



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**MONTFORT COLLEGE**

**NO. 184 OLD MADRAS ROAD INDIRANAGAR BANGALORE**

**560038**

**montfortcollege.edu.in**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2022**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

Montfort College Society was established in 1984 as part of the initiative of Montfort Brothers to further the cause of higher education in India and contribute to the overall holistic growth and development of the youth of the Nation. Montfort Brothers of St. Gabriel are part of the worldwide Montfortian family founded by St. Louis Marie Grignon de Montfort in France in the early period of the 18th Century. They are A Christian religious order educating and empowering the youth and the marginalised, in the footsteps of St. Montfort.

Montfort College was established by the Montfort College Society in the year 1995 to offer a post graduate diploma in holistic psychological counselling. From 1998, it has been conducting M Sc. Psychological Counselling, affiliated to Bangalore University and later, from 2005 onwards, M Sc. Psychology was included.

Today along with rapid economic growth, we see the breakdown of joint family system and changes in the traditional concept of family. A growing emphasis on the 'individual' (rather than the 'group'), with increasing demands for achievement, and the absence of traditional support systems compromise emotional, physical, mental and spiritual health of individuals. The diminishing familial support and the increasing demands of life make it imperative for Mental Health Professionals to evolve creative and need-based responses for the growing concerns of individuals. In order to address the large requirement for trained mental health professionals in educational, family, health-care and industrial settings, Montfort College Society has pioneered counsellor education training in India.

Montfort College is the first college in India to conceive and conduct a Master's level programme in Counselling Psychology. The course was called Psychological Counselling earlier but with affiliation to Bengaluru North University, the course has been renamed Counselling Psychology. It offers its students the unique facility of personal growth and counselling right through the course. From the academic year 2021-22, the college has begun offering undergraduate programs across various disciplines. The college also provides students with opportunities to practice in real life settings.

The college was accredited cycle-1 in 2004 and secured B++ grade and in cycle-2 awarded A grade.

### **Vision**

### **Vision**

We envision mental and emotional well-being in society. The broad vision of Montfort College is expressed in its motto "Liberation with Enlightenment".

The core values that we envisage in our students are:

- Intellectual curiosity and academic excellence
- Personal probity

- Cultural and gender sensitivity
- Commitment to social service
- Personal integration and growth
- Holistic wellbeing
- Professional and moral competence

A distinctive feature of the college is the commitment of investing in the individual student. Each student is encouraged not only to gain knowledge and skills but also to explore and optimize her/his inherent potential, both through individual interactions with a well-qualified faculty, and through peer interaction and support. The philosophy of Montfort College is “Sampurna” and is reflected in its motto “*Liberation with Enlightenment*”. Students are invited to explore the depths of their being, for true enlightenment comes from knowing oneself. In this process, they are encouraged to build their strengths and to work through those aspects of self that hold them back from realizing their full potential. The atmosphere is one of positivity, acceptance, and tolerance.

### **Mission**

In order to attain the vision of the College, the mission statements, aims and objectives are clearly spelt out, and communicated to all the Stakeholders. The Mission, aims and objectives are stated below:

### **Mission**

Our mission is to train psychologists and counsellors with personal integration and professional competence; to provide contextually relevant, socially inclusive and affordable mental healthcare support to all in need.

### **Aim**

We aim to promote mental health and emotional well-being in society as well as advancement of learning and understanding. We endeavour to train personally integrated, emotionally balanced, professionally competent, socially committed and empathetic psychologists and counsellors.

### **Objectives**

We intend to provide an ambience of quiet learning; friendly and free interaction among students and faculty, to:

- Achieve adequate mental formation of students towards self-awareness and personal integration.
- Achieve excellence in teaching, learning, and research.
- Enthuse them in the promotion of holistic mental and emotional health.
- Provide experiential and skill-based training.
- Apply advances in learning and knowledge to the relevant fields of work.
- Promote excellence in the fields of psychology and counselling.
- Become uncompromising in respect for the individual and develop a genuine feeling of compassion for the marginalized and the needy.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

The college has actively engaged with the university to ensure that the syllabi of all courses are up to date. Teachers are invited as members of BOE. The college offers certificate and value-added programs to enhance the learning of students. Innovations into curriculum delivery have helped enrich.

A diverse student body with students from within and outside the state comprise our student strength. The college has made provisions for differently-abled to cope with the coursework and assessments. The student teacher ratio is 1:18 ensuring that teachers provide individual care.

Teachers use ICT enabled tools such as slide shows, open source LMS, ERP, and online videos as aids to the teaching learning. The internal assessment is transparent and robust including evaluation of knowledge, attitudes, skills, ability to apply and evaluate knowledge.

Teachers publish in peer-reviewed journals. The Research Development cell facilitates the students to conduct ethical research of sound design. College conducts workshops on research methods regularly for staff and students. The management funds research projects. The college conducts many extension activities in which students participate actively.

The college has more than adequate infrastructure for all academic, cultural, and sports activities. Students and staff can access the digital material such as e-books and e-journals remotely. The entire campus is wifi enabled and all classrooms have LAN connections. The eco-friendly campus is beautiful with a lot of greenery and is cleaned and maintained every day.

Students are supported through scholarships from the Government and the management. The college follows all statutory bodies' guidelines and ensures no form of harassment or discrimination is practiced on campus.

Mentoring system is active in the college.

The student participation in co-curricular and extra-curricular activities is good.

An open and encouraging participative management has created a positive culture in the college.

The IQAC is active and helps maintain high standards in academic and administrative activities.

The training and culture of the college are value-based which is clearly seen in the outgoing students. The college prides itself in catering to the mental health of all its stakeholders through its open and reflective culture as part of nation building.

### **Institutional Weakness**

The college has identified the following limitations and is working towards addressing the same.

Montfort College being a private, unaided institution has found it difficult to obtain funds from government and non-government agencies for research and for additional scholarships to the students.

The rigorous academic calendar has made it difficult for teachers to find dedicated time for research and publications of books, reserach projects and research papers.

Our students are placed in institutions with which we have good network and the feedback from the employers has been collected informally, getting this process formalized has financial implications.

Collaborations towards research and faculty exchange/ student exchange and collaborative IQAC initiatives need to be more explored.

College needs to formulate means of generating funds through various means other than fees.

College could improve upon the tracking of student progression and alumni engagement.

Staff retention measures need to be formulated.

### **Institutional Opportunity**

The advances in technology and educational pedagogy provide ample opportunities for educational reform.

These same advances also provide opportunities for offering online courses and creating e-content on platforms like Swayam.

The need for mental health resources is high and this provides opportunity to offer specialized programs in mental health.

Need for mental health training of industrial and organizational employees provides opportunities for college to organize such programs of high quality and thus generate more funds.

This need also provides opportunities for community-based outreach programs and research opportunities.

There are many opportunities to collaborate with organizations for research, faculty exchange and student exchange.

The world-wide reach of Montfort Brothers provides opportunities to empower educators across the globe in the appropriate way to teach and counsel.

Young and dynamic student body provides opportunities for innovative thinking and reaching out to the needs of the youth at their own level.

The enthusiastic and capable alumni could be utilized for industry and community collaborations.

### **Institutional Challenge**

Affiliation creates the challenges in aligning college plans with the university plans causing difficulty in implementing academic activities in a timely manner.

The timeline of beginning the admission process by the university results in loss of many potential students resulting in vacant seats in admissions from the university quota

The ability to provide individualization to learners in teaching and evaluation is restricted due to fixed curriculum.

Being specialized in counselling and psychology creates one limitation that the college cannot yet offer multidisciplinary opportunities through the CBCS system.

Although the training of the students in mental health is aimed at international, professional levels, the general attitude towards mental health training in the country is lax and thus, the students who pass out cannot expect lucrative jobs.

Lack of regulatory and licensing bodies for counsellors and psychologists means that our professionally trained students compete with many others with low qualifications and training.

The connection between industry and psychology has been weak in the country and the field of psychology is taken over by other professions, thus limiting opportunities for collaboration and research.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Montfort College has taken an active interest in the development as well as delivery of the curriculum. Members of the college have actively participated in the development of the syllabus and have ensured that current and updated theories and skills are the focus of the curriculum. The present university curriculum being

offered for the M.Sc. Counselling Psychology and M.Sc. Psychology programs are well planned incorporating adequate practical exposure and skills training. The college has adopted Outcome Based Education model of education to keep up with the latest development in training. The college has a clear Standard Operating Procedure (SOP) regarding the manner in which the curriculum would be delivered. These plans are communicated to the teachers who then ensure that the curriculum is planned and delivered effectively. The college has enabled all teachers to use ICT resources and their knowledge of pedagogy to plan lessons effectively and ensure high quality teaching.

The CBCS system adopted by the affiliating university ensures that the students have academic flexibility. The syllabus offers soft-core papers and open electives which ensures that students are able to develop adequate knowledge and skills in the specializations that they prefer.

To ensure that students learn beyond-the-curriculum skills needed for the profession, the college organizes various value-added programs, guest lectures, and workshops. The nature of the training in both the masters' programs is such that students receive many opportunities to consider, challenge, and reevaluate their values and ethics within multicultural contexts, since the number of students are minimal and easy for individual attention and competencies. Ethical and social normative concerns of gender roles, cultural barriers, social oppression, access to equality and justice are all topics that are openly discussed in classes to enable a holistic and healthy development of professional competencies.

The college regularly obtains feedback from the students, teachers and other stakeholders on curriculum and analyses them and communicate the same to the University. Based on feedback that the university had communicated to the **college to set the entire curriculum for the M.Sc. Counselling Psychology and M.Sc. Psychology programs and the college happily obliged and prepared the same.**

### **Teaching-learning and Evaluation**

Montfort College admits students in a fair and transparent manner. The admissions policy follows the guidelines of the affiliating university and the Government of Karnataka. The college caters to SC, ST, OBC, minorities, outside Karnataka and international students consistently each year.

Since the College offers only 2 Programmes and the number of students are minimal individual attention is catered. The college assesses students' at entry level and advance learners and slow learners are taken care of. YouTube videos link are provided for students who require extra help. Advanced learners are given opportunities to present in conferences and also to enrol in the college *Honour's Program* which involves doing extra academic work such as writing scientific articles, carrying out book reviews to gain extra credit. This is beyond the affiliated curriculum and students who complete the requirements are rewarded with a certificate.

Montfort College provides excellent and *Sampurna* holistic education. Teachers facilitate open discussions on current and sensitive topics for a conducive learning environment. Montfort College had incorporated digital learning from 2003. From 2018, the college has begun using Google Classrooms. The college has also invested in online digital libraries such as JGate and Delnet. During the pandemic, the college used Google Meet, Microsoft Teams, and Zoom Pro to seamlessly carry on with online classes. The college also has invested in an ERP for learning resource management. Teachers and the librarian ensure that students have access relevant e-resources in the form of eBook and e-Journals.

The teachers of the college take many efforts to keep updating themselves with the latest developments in

academics. The teachers who are appointed based on their qualifications, their experience, their passion and enthusiasm for the field of education. The college also organizes faculty development programs and other relevant workshops for their professional development.

Outcome-based education and outcome-based evaluation being followed even though this is not a requirement of the affiliating university. Graduate Attributes, POs, PSOs, COs are mapped using the Anderson-Krathwohl (Bloom's) taxonomy. Although this is only done for the CIA, the evaluation process and breakup is also shared with the students in the CIA plan.

