



Yearly Status Report - 2019-2020

NAAC

Part A

2.

Data of the Institution

1. Name of the Institution	MONTFORT COLLEGE
Name of the head of the Institution	Victor Raj
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	080-25283320
Mobile no.	9443195150
Registered Email	mail@montfortcollege.edu.in
Alternate Email	principal@montfortcollege.edu.in
Address	184, Old Madras Road Indiranagar
City/Town	Bangalore
State/UT	Karnataka
Pincode	560038

Institutional Status

Affiliated / Constituent	Affiliated
Type of Institution	Co-education
Location	Urban
Financial Status	Self financed
Name of the IQAC co-ordinator/Director	Sritha Sandon
Phone no/Alternate Phone no.	+919980285644
Mobile no.	7411624688

Registered Email	iqac@montfortcollege.edu.in												
Alternate Email	srihasandon@montfortcollege.edu.in												
3. Website Address													
Web-link of the AQAR: (Previous Academic Year)	https://montfortcollege.edu.in/wp-content/uploads/2018/19.pdf												
4. Whether Academic Calendar prepared during the year	No												
5. Accrediation Details													
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>A</td> <td>3.04</td> </tr> <tr> <td>1</td> <td>B++</td> <td>83</td> </tr> </tbody> </table>	Cycle	Grade	CGPA	2	A	3.04	1	B++	83				
Cycle	Grade	CGPA											
2	A	3.04											
1	B++	83											
6. Date of Establishment of IQAC	12-Nov-2004												
7. Internal Quality Assurance System													
<table border="1"> <thead> <tr> <th colspan="3">Quality initiatives by IQAC during the year for promoting quality culture</th> </tr> <tr> <th>Item /Title of the quality initiative by IQAC</th> <th>Date & Duration</th> <th>Number of participants/ beneficiaries</th> </tr> </thead> <tbody> <tr> <td>Covid Mission</td> <td>09-Jun-2020 50</td> <td>1550</td> </tr> <tr> <td colspan="3">View File</td> </tr> </tbody> </table>		Quality initiatives by IQAC during the year for promoting quality culture			Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries	Covid Mission	09-Jun-2020 50	1550	View File		
Quality initiatives by IQAC during the year for promoting quality culture													
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Covid Mission	09-Jun-2020 50	1550											
View File													

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

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	Nil	Nil	2020 0	0
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

9

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

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

1. IQAC has organized training for students on technology assisted counselling to enable their online counselling skills 2. IQAC collaborated with Christ University and carried out a 7day Faculty Development Program entitled Digital Workshop on Teaching and Learning for the teaching faculty 3. Montfort College collaborated with Mission Vishwas and Sochara NGOs to provide mental health support during the Covid 19 Pandemic to general public 4. In order to transition to Outcome Based Evaluation, the faculty were trained in OBE and then developed Graduate Attributes, POs, PSOs and COs for all courses under both programs 5. The faculty of Montfort College prepared the regulations for Clinical Psychology and Certificate courses towards gaining approval from the university for the same

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

Plan of Action	Achivements/Outcomes
Academic and Administrative Audit	Completed
View File	

14. Whether AQAR was placed before statutory body ?	Yes				
<table border="1"> <tr> <td>Name of Statutory Body</td> <td>Meeting Date</td> </tr> <tr> <td>Governing Body</td> <td>14-Apr-2020</td> </tr> </table>		Name of Statutory Body	Meeting Date	Governing Body	14-Apr-2020
Name of Statutory Body	Meeting Date				
Governing Body	14-Apr-2020				
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No				
16. Whether institutional data submitted to AISHE:	Yes				
Year of Submission	2020				
Date of Submission	04-Mar-2020				
17. Does the Institution have Management Information System ?	Yes				
If yes, give a brief description and a list of modules currently operational (maximum 500 words)	<p>Library: The library uses NIRMALS (Network Information Resources Management of Academic Library Systems). The system offers several modules. The Acquisitions control system is a module that builds database of titles, checks duplicates, and generates reports. The Bibliographic Control system module creates databases that incorporate all essential data elements described in ISBD. The Circulation Control System is the user interface that maintains checkins, checkouts, generates barcodes for IDs, calculates fees and overdue fines, and gives user book usage statistics. The Serials Control System maintains master serial and vendor record files, monitors current issues received, keeps track of issues and controls budgetary provisions. Attendance: Staff attendance is maintained through Biometric login. Academics and Student Support: The College incorporated an ERP from Herizen Technologies and timetables, lesson plans, attendance, work diary, internal assessments are all taken care of by the same. Accounts: Institution's accounts and finance conducts all its functions using accounts Tally software</p>				

