2 Address Line 1

> 184 OLD MADRAS ROAD

Address Line 2

> INDIRANAGAR P O

City/Town

> BANGALORE

State

> KARANATAKA

Pin Code

> 560038

Institution e-mail address

> montfort@vsnl.com

Contact Nos.

> 080 -25283320 / 25284050

Name of the Head of the Institution:

> BRO. GEORGE V. J

Tel. No. with STD Code:

> 080 – 25283320 / 25214686

Mobile:

> +91 9448855435

Name of the IQAC Co-ordinator:

MRS. SRITHA SANDON

Mobile:

+91 9980285644

IQAC e-mail address:

sampurna.montfort.iqac@gmail.com

1.3 **NAAC Track ID** *(For ex. MHCOGN 18879)*

12399

1.4 **NAAC Executive Committee No. & Date:**
   (For Example EC/32/A&A/143 dated 3-5-2004.
   This EC no. is available in the right corner- bottom
   of your institution's Accreditation Certificate)

EC/60/RAR/09

1.5 Website address:

www.sampurnamontfort.com

Web-link of the AQAR:

www.sampurnamontfort.com/AQAR2014-15.pdf

For ex. http://www.ladykeanecollege.edu.in/AQAR2012-13.doc

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	B++		2004	Sept, 2009
2	2nd Cycle	A	3.04	2012	July, 2017
3	3rd Cycle				
4	4th Cycle				

1.7 Date of Establishment of IQAC :   DD/MM/YYYY

12/11/2004

1.8 AQAR for the year *(for example 2010-11)*

2014 - 2015

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((*for example AQAR 2010-11submitted to NAAC on 12-10-2011*)

  i. 2013 – 2014 AQAR submitted on <u>20/12/2014</u>
  ii. 2012 – 2013 AQAR submitted on <u>20/12/2013</u>
  iii. 2011 – 2012 AQAR submitted on <u>27/09/2012</u>

1.10 Institutional Status

University   State [ ]   Central [ ]   Deemed [ ]   Private [ ]

Affiliated College   Yes [✓]   No [ ]

Constituent College   Yes [ ]   No [ ]

Autonomous college of UGC   Yes [ ]   No [✓]

Regulatory Agency approved Institution   Yes [ ]   No [ ]

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution   Co-education [✓]   Men [ ]   Women [ ]

       Urban [✓]   Rural [ ]   Tribal [ ]

Financial Status   Grant-in-aid [ ]   UGC 2(f) [ ]   UGC 12B [ ]

     Grant-in-aid + Self Financing [ ]   Totally Self-financing [✓]

1.11 Type of Faculty/Programme

  Arts [ ]   Science [✓]   Commerce [ ]   Law [ ]   PEI (Phys Edu) [ ]

  TEI (Edu) [ ]   Engineering [ ]   Health Science [ ]   Management [ ]

  Others (Specify) [   ]

1.12 Name of the Affiliating University *(for the Colleges)*   [BANGALORE UNIVERSITY]

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

   Autonomy by State/Central Govt. / University [ ]

University with Potential for Excellence		UGC-CPE	
DST Star Scheme		UGC-CE	
UGC-Special Assistance Programme		DST-FIST	
UGC-Innovative PG programmes		Any other (*Specify*)	
UGC-COP Programmes			

2. IQAC Composition and Activities

2.1 No. of Teachers — 5

2.2 No. of Administrative/Technical staff — 1

2.3 No. of students — 0

2.4 No. of Management representatives — 2

2.5 No. of Alumni — 1

2. 6 No. of any other stakeholder and

community representatives — 1

2.7 No. of Employers/ Industrialists — 1

2.8 No. of other External Experts — 2

2.9 Total No. of members — 13

2.10 No. of IQAC meetings held   03

2.11 No. of meetings with various stakeholders: No. 4   Faculty 1

Non-Teaching Staff Students 1 Alumni 1 Others 1

2.12 Has IQAC received any funding from UGC during the year?   Yes ☐   No ☑

If yes, mention the amount   NA

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. ☐ International ☐ National ☐ State ☐ Institution Level 3

(ii) Themes

| Teaching Methodology and lesson planning |
| Time Management & class Scheduling |
| Clinical Supervision |

2.14 Significant Activities and contributions made by IQAC

Through the initiatives of the IQAC, several workshops and seminars were carried out on topics of significance for the students during the academic year. An international conference was also held on Counselling and Psychotherapy, several students and faculty presented papers during the conference and the research was also published in an international peer-reviewed journal.