### **Research, Innovations and Extension**

Montfort College has well established Research Development Cell with a clear policy for promotion of research and the need for research mobilization. The college has a policy to fund research and also has processes in place by which the teachers can write proposals and gain external funding. The college also conducts workshops and seminars on many topics including intellectual property rights. In the recent years, the college has also created an innovations and incubation cell to foster innovative thinking.

The college also encourages teachers to publish research papers and present in conferences. It has actively accommodated teachers to enrol for and complete their doctoral studies.

In order to give students first-hand exposure to the world and enable experiential learning, the college organizes several extension activities. These activities are geared towards fostering mental health in the community. These outreach activities are mutually beneficial. The students get the needed real-life experience to practice their skills and concepts and the community gets the benefit of better mental health.

Montfort college has several collaborations through which many academic activities such as internships and collaborative events/ programs get organized. These collaborations have fostered the growth of both the parties and facilitated the professional development of the students.

Teachers bring in a rich plethora of varied experiences into the classroom through case discussion, discussion of current events, peer teaching, field interviews, student seminars, poster presentations, demonstrations and so on in order to have a research bent of mind among the postgraduate students.

Teachers facilitate open discussions on current and sensitive topics. Course and lesson planning cater for student-centered, student-led, as well as teacher-led activities in the classroom brings in a critical research aptitude. As the students are adult learners, they are expected to take onus of their own learning and the teachers facilitate them into becoming self-directed and life-long learners and researchers. The graduate attributes of the college include commitment to learning, commitment to growth and scientific research fervour.

The college subscribes to online digital libraries such as JGate and Delnet in order to facilitate teachers and students to prepare abstracts and research papers.

### **Infrastructure and Learning Resources**

Montfort College has good quality physical facilities conducive to a learning environment. There are 17 classrooms for just the two M.Sc. programs thus ensuring that each batch, each specialization has a dedicated

learning space. All classrooms are equipped with LCD projectors, LAN connections, and microphone and speaker systems. Classrooms are large and airy, well ventilated with lights and fans. In addition, the college has a library, adequate laboratory space and equipment, dedicated counselling rooms, assessment rooms, and group therapy rooms to cater to the diverse types of training of the two masters' programs. The college also has an auditorium, an audio-visual room and a beautiful quadrangle for college events. The college has a basketball court, a throwball court, an indoor games room with a table-tennis table and other games. It also hosts an entertainment room, common rooms for girls and boys, and a room for convalescence. There are separate rooms for administrative staff, for accounts staff, for teaching staff, other than the rooms for the Director, the Principal, and the Vice Principal. The college has a well-planned budget that is kept aside for the maintenance of the physical facilities.

The college library has a variety of books for both the psychology and the counselling programs. Adequate copies of textbooks for circulation are available. Library also has reference books, encyclopaedias, dictionaries, and research journals. There is a dedicated book-bank for SC/ST students. The college also hosts a digital library with adequate access to e-journals and e-books. The subscription to J-Gate, Delnet and Nlist has ensured that students and staff have access to the latest academic and research resources. The library is automated and allows remote access, digital book-keeping, and digital management of library resources.

The college has used digital infrastructure namely Google Classrooms and an ERP for better administration and academic coordination.

The college physical facilities are well maintained. A technical and maintenance executive is on permanent roll in the college to ensure that both ICT and physical infrastructure is functioning to its optimum capacity. The college policy also caters for regular monitoring and maintenance of all equipment and resources.

### **Student Support and Progression**

Montfort College has a reputation for being student-centric and student friendly. The college has instituted several measures for student support and to promote student welfare. The college has placement cell, counselling services, and grievance redress cell for the benefit of the students. Students who have difficulty in understanding concepts or acquiring required skills are facilitated through mentoring, remedial coaching, and peer mentoring. The *Honour's program* is designed to enable students who are more academically inclined to earn extra credits. The college also organizes several value-added programs, guest lectures, and workshops on relevant concepts to enhance student learning. Students are also given scholarships and freeships based on their need.

Students who have passed out from Montfort College have had no difficulty in securing employment. The college placement cell keeps the students informed about the various employment opportunities that are available. The alumni network also keeps students informed about these. In addition, the placement cell organizes a few programs to enhance employability and also campus recruitment programs. Students who wish to pursue their higher education are also facilitated with appropriate guidance.

The philosophy of Montfort College is *Sampurna*, holistic education. The core values include personal probity, personal integration, professional competence, moral competence, holistic wellbeing and growth. All the norms and practices of the college are tuned towards inculcating these values in our students. Through open and reflective discussions in classes, through encouraging students to participate in extracurricular and extension activities, and through organizing social and cultural events, the college fosters the development of the student

in physical, social, psychological, emotional, and spiritual realms.

The alumni of Montfort College are fond of the college and continue to be its greatest ambassadors. They help by providing a strong social support network for the new graduates. This is imperative because of the lack of any formal association for counsellors and psychologists in India. The informal mentoring and supervision helps new graduates become acclimatized to the professional world. The alumni also provide low-cost counselling services to the students of Montfort College. Montfort College ensures students to be job seekers and also job providers through entrepreneurship.

### **Governance, Leadership and Management**

The governance of Montfort College has always been participative and democratic and inculcates the values of compassion, acceptance and commitment in administration at all levels. The governing body oversees that the vision and mission of the college is evidenced through all the activities of the college. The various policies of the college ensure that there is a fundamental framework for all administrative activities.

The principal of the college is ably assisted by the governing council, the IQAC and various other bodies and committees to ensure that the planning and implementation of the various activities. The perspective plan of the college is used for creating annual action plans which are then communicated to all the stakeholders to ensure the goals of the college are met. The faculty members are part of several committees and cells which ensures that there is delegation of responsibilities and decision making as part of decentralization. The service rules and policies of the college provide guidelines and regulations for the manner in which decisions are to be made, ensuring that there is transparency and consistency in the procedures and decisions.

The recruitment of the staff to various posts looks at ensuring that they are qualified for the post they are being recruited for and have the necessary skills to perform the job related tasks effectively. The college conducts various faculty development programs regularly to aid the professional and personal development of all employees. Performance appraisal is carried out annually and the feedback of the same is communicated to the employee to motivate them to improve their competencies.

The governing body through the financial administrator creates a budget annually planning for the allocation of finances for all academic and administrative activities. The college conducts both internal and external audits every year to ensure transparency of the financial management of the college.

The college has an active internal quality assurance cell (IQAC) that looks into the quality of all academic and administrative activities. The IQAC has set up various parameters for assuring the quality of the teaching-training of the college. The IQAC documents all activities of the College.

### **Institutional Values and Best Practices**

The culture and mindset of Montfort College has always been one of empowerment, acceptance, openness, and equality. The college has ensured that all students have been given the same opportunities and training irrespective of their gender, religion, community, or caste. The training in the college ensures that all students are sensitized to professional ethics and human values. The core values of the college include cultural and gender sensitivity, commitment to social service, and professional and moral competence. To achieve these, students are challenged to consider their own values and priorities in the light of the context, of the other person

involved, and the benefit to the society at large. This enables them to become more sensitive towards people who do not have the advantages they have. Through these and the various extension and exposure activities, the college inculcates social responsibility in all students.

The institution organizes sensitization programs and various activities and events for people from disadvantaged backgrounds to empower them and create awareness in them about important mental health issues. Montfort college has been eco-friendly and conserves energy, and water as a matter of practice. The campus is also differently abled friendly.

Montfort College is dedicated to mental health and mental well-being. This is evidenced in its best practices and its distinctiveness. It had been a college offering only post graduate training in counselling and psychology; thus, the narrative of mental health runs through all its activities and events. Students are given high quality and holistic training in the mental health profession by bringing in new methods of training such as case conference and practicum, two hallmark innovations of Montfort College. The distinctive feature of the college has been its culture of acceptance and openness. Students and alumni find that the non-hierarchical nature of the college was unique and very conducive to mental health.

The waste disposal system of the College is worth mentioning that it segregates wastes including hostels waste by a clean mechanism.

The college is multicultural and celebrates all national and international days. The ECO club of the College ensures sensitivity and sustainability towards mother earth.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MONTFORT COLLEGE
Address	No. 184 Old Madras Road Indiranagar Bangalore
City	Bangalore
State	Karnataka
Pin	560038
Website	<a href="http://montfortcollege.edu.in">montfortcollege.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Victor Raj	080-25283320	9443195150	080-25280358	mail@montfortcollege.in
IQAC / CIQA coordinator	Sritha Sandon	080-25284050	9980285644	-	srithasandon@montfortcollege.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority status.pdf</a>
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

<b>Establishment Details</b>				
Date of establishment of the college	25-06-1998			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Karnataka	Bengaluru North University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	21-01-2011	<a href="#">View Document</a>		
12B of UGC	16-01-2018	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Details of autonomy</b>	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	No. 184 Old Madras Road Indiranagar Bangalore	Urban	1.83	7975.89

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Arts	48	PUC or Plus Two	English	100	3
UG	BBA,Commerce And Management	48	PUC or Plus Two	English	60	3
UG	BCom,Commerce And Management	48	PUC or Plus Two	English	100	0
UG	BCom,Commerce And Management	48	PUC or Plus Two	English	100	8
UG	BSc,Science	48	PUC or Plus Two	English	60	8
PG	MSc,Counselling And Psychology	22	BA or BSc Psychology	English	60	46
PG	MSc,Counselling And Psychology	22	BA or BSc Psychology or BEd or PG Diploma in Counselling	English	60	48

### **Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				3				21			
Recruited	0	0	0	0	0	2	0	2	8	9	0	17
Yet to Recruit	0				1				4			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	2	7	0	9
Yet to Recruit				1

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	6	0	10
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	2	0	2	3	0	7
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	4	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	1	1	0	2	

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	5	4	0	0	9
	Female	13	5	0	0	18
	Others	0	0	0	0	0
PG	Male	14	0	0	0	14
	Female	84	22	0	0	106
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	3	1	1	1
	Female	1	5	4	4
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	2	3	3	2
	Others	0	0	0	0
OBC	Male	1	3	0	2
	Female	14	17	5	7
	Others	0	0	0	0
General	Male	5	2	0	1
	Female	43	46	37	33
	Others	0	0	0	0
Others	Male	5	2	1	2
	Female	46	32	34	25
	Others	0	0	0	0
Total		120	112	85	77

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	After being a single discipline postgraduate college since 1998, the Governing Council decided to start multidisciplinary undergraduate courses as per guidelines given by the NEP 2020 with multiple entry and exits. Admissions to five multidisciplinary undergraduate programmes were finalized which commenced in 2021. The open elective course in every semester shall be chosen from an unrelated discipline/subject in order to study multi-disciplinary subjects. Environmental Studies is an integral part of the undergraduate programme curriculum and is taught as an ability enhancement compulsory course to all students. The matrix issued by the university provides for one credit allotted to B. Com and BBA
---	---

	<p>students who participate in community engagement and service through the NSS wing of the college. There are multiple entry and exists at each level of the undergraduate education. Certificate for exit at the end of the second semester, Diploma after completing four semesters a basic Bachelor's degree on completion of six semesters and a Bachelor's degree with Honours after eight semesters.</p>
2. Academic bank of credits (ABC):	<p>Karnataka Higher Education Department and Bangalore North University gives the guidelines for Academic Bank of Credits. The Unified University &amp; College Management System (UUCMS) is a centralised database and the college ERP system is used to digitally store the academic credits earned by the student. This facilitates the exit options at every stage. The institution plans to register on the Academic Bank of Credits (ABC) via the National Academic Depository (NAD) before the students complete their second semester.</p>
3. Skill development:	<p>Skill enhancement courses are part of the curriculum. The courses range from digital fluency, yoga, sports to participation in NSS. Value based education to inculcate positivity amongst the learners are imparted through student club activities like Techno Club, Commerce Club and Arts and Humanities Club.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Kannada, and Hindi are taught as Ability Enhancement Compulsory Courses for which there are credits. Field trips are organized to museums or local ashrams. Field trip to Gandhiji Sahaja Besaya Ashrama at the School of Natural Farming at Tumkur enables students to understand and value the traditional and natural methods of farming. The student council plays an important role in the celebration of major festivals of each faith and days of state, national and international importance. This reinforces the integration of Indian culture among the student community.</p>
5. Focus on Outcome based education (OBE):	<p>Montfort offers five undergraduate programmes across four disciplines. All these programmes are offered as outcomes-based education (OBE). In-house orientation as well as faculty development programmes were conducted on outcome-based education. Graduate attributes for the college have been defined as well as Programme Outcomes, Programme Specific Outcomes and course outcomes.</p>

6. Distance education/online education:

The college has been offering an online certificate course on counselling skills which is open to all members of the public. Hybrid mode of education combining online and offline resources was resorted to according to the severity of the pandemic situation.