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Montfort College has a well-established process to ensure effective curriculum delivery and documentation. The institution requires all teaching faculty to create course plans for each course that they are teaching at the beginning of each semester. The course/semester plans are shared with the students at the beginning of the semester. These plans hold important dates such as start of course work, end of course work, submission dates, dates of internal assessments etc. They also detail how the different topics related to the course are dealt with and how much of the teaching is student-centred, how much is teacher-led, what innovative methods will be used, etc. Students' feedback on these plans is sought and then the plans are finalized and sent to the academic coordinator. In addition, the teachers also prepare lesson plans for each lesson to help plan the two-hour lesson well. These lesson plans detail the educational objectives of each lesson and the manner of evaluating that these objectives are met at the end of the lesson. Teachers are encouraged to take feedback from time to time to ensure that the students are able to comprehend and cope with the course work. Teachers also ensure that students who find it difficult to cope are given remedial teaching. In addition, mentors meet with students periodically to determine and address any issues related to curriculum and academics. Such issues are brought to the notice of the academic coordinator/ IQAC coordinator/ Principal so that they can be addressed as appropriate. Teachers have a checklist that helps them keep on top of all the deadlines and requirements; they complete the checklist during their course and submit the same at the end of the semester. Students are oriented to the competencies and skills they need to acquire for each course and their progress is shared with them from time to time. Class teachers/Mentors meet with the students regularly to determine and address any issues with regards to curriculum and academics. During the second half of the academic year 19-20, due to the COVID pandemic, teachers had to change and recreate their semester and lesson plans to suit the online modalities. Feedback for these was taken to assure that the curriculum was still being delivered effectively and the feedback has been positive

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employability/entrepreneurship	Skill Development
Certificate Course in Counselling Psychology (Part time)	Nil	21/09/2019	25	Students can work as mental health first aid providers or community counsellors on successful completion of this course	The course builds essential skills including counselling skills, critical thinking, creative thinking, communication, collaboration, leadership,

						social and cultural awareness, a daptability, self-awareness, insight, mental health awareness
Basic Skills of Technology Assisted Counselling	Nil	26/03/2020	6	Students are trained to provide online counselling services and to start their own online counselling practice including being a tele-counselling provider	The course builds essential 21st century skills of ad aptability, creative thinking, counselling skills, digital literacy, cultural awarenss, critical thinking. it also focuses on ethics of online counselling	
Certificate Course in Counselling Psychology Level 1	Nil	28/05/2020	8	Students can work as mental health first aid providers or community counsellors on successful completion of this course	The course builds essential skills including counselling skills, critical thinking, creative thinking, co mmunication, collaboratio n, leadership, social and cultural awareness, a daptability, self-awareness, insight, mental health awareness	
Certificate	Nil	05/06/2020	18	Students can work as	The course builds	

Course in Counselling Psychology Level 2					mental health first aid providers or community counsellors on successful completion of this course	essential skills including counselling skills, critical thinking, creative thinking, co mmunication, collaboratio n, leadership, social and cultural awareness, a daptability, self- awareness, insight, mental health awareness
	Healthy Practices for Healthy Mind through REBT	Nil	22/06/2020	15	Students are trained to use Rational Emotive Behaviour Therapy as counsellors and mental health professional	The course builds life skills of co mmunication, collaboratio n, critical thinking, ad aptability, and ability to use REBT with clients
	Research Methodology	Nil	23/10/2020	12	Students will be equipped to work as research assitants or research fellows for funded research projects	The course builds 21st century skills such as scientific literacy, cultural sensitivity, and critical thinking, It develops quantitative research and research proposal writing skills
1.2 – Academic Flexibility						
1.2.1 – New programmes/courses introduced during the academic year						
Programme/Course		Programme Specialization		Dates of Introduction		

Nil	Nil	Nil
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
MSc	Counselling Psychology	16/08/2019
MSc	Psychology	16/08/2019

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	155	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Psychodrama	12/08/2019	57
Lifeskills	11/09/2019	53
Professional Development	11/09/2019	53
No file uploaded.		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
MSc	Counselling Psychology	93
MSc	Psychology	93
View File		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes

Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

Feedback Obtained

Montfort College collects feedback from students and teachers at the end of each semester. The college also collects feedback from parents and alumni at the end of each academic year. Feedback is collected formally through feedback forms and also informally via mentoring sessions, meetings, by class teachers, by subject teachers and other informal exchanges. The focus of the feedback is to identify areas of strength and areas for improvement. The information collected includes feedback regarding curriculum, teaching-learning, resources available, infrastructure, and other aspects of the college. the college uses

the feedback also to determine how the culture of the college is influencing the students personal and professional development and growth through the feedback process.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
MSc	Counselling Psychology	30	169	30
MSc	Psychology	30	191	30
View File				

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	Nil	190	Nil	12	Nil

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), Elearning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
12	12	10	13	1	8

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Every student has a mentor. This information is communicated to them at the beginning of the academic year. Each mentor has about 16 students to mentor throughout the academic year. This ensures that students have a contact person at all times to address their needs. Mentors hold regular mentoring sessions. These are sometimes held in groups and sometimes held with individuals, based on the needs of the student. Mentoring sessions are also sometimes structured and at times, they provide a forum for venting frustrations or expressing grievances. Mentoring is an effort of Montfort College to help the faculty get to know the students more closely. Through mentoring, the students experience that the college cares for them individually and that there is a point of reference when they face any issues. One of the main objectives of mentoring is to supervise and guide the students academically. Professional and personal issues are also addressed and the process is to help the students prepare themselves for the world of work. When students have issues, mentors make the necessary recommendations for the students to resolve such issues. For instance, if a student has a grievance, mentors suggest that they file a grievance with the cell and the appropriate steps are taken. Similarly, if a student has questions about how to study or write for exams or manage time, mentors conduct time management sessions or help students develop academic skills. Mentors also make recommendations of useful workshops, seminars, and conferences that the students can participate in to improve their professional skills. Since students are post-graduate learners, mentors encourage them to present in conferences and try to write for research publications. Mentors help students with career related concerns, helping them to plan and prepare for their careers. Also, if a

student has personal issues that cannot be handled in mentoring, mentors refer the students to personal counsellors. Personal counselling is mandated for all students of Montfort College since the students are trained to be mental health professionals and they should first ensure their own mental health.