Two workshops on basic research methodology and research proposal writing were also organized to spark more research related activities among faculty. Several faculty members are currently engaged in formulating research proposals that may be sent to ICSSR/ ICMR for approval.

IQAC has also encouraged SPEAR – an outreach and research initiative by the faculty of Montfort College. SPEAR aims at enhancing all-around development of adolescents in Urban schools. This three-year program is currently into its final year and faculty are collating the results of Phase 2.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year

Action Planned	Action Taken
Visit other IQACs and carry out an exchange of ideas	College was unable to carry this plan out formally
Create a small core IQAC team	This was done and the members meet bi-weekly to monthly to discuss relevant issues and plan action
To conduct an international conference	An international conference on counselling and psychotherapy was conducted on the 1st and 2nd of May 2015. About 200 participant attended the same

To conduct a national level workshop of family therapy	This plan was successfully carried out on 10 – 12 November 2014. Dr. Mudita Rastogi, Professor and Co-ordinator of the Child & Family Concentration at the Illinois School of Professional Psychology, Argosy University, Chicago, USA was the facilitator and 30 participants took part in the workshop
International collaboration	Dr. Treesa McDowell of the Lewis & Clark Graduate School of Education and Counselling, Oregon, USA visited the college in early May 2015 and avenues for international collaboration were discussed
Syllabus revision	Since the Bangalore University revised the syllabus for 2014, this goal is met.
To improve SPEAR program based on feedback	The feedback for SPEAR was to continue the same mode as was adopted in the second year and thus, the same model was decided upon
To increase research publications among staff members	About 12 studies by staff members have been published in the year 2014-15
To introduce 360 degree feedback for faculty	IQAC has collected feedback from parents, students, and employers and is collating the same to present it to faculty
To enhance the quality of lesson plans	A workshop on lesson planning was organized for all faculty on 29-05-2015 facilitated by Dr.Shiridi Prasad Tekur.
To assist the student council in organizing World Suicide Prevention day	The program was organized on 10th September
To assist the student council in organizing World Mental Health day	The program was organized on 10th October
Others	The IQAC met with the students in April 2015 to explain its role, the role of the students in assisting the IQAC and discuss any issues presented Alumni meet and PTA meet were carried out on 30th April 2015 and 16th May 2015 respectively to improve networking with stakeholders. Five different organizations visited the college for campus recruitment. Regular workshops and seminars were also carried out

Attach the Academic Calendar of the year as Annexure. **Refer to Annexure – i**

2.15 Whether the AQAR was placed in statutory body   Yes ☑   No ☐

Management ☑   Syndicate ☐   Any other body ☐

Provide the details of the action taken

> The AQAR was placed in the Governing body meeting and the Principal has been authorised to look at the feasibility of taking forward the suggestions proposed by the IQAC

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	1	0	1	0
PG	2	0	2	0
UG				
PG Diploma				
Advanced Diploma				
Diploma				
Certificate	2	0	2	0
Others	1	0	1	0
Total	6	0	6	

Interdisciplinary				
Innovative	2	0		

1.2 (i) Flexibility of the Curriculum: Core
   (ii) Pattern of programmes:

Pattern	Number of programmes
Semester	2
Trimester	
Annual	

1.3 Feedback from stakeholders*   Alumni [0]   Parents [1]   Employers [1]   Students [✓]
   (On all aspects)

   Mode of feedback   :   Online [ ]   Manual [✓]   Co-operating schools (for PEI) [ ]

Please provide an analysis of the feedback in the Annexure

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

   Syllabi are revised by the university

1.5 Any new Department/Centre introduced during the year. If yes, give details.

   NIL

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of
permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
10	8	1	1	0

2.2 No. of permanent faculty with Ph.D.

05

2.3 No. of Faculty Positions
Recruited (R) and Vacant (V)
during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
3	0							3	

2.4 No. of Guest and Visiting faculty and Temporary faculty   3   2

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	14	7	2
Presented papers	19	1	2
Resource Persons	-	-	-

2.6 Innovative processes adopted by the institution in Teaching and Learning:

Montfort College is a student-centered learning environment. In an effort to improve innovations, a brainstorming session had been held on the 22nd of January 2015. This led to several ideas being aired. Faculty were encouraged to use the methods to determine which practices were feasible in the classroom. Three types of methodologies were narrowed down upon after review. These are detailed below.