## Extended Profile

---

### 1 Program

#### 1.1

**Number of courses offered by the Institution across all programs during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
265	265	265	265	265
File Description		Document		
Institutional data prescribed format		<a href="#">View Document</a>		

#### 1.2

**Number of programs offered year-wise for last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	7	7	7

### 2 Students

#### 2.1

**Number of students year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
224	194	156	143	120
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
90	90	63	63	63

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.3

#### Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
103	82	71	64	49

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 3 Teachers

### 3.1

#### Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	11	11	11

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.2

#### Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	11	11	11

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 17**

**4.2**

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
60.58	69.96	39.43	19.74	17.33

**4.3**

**Number of Computers**

**Response: 52**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

###### Response:

###### The Academic Calendar:

The College prepares a detailed academic calendar based on the calendar of events published by the affiliating university. This calendar includes dates for:

1. Beginning and end of term
2. Government holidays
3. Important college events such as conferences, workshops, seminars, fests, cultural activities, commemorative days, etc.
4. Internal assessments
5. Submissions by students
6. Submission of internal assessment marks to the university

###### Faculty-Paper Fit:

The first step of effective curriculum delivery is to ensure that the teacher is the right choice. The Principal in consultation with the Director of the college appoints a senior faculty member as an Academic Coordinator for a period of 2 years. Before the term begins, the Academic Coordinator shares the list of courses/subjects/papers with all the teachers who write down their preference(s). Then, the principal and coordinator sit down to allocate the papers based on

1. Teacher expertise
2. Teacher experience
3. Teacher preference

###### Course/ Semester Calendars:

The teachers prepare the course plans in line with the academic calendar shared by the college. These plans prepared by the teacher contain information on when different topics would be covered and when Continuous Internal Assessment (CIA) would be carried out. The academic coordinator keeps constant monitoring of the actual number of classes the teachers take to complete the portions, thus ensuring that the syllabus would be covered within that time frame. These plans require the approval of the Principal or Coordinator.

###### The Lesson Plans and Documentation:

Teachers also prepare detailed lesson plans which include course objectives and (in recent years) course

outcomes. The lesson plans also include specific topics that would be dealt within each 2-hour class, the pedagogy/ methodology followed for the same, the references for the topic, and any extra reading that the students would benefit from. The lesson plans are also submitted to the Principal through the Coordinator for approval. Beginning of the academic year the college prepares a well documented curriculum based on the syllabus provided by the affiliating university.

### **Outcome-Based Evaluation:**

In recent years, Montfort College has developed Graduate Attributes (GA), Programme Outcomes (PO), Programme Specific Outcomes (PSO), Course Outcomes (CO) and Programme Educational Objectives (PEO) for each of its programmes. These are communicated to the teachers and students. The teachers use these GAs, POs, PSOs and PEOs to develop COs and Evaluation Plans based on Revised Bloom's Taxonomy to ensure effective teaching, training and learning.

### **Class Schedules:**

Class schedules are prepared to ensure that each course has the recommended hours each week. These schedules include

1. Course hours
2. Library hour(s)
3. Supervision hours
4. Case conference hours etc.

### **Checks and Balances:**

The supervision and checking of lesson plans, evaluation plans, and semester plans are done by the academic coordinator to ensure smooth and effective curriculum delivery. Regular oral feedback is taken from the students and if any issues/ concerns arise regarding curriculum delivery, the same is addressed immediately.

### **Feedback:**

Montfort College has collected feedback on curriculum from the stakeholders with a view to improve both curriculum (by communicating the feedback to the affiliating university) and curriculum delivery.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### **1.1.2 The institution adheres to the academic calendar including for the conduct of CIE**

#### **Response:**

**The Process:**

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

This calendar is given to the teachers who use it as a base to prepare a course plan for each of the courses they teach. The course plan will have specific dates for the completion of topics and dates for the CIA. The course plan consists of four main portions:

1. Dates for completion of different topics in the syllabus
2. The pedagogy/ andragogy and methodology used for portion completion
3. Dates for CIA/CIE
4. CIA/CIE Plan which includes modalities of assessment

These course plans along with the CIA dates are developed using the Enterprise Resource Planning (ERP) and submitted to the Principal/ Coordinator for approval. The Principal/ Coordinator gives feedback on the course plan to ensure that the syllabus is covered efficiently within the timeframe and that the evaluation is comprehensive and meaningful. Once the process is completed in all respects the Principal approves the plan.

The approved plan is shared with the students and faculty members. Thus, the students are informed well ahead of time, of the dates for the conduct of the CIA and have adequate time to prepare for the same. The calendar also communicates the dates for portion completion, revision, etc., to the students, thus all aspects of academics are well planned and scrupulously followed. Students are invited to share their feedback on the plan and the teacher may revise the dates/ modalities of the evaluation within limits if he/ she deems it fit as a mid-course correction of the academic calendar with prior permission from the principal. If the changes are minor, no further action is required, but if the changes deviate greatly from the approved plan, the revised plan is resubmitted for approval to the principal.

**Transparency:**

All evaluation marks are available to the students through Google Classrooms and the ERP. Students who have any concerns on evaluation can raise this with the teacher or with the (internal) exam grievance cell and get the issue redressed. The marks of all evaluations are maintained in detail and submitted to the principal/academic coordinator at the end of each term.

**Check and Balances:**

Teachers maintain semester process checklists to ensure that they are adhering to the planned dates for all academic and assessment/evaluation activities. The checklist record both planned dates and actual execution dates which gives feedback to the teachers as well as the coordinators for planning in the future. The ERP also is being used effectively to this end.

**Documents Maintained:**

1. Calendar of Events published by the affiliating university.
2. Academic Calendar prepared by the academic coordinator

3. Course plans prepared by individual teachers for each course
4. Semester Checklists are maintained by individual teachers for each course
5. Detailed marks break-up for each course signed by the teacher-in-charge

Thus, Montfort College meticulously adheres to the academic calendar including for the conduct of CIA/CIE.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

**Response:** A. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

**Response:** 100

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

**Response:** 7

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.2.2 Number of Add on /Certificate programs offered during the last five years

**Response:** 20

#### 1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	3	5	3

File Description	Document
List of Add on /Certificate programs	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

**Response:** 29.25

#### 1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
120	108	0	41	10

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

## 1.3 Curriculum Enrichment

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

#### Response:

Montfort College strives to integrate relevant issues including professional ethics, gender, human values and environment and sustainability into the training. The college offers several co-curricular activities such as guest lectures, seminars and extension activities to integrate these issues into the training.

#### Human Values:

Human values and professional values are integrated into the syllabus in the form of several courses including Marriage and Family Therapy, Persons with Disability (PwD), Human Resources in Organizations, Organizational Behaviour and Assessments for Organizations, Psychological Therapies, Indian Psychology and Counselling Psychology. When topics of diversity such as caste, gender, socio-economic status, religion, community, etc., arise in these and other papers, human values of human dignity, truth, peace, love, loyalty, and compassion are emphasized. In addition, the core values of the Montfort College itself incorporate empathy, compassion, cultural and gender sensitivity, and commitment to service. To ensure the holistic development of these values beyond the classroom, students are strongly encouraged to involve themselves in extension activities organized periodically by the college. Through these activities, the students develop gender sensitivity, tolerance, acceptance and a strong sense of human values and service to the community.

#### Professional ethics:

Being a specialised college offering programmes in Psychology and Counselling, professional ethics is an integral part of the training to be a mental health professional. Various papers including research methodology, assessments, counselling skills, and psychological therapies address the same. Topics such as ethical code for counsellors and psychologists, ethics related to assessments, ethics in research, and specific ethical issues such as breach of confidentiality, transference, and counter-transference, and ethics related to primary and secondary data are addressed.

In addition to the course work, the college has a Research Ethics Committee which ensures that all research conducted by the students as well as by the college has an ethical clearance. Professional ethical values of confidentiality, privacy, the dignity of the person, transparency, timeliness, issues of plagiarism, and many others are integrated into hands-on training for the students.

#### Gender and Cultural Diversity:

Gender and cultural diversity are important and evolving issues of great significance to the mental health profession. Several courses deal with this topic in detail. Courses such as Lifespan Development, Educational Counselling, Marriage and Family Therapy, Workplace Counselling, Theories of Psychology, Counselling Psychology, Health Psychology, Psychopathology, Human Resources in Organizations, School Psychology, Organizational Behaviour, Social Psychology, and Psychological Therapies include various issues related to gender and cultural diversity into the curriculum.

In order to enable students to gain first-hand experience in issues related to gender and cultural diversity, Montfort College organizes various invited talks by experts and extension activities.

### **Environmental Sustainability:**

Montfort college recognizes that sustainable development is very relevant to the students and so the college organizes talks on several topics related to environmental sustainability. The college also has a Green Campus Policy to create awareness regarding these issues. The college also has an active Eco-club which carries out many activities to conserve water, plant trees, save paper, reduce plastic, etc., to reduce carbon footprints.

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

### **1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years**

**Response:** 6.57

#### **1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
19	17	17	17	17

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

**Response:** 99.11

#### 1.3.3.1 Number of students undertaking project work/field work / internships

Response: 222

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni**

**Response:** A. All of the above

File Description	Document
Any additional information (Upload)	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

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

- 1.Feedback collected, analysed and action taken and feedback available on website
- 2.Feedback collected, analysed and action has been taken
- 3.Feedback collected and analysed

**4. Feedback collected****5. Feedback not collected**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 92.31

##### 2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
120	112	84	77	67

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
120	120	85	85	85

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 71.71

##### 2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
73	64	48	43	39

#### File Description

#### Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

## 2.2 Catering to Student Diversity

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

#### Response:

Montfort College has welcomed students from all walks of life and has created positive spaces for students to build on their strengths and interests. The processes in place to assess students and enable their growth are detailed below.