Number of students enrolled in the institution
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190

Number of fulltime teachers

12

Mentor : Mentee Ratio

1:16

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions

12

No. of filled positions

12

Vacant positions

Nil

Positions filled during the current year
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Nil

No. of faculty with Ph.D

5

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award

2020

Name of full time teachers receiving awards from state level, national level, international level

Sudharshan H L

Designation

Assistant Professor

Name of the award, fellowship, received from Government or recognized bodies
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Young Psychologist Program in the field of Addiction and Rehabilitation

[View File](#)

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ yearend examination	Date of declaration of results of semesterend/ year-end examination
MSc	MSPC1	IV	22/09/2020	24/11/2020
View File				

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The Covid 19 pandemic created several challenges during the academic year, CIE being one. As students were online most of the time, traditional modalities and face-to-face tests were not possible. As such, the teachers came up with innovative methods of carrying out CIE. Students were taught to share their screens and present during online classes towards CIA. In addition, google forms were used for MCQ type tests tied down to the Google Classroom. Further, students were allowed to take pictures of their written answers and send by WhatsApp or Email to the teachers for evaluation. While these were not reforms as such, they were implemented, in consultation with the affiliating university, to best assess the students' performance during the academic term. For each course, during each term, about three assessments are carried out for continuous evaluation. Each faculty member submits the CIE plan at the beginning of the semester which is implemented once it is approved by the principal. Bengaluru North University gives guidelines to the college about the internal evaluation and the college, being affiliated to the university, follows the given recommendations. Due to the pandemic, traditional modes of

testing were not possible. The college therefore, in consultation with the university, carried out online tests and gave students more flexibility in the submissions. The college is looking into how it can create a new mode for online evaluation. Once such a modality is developed, the college will seek approval for its implementation from the university.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Bengaluru North University prepares an academic calendar and circulates the same to all affiliated colleges. Based on this, the college prepares its own academic calendar detailing all important events including start of semester, end of semester, submission deadlines, as well as co-curricular and extracurricular activities. The teachers prepare course plans for each semester based on this academic calendar which details the dates for various internal assessment activities. This is shared with the students and all teachers adhere to this as closely as possible. In the event that any test or deadline is to be rescheduled due to unavoidable circumstances, students are given adequate advance notice regarding the same. The internal assessment is completely transparent, students view their marks ahead of them being sent to the university and can question and challenge the teachers/ academic coordinator if they have any concerns about this. These concerns are always addressed and only when the student is satisfied will the marks be entered in the university portal.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://montfortcollege.edu.in/wp-content/uploads/2023/03/MC-Graduate-Attributes.pdf>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
MSPY1	MSc	Psychology	36	36	100
MSPC1	MSc	Counselling Psychology	44	44	100
View File					

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://montfortcollege.edu.in/wp-content/uploads/2023/03/SSS-Feedback-Analysis-AY2019-20.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Minor	180	0	0	0

Projects

[View File](#)

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Developing Research Question and Hypothesis	Counselling and Psychology	13/09/2019

Sampling Methods in Quantitative Research	Counselling and Psychology	23/09/2019
Tips For Publishing A Research Article	Counselling and Psychology	13/07/2020
Webinar on use of R	Counselling and Psychology	06/08/2020
Webinar on SPSS	Counselling and Psychology	10/10/2020

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
0	0	Nil	Nil	Nil
No file uploaded.				

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
0	Nil	Nil	Nil	Nil	Nil
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0		

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
0	Nil

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
International	Counselling and Psychology	3	Nil
View File			

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
0	Nil

No file uploaded.

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
The relation between quiet ego and self-consciousness among emerging adults in India	Jyoti Mariam Jacob and Dr. Sudhamayi	The International Journal of Indian Psychology	2020	21	Sampurna Montfort College	1
View File						

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
A study of resilience among young adult children of Alcoholics in Southern India	Sudharshan Hebbani	Journal of Addictive Diseases	2020	61	1	Division of Mental Health Neuro Science, St. Johns Research Institute, Bangalore
View File						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	11	17	Nil	10
Presented papers	1	Nil	Nil	Nil
Resource persons	Nil	3	Nil	7

[View File](#)

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such	Number of students participated in such
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		activities	activities
Bala Mela: Enhancing selfesteem of underprivileged Children	Montfort College and First American India Pvt Ltd	12	154

[View File](#)

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Covid-19 Relief Works	Certificate of Excellence and Achievement for the extraordinary contribution	Rotary Bangalore Kalyan	21

No file uploaded.