A new teaching methodology titled the "Five Hat Learning" was adopted by a small number of faculty members to determine whether it enhances student learning. This creates opportunities for students to gather facts, research data, application based information as well as creatively rethink the facts. Feedback from students has been generally positive with the exception that the method takes more time. The involved faculty members are working on revising the strategy to

The second innovative teaching methodology was "Involve and Evolve". In this method, students bring information about their own cultural practices and compare and contrast it with the western models. Healthy debates are engaged in. The feedback for this was very positive

The third innovative teaching methodology was guest lecturing within college/ workshop modules of teaching.

2.7 Total No. of actual teaching days
     during this academic year

206

2.8 Examination/ Evaluation Reforms initiated by
     the Institution (for example: Open Book Examination, Bar Coding,
     Double Valuation, Photocopy, Online Multiple Choice Questions)

NA

2.9 No. of faculty members involved in curriculum
     restructuring/revision/syllabus development
     as member of Board of Study/Faculty/Curriculum Development workshop

01	01	

2.10 Average percentage of attendance of students

89%

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
M.Sc Psychology	28	75%	25%	-	-	-
M.Sc Psychological Counselling	27	92.59%	3.7%	-	-	-

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

Montfort College is a small institution in which every student is known to the IQAC coordinator and the management. The IQAC coordinator seeks oral feedback from students about three times during the semester to ensure that students are satisfied with the teaching of the various papers. When there are discrepancies in the expectations of the students and the actual performance of the faculty, the IQAC coordinator sits down with the concerned teacher and addresses the issue. At times dialogue between the faculty and students in encouraged. As and when needed other members of the IQAC as well as the Principal of the institution are invited to participate in these discussions. The purpose of these discussions is to ensure objective perspective taking and to help the faculty improve teaching strategies. IQAC members make suggestions for improvement to ensure the quality of teaching remains high. Moreover, formal peer review is carried out in which faculty sit in on each other's classes for learning and evaluation. Formal student feedback is sought at the end of each semester to assess the quality of the teaching and learning for every paper.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	
UGC – Faculty Improvement Programme	
HRD programmes	

Orientation programmes	1
Faculty exchange programme	
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc.	5
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	5	0	0	1
Technical Staff	1	0	0	0

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

IQAC has actively encouraged faculty to conduct research which has resulted in 12 publications by 9 faculty members. This is a big achievement for the college. One major feedback given by the NAAC peer team in 2011 was to strengthen research activities and increase publications. The IQAC continues to encourage research actively. Workshops on test construction and writing research proposals were organized for the faculty in the hope of securing more major research projects from external funding agencies; SPEAR, a multi-year project is one extension and research initiative in which seven faculty members are involved and is currently in its third and final year

3.2   Details regarding major projects

		Sanctioned	Submitted
Completed	1	8,09,475.00	720316.00
Ongoing	1	1,00,000.00*	95975.00

* Ongoing (SPEAR) is a multi-year (3 years) project and currently completed two years. Amount sanctioned to-date is 2 lakhs

3.3   Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

3.4   Details on research publications

	International	National	Others
Peer Review Journals	19		
Non-Peer Review Journals			
e-Journals			
Conference proceedings			

3.5 Details on Impact factor of publications:

Range [ ]   Average [0.541]   h-index [ ]   Nos. in SCOPUS [ ]

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	2 years	ICSSR	809475/-	720316/-
Minor Projects				
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College	3 years	College Management	100000	
Students research projects *(other than compulsory by the University)*				
Any other(Specify)				
Total				