#### Identification of students:

Students' learning levels are identified based on:

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

#### Strategies adopted for facilitating slow learners:

1. Students whose academic performance falls below expectations are identified by the class teachers/mentors and remedial coaching is organized for them.
2. Teachers provide slow learners with some simple notes to enable them to understand the concepts and prepare for exams.
3. Teachers identify topic-related videos on SWAYAM Portal by the Ministry of Education, Government of India and YOUTUBE platforms and give the same to the slow learners so that they can go back to the topic multiple times and understand at their own pace.
4. Students are paired with buddies (senior students of the same program) to help them at a peer level with assignments and studies.
5. Students are also encouraged to follow group study so that peers learn from each other.
6. There is a time earmarked in the timetable for student-teacher interactions in which students can get coaching and guidance and clarification of doubts from the teachers.

#### Strategies adopted for facilitating advanced learners:

1. Students who are identified as advanced learners are encouraged to enroll in the Honour's Program of the college which facilitates students to get extra credits by doing beyond-the-syllabus academic activities including paper presentations, paper publication, book reviews, etc.
2. Advanced learners are encouraged to carry out self-directed learning on certain topics so that they can develop life-long-learning skills and learn at the fast pace that they benefit from.
3. Advanced learners are also enabled through supervision to attend conferences, present at conferences, and publish papers.

**Strategies to enhance the learning of all students:**

Teachers use various pedagogies such as case-based learning, experiential learning, constructivist learning, project-based learning, etc., to cater to students of different abilities.

The college mentoring program ensures that all students are able to keep up with the academic pace. Mentors may carry out small training or experiential activities to enhance the academic skills of protégés.

Since its inception, students of Montfort College have consistently received **university ranks** and the pass percentage of the college has never fallen below 94% which indicates that the college has indeed been catering to students with different academic needs. Class toppers and valedictorians (all-rounders) are given special recognition at the end of the semester during the graduation ceremony with a special certificate.

Thus, the college caters to the learning needs of all the students, including the advanced learners and slow learners.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Past link for additional Information	<a href="#">View Document</a>

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

**Response:** 17:1

File Description	Document
Any additional information	<a href="#">View Document</a>

**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**

**Response:**

The college has always encouraged the teachers to use multiple pedagogies such as experiential learning, participative learning, problem-based learning, project-based learning, and case-based learning. Teachers use multiple methods to ensure that learning is holistic and close the theory-application bridge. The college aims to create a learning environment that fosters curiosity, critical thinking, and creative thinking.

**Experiential Learning**

Students are mandated to carry out field visits and internships as part of their coursework which enables

experiential learning.

It is mandatory for all the students to be involved in extension activities organized by the college such as suicide prevention awareness campaigns and mental health awareness campaigns.

Students are encouraged to take part in community outreach activities by volunteering in various NGOs.

In courses such as life skills training, test development, academic writing, psychological assessments, alternative healing, counselling skills, etc., students carry out role-plays, discussions, debates, meditation, yoga, and skills training which are all experiential in nature.

Teachers incorporate student-centric learning activities like peer learning, group demonstrations, group presentation, model making, and discussions both for training and for evaluation.

### **Participative Learning**

Participative learning is included as part of the coursework in various forms. For instance, the college organizes a case conference every week in which students share the real-life cases of clients with mental health issues that the students are working with and the audience participates in the diagnosis and treatment planning of these real-life cases.

In addition, skills demonstration is conducted as part of practical learning for students to learn counselling skills and get trained to conduct counselling sessions.

Students are also encouraged to become part of many clubs such as the journal club, discussion club, eco club, creative arts club, etc., through which they can apply their theoretical learning into practice.

Expert lectures and workshops are conducted periodically which give a platform for the students to learn new trends and challenges in their discipline and also learn the ways and means to handle them.

### **Problem-based learning**

As part of problem-based learning, MSc Psychology students are required to complete internships of 120 hours in their 4th semester. On the other hand, MSc Counselling Psychology students are required to complete 120 hours of supervised practicum where they engage with clients in different settings for one-on-one sessions. These students are also mandatorily required to **undergo 1 week of Group Therapy** before they begin their IIInd Year.

### **Project-based learning**

As part of project-based learning, all students are required to carry out a research dissertation during their course work. Additionally, MSc Psychology students carry out test development projects as well as **library dissertations**. Students may also take up program-development projects.

### **Self-Directed Learning (SDL)**

The college encourages students to carry out some parts of the learning on their own. Often, few topics in each paper are allotted as SDL. This learning will be then evaluated by the teacher-in-charge through tests,

discussions, or any other appropriate forms of evaluation.

Thus, the college uses different student centric learning methods to enhance the students' learning experiences.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

Montfort College has the practice to keep up with the paradigm shifts in educational practices. All the classrooms are equipped with ICT-enabled facilities such as LCD projectors and LAN connections. The college introduced Google Classrooms, in 2018 for teaching-learning purposes. All teachers use ICT-enabled facilities for teaching as a matter of practice.

Because of this proactive mindset, the teachers and students were able to cope with the online classes that became the norm during the Covid-19 Pandemic. The faculty were fully equipped to use online and digital platforms. The college also invested in an ERP system to keep up with technological advancements.

#### Infrastructure for Teaching

- All 17 classrooms and seminar halls are ICT enabled with Liquid Crystal Display (LCD) projectors, internet access through LAN and Wi-Fi, speakers, and microphone systems.
- Two classrooms have lecture capturing hardware to capture and transmit the lecture onto online classes such as Zoom meet or Google meet in real-time.
- The entire campus including play areas, sit-outs, and hostel areas is Wi-Fi enabled. The speed of the Wi-Fi connections is 500 mbps.
- The library provides access to e-resources in the form of databases, e-books, and educational videos.
- Three computers are kept in the library for the use of students to access these digital resources.
- The computer lab has computers with the relevant software. All computers are connected to the internet and to the local area network to allow collaborative work.
- Each course is given its own Google Classroom LMS system.
- All students are put into a WhatsApp group program-wise along with the teachers teaching the program for effective and immediate communication.
- All students and teachers are also provided domain-based email ids for easy communication through which Gmail, Google Classroom, Google Meet, etc., can be accessed.
- In addition, the college has purchased **G Suite as well as a Zoom Pro account for online classes.**
- All teachers own a laptop which they use to communicate digitally with students, post on the LMS, use the ERP, and take online classes.

### Use of ICT in the Teaching Process

- Faculty regularly incorporate power point presentations, downloaded videos, **Ted talks**, etc., to introduce new concepts to the students. These different modalities facilitate different types of learners to stay engaged in the classroom.
- The faculty use Google classroom as a platform to communicate with students regularly, where they keep posting e-books, slides, documents, videos, and other e-resources, thus providing students with easy access to relevant study materials.
- ERP system is used for lesson planning, CO-PSO mapping, tracking attendance, and entering CIA scores, thus making it possible to track students' performance and progress.
- Online meeting systems such as Zoom, Google Meet, and Microsoft Teams are used to conduct online and **blended-modality classes**. As students are technology savvy, using these modalities keeps them interested and engaged in the topic.
- Faculty members use online journal databases to incorporate current developments into the teaching.

Thus, teachers use ICT-enabled tools for effective teaching-learning.

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

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

**Response:** 20:1

#### 2.3.3.1 Number of mentors

Response: 11

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response: 100**

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

**Response: 40**

**2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
8	5	3	4	4

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 4.23**

**2.4.3.1 Total experience of full-time teachers**

**Response: 55**

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

## 2.5 Evaluation Process and Reforms

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

#### Response:

Montfort College ensures that the entire process of Continuous Internal Assessment (CIA) is transparent. The college prepares an academic calendar based on the university calendar before the term commences. This academic calendar is shared with all the teachers and teachers prepare course plans and evaluation plans based on this academic calendar. This plan, after approval by the principal/coordinator, is shared with the students. The plans include the following details:

- The number of evaluations for the course.
- Dates of the internal assessments.
- Portions to be covered for respective internal assessment.
- Modes and guidelines of assessment.
- Rubrics.
- Any other details that become relevant based on the assessment.

#### Frequency and types of evaluation:

In order to ensure a holistic evaluation of students, teachers carry out **a minimum of 3 evaluations** for each course. The university also stipulates a minimum of 3 for each course and the college adheres to the same.

Teachers ensure that multiple modes of evaluation cater to the different abilities and learning styles of students. Teachers give multiple options to students to choose their form of evaluation whenever possible. Some of the commonly used modes of evaluation include:

1. **Student seminars:** students conduct a seminar on any one large topic.
2. **Case Studies:** students are given case studies to diagnose clinical cases.
3. **Presentations:** students are encouraged to create power-point presentations.
4. **Demonstrations:** students are given topics to demonstrate certain relevant skills or behaviours.
5. **Quiz:** students are encouraged to create quizzes for each other in groups.
6. **Assignments:** Students are given topics for which they collate all relevant and current material.
7. **Position papers:** students are given debatable topics and asked to write the pros and cons of one position.
8. **Model making:** students are given subject-relevant objects and asked to make models on the same.
9. **Poster presentation:** students are asked to make scientific posters and present them to an audience of peers and teachers.

10. **Field interviews:** students are given the task of interviewing members of special groups to get an understanding of their real-life experiences.

#### **The evaluation process:**

1. Teachers carry out the evaluation according to the plan and based on the university guidelines.
2. The students are shown the marks they scored on each evaluation as soon as possible after the evaluation; teachers are open to explain the process of marking and also revising the marks if warranted.
3. The marks are put up both in the Google Classroom and in the ERP so that students are able to view them at any time. Students sign against their marks after verifying
4. The final compiled marks of all subjects are displayed on the notice board one week before the last working day. Students who have any clarification or concern regarding the same are allowed to bring this to the notice of the teachers concerned during this time.
5. Once it is assured that all the students are satisfied with their final marks, the same are uploaded on the university portal on the dates stipulated by the university.

In this manner, the internal assessment mechanism is kept transparent and robust.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

##### **Response:**

##### **Internal Examination Related Grievances**

Examination-related grievances pertinent to the conduct of the Continuous Internal Assessment (CIA) of the courses only come under the purview of the College Examination Grievance Cell. Complaints regarding internal assessment and evaluation would be considered by the College Examination Grievance Cell as per the rules and regulations of the policy of the College.

##### **Process followed by the Redressal of Grievance Cell (ROGC)**

Students may submit their internal assessment-related grievance either via email to **[grievance@montfortcollege.edu.in](mailto:grievance@montfortcollege.edu.in)** or **in person to any one of the members of the ROGC**. On receiving the grievance, the ROGC will acknowledge its receipt to the student and then follow the redress process as stated in the policy. The redressal processes involves a thorough investigation of the grievance with all relevant evidence as indicated. After the investigation, the ROGC will make appropriate recommendations to the principal. The principal shall ensure that the necessary actions are taken towards the redressal of the grievance of the concerned student. The process normally takes **no more than 7**

**days** from the receipt of the grievance. The ROGC ensures that the redressal of the grievance is highly transparent and fair and to the satisfaction of all concerned parties.

### Checks and Balances

The teachers create the internal assessment plan based on the planned academic calendar and share the same with the academic coordinator. The academic coordinator ensures that the planned evaluation is highly objective, transparent, fair and well-scheduled. This is then communicated to the students and students are provided with opportunities to request alternatives or make suggestions. Based on the merit of these requests, the teachers may revise the CIA plan. This ensures that the evaluation itself is transparent and reduces the number of grievances related to CIA.

### External exam-related Grievances

Although the end-semester examination grievances are dealt with at the university level, the college makes every effort to help students with any grievances at this level also by quickly facilitating the students. Once the results are declared by the university, the students can approach the college grievance cell for any issue such as non-declaration of results, non-receipt of marks cards or certificates, need for re-valuation, re-totalling, re-evaluation, etc. The college has a university liaison officer who will submit the necessary forms and follows up on the matter till its successful resolution. The liaison officer also keeps the student informed about the status and progress towards the resolution of the same.