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agen cy/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
Swachh Bharat Abhiyan	NSS Unit	Workshop - Awareness on Cleanliness for School Students - Outreach program	1	48

[View File](#)

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
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Faculty Development Programme	10	College funded	7
View File			

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
On the job training	On the job training	The Alternative Story	26/03/2020	31/03/2020	47
View File					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Spastics Society of Karnataka (Centre for Development Disabilities)	19/07/2019	To offer Courses on Diploma, PG Diploma and Certificate Courses in Special Education	2
View File			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
15	5.73

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Class rooms	Existing
Laboratories	Existing
Classrooms with LCD facilities	Existing

Seminar halls with ICT facilities	Existing
Video Centre	Existing
Classrooms with Wi-Fi OR LAN	Existing
Classrooms with LCD facilities	Newly Added
View File	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
Nirmals	Partially	2016	2009

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	7946	708681	454	121968	8400	830649
View File						

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching econtent
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Sudharshan H L	Indigenous Psychology	YouTube	07/02/2020
View File			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	40	27	0	0	0	6	1	0	6
Added	5	5	0	0	0	0	0	0	0

Total	45	32	0	0	0	6	1	0	6
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4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

500 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Montfort Media Centre	https://montfortcollege.edu.in/index.php/media-room/

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
12.31	9.83	1655000	15.22

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Montfort College is committed to maintaining all its assets in the most cost effective manner possible while maximizing the utility of the assets and striving to provide the best service to both students and staff. The mission of the administrative body in charge of maintenance is to offer the necessary support services to all stakeholders and maintain the assets and buildings of the college in the best condition to enable the college to achieve its objectives. The policy distinguishes between preventive maintenance, planned maintenance, and repairs of Building systems (such as electrical systems, sanitary systems, etc), Building Exteriors (such as doors, walls, windows, roofs, etc.), Common Areas (such as staircases, hallways, etc.), Property Site (such as grounds, parking, etc). The procedures for and operationalization of the different types of maintenance are all documented in this policy

<https://montfortcollege.edu.in/wp-content/uploads/2023/03/MC-Repairs-and-Maintenance-Policy.pdf>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support			
	Name/Title of the scheme	Number of students	Amount in Rupees

Financial Support from institution	Management Scholarship	7	90000
Financial Support from Other Sources			
a) National	Post-Metric Scholarship	1	21310
b) International	Nil	Nil	Nil
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Skill Development	05/08/2019	44	In house
View File			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2019	Nil	22	51	3	26
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
5	5	7

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Nil	Nil	Nil	Nil	Nil	Nil
No file uploaded.					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2019	1	Psychology		National	M.Phil in

			Counselling and Psychology	Institute of Mental Health and Neurosciences - Bangalore	Clinical Psychology
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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	3
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Kairos	Intercollegiate	250
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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2019	First Prize -Light Vocal Utharothsava Intercollegiate Cultural Competition / Bengaluru	Nil	Nil	1	PC191007	Anjani Kakkar
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The Student Council of Montfort College is a very energetic and enthusiastic body. The student council was democratically elected by the students of the college in the beginning of the academic year, on 23-09-2019. This body has a president, events secretary/cultural secretary, sports secretary, and a treasurer with a faculty member who is the coordinator and advisor. In addition to the office bearers, the council also comprises representatives of each class to ensure that all students have a voice in the decisions of the council. The student council carried out many regular activities such as World Suicide Prevention Day, Mental Health Month, World Mental Health Day, World Peace Day, International Women's Day, and Children's Day. The council also conducted activities to observe Republic Day, Independence Day, Teacher's Day, and Kannada Rajyotsava. Cultural programs such as Garba (for Dasara), food fest, art fest, Halloween night and Christmas celebrations were also organized. In addition, to foster the sporting spirit, sports week was organized in which various sports activities from basketball and football to chess and carroms

were organized. The IQAC has one student representative and through this representative, the IQAC is able to liaison with the students in the functioning of the college. In addition, students are consulted whenever important decisions that affect them are being made. Students are members of the Library Advisory Committee and contribute by attending meetings and determining which books or journals are to be purchased

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

The Sampurna Montfort Alumni Association was registered with the Registrar of the Societies, Bangalore, under the Karnataka Societies Registration Act 1960, on 27th July 2020. The association's address is 184, Old Madras Road, Indiranagar, Bangalore - 560038. These are the aims and objectives of the association: (1) To promote close cooperation between members and to provide all possible advice and guidance to members. (2) Creating a platform for networking of students in Bangalore and anywhere in India. (3) To organize and unite all the former students of Montfort and to develop a dynamic network of all the alumni and to bring all under one umbrella. (4) To promote friendly feelings and to promote the spirit of brotherhood and solidarity among the members of the association and others. (5) To promote a sense of ethical values, dignity and responsibility to the society and to the nation. (6) To act as facilitator in the professional growth of the members of the association and to extend due support in the event of distress to the members of the association. (7) To raise funds and to donate to achieve the aims and objectives of the association and to further invest and deal with the funds of the association. (8) To act as mentor for the students of the college and facilitate them in shaping their career as future leaders and extending financial support to economically weaker students of the college. (9) To mobilize funds and to be available as resource persons to the college. (10) To work for the welfare of the college /Development of the Alma mater and to uphold the name of the college (11) To promote the personal and professional growth of the alumni Membership Society membership shall be as follows: Any former student of Montfort College will be allowed to become member of the society. All members who have paid the subscription are eligible to vote and to contest to become a member of the managing committee in the annual general body meeting. If the subscription of the members is in arrears for more than three months without satisfactory explanation to the secretary, his/her name will be removed and the executive committee may reconsider his/her application for readmission to membership. Termination of membership will be on death, the member acting against the objects of the society unsound mind and reasons stated by the executive committee. All members may take part in the proceedings of the general meeting. Only such members who have completed minimum period of six months as members shall exercise their vote.