3.7 No. of books published   i) With ISBN No.   ☐ 0   Chapters in Edited Books   ☐ 0

ii) Without ISBN No.   ☐ 0

3.8 No. of University Departments receiving funds from **NOT APPLICABLE**

UGC-SAP ☐   CAS ☐   DST-FIST ☐

DPE ☐   DBT Scheme/funds ☐

3.9 For colleges   Autonomy ☐   CPE ☐   DBT Star Scheme ☐

INSPIRE ☐   CE ☐   Any Other (specify) ☐

3.10 Revenue generated through consultancy   ☐ 30300

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	1	1			
Sponsoring agencies					

3.12 No. of faculty served as experts, chairpersons or resource persons   ☐ 5

3.13 No. of collaborations   International ☐   National ☐ 1   Any other ☐

3.14 No. of linkages created during this year   ☐ 09

3.15 Total budget for research for current year in lakhs :

From Funding agency ☐ 0   From Management of University/College ☐ 1 lakh

Total ☐ 1 lakh

3.16 No. of patents received this year

NOT APPLICABLE

Type of Patent		Number
National	Applied	
	Granted	
International	Applied	
	Granted	
Commercialised	Applied	
	Granted	

3.17 No. of research awards/ recognitions received by faculty and research fellows
Of the institute in the year

Total	International	National	State	University	Dist	College

3.18 No. of faculty from the Institution
     who are Ph. D. Guides
     and students registered under them

01

04

3.19 No. of Ph.D. awarded by faculty from the Institution

0

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF ☐   SRF ☐   Project Fellows ☐   Any other ☐

3.21 No. of students Participated in NSS events:

University level ☐   State level ☐

National level ☐   International level ☐

3.22 No. of students participated in NCC events:

University level ☐   State level ☐

National level ☐   International level ☐

3.23 No. of Awards won in NSS:

University level ☐   State level ☐

National level ☐   International level ☐

3.24 No. of Awards won in NCC:

University level ☐   State level ☐

National level ☐   International level ☐

3.25 No. of Extension activities organized

University forum [0]   College forum [15]

NCC [ ]   NSS [ ]   Any other [ ]

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

The college and the student council have organized several extension and outreach programs.

- A seminar on creative teaching, stress management, and effective teaching was carried out for the teachers of Resurrection Community School on 03/08/2014 by Ms. Sheeba Suchitra and Ms, Hemasri R.
- Workshops on Good Touch and Bad Touch and personal safety were conducted for adolescents by the SCAPS team
    - at Global International School, Whitefield by on 12/08/2014;
    - at Lake Montfort School on 27/08/2014
    - at Golden Beads School on 03/09/2014
- In light of the increase in suicides in India, the student council, assisted by the college, carried out an awareness program. The students distributed thousands of pamphlets which contained information about situations that could drive a person to end his/her life and how timely assistance can save precious lives on 10/09/2014.
- A team of students performed a street play titled "Mad World" at the Shivajinagar bus stand in the city to create awareness about the importance of being mentally healthy among the public in Bangalore. Further, a seminar was organized for the students and faculty in which Rev. Dr. Rajaram Subbian gave the keynote address.
- In an effort to increase peer support in young populations and prevent suicide, 128 students were coached by Montfort College Faculty members on being peer supporters and promoting life on 06/11/2014
- An outreach programme was organized for children in various orphanages in Bangalore in light of children's day on 16/11/2014. A full-day program was conducted in which students conducted many fun programs and games for the children and gave them meals.
- A workshop on tackling exam fear was conducted for parents, children, and adolescents of on 29/11/2014 by the SCAPS team. The program was open to public.
- National Girl Child day was observed by carrying out workshops at:
    - HAL West Primary School – students for IV to VII standards on 28/01/Resurrection Community School on 28/01/2015 Ashwini , Hemasri
    - Grace Developmental Centre on 31/01/2015
- Workshop on -self-care, self-esteem was conducted at Yashodaramma Dasappa Reception Centre for the women by Ms. Hemasri, Ms. Neha, and Ms. Ashwini on 04/02/2015
- Group therapy was conducted for the students of Resurrection Community College by Ms. Ashwini Reddy and Ms. Hemasri R between the 16th and 24th of March 2015
- Group therapy was conducted at Vimochana Forum for women by Ms. Neha and Ms. Shanu under the supervision of Mr. Vinny George and Ms. Ashwini Reddy between the 7th and 9th of April 2015
- Workshop on Assertiveness training bywas conducted at Yashodaramma Dasappa Reception Centre for the women on 22/04/2015 by Ms. Hemasri, Ms. Neha, and Ms. Ashwini-.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	1.5 acres	0	0	
Class rooms	8	0		
Laboratories	8	0		
Seminar Halls	3	0		
No. of important equipments purchased (≥ 1-0 lakh) during the current year.		2		
Value of the equipment purchased during the year (Rs. in Lakhs)		446049.00	Management	
Others		0		