These processes ensure that the grievances of students related to both internal and external evaluation are addressed in an efficient and transparent manner.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

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

### Response:

Although the affiliating university does not subscribe to the OBE model, the college has Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) for all its programs and courses. The college has also created a set of Graduate Attributes for the two programs it runs, viz, MSc Counselling Psychology and MSc Psychology. In all, there are **7 Graduate Attributes (GA), 14 Program Outcomes**, and approximately **35 Program Specific Outcomes** for each program.

These outcomes are displayed in college, are on the college website, and are shared with the teachers and students. Based on these program outcomes and program-specific outcomes, teachers evolve and use

course outcomes to make their lesson plans as well as their evaluation plans. Each course may have about **4 to 7 course outcomes** which are mapped to program-specific and program outcomes.

### The Process:

1. The graduate attributes, program outcomes, and program-specific outcomes are shared with the faculty at the beginning of the semester and the teachers are instructed to evolve course outcomes based on these.
2. The course plan incorporates these course outcomes. On average, each course would have about 5 course outcomes and the range is about 4 to 7 course outcomes. These course outcomes are peer-evaluated; faculty reach out to other teachers who teach similar papers (within or outside of the college) and get feedback on the quality of the course outcomes.
3. Teachers develop evaluation plans as part of the course plan for each of the courses they are teaching based on the course outcomes that are developed.
4. The evaluation plan contains the manner in which the achievement of the outcomes would be evaluated for each course.
5. The evaluation plan adheres to **Bloom's taxonomy** to ensure that students' abilities to evaluate and apply concepts are also evaluated.
6. The students are oriented to the graduate attributes, program outcomes, and program-specific outcomes during the orientation program organized at the beginning of each term. The course outcomes and evaluation plan for each course are shared by the teacher-in-charge on the first day of the respective class.
7. Students are enabled to meet the course outcomes by the teachers through the teaching-learning process and the same is evaluated through the planned activities as detailed in the evaluation plan.
8. Students who are unable to build a skill or show a graduate attribute are **referred to their mentors** to enable them to pick up these essential skills.

Thus, the college has attempted to incorporate outcome-based education and evaluation and facilitate meaningful training.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Past link for Additional information	<a href="#">View Document</a>

### 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

#### Response:

Although the affiliating university does not subscribe to the OBE model, the college has developed Graduate Attributes, POs, and PSOs, for all its programs and courses. The attainment of the same is evaluated using direct and indirect parameters.

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

The overall pass percentage of the students is 96% with 355 passing out of 369 students who appeared for the exam. The students who did not appear are marked as 'fail' by the university, however, it is not 'fail' in reality; the students have not attended the exams due to either health or family issues. Consistently from its inception, the students of Montfort College have bagged the university ranks with at least 6 out of 10 ranks being awarded to our students each year. During the last two academic years, the college has secured all 10 out of 10 ranks for both programs.

Most of the students receive first-class exemplary and first-class with distinction. Almost no student has received less than 1st class during the last 5 years. These are all visible indicators that the course and program outcomes are being met.

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 97.54

#### 2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
80	68	63	48	48

#### 2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
82	71	64	49	49

<b>File Description</b>	<b>Document</b>
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<b>2.7.1 Online student satisfaction survey regarding teaching learning process</b>	
<b>Response: 2.86</b>	
<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 0

**3.1.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**File Description**

**Document**

List of endowments / projects with details of grants

[View Document](#)

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 0

**3.1.2.1 Number of teachers recognized as research guides**

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**Response:** 0

**3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**3.1.3.2 Number of departments offering academic programmes**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

**File Description****Document**

List of research projects and funding details

[View Document](#)**3.2 Innovation Ecosystem****3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge****Response:**

Montfort College has been committed to innovations from its inception. It has created several innovative strategies in teaching and learning to enhance the quality of the counselling training programme. Instituting of weekly case conferences which was at M.Phil level activity earlier was an innovation by Montfort College. Similarly, providing individual and group supervision to each student, and facilitating group therapy are all innovations that Montfort College instituted into the training at the Master's level.

To continue to innovate, the institution set up an innovation and incubation cell under the aegis of the research development cell with the following objectives:

- to provide a platform for the students and staff to brainstorm and come up with new and innovative ideas that can be tested
- to test some of the generated ideas in real-life settings
- to copyright/patent the effective ideas
- to provide a platform for students to build entrepreneurial skills
- to provide a platform to launch young social entrepreneurs
- to help students become socially conscious mental health professionals

The innovations and incubation cell had several meetings to identify its goals and objectives and liaison with other cells to gain clarity on its roles and functions. Subsequently, it has created a plan for the establishment of a centre for Community Mental Well-Being. The innovations and incubation cell believes that the strength of the college lies in its 20 years of experience with mental health. The need for mental health services is great, however, the stigma toward seeking mental health is also high. In light of this, innovations in this area are certainly the need of the hour, and the college innovations and incubation cell has made this its first goal.

The college has further organised a programme on entrepreneurship titled "From Campus to Career" which helped the participants understand the different requirements for beginning their own counselling set-ups, among other things. This has helped many of our alumni under the guidance of the teaching faculty to

explore and set up mental health clinics in their arena. As a continuous training programs these entrepreneurs interact regularly with the college for further guidance and develop it. The college also brings students together to brainstorm on various problems within the community and the problems they are also facing with the intention of sparking innovations to solve these problems.

In this manner, the institution aims to innovate, create, and transfer knowledge.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

**Response:** 32

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	8	10	7

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

**Response:** 5

#### 3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 5

#### 3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 1

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI website	<a href="#">View Document</a>

### 3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

**Response:** 2.63

#### 3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
07	06	04	06	08

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

**Response:** 0.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	1	1

File Description	Document
List books and chapters edited volumes/ books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4 Extension Activities

**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.**

#### Response:

Montfort College is committed to extending its services to the community through extension and outreach activities. Many outreach programmes are carried out as part of the regular annual programmes at Montfort College.

#### Mental Health for All

The vision of promoting mental health and emotional wellbeing in society is accomplished through community outreach programmes under an umbrella concept of “Mental Health for All”.

#### Objectives:

1. To create mental health awareness in the community.
2. To sensitize students to social issues such as discrimination, poverty, lack of access etc.
3. To build skills and create avenues in the community for mental health and other care.

#### The Practice:

Every year Montfort College organizes several outreach and extension programmes towards prevention and awareness of suicide, awareness of mental health issues, life-skills workshops, and awareness campaigns. During these, students are involved in distributing pamphlets, leaflets, enacting street plays, carrying out candle-light vigils, forming human chains, organizing walkathons, or talking to the community. Through these, students become sensitized to the mental health issues in the community. As they interact with members of the community and children from underprivileged backgrounds, they become aware of many social issues related to discrimination, poverty, unemployment, domestic violence, 'substance', abuse, and so on. Students are profoundly impacted by a need to make things better for them.

#### The Impact:

1. Students narrate how they have become more sensitive to various social and mental health issues in the community; how they have gained insights of the differences in cultural, class, and gender settings.
2. The size of the audience during street plays or other such activities and the number of pamphlets distributed is evidence of the awareness being created.
3. Students mention without fail how the “Bala Mela” has changed their lives and impacted them to

help the community.

### **National Services Scheme (NSS)**

The mission of training counsellors with compassion and empathy, cultural and gender sensitivity, and with a commitment to service is accomplished through extension and outreach activities conducted by the NSS unit of the college.

Objectives:

1. To provide service to the community.
2. To create a commitment to service among the students.
3. To promote the holistic development of the student through inculcation of compassion, empathy, cultural sensitivity, and gender sensitivity.

The Practice:

Through the NSS unit, the college conducts outreach programmes that are aimed at benefitting the community in a visible manner. The college carries out Swachh Bharath Abhiyan each year. Students clean the identified space and also create awareness in the community about the importance of cleanliness. Through the NSS special camps, the students have provided psychological first aid to the flood-affected communities in Kerala and Madikeri.

The Impact:

1. The first objective of providing service to the community is realized through providing mental health support to those in need.
2. By visiting villages and seeing how the rural community lives, students develop compassion, empathy, cultural sensitivity, and gender sensitivity.
3. Students who are involved in these activities state that they feel happy and useful when they have served the community.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### **3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

**Response: 5**

#### **3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	01	01	01

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

**Response:** 70

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	09	14	16	21

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

**Response:** 82.87

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

2020-21	2019-20	2018-19	2017-18	2016-17
86	158	152	140	119

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

**Response: 25**

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

2020-21	2019-20	2018-19	2017-18	2016-17
06	09	02	05	03

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

#### 3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

**Response: 14**

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

2020-21	2019-20	2018-19	2017-18	2016-17
08	02	01	02	01

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

Montfort College provides a serene and green environment for education and holistic development of the students. The campus is houses three separate buildings including hostel, well-maintained, ICT enabled classrooms, library, laboratories, assessment rooms and other facilities for academic and extracurricular activities.

**Classrooms**

Adequate number of well-ventilated ICT enabled classrooms are available with sufficient and comfortable furniture for students and other facilities like black boards and stationery for effective teaching-learning. Classrooms of different sizes and seating capacities cater to the different academic needs such as large lecture-based classes, small group discussions, specialization and elective classes, etc. All class rooms have LCD projectors and LAN and Wi-Fi is provided across the building. An audio-visual room, an auditorium and air-conditioned seminar halls with ICT facilities are also available.

**Laboratories**

There are three well-equipped psychology labs with required testing material and apparatus for psychological assessment and diagnosis to assist students in learning and research. These labs are equipped with green boards and notice boards, in addition to tables, screens, etc. for conducting psychological tests.

The college computer laboratory houses 33 desktop computers which are all equipped with up-to-date versions of Windows Operating Systems, necessary application software and antivirus software and both Wi-Fi and LAN connectivity. In addition, printers and scanners are available in the computer laboratory for the use of the students.

**Assessment Rooms**

A special psychological assessment room with 5 cubicles is also available for training in psychological assessments. There are six psychological counselling rooms for training students in psychological counselling skills and techniques.

**Group Therapy Rooms/Yoga Room**

There are three group therapy rooms that are used for training students in psychological counselling group therapy, meditative practices and yoga. Group therapy rooms are carpeted from wall to wall and are furnished with curtains and other requirements to provide proper acoustics and privacy. The group therapy rooms are also fitted with one-way mirrors to enable better training and supervision of students. The group therapy rooms are also used for yoga classes.

## Library

The library has seating and table surface to help students refer to many books. It also has 4 computers dedicated for the users with internet connections. It is equipped with a wide range of books which are relevant for the two courses and a database of e-books and journals JGATE/DELNET. Photocopying facility is also available.

## Other facilities

In addition, the main building consists of Principal's office, Vice Principal's office, administrative office, staff rooms, **an Infirmary**, separate common rooms for men and women, hostel facility for men and women, a canteen, CCTV surveillance, ramps and rails for the convenience of persons with disability, parking area, and clean restrooms separate for men and women. The college has 30KVA generator backup for electricity, UPS facilities for computers, solar panels for lighting, lush green open spaces, and a calm ambience conducive to learning. The luscious green quadrangle is a special attraction of the college, for hosting formal and informal events of the college.