5.4.2 – No. of enrolled Alumni:

82

5.4.3 – Alumni contribution during the year (in Rupees) :

82000

5.4.4 – Meetings/activities organized by Alumni Association :

The Alumni Association organized five events during the academic year as follows. (1) Panel Discussion on the occasion of World Suicide Prevention Day- 'Decoding criticalities' - A Story From Mental Health Professionals. It was organized on 29th September, 2020 and was attended by 47 participants. (2) As

part of World Suicide Prevention Day, the team created a list of functional suicide prevention helplines across India. This was shared as Google sheets on the Instagram account on 9th October, 2020. (3) Instagram campaign on the occasion of World Mental Health Day from 11th October, 2020 to 24th November, 2020. Over 8 videos were posted with more than 700 views. (4) Workshop on 'Acceptance- A Tool to Cope with Distress' by Visalakshi Sridhar on Zoom on 2nd December, 2020. And (5) Webinar on 'Tips to Start your Private Practice' by Shivli Srivastava on 5th March, 2021. The webinar was held on Zoom. In addition, several Alumni Meeting were held to plan and conduct each of the events over the year in general, once every month starting from August 2020. The meetings were attended by the office bearers of the Alumni Association team

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Decentralized and participative management are at the heart of Montfort College. Decision relating to all academic activities is brought to the notice of the principal and the entire staff members meet together, discusses how decisions would affect the academic calendar and only then decisions are made. This is the regular practice of Montfort College. Two practices that showcase this decentralized, participative process include: 1) Clubs and Committees - various clubs and committees are formed with students in charge to enable extracurricular activities. Clubs include the Eco club which focuses on enabling students care for their environment, the Discussion club which looks into various relevant current issues that the world is facing and provides students with a platform to discuss these, the art club that enables students showcase their various talents. These are just a few of the many clubs that the college has. The decentralized, participative management comes in from that the decisions related to club activities are entirely by the students in consultation with their teachers. Teachers only ensure that the decisions are sound and do not cause any problems. Final call on the activities is by the students only. 2) Democratically Elected Student Council: A democratically elected Student Council plans, organizes, and executes various cocurricular and extracurricular activities under the guidance of a faculty coordinator

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
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Curriculum Development	<p>Montfort College had developed the entire curriculum for both the PG programs, and with the approval of Bengaluru North University, it has implemented the same in 2018-2019. During 2019-2020, the faculty developed new Graduate Attributes, Program Outcomes, Program Specific Outcomes and Course Outcomes for all courses under both the programs and the college is implementing Outcomes Based Evaluation for both programs. Although the University does not follow these</p>
	<p>modalities, the college recognizes the need for OBE and has thus prioritized the same to provide quality, skill-driven, outcome-focused education for all its students.</p>
Teaching and Learning	<p>Quality teaching-learning has always been the goal and strength of Montfort College. Even during 2019-2020, when the college had to change the modality from classroom teaching to online teaching, the college met the challenge head on. Using flipped classroom method and online pedagogy, the college enabled teachers to plan and execute their lessons seamlessly. The college has been using google classrooms as its LMS for a long time. Therefore, teachers and students were able to seamlessly move into online modality. Student's health, internet and technology access, students learning were all points of consideration in planning the term and the classes.</p>
Examination and Evaluation	<p>Evaluation has always been flexible and teachers have always chosen case studies, presentations, field visit reports, projects, and peer teaching as modes of evaluation in addition to tests. The pandemic and online learning made traditional testing difficult, so teachers used the other methods such as assignments, reflection papers, position papers, group presentations, and case studies as modes of evaluation. Teachers also incorporated online tests in which MCQs are given online via google forms.</p>

Research and Development	The college has put in efforts to improve research. College has collaborated with BNU for a joint research project. In addition, during the AY 19-20 the college established many committees dedicated to research such as the scientific committee, the research and development cell, and the ethics committee.
Library, ICT and Physical Infrastructure / Instrumentation	The college has invested in a code reader and code printer to enable reading digitally encoded information. The college has also subscribed to JGate to improve access to journals for students and teachers. The college has renewed its subscription to Delnet, another online data base to give a wider access to information for both students and teachers. New books and

	pdf versions of many books have been made accessible to students as they were unable to physically access library resources.
Human Resource Management	During the lockdown, HRM had three major goals. The first - health, hygiene and safety during the pandemic. Several programs were conducted for all teachers, students, management, and non-teaching staff for the same. The nonteaching staff were given skill training in sanitization and covidrelated hygiene measures. The second goal was skill building among teachers and students for online classes. Several programs lasting either several days or shorter programs of 1-2 days were organized towards this end. The final goal was mental health and coping with the stress of the pandemic and several FDPs were organized for this as well.