4.2 Computerization of administration and library

> Accounts and Library are computerized

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	6797	738297	360	34713	7157	773010
Reference Books						
e-Books	520					
Journals	16					
e-Journals			02			
Digital Database			01			
CD & Video	80					
Others (specify)						

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments	Others
Existing	26	15	3	3	2	5	2	4
Added	05	5						
Total	31	20						

4.5 Computer, Internet access, training to teachers and students and any other programme for technology Up-gradation (Networking, e-Governance etc.)

Students and faculty have access to computers and the internet via the computer lab and the library. Computer applications are part of the psychology program, ensuring that students gain adequate skills in the various uses of computers. Moreover, faculty encourage online research and submissions of assignments online which also contributes to technological knowledge. Even students of the psychological counselling program learn to use computers through informal peer teaching. Faculty inform students of their availability to teach specific skills should there be a need for the same. All faculty are currently well-versed in using the basic programs and applications on computers.

4.6 Amount spent on maintenance in lakhs :

   i) ICT   Rs.5348.00

   ii) Campus Infrastructure and facilities   Rs.112150.00

   iii) Equipments   Rs.9312.00

   iv) Others

Total :   Rs.126810.00

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

At the beginning of the academic program students are given a detailed handbook that provides them with a quick reference point regarding the most frequently asked questions. The handbook has information regarding the working of the college, the student expectations, facilities, and support services. In addition, a comprehensive orientation is provided to the students at the beginning of the 1st semester to acquaint them with the various support services among other things. In addition, the IQAC met with the student body in April 2014 to explain its role, its functioning, and how the students could enhance its functioning and contribute to the growth of the college as well as to their own growth.

5.2 Efforts made by the institution for tracking the progression

The alumni association has explored the possibility of creating a database of the alumnus to keep track of progression. The feasibility in terms of cost is being worked out. Students' academic progression is being charted as a beginning. Efforts are still being made to improve tracking of progression after the student leaves college. The college intends to continue its efforts in this regard and come up with a workable solution during the next academic year.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
0	107	0	0

(b) No. of students outside the state

35

(c) No. of international students

02

Men	No	%
	4	3.57

Women	No	%
	103	96.26

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
40	06	02	07	0	55	45	01	0	06	0	52

Demand ratio – 1:6   Dropout % 3.84

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Nil

No. of students beneficiaries

5.5 No. of students qualified in these examinations

NET [ ] SET/SLET [ ] GATE [ ] CAT [ ]

IAS/IPS etc [ ] State PSC [ ] UPSC [ ] Others [?]

5.6 Details of student counselling and career guidance

> Counselling and personal therapy are mandated to the students of Montfort College since they will be working in the field of mental health. During the sessions, students work on personal and professional issues. Montfort College caters to post-graduate students who have basically chosen a career in the field of mental health. However, for choice of specializations and what they can expect from the future small orientation programs are organized in advance.

No. of students benefitted [100%]

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
4	116	2	

5.8 Details of gender sensitization programmes

> The percent of male students at Montfort College is less than 5%. In addition, our students are trained to be sensitive to gender and culture as part of the course itself. Montfort College encourages an environment in which all forms of discrimination are kept at bay. The college is small enough to ensure that all genders are treated equally. A formal program was not organized, however IQAC intends to rectify this oversight in the coming academic year.