Thus, the college provides adequate physical facilities and infrastructure for teaching and learning.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### Response:

One of the ideals of Montfort college is "Sampurna". In order to bring out the best in our students and help them attain personal integration and holistic development; the college provides a number of facilities for sports and cultural activities and affords them many opportunities to indulge in various cultural, extracurricular, and sports activities. All the students, faculty and non-teaching staff do actively participate in the sports and cultural activities. During College day, graduation day, cultural day functions, etc. alumni also participate actively. The Management and the Principal of the College actively motivate students.

#### Cultural

The college houses an open-air quadrangle, an auditorium, audio-visual rooms and conference room which are all made available for the students to organize and participate in cocurricular, recreational and cultural activities. The auditorium on the third floor of the main building has a seating capacity of 250 people. It is equipped with stage, green room, audio-visual equipment and internet facilities so that both formal and informal functions can be organized easily. The open lawn/ quadrangle inside the main building gets natural light throughout the day and provides a beautiful ambience for many cultural and extracurricular activities. The audio-visual room and conference/seminar rooms are also used to organize conferences,

workshops, seminars, fests, and celebrations each year. The institution also has musical instruments like keyboard, guitar, chenda drum and tabala to facilitate the musical skills of the students. The college has many clubs that facilitate co-curricular and extracurricular activities.

### Sports and Games

To foster interest in sports activities among all stakeholders, the college has a concrete basketball court, volley ball court, facilities to play throw ball, football and badminton. The college also has facilities for indoor games like chess, carrom, and table tennis. Students regularly use these facilities during breaks and in the evenings. In addition, staff and students are encouraged to participate in various sports during the sports week organised every year and also in inter-collegiate sports competitions. The Management encourages students to make use of all the sports facilities and also involve in the sports activities. Indoor games are always attracted by the hostel inmates by both boys and girls students. Carrom and chess are mostly utilised by the hostel students in addition to the dayscholars.

### Yoga room

The institution has serene, and well-ventilated group therapy rooms which is also used as yoga room. It is used for relaxation through yoga and meditation. The auditorium is also used for yoga classes. Yoga classes are conducted and Yoga Day is organized and celebrated. It is also used by teachers and students to learn relaxation techniques and meditation techniques as well as to spend time in mindfulness and prayer to promote spiritual well-being. Yoga is rekindled to the post graduate students, since it is part of the undergraduate curriculum of psychological counselling. International Yoga day is celebrated every year by the Management, non-teaching staff, teaching staff, students and with invited alumni.

Thus, the college provides the students with adequate facilities and opportunities for sports and cultural activities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

**Response:** 100

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

**Response:** 17

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

**Response:** 13.45

##### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
4.34	5.73	6.41	4.36	2.35

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Response:**

The Library is well managed by a professionally qualified and proactive librarian. Montfort College library is partially automated since 2009 using Network Information Resources Management of Academic Library System (NIRMALS). It was upgraded in 2014 and currently we are using the BOOK WORM'S software version 2020. The BOOK WORM'S software has various useful modules for:

- Automated check-in and check-out system to track the library usage.
- Gate entry module of Book Worms software for recording footfalls including login credentials.
- Bar code printers and scanners used for quick issue and return of books.
- An e-library which is an integral part of the BOOK WORM'S software and enables staff and students to have access to e-books, journals, educational videos, previous question papers and articles that have been uploaded.

- Various control systems for smooth running of the library such as bibliographic control system, acquisition control system, serial control system, and circulation control system.
- Online Public Access Catalogue (OPAC)
- Other modules for report generation, customization of digital library with D-Space, systematic mapping of internet learning e-resources (SMILES) and Web-Online public access catalogue system.

In addition, the library has the **provision for Person with Disabilities (PwD)** and provides them access to library services. **LAN and Wi-Fi** connections provided in the library give easy access to learning resources. All staff and students can access the **e-resources** through UGC-INFLIBNET N-LIST, DELNET, and J-GATE. A separate **digital section** is available in the library with 4 computers for accessing **digital resources** available in the form of CDs, DVDs, and Kindle devices. Access to online resources/e-resources such as J-GATE, N-LIST, and DELNET is available from anywhere through the college website.

The total carpet area of the library is 176.73 sq. meters and has adequate reading space for 60 at a time. The library has a collection of academic resources including Textbooks, Reference books, Book bank, Competitive Examination Collections, Journals, Back volumes of journals, e-books, e-journals, Projects reports, CDs / DVDs, etc. There are two (2) CCTV cameras installed for the purpose of monitoring. Printing and photocopying facilities are available to the faculty and students.

**The following services are offered to all users of the library.**

1. Circulation service
2. Reference service
3. Inter-library loan service.
4. Photocopying facility
5. Book bank facility
6. Wi-Fi facility
7. Question Paper Bank facility
8. Awareness creation for new updates and necessary training for using online/ e-resources

Due to this extensive applications of web related resources and logins the utilisation of the Montfort College library has been considerably increased over a period of time. Needless to mention here even the Management, Management representatives during the Governing body meetings and alumni do visit Montfort College Library.

Whenever the research scholars (five scholars during the reporting period of assessment) from the Montfort College and Bangalore North University, including from other Universities/Colleges wanted to access Montfort College Library, the College generously allows them and guides them thoroughly.

The user statistics of footfalls in the library is low during the COVID period of 2020, 2021 but logins of e-resources are considerably more. Students and teachers are utilising.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

#### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

#### 4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

**Response:** 1.48

##### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
2.677	1.549	1.046	1.287	0.819

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

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

**Response:** 23.21

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

Response: 55

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

### 4.3 IT Infrastructure

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

**Response:**

The college has an e-governance policy for maintenance and regular updating of IT facilities. The policy ensures that any required maintenance or repair or replacement of IT facilities is addressed immediately. The policy also ensures that any required upgradation of software or hardware facilities are also addressed.

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

Due to technical feasibility of Internet Service Providers (ISP), the college had 20 mbps internet connectivity speed till 2019. In 2019, with the arrival of a new service provider, the speed was upgraded to 500 mbps and subsequently in 2021, it was again upgraded to 1gbps to meet the needs of the stakeholders.

The college updates the computer laboratory by upgrading the existing software, hardware and electrical / electronic accessories regularly. All required software applications for use by students and staff in the computer laboratory, library, administrative offices etc., are purchased and upgraded regularly. Various hardware and IT accessories such as hard drives, servers, motherboards, keyboards, monitors, printers,

UPS, barcode scanner/printers etc., have been purchased by each year by the college based on the needs and requirements indicated.

Annual Maintenance Contract (AMC) has been issued to an external partner for maintaining IT facilities in the campus. Hence, they are continuously monitored, serviced and maintained. Damaged or faulty electronic components are replaced immediately. In addition to that antivirus software is installed in all the computers to guard against any virus, malware etc., that may threaten the application software.

Each classroom is also equipped with an LCD projector and LAN connection to support teaching and learning. In 2020, when online classes became the norm, in order to **enable blended and virtual learning** environments, the college has procured Zoom, G-suit, and Microsoft Teams. In addition to that, an ERP system by Heraizen Technologies Pvt Ltd has been procured to manage attendance, share scores, lesson plans etc for the benefit of the students and staff. The teachers are trained to use these facilities for effective teaching learning.

The college has a dedicated website domain address where the information needed by students and faculty is displayed. The capacity of the website in terms of cloud storage was recently increased and the design was revamped for efficiency. A cloud controller license was also recently purchased for effective maintenance of the website.

Thus the policy of the Montfort College for regularly updating the IT related facilities has fostered academic growth of the institutions by leaps and bounds. Needless to mention the internet connectivity through wire and wireless which facilitates the students and teachers for enhanced learning activities.

Even the old computers and printers are NOT given for buy back policy, since the management donates to neighbouring schools free of cost in the working conditions.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio (Data for the latest completed academic year)

**Response:** 4.31

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

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

**Response:** A. 750 MBPS

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

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

**Response:** 86.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
56.24	64.23	33.02	15.38	14.98

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

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

**Response:**

Montfort College has designated policies for maintaining and utilizing physical, academic and support facilities. The policies help in an effective utilization and maintenance of infrastructure and resources.

An administrator has been appointed by the Montfort College Management to completely take care of the acquisitions and maintenance and also based on the requests from the academic and administrative staff. The administrator is responsible for the maintenance of various facilities. He is assisted by the support of a supervisor, electrician-cum-technical assistant, attenders, security guards and a gardener. This ensures proper maintenance of the premises, instruments and equipment of the college. Periodic review is conducted and the necessary maintenance work is carried out. The college budget has the adequate provision for the repairs and maintenance of infrastructure and support facilities. The administrator also

ensures that support and technical staff are informed on the norms to be adhered in the campus for upkeep and timely cleaning. The support received by the electrician and technical staff are to be placed in record, especially in the maintenance of the entire campus including hostels.

Discipline and work culture of these staff are regularly monitored. The Management takes care of the welfare measures of these staff also. During festivals regular gifts are also given to keep the motivation level high.

The Institution has AMC for various facilities like EPABX, CCTV, UPS, computers, ERP, elevator, generator, air conditioner, and water purifier. The supervisor ensures the periodic services and check-ups are undertaken by the concerned people by periodic visits and timely services. The generator and the lift is completed under AMC and thoroughly maintained.

All the classrooms are well maintained with furniture in good condition. The college policy ensures that any repair/ refurbishment required is carried out in a timely manner.

The general upkeep and maintenance of the classrooms is laudable. There are established systems and procedures for maintenance of lighting, A/C, sound systems, aqua systems, electrical points, mcbs, etc. in order avert overloading and surges in power supply.

The information communication technology facilities are maintained well by the technical assistant and upgraded as and when needed.

Cleaning of the premises takes place every day to ensure a clean and dust-free surrounding. Support staff regularly clean the classrooms including the place the green boards, classroom furniture, dustbins, staff rooms, toilets, offices, library, laboratories, auditorium, college grounds and parking area. Support staff are also involved in maintaining a lush green garden along with cleaning the paths and benches.

The lab-in-charge is responsible for the maintenance and utilization of the computer laboratory and psychology laboratory. The computers and other laboratory equipment are periodically serviced to ensure efficiency. The Annual Maintenance Contract (AMC) maintained by Enhansys takes care of computers, networks and Wi-Fi.

The Librarian is solely responsible for the maintenance and utilization of the library. Improving and maintaining the library is the constant endeavour of the college. The statutory Library Advisory Committee (LAC) of the College regularly meets and suggests acquisitions / buying of books and subscriptions of journals based on the inputs from the faculty and students. In addition to this the LAC also takes advantage in advising the easy access of the library books and journals, and e-resources to the students and faculty members.

The Principal of the College takes overall proactive initiative in highlighting to the Administrator in all the regular meetings about procurements and utilizations. Annual stock verification is done to keep an account of the total stock in order to trace books lost and misplaced. The support staff renders its services to the library to keep the premises clean.

The college has facilities for indoor and outdoor sports activities such as a basketball court, space for football, badminton, throwball, table tennis, carrom, and chess. The equipment related to all these activities are maintained in good repair by the supervisor.

The green campus policy ensures that the students and staff are made aware of the need for maintaining the campus surroundings in a clean, hygienic, and ecologically sustainable manner. Dustbins are placed at various commonly accessed locations of the college including the grounds to ensure that the campus is litter free at all times. Maintenance of water sumps and drainage is undertaken by support staff periodically.

The management of the College takes utmost care in environment and sustainability of the greenery. Fruit bearing trees, plants, creepers are well maintained by the gardener. Interested few students also help the gardener in maintenance of the plants.