Industry Interaction / Collaboration	In order to address the COVID pandemic, college collaborated with several organizations to provide mental health support for people in need. In addition, the college has reached out to organizations of many different types of backgrounds from educational institutions to industries and organizations to enable better placement opportunities for the students. College has also collaborated with BNU for research. In this way, the college is making efforts to improve its network and thereby the quality of its training. The college also provides students with opportunities to interact with industry by inviting them for special talks.
Admission of Students	The college designs and uses an entrance exam and the paper is revised regularly. The paper was revised during the last academic year. Students are admitted to the management seats based on the admissions policy as given in the college website

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Administration	Staff attendance is maintained through BioMetric login
Finance and Accounts	All financial transactions are carried out through Tally ERP 9
Student Admission and Support	The college has implemented student

attendance, lesson planning, and timetable through its collaboration with Herizen Technologies, an ERP provider. The college took this decision as KahanPro, the previous ERP was not working. While student admissions are not yet done through the ERP, the college hopes to extend the functionality in the future.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
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2019	Sritha Sandon	Role of Teachers in Quality Enhancement and Accreditation	Nill	300
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[View File](#)

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2019	Faculty Development Programme on Supervising Supervision : A Reflective Approach	Personal and Professional Growth	08/11/2019	08/11/2019	12	6

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Course on Basics of Technology-Assisted Counselling organised by	3	26/03/2020	31/03/2020	5

The Alternative Story, Bangalore

[View File](#)

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time

3	Nil	Nil	Nil
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6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Gratuity, Christmas gift, medical help, interest-free loan, maternity and paternity leave, canteen facilities at reduced rates, financial assistance during emergency, firstaid, free parking, 24x7 internet facilities. A trained inhouse nurse is also on the premises 24x7 for medical emergencies.	ESI, EPF, gratuity, Christmas gift, medical help, interest-free loan, maternity and paternity leave, canteen facilities at reduced rates, financial assistance during emergency, uniform for housekeeping staff, first-aid, free parking, 24x7 internet facilities. A trained inhouse nurse is also on the premises 24x7 for medical emergencies.	Scholarship, first-aid, free parking, free lunch for deserving students, 24x7 internet facilities, personal support and free mental health facilities for deserving students, reduced hostel charges for deserving students. A trained inhouse nurse is also on the premises 24x7 for medical emergencies.

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

At the end of the financial year, the institution's accounts are audited by an external auditor, viz a viz M/s Arokiasamy Charles, Madurai, adhering to all the Income Tax Laws. The institution also carries out an internal audit during the middle of the financial year by a team appointed by the Governing Body of Montfort College Society. The team communicates the observations of the internal audit to the principal and necessary action is taken.

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

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Nil	0	Nil
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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	St. Joseph's	Yes	IQAC

		Commerce College, Bangalore		
Administrative	Yes	St. Joseph's Commerce College, Bangalore	Yes	Governing Body

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

Montfort college runs only post graduate programs. Our students are adult learners and we do not have a PTA. However, parents are involved in important college activities. The Internal Quality Assurance Cell has a parent representative. Several PTMs were organized to address various issues that students were facing due to the Covid pandemic. We also take feedback from parents on the curriculum, teaching-learning, and overall performance of the institution which taken into account for quality improvement. Parents become involved from their own interest. This year, one parent donated PPE kit for all the students to enable them to face their exams in safety during the pandemic.

6.5.3 – Development programmes for support staff (at least three)

1) Health and Hygiene, 2) Motivational training, 3) Professional and personal growth

6.5.4 – Post Accreditation initiative(s) (mention at least three)

The college has invested in an ERP and all teaching and non-teaching staff are being trained in its working. It is being used for lesson plans and attendance. The use will be extended over the next term. The college has devised Graduate Attributes, POs, PSOs, and COs for all its courses under the new syllabus for all its programs. Teachers are making the transition from traditional evaluation to outcome based evaluation. FDPs have been conducted to this end as well. To strengthen its digital identity and to make communication more convenient, the college has registered its unique domain as montfortcollege.edu.in and all students and faculty now have official email accounts under "edu.in".

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	No
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
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2020	Faculty Development Programme: Teaching and Learning Online In Outcome Based Education	07/12/2019	15/02/2020	17/02/2020	15
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Orientation program	11/09/2019	11/09/2019	103	9

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
<p>The college uses rain water harvesting to save water. The rainwater is collected from the rooftops and passed to a treatment plant and then it feeds the borewells. In addition, much of the area of the campus is open mud (uncemented) allowing rainwater to flow underground. The college has been segregating waste from its inception. Biodegradable waste is fed into a Biogas plant through a compost pit to create energy. The biogas plant is located in the adjacent sister institution. Solar panels have been installed and the water heating requirements of the college hostel are met through solar energy. Most of the external lights are powered through solar energy. College primarily uses CFL and LED bulbs. In addition, 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</p>

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Provision for lift	Yes	Nil
Ramp/Rails	Yes	Nil
Rest Rooms	Yes	Nil

Scribes for examination	Yes	1
Special skill development for differently abled students	Yes	Nil

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	1	1	24/11/2019	1	Bala Mela: Enhancing self-esteem of underprivileged	Emotional well being and self-esteem of	164

					ileged Children	underprei leged children	
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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Code of Conduct Handbook for Students	30/08/2019	The students are given the code of conduct handbook on first day of joining college during the orientation program by the teachers. the orientation program focuses on explaining the salient features of the code of conduct for students. Subsequently, class teachers and mentors also keep reminding the students regarding the code of conduct during classes, special programs, and other such events