5.9 Students Activities

5.9.1   No. of students participated in Sports, Games and other events

State/ University level [ ]   National level [ ]   International level [ ]

No. of students participated in cultural events

State/ University level [7]   National level [ ]   International level [ ]

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level [ ] National level [ ] International level [ ]

Cultural: State/ University level [1] National level [ ] International level [ ]

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution		
Financial support from government	4	90660.00
Financial support from other sources		
Number of students who received International/ National recognitions		

5.11 Student organised / initiatives

Fairs : State/ University level [ ] National level [ ] International level [ ]

Exhibition: State/ University level [ ] National level [ ] International level [ ]

5.12 No. of social initiatives undertaken by the students [1]

5.13 Major grievances of students (if any) redressed:

The students had a concern regarding one faculty member stating that they were unhappy with her teaching methodology but were reluctant to give the grievance in writing. The IQAC made note of the oral grievance and the Principal met with the concerned faculty and discussed with her the concerns of the students. Over time and after several meetings, she stated her decision to resign. Another faculty member was taken in her place.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

> **VISION**
>
> We envision mental and emotional well-being in society. The broad vision of Sampurna Montfort College is expressed in its logo "Liberation with Enlightenment".
>
> **MISSION**
>
> Our mission is to train psychologists and counsellors with personal integration and professional competence; to provide contextually relevant, socially inclusive and acceptable mental healthcare support to all in need.

6.2 Does the Institution has a management Information System

> Yes: accounts and library are computerized

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

> Montfort college hosted one meeting for syllabus revision and members of the faculty attended two other meetings concerning the revision of syllabus

6.3.2 Teaching and Learning

> The student feedback regarding teaching learning is positive at Montfort College. The IQAC conducted a workshop on improving innovations in January 2015. Several ideas were generated. Of these, the five hat learning, involve and evolve and skill theory connect were chosen to be further developed during the academic year. Through seeking direct feedback from students from time to time as well as feedback from peers, faculty constantly strive to improve their learning. Students take the VARK learning styles

6.3.3 Examination and Evaluation

> NA

6.3.4 Research and Development

Montfort College is very proud of the fact that the IQAC efforts to improve research and publications in the college bore fruit in 2015 with 14 research articles being published by 9 faculty and 12 students in a peer-reviewed international journal with an impact factor of 0.541

In addition, faculty are involved in SPEAR – an outreach, and research project. This multi-year project has successfully completed two years. The program aims at using innovative activities and reflective work to help holistic growth of adolescents. It aims at developing academic skills, enhance personal development, manage relationships, increase personal safety, and enhance emotional management. About 85 students of 9th standard of a nearby school are the beneficiaries of this multi- year program.

6.3.5 Library, ICT and physical infrastructure / instrumentation

Books, journals, ebooks and 15 CCTV surveillance system have been added

6.3.6 Human Resource Management

Two workshops on basic research methodology and research proposal writing were also organized to spark more research related activities among faculty. Several faculty members are currently in the process of submitting research proposals.

6.3.7 Faculty and Staff recruitment

Faculty and staff recruitment is done by means of interview by selection committee. In addition, applicants to the post of faculty are required to carry out a demonstration class. Based on the feedback from these sources, faculty are chosen.

6.3.8 Industry Interaction / Collaboration

The college's efforts to build a network base for industrial collaborations has borne fruit in that about five different organizations came to the college for campus recruitment.

6.3.9   Admission of Students

> College uses an entrance test and a personal interview by a panel of 3 to 5 members to select students. The marks of the entrance test, the aggregate marks of the UG exams and the score on the personal interview are compiled to create a final list of selected candidates.

6.4 Welfare schemes for

Teaching staff:	All members of the teaching staff benefit from Gratuity and Christmas gift. In addition, members can avail interest-free personal loan against salary if there is a need.
Non teaching	Members of the non- teaching staff benefit from Gratuity, Christmas gift, EPF, ESI, and assistance for children's education. In addition, members can avail interest-free personal loan against salary if there is a need.
Students	Deserving students are given scholarships.