A security person through an agency is posted at the gate who provides round-the-clock security of human movements. He answers to both the supervisor and to the agency. In addition, surveillance cameras are installed in all common areas. Ten fire extinguishers are fixed at important locations. Demonstration is given to the students and teachers regarding usage of fire extinguishers.

Electrically sensitive equipment are provided with necessary back-up to ensure steady functioning and to safeguard against voltage fluctuations. All of these facilities are well-maintained by the supervisor with the help of the technical assistant.

Hostel facilities are maintained regularly with the help of support staff under the supervision of the warden. Girls hostel and boys hostel overhead tanks are regularly cleaned by the administration in order to provide a hygienic environment in the hostels.

In addition to utmost care is taken in the hostels especially in the store rooms, kitchen, refractory, vegetable rooms, etc. A complete chart is prepared in the upkeep and cleaning of the rest rooms of the hostels in a systematic manner.

Thus, there are various policies and procedures ensure that the all the physical, academic, and support facilities are well maintained and utilized.

File Description	Document	
Upload any additional information	<a href="#">View Document</a>	
Paste link for additional information	<a href="#">View Document</a>	

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 2.44

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	2	5	5

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 3.16

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
3	7	5	5	5

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

### 5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

**Response:** B. 3 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

### 5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

**Response:** 47.3

#### 5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
74	59	82	102	59

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

**Response:** A. All of the above

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

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 32.6

#### 5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
35	30	24	14	18

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

### 5.2.2 Average percentage of students progressing to higher education during the last five years

**Response:** 24.27

**5.2.2.1 Number of outgoing student progression to higher education during last five years**

Response: 25

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

Response: 100

**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	3	3	3	3

**5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	3	3	3	3

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

**Response:** 41

**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
5	11	1	15	9

#### File Description

#### Document

Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year

[View Document](#)

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

**Response:**

Montfort College takes pride in its vibrant and enthusiastic student community who take active part in the growth and development of the college both formally and informally. The college has student representation in various cells and committees to facilitate active student participation in the administrative roles and build leadership skills.

The Internal Quality Assurance Cell (IQAC) has a student representative from the 2nd year student body. The student representative to the IQAC forms an important link between the student body and the quality assurance system of the college. Through this representative, student concerns and perspectives are brought to the table of discussion and given due consideration in relevant academic and administrative decisions. The college IQAC follows the NAAC guidelines to ensure that each member of the cell, including the student representative, performs their role in a responsible and conscientious manner.

Students are also representatives in the grievance redress cell, caste-based discrimination committee, internal complaints committee, and anti-ragging cell of the college. This representative becomes the liaison for students to approach the cell/committee easily and without fear, with any and all of their concerns. The student representative also enables awareness creation in the student body regarding these cells and the processes involved for redressal of any complaints/ grievances.

The representative's role in these statutory bodies also helps maintain transparency and timeliness in the redressal of various complaints/concerns that come to these committees. Each of these cells/ committees have relevant policies and follow the guidelines of these policies with regards to the roles and responsibilities of the members including the student representative.

The library advisory committee has student representatives from all classes. This representation ensures that the necessary books and study related resources necessary for each semester of each program are brought to the notice of the librarian and the management and relevant decisions can be made regarding the procurement of the same.

The college has an active Students' Council which is democratically elected based on the college guidelines. The elections are conducted in a transparent and a fair manner. The student council has a president, vice president, treasurer, sports secretary, events secretary and representatives of each class. All elected representatives take an oath of office bearers and receive orientation about their responsibilities after the student council election. The office bearers and class representatives take on the responsibility of organizing various co-curricular, extracurricular, and extension activities such as guest lectures, cultural events, sports events, contests, shows, etc., under the guidance of the faculty coordinator.

In addition, students also take on leadership roles and become active in many college events through various clubs and committees. Each year, students become members of different clubs and committees and organize various events and activities through them. The college newsletter is also published by students each year and widely circulated also.

In this manner, the college provides ample opportunities for students to engage in various administrative, co-curricular, and extracurricular activities; represent the student body in administrative and academic decisions following duly established norms and processes.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

**Response:** 12

#### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
07	16	08	15	14

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

#### Response:

The very first batch of graduates formed the Montfort College Alumni Association. Subsequently, every graduating batch has been part of the association. The association aims to create a powerful network in order to facilitate the growth of the college as well as support the students and the society. In December 2020, the Montfort College Alumni Association was formally registered. The association has a Governing Body consisting of a President, Vice President, Secretary, Joint Secretary and Treasurer as office bearers.

The total strength of the college is small and the number of graduating students each year has been less than 100. The financial contribution of the alumni to the college has not been very significant, however they have contributed in kind. More than cash and kind the alumni are of great academic support to the College.

The members of the alumni association have collaborated with the placement cell in organizing several free of charge talks, panel discussions and Q&A sessions for the graduates and current students of Montfort College on relevant topics for their professional growth.

Two counselling rooms of the college has been beautifully furnished with sofas and a coffee table by the college alumni contributions.

Members of the alumni have been invited to judge various college events free of charge. Through their interactions with the current students, the culture and spirit of the college is continued.

Members of the alumni have been involved in the college's annual Children's Day outreach program for underprivileged children from orphanages and special homes. Our alumni participate by contributing financially to the event and/or volunteering their time on the day of the event for various tasks.

The alumni members also maintain WhatsApp and Telegram groups to share information regarding new developments in the field, counselling referrals, workshop notifications etc. Students who need help in information such as opportunities for higher studies, career choices, expectations from the profession are referred to the alumni who help them with their queries. They also give them information about job opportunities that are available in various places in India. This informal mentoring gives our present

students confidence to enter the profession.

Our alumni are our first choice as personal therapists/ counsellors for our students. Whenever a student requires counselling help, our alumni are ready to offer this service and often charge them less.

Our alumni provide feedback on our training both formally and informally, enabling us to keep the standards and quality of training high.

Our alumni are our strongest ambassadors. They recommend the college highly as they are very satisfied with the college and it is through these recommendations that we have been fortunate to have a large number of applications from some of the best students in the country each year.

At Montfort College, we take pride in having a close-knit alumni community. For any assistance and ideas, our graduates are just a call away. The College constantly looking for ways to facilitate greater contribution to the institution and society at large.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.4.2 Alumni contribution during the last five years (INR in lakhs)

**Response:** C. 3 Lakhs - 4 Lakhs

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

Montfort College is one of the **160 Educational Institutions** managed by the "Institute of the Brothers of St Gabriel", a Christian Religious Order. The "Montfort Brothers of St. Gabriel" have been involved in Academic, **Technical and Special** Education in India since 1903. Presently, there is an increased requirement for **trained mental health professionals**. To address this, Montfort College was established with a vision of mental and emotional well-being in society and a mission to train psychologists and counsellors with personal integration and professional competence; to provide contextually relevant, socially inclusive, and affordable mental healthcare support to all in need.

##### Governance

The college is managed by the Montfort College Society. The Chairman of the society is the "**Provincial Superior**" of the "Bengaluru Province of the Brothers of St. Gabriel". The Governing Body comprises of the Chairman of the society, the Director, the Treasurer/ Bursar and other Members. The Director, who plays the dual role of the Secretary to the society provides the visionary leadership to the College.

The Principal is the Academic Head of the College and has legitimate authority in all academic activities of the college. He is supported by the Governing Council, the IQAC, and assisted by the various committees, cells, and their coordinators in managing the affairs of the college. The Principal and Director ensure that all activities and goals of the college are synchronized with the vision and mission of the college.

##### Strategic Planning

The growth goals of the college are encapsulated in the strategic plans and are reflective of the vision and mission. The perspective plans of College have also been responsive to changes in global and national scenarios. When NEP 2020 was introduced the college, which had been dedicated to the single field of mental health, chose to begin undergraduate programs. The Governing Body identified this as a way to reach out to a larger pool of youngsters and train them within the Montfortian ideals with a vision to enhance their emotional wellness and through them, extend this to the larger society.

Based on the perspective plan the IQAC prepares the annual plan which is submitted to the principal. In consultation with the Academic, Research, and Internship coordinators the plan is put into action.

##### Decision Making

Participative governance and collective leadership play an important role in the administration of the college. The principal provides strategic leadership, management, direction, and coordination for the institution. Several teachers are in key positions in decision-making bodies such as IQAC which initiates quality enhancement measures, Board of Studies to approve all co-curricular programs ensuring that the highest standards are maintained while delivering programs related to mental health and training of

counsellors. The Staff Selection Committee to select qualified and committed staff members who would be a model of personal integrity and professional competence. Staff is appointed as coordinators for important academic programs such as Academics, Research, and Internship. Discussions at regular staff meetings ensure that every teacher has an opportunity to participate in the functioning and growth of the college.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### **Response:**

While the Principal is responsible for the overall functioning and administration of the college, decision making regarding academics and co-curricular and extra-curricular activities are decentralized. Delegated staff members are given responsibility for certain areas and committees are formed. In consultation with their colleagues, decisions are taken and approved by the Principal. This makes the decision-making process a collaborative process which includes discussion and consultation with all stakeholders.

#### **Case Study: Academic Coordinator**

##### **Context**

With the varying needs of the only two Post Graduate Programmes, viz, M.Sc. in Psychology and M.Sc. in Counselling Psychology (before 2018 the University degree is named as M.Sc. in Psychological Counselling), the post of Academic Coordinator was created to synchronize and systemize the scholastic, pedagogical and co-curricular activities in the college.

##### **The Process**

The position of the academic coordinator was created to ensure the smooth running of all academic activities. The academic coordinator is made responsible for:

1. The efficient functioning of the department with reference to its goals and objectives.
2. Developing and scheduling activities of the department for the academic year and preparing the departmental calendar.
3. Ensuring judicious class / job allocation to the faculty members.
4. Ensuring that all faculty members complete their role responsibilities in a timely manner.
5. Ensuring leave management of teaching staff of the department, in such way that no prescribed class hours are lost.
6. Ensuring harmonious working environment to nurture a healthy academic community and assist in resolving differences.
7. Periodic independent review of faculty performance individually and suggesting remedial

measures.

8. Initiating opportunities and avenues for developing faculty knowledge and capability.
9. Encouraging regular academic discussions for subject exposure among the relevant faculty in and outside the department, to facilitate knowledge sharing and updating.
10. Identifying and arranging specialist lectures for different subjects in consultation with the concerned faculty.
11. Maintaining overall student discipline as per college policy and guidelines, with due coordination with Class Teachers, with regard to attendance, dress code, attitude, conduct, assignment completion, etc.
12. Resolving difficulties faced by the students, academic and non-academic, in due consultation with the class teacher and referring essential cases to the Counsellor, with a discreet note of reference.
13. Convening regular faculty meetings in consultation with the Principal, to assess and review the progress of planned activities.
14. Complying with the reporting requirements and submission as may be specified.
15. Finalizing of the timetable for the next semester immediately on completion of the current semester.
16. Developing proposals for improved teaching methods, curriculum enhancement, new academic programs of practical significance, etc.
17. Exploring avenues for converting the department in to a value centre.
18. Preparing annual personnel evaluation report.

### Impact

The impact of creating this position is seen in the following ways:

1. The ease and smooth functioning of all academic activities.
2. Segregation of tasks and responsibilities resulting in efficient and timely decisions.
3. Freedom to introduce new process for increased efficiency of academic activities such as installation of Google classrooms in 2018 and initiation of peer review for faculty.