Service rules for Director, Principal, Teachers, Non-teaching staff, Support Staff, Coordinator, Vice Principal, and HOD	24/04/2019	On the date of appointment, the service rules are given to all employees along with the appointment letter. During the orientation to staff at the beginning of each semester, the principal discusses the code of conduct with all employees under him. The code is also discussed during staff meetings from time to time
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7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Independence Day Program	15/08/2019	15/08/2019	88
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1) The college has signed a memorandum of understanding with ITC VOW for recycling waste 2) Rain water harvesting 3) Solid Waste Management 4) Awareness of saving water, saving trees, reducing plastic, reducing photocopying 5) Use of solar power Use of CFL and LED bulbs

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best practice 1: flexibility in TLE during the covid 19 pandemic Context: the covid 19 pandemic required teachers and students to shift to online learning with almost no prior notice. Many students were in far-off places with little or no internet access. Under these circumstances, Objectives: (1) to provide access to relevant reference material to students during the lockdown when library access is reduced (2) to enable students' learning via online modalities to be effective and stress-free (3) to provide flexibility in assessments and deadlines to students to provide a conducive learning environment (4) to provide a constant supporting platform for students during the lockdown The practice: the college had organized workshops for teachers and students towards online modalities of learning and self-directed learning. Flipped classroom modality and self-directed pedagogy were introduced during the lockdown in 2020 to reduce screen-time for students. Flipped classroom is wherein the material for learning is made available to the students before hand and in multiple formats such as videos, e-books, slides, and handouts. Students are encouraged to go through the materials and come back to class with questions. Teachers also prepared questions for discussion. Since actual teaching is kept to a minimum and most of the class-time is used for discussion and clarification, the class-time is both short and more productive. Selfdirected learning is wherein the students set down learning goals for each

course based on the COs given by the college and track their own progress towards that goal. In order to facilitate the same, they reach out to teachers and mentors for additional materials or individual/ small group sessions on specific topics. In addition, the faculty posted e-books, video links and many other e-content in google classrooms so that students could conveniently access a vast variety of useful materials. The librarian provided students with a host of freely available resources. The college also invested in JGate and renewed the subscription to DelNet to provide online access to e-books and e-journals.

Teachers provided students with flexible deadlines, easy assignments, and simple tests to support students who were going through pandemic-related difficulties. The principal and academic coordinator facilitated many discussions with students on their issues and difficulties related to academics during the lockdown. Issues ranging from internet connectivity and device unavailability to stress and health related problems were all handled with finesse and consideration. Obstacles faced: some of the challenges included (1) students did not have access to a laptop / smart phone/ stable internet connectivity (2) students were struggling with family-related problems and experienced stress due to this and (3) students were unable to concentrate in class. To address the first issue, the principal exempted students who did not have access to devices from attending online classes and they were given special coaching on campus when the lockdown lifted. To address the second issue, the college had created a platform facilitated by the academic coordinator, the principal, the director and class teacher who facilitated meetings with individual students, small groups of students, parents, and entire classes to air out and handle each concern and issue as it arose. To address the third issue, teachers ensured that power-point slides, e-books and videos were provided in google classrooms. Students who had erratic internet and who were unable to concentrate in class could all benefit from this.

Impact: (1) the first objective was met as students were given sufficient access to e-books, videos, ppts, and other e-content for every course. Students expressed their appreciation and relief at being able to access so many resources online via the college library database subscriptions and their google classrooms. (2) the second objective was met by the dedicated and continuous training provided by the college for every possible contingency. Teachers were trained on digital platforms students were trained to use the same and students were also trained to do internships and practicum using online modalities so that even internship and practical experiences are not adversely affected by the lockdown. (3) the third objective was met since teachers were directed by the principal and academic coordinator to be generous and flexible. Students expressed their appreciation of the consideration shown by the college in test, assignments and other deadlines. (4) the last objective was also met as was visible by the number of students reaching out to the academic coordinator and principal with their issues. Resources: (1) an LMS platform such as google classroom (2) access to trainers and training in online

TLE and SDL (3) access to online data bases (both free and subscribed) (4) access to online communication platforms such as google meet and zoom meet.

Best Practice 2: Mental Health Support During the Covid 19 Pandemic Context:

The Covid 19 pandemic and the lockdown due to it created chaos in many peoples' lives. Many people had lost their jobs due to the lockdown. This created stress and uncertainty in their lives. Many peoples' health was affected and families faced loss and grief. Psychological and emotional wellbeing were also being affected by other factors including the sense of being imprisoned due to the imposed lockdown. Montfort College has been a pioneer in the field of mental health training, has always championed mental health for all. During this difficult time, the college appreciated the necessity for providing free mental health services to the general public to enable them to cope with their difficulties and become resilient and hopeful. Objectives (1)To provide mental health support to the general public during

the covid 19 pandemic related lockdown (2) To provide some practical help in terms of rations distribution to the needy during the same time (3) To inculcate a sense of community and service among the students (4) To provide students with true on-ground field experience The Practice: The college collaborated with Mission Vishwas

Foundation, a federation that came together for Covid 19 food relief work and now works towards sustainable livelihoods for daily wage workers. Through these two organizations, faculty and students of the college volunteered free counselling and mental health support during the covid-19 pandemic related lockdown in 2020. They were involved in making proactive/voluntary telephone calls to people who were in quarantine to check on their psychological wellbeing and in tracing the primary and secondary contacts of those were tested