6.5 Total corpus fund generated

6.6 Whether annual financial audit has been done   Yes [✓]   No [ ]

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Local Inquiry Committee of Bangalore University	Yes	Management
Administrative	✓	M/S. M. Thomas & Co. Chartered Accountants, Chennai	✓	Management

6.8 Does the University/ Autonomous College declares results within 30 days? **NA**

For UG Programmes   Yes [ ]   No [ ]

For PG Programmes   Yes ☐   No ☐

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

> Not Applicable

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

> Not Applicable

6.11 Activities and support from the Alumni Association

> The alumni of Montfort College are spread across the country and find it difficult to meet often. However, the alumni association made special efforts to make an annual meeting a routine. On the 30th of April, 2015, an alumni meet was organized, Dr. Sumedha Bhise, Certified Clinical Hypnotherapist licensed and registered with the Indian Board of Alternate Medicine facilitated a seminar and demonstration during that day. The meet ended with high tea with the former students interacting and networking with each other. In addition, alumni who are in professional counselling practices and located in Bangalore, offering counselling services to the current students. Alumni as a whole provide visibility and advertisement for the college

6.12 Activities and support from the Parent – Teacher Association

> Montfort College teaches adult students who are pursuing their post-graduate education and does not have a formal Parent-Teacher Association. However, a meet between parents and teachers was organized on 16/05/2015. During this time, feedback was taken from the parents regarding their views about the college, teaching and functioning. The feedback was extremely positive and parents essentially asked the college to keep up the good work

6.13 Development programmes for support staff

> Due to certain difficulties, a training workshop could not be conducted for the members of the support staff this year. The college is looking to rectifying the same in the next academic year.

6.14 Initiatives taken by the institution to make the campus eco-friendly

> The college uses rain water harvesting to save water. There are several awareness posters placed around the campus regarding saving water, saving trees, reducing plastic, reducing photocopying etc. Faculty request for assignments and rough drafts of record work to be submitted online and in soft/ digital version to save paper. The campus is located in a spacious grounds surrounded by greenery making it a congestion-free environment conducive to learning.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

> In order to improve the teaching-learning environment, a new method of peer-evaluation was introduced. In this system, the faculty feedback is first given to the faculty by the observer and after discussion of what innovations have been used, and what issues need to be addressed, a compiled report is given to the management on full agreement of both the faculty and the observer. This ensures that if the faculty feels that something can be worked on at an individual level itself and does not need management involvement, he/she can choose to do so. This takes the pressure off the faculty being observed and also ensures confidentiality of the peer feedback.
>
> Professionalization, while being carried out was improved upon this year after some feedback from the alumni. In addition to skills such as report writing, and interviewingother areas such as working in multicultural environments and using teams effectively were introduced. Students expressed finding these skills interesting and useful. However, whether they benefit from it or not will be discovered after they get back to us from the professional field.
>
> In addition, the faculty use innovative teaching methods routinely in lieu of lectures. Additionally, case conferences are organized every week to enable students to put theory to practice.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

> Two areas where there is a lacuna in Montfort College were the main focus of the IQAC this year – Research and Network building. Towards encouraging research, IQAC encouraged faculty members to begin individual and group research endeavours. As a result, SPEAR – an outreach and research initiative took form and the work of the first year was completed by the end of 2014. Faculty are also undertaking smaller research projects. In addition, two of our faculty members are currently pursuing their doctoral work. Towards network building, the college is making efforts to build stronger base among the alumni as well as with employing organizations. **Refer to Annexure – ii**

7.3 Give two Best Practices of the institution *(please see the format in the NAAC Self-study Manuals)*

> 1) Setting High Standards: Individual and Group Supervision - **Refer to Annexure – iii**
> 2) Becoming Active Researchers – **Refer to Annexure – iv**

Provide the details in annexure (annexure need to be numbered as i, ii,iii)

7.4 Contribution to environmental awareness / protection

> The college uses rain water harvesting to save water. There are several awareness posters placed around the campus regarding saving water, saving trees, reducing plastic, reducing photocopying etc. Faculty request for assignments and rough drafts of record work to be submitted online and in soft/ digital version to save paper.

7.5 Whether environmental audit was conducted?   Yes [ ]   No [✓]

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

> The college began collecting feedback from parents and employers as well as from students and peers towards the 360 degree feedback it has initiated. The IQAC hopes to collate the information and use the feedback to enhance teaching – learning as well as administration.

8. **Plans of institution for next year**

> **Kindly refer Annexure - v**

Name: Ms. Sritha Sandon   *Name:* Bro. George Padikara

Signature of the Coordinator, IQAC   *Signature of the Chairperson, IQAC*

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