Covid 19 positive. The data of the people in quarantine and those tested positives were made available by Mission Vishwas. The students were allotted the list of people with their contact details. The students attended a training

session on doing online counselling to those were in quarantine and contact tracing and they made psychological well-being calls and thus got hands on experience in counselling. The college also collaborated with Sahay through Society for Community Health Awareness Research and Action (SOCHARA), an NGO for the following goals (1) Conducting in-person session with frontline workers of Covid (2) Continue to offer the helpline support but as a mix of missed call, inbound and outbound strategies (3) Continue to work with State Govt's on their mental health initiatives in capacity of training and support and (4)

Initiate School mental health program as and when permissible. The NSS unit of the college also provided dry rations, masks, and sanitizers to slum dwellers

and villagers during the pandemic to ease their economic burden and insure their health. Obstacles faced: One major challenge was to train the 3rd semester students who were just beginning counselling practice to handle a crisis-like situation. The college overcame this by providing them with intensive training and also sustained supervision Impact: (1) The first objective was met as during each day of the lockdown, students and faculty reached out 500 people from the general public to provide them with the needed help. (2) The second objective was met as dry rations, sanitizers, and masks were provided for 350 families during the covid 19 lockdown (3) Students' experiential learning reports bear testimony to how their own perspectives have changed due to their volunteering experiences in this activity (4) About 20 of the 3rd semester counselling students were provided with the opportunity to experience ground realities through this activity Resources (1) Collaborations with NGOs to have access to the needy groups (2) Training of students in loss

and grief counselling (3) Funds to be raised to provide dry rations and other essentials

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://montfortcollege.edu.in/wp-content/uploads/2023/03/Best-Practices-2019.pdf>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Montfort College envisions mental health and emotional well-being in society.

The activities of the college are distinctive because it trains only post graduate students only in the areas of counselling and psychology. Two activities that best capture the vision, priority, and thrust are this academic year are preparation of POs, PSOs and the Children's Day Outreach Program. 1) Development of POs and PSOs. Montfort College is affiliated to Bengaluru North University. As such, it follows the curriculum prescribed by the university.

The university curriculum is still very traditional and has not incorporated outcome-based-evaluation. However, the college, taking it upon itself, has decided that, to prioritize the highest quality learning among students, it should make efforts to determine outcomes for its programs and try to establish OBE at least at the institutional level. Therefore, the IQAC organized several faculty development programs to train the teachers in OBE. One significant FDP was a 7-day program in collaboration with Christ University. The facilitators trained the faculty in online teaching using multiple digital modalities and also taught them how to convert course and program objectives to program and course outcomes. With the guidance, a team of faculty members brainstormed and designed Graduate Attributes, Program Outcomes, Program Specific Outcomes, and

Course Outcomes for all courses in both its programs. These were mapped visually for ease of understanding and teachers were enabled to create evaluation plans that map to specific course outcomes. Thus, the college has made an initial headway into OBE despite the constraints that come from following a university-prescribed curriculum. 2) Bala Mela: Every year, Montfort College students organize Bala Mela, a children's day outreach programme. This activity brings together 400-800 orphaned, underprivileged children from different parts of Bangalore and engages them in a day of fun and

frolic. The student volunteers organize various fun-filled activities for the children meant to simply help them laugh. A group 5 children are assigned a "kid buddy" from among the student volunteers. Kid buddies monitor the children throughout the day and also encourage them to participate actively in all the events. These kid buddies are also available to the children if they need any help. The college raises funds to give the children good meals and gifts. The college also organizes transport of the children to and from their residences.

This activity not only helps create a sense of wellbeing in the orphaned and underprivileged children, but it also improves the empathy and care of our own students. This is surely a great thrust towards improving mental health and emotional wellbeing in society. This is neither a requirement by the university nor its curriculum. This activity is one of our most significant contributions to society.

Provide the weblink of the institution

<https://montfortcollege.edu.in/index.php/vision-mission/>

8.Future Plans of Actions for Next Academic Year

The plans for the academic coming academic year were drawn up incorporating suggestions from NAAC and from IQAC. They are as follows: To introduce a few more

certificate/ Diploma courses during the coming academic year. To offer more valueadded program imparting transferable life skills to the students. To recommend to the university that the syllabus for counselling psychology may incorporate field visits. To conduct workshops/seminars Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. To create an innovations ecosystem. To enable faculty to develop e-content and upload to online platforms such as SWAYAM and e-paataashala. Institution may design and implement the code of conduct and professional ethics for staff and students. Efforts may be made by the faculty to have research funds (sanctioned /received) from various agencies, industry and other organizations. Institution may make its best efforts to have Moues with institutions of national, international importance, other universities, industries, corporate houses. To complete and submit the Self Study Report to NAAC. To make a more planned effort to increase research funds from various agencies, industry and other organizations. To create meaningful collaborations for research, faculty exchange, student exchange be enhanced. To sign MoUs with institutions of national, international importance, other universities, industries, corporate houses towards development of the institution and all its stakeholders. To increase the physical infrastructure in terms of number of larger classrooms to accommodate the growing strength of the college. To create a plan for recognition of faculty by State, National, and International forums in the form of awards, fellowships etc

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