Thus the effective leadership is visible in all institutional practices including decentralisation and participative management in decisions.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

Montfort College has succeeded in implementing some of the major goals laid down in its perspective

plan. The institution seeks diverse ways to better its offering to students in line with its mission and vision statement. A highlight of the deployment of its strategic plan was to offer multi-disciplinary undergraduate programmes.

### **Successful Implementation of offering Multidisciplinary Undergraduate Programmes.**

#### **The Context**

In keeping with the Montfortian vision of providing holistic and high-quality education to the growing segment of the youth in India, the college decided to offer undergraduate programmes, after being a single discipline post graduate college since 1995 offering only two Post Graduate Programmes, viz, M.Sc. in Psychology and M.Sc. in Counselling Psychology (before 2018 the University degree is named as M.Sc. in Psychological Counselling). The impetus given by the Government of Karnataka to implement the National Education Policy (NEP) 2020 helped to propel the practical application of this by the college.

#### **The Need**

Being a single discipline college offering two postgraduate courses meant that the college often felt the need for greater financial stability. The Management is permitted to fill up only fifty percent of the seats. Fees are very reasonable and the management *does not accept any donations* as this is a service oriented institution. The remaining seats are filled through the University and a portion of the fees is remitted to the college. By offering a number of multidisciplinary undergraduate programmes the college could augment its financial resources as envisioned.

#### **The Process**

On the suggestion of the Governing Council, the IQAC and senior faculty members, put together a strategic plan to commence multidisciplinary undergraduate programmes. Decisions were taken as to which programmes were relevant in the context of the current need, job opportunities and resources of the college. On approval of these decisions by the Governing Council, the college applied to the affiliating university and got permission to start 7 seven undergraduate programmes from the academic year 2021-2022, which is now not under the purview of the assessment and accreditation 3rd cycle-Self Study Report (2016-2017, 2017-2018, 2018-2019, 2019-2020, and 2020-2021).

#### **Assembling Resources**

The college ensured that the existing number of classrooms and laboratories for psychology and computers were adequately equipped to accommodate the undergraduate programmes. The Management is in the process of establishing a separate building to accommodate the undergraduate programmes, in view of the growing number of students from year to year.

Qualified and competent faculty members were recruited in different disciplines to cater to the academic requirements.

#### **Result**

Permission to start new degree courses in Arts, Science and Commerce was granted in July 2021 and by October 2021 as per the University schedule the college was able to welcome its first batch of

undergraduate students in science, humanities and commerce. A wide range of academic options and course combinations with certificate and diploma options at the undergraduate level is in place.

The holistic education that Montfort College is known for, could now be extended to the vibrant, dynamic and growing segment of the country's youth.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### **Response:**

Montfort College functions under the aegis of the Montfort College Society which is registered under the Karnataka Societies Registration Act 1960.

#### **The Governing Body**

The Governing Body is headed by the Provincial Superior (Chairman) of the Bengaluru Province of the Brothers of St Gabriel, a Christian religious order.

The Director of college is also the Secretary of the Society and has the final authority in the overall functioning of all aspects of the college.

The leadership function is vested with the principal, who has autonomy in academic and administrative matters. The principal is an important link between the management and the stakeholders of the college. He is entrusted with the task of facilitating the effective and efficient day-to-day functioning in line with the goals of the college. He is the head of many of the important statutory bodies and through these, he is able to ensure that the functioning of all aspects of the college is well planned and synchronized.

The financial affairs of the college are managed by the Bursar/financial administrator. He is responsible for budgeting and auditing of accounts. He is also the administrator of the college and oversees the infrastructural development and maintenance.

#### **Governing Council**

Governing Council comprises of the director, principal, university nominees, academicians, staff members and members from the society as per the relevant norms. The Governing council reviews and deliberates on the overall performance of the institution and provides guidance to the institution towards better performance and growth.

### Internal Quality Assurance Cell (IQAC)

The IQAC of the college is established as per the norms of the NAAC and comprises of the principal, director, IQAC coordinator, members of the teaching and administrative staff, academic experts and members of social standing. The IQAC looks into quality standards and initiates measures to ensure and enhance the quality of various college activities.

### Cells/Bodies

The administration of Montfort College is decentralized and decision-making power is granted to various bodies and committees with a view to encourage participative governance. The important roles such as the academic coordinator, the head of the research development cell, the coordinator of administration and the IQAC coordinator report directly to the principal. The principal provides strategic leadership, and direction to the coordinators and members of these bodies.

### Institutional Procedures

**Service Rules:** All employees of the institution are governed by the service rules of the Montfort College Society which includes code of conduct and ethics. The Service Rules Manual is handed over to the employees at the time of joining.

**Faculty Guidelines:** This document contains guidelines and job descriptions to help faculty with their day-to-day functioning. It also helps the faculty to understand the expectations of the college and guide them to fulfil their roles in the college.

**Institution Policy Manual:** The Montfort College Policy Manual provides a written record of governance, is an expression of management philosophy, and provides guidance and assistance to Montfort College community. It defines the systematic approach in governance, outlining steps for achieving the institutions objectives and ensuring consistency in procedures.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

#### Response:

The college extends the various welfare schemes to promote, support, and enhance the well-being of its employees.

Administrative and support staff are entitled to Contributory Employee Provident Fund. The Employee State Insurance Scheme (ESI) is provided for the eligible staff. Interest-free loans are provided to the staff to meet any emergency requirement. Emergency funds are made available for the teaching and non-teaching faculty for immediate financial help on request from the management. Financial assistance is given to the staff to meet medical expenses for the family members of the staff. Financial assistance is also provided for the faculty to attend conferences, seminars, workshops, faculty development programmes, paper presentations, publication charges, etc., as per the norms of the faculty development policy. Gratuity benefits are applicable as per the service rules for all staff members.

The faculty can avail various types of leaves like casual leave, special casual leave, duty leave, maternity leave, paternity leave, medical/sick leave, marriage leave, and extraordinary leave as per the guidelines provided in the service rules.

Periodic free eye check-up camps are also carried out. During the pandemic, free periodic RT-PCR and antigen tests were organized for all staff and students in collaboration with Bruhat Bengaluru Mahangara Palike (BBMP) hospitals. Mental health and other support were also provided for staff and students who were tested covid positive or even when their families were tested covid positive. The full salary was given to all staff during the entire pandemic period and the college did not terminate the services of any employee during the pandemic.

An accommodation facility for single teaching and non-teaching staff is available. School fees and school uniforms are provided for the education of children of support staff. The college also provides uniforms for support staff. A first aid facility is available in the college and a vehicle with a driver is available for any medical emergency. Free parking facilities are provided to all staff.

Every year a cash gift is distributed to all the staff from the college as a Christmas gift during the festive season. Staff recreation trips are organised every year which is a refreshing combination of fun learning and bonding. Birthdays of all staff occurring in a particular month are celebrated with a get-together after

college hours.

Though it is a self-financing college which do not receive grants from government in any form, Montfort College administration is very keen to take care of the teaching and non-teaching staff including menial staff for their welfare measures. The College provides an excellent, serene and conducive work environment.

Support is provided to the faculty for pursuing further studies and upskilling to attend to Conferences, Workshops, Seminars, Symposia, Exhibitions, etc. The institution provides research grants to the faculty who take up projects.

The Internal Quality Assurance Cell (IQAC) also regularly organises enhancement trainings, talks, gatherings, activities, etc., as a welfare measures to the faculty, students, society and other stakeholders.

The employees of the College enjoys a synergetic and healthy relationship among themselves and with the management.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

**Response:** 20.98

#### 6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
02	01	07	01	01

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	<a href="#">View Document</a>

### 6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

**Response:** 6.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
07	11	03	05	06

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 53.43

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

2020-21	2019-20	2018-19	2017-18	2016-17
07	10	07	01	07

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

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

**Response:**

Appraisal of performance at periodic intervals is one way of ensuring holistic development. Collecting feedback in a 360-degree manner ensures that there is both objectivity and transparency in the system. Various areas for growth including professional development, self-growth, organizational citizenship

behaviour, etc., are assessed.

A multi-pronged approach are used for performance appraisal.

### **Faculty self-appraisal**

Faculty appraise their own progress during each academic year on parameters of professional and self-development, research output, involvement in institutional and community outreach activities etc., through self-appraisal forms which they fill annually.

The faculty furnish details of the activities pertinent to the teaching and research. They also record their involvement in administrative, academic, co-curricular, extracurricular, and other extension activities. This method of introspection enables the faculty to understand their strengths and explore opportunities to enhance their performance.

### **Feedback by peer group (Faculty)**

Peers are appropriate assessors of teaching effectiveness as they would have an understanding of the challenges within the classroom context. A teacher can benefit from peer feedback as it will be practical and application focused within the context of the subject, the teacher's abilities and the student readiness.

It is a practice at Montfort that all lecturers, whether full-time or part-time be observers as well as observed at least once each semester. Teachers are paired at the beginning of the term and are asked to complete the process of peer review during the term. The guidelines are given to them along with relevant forms. Observation by a colleague enables rapid feedback for quick changes at a practical level.

### **Feedback by the students**

Students are the ultimate beneficiaries of the training provided by the college. Thus, feedback from students is imperative for ensuring high quality training. Feedback is collected both formally at the end of each semester by the college as well as informally at regular intervals by individual teachers.

The students give formal feedback about each faculty who teach them on various parameters such as communication, subject-knowledge, teaching pedagogy, classroom management, etc. This feedback is made available to the teachers and they use this to identify their strengths and also look at strategies for improving any areas that need such improvement.

### **Assessment by Management**

The management collates and analyses the data of self-appraisal, feedback from students and peer group. It also carries out an independent qualitative assessment of each faculty members taking into account their participation in college activities, time bound completion of task assigned, integrative approach in organization and performance as a team player. Based on the analysis the management encourages them to explore new horizons, and suggest corrective measures to improve individual performance wherever needed.

### **Performance appraisal for non-teaching staff**

Self-appraisal forms which include parameters such as teamwork, work habits, initiatives taken are one of the ways in which the performance of non-teaching staff is assessed. This process gives the non-teaching staff members insights into their strengths.

The principal, director and the coordinator of administration assess, evaluate and suggest corrective measures for performance improvement.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

A well-defined mechanism is in place for systematic financial audit and transparency in financial management through the annual conduct of internal and external audits. There are no major audit objections both in the external audit and internal audit reports.

#### Budget

At the beginning of every financial year, the Principal, the Bursar and the Director in joint consultation submit a budget proposal to the Governing Body after compiling the requirements from the teaching and non-teaching staff. The Budget is scrutinized and approved with or without modifications by the Chairman of the Montfort College Society.

The Budget includes recurring expenses such as salary, electricity, water, internet maintenance, stationary, other consumable etc., and non-recurring expenses like laboratory equipment purchases, furniture and other development activities. Regular financial transactions are monitored by the Bursar as per the approved budget. A full-time accountant maintains the accounts, prepares monthly, quarterly and annual reports and keeps all documents ready for statutory audits. Proper procedures are adopted for various purchases.

#### Internal Audit

Internal audit is conducted during the financial year. From 2016, Arockiasamy & Charles, Chartered Accountants, with FRN.0180795 carries out annual internal audit. Monthly transaction verification report is prepared by the accountant and submitted to the Bursar and Director. Any discrepancy noticed is brought to the notice of the concerned staff and rectified.

The accountant ensures timely statutory payments to different bodies like EPF, ESI, TDS, etc. The auditor checks whether the college is complying with statutory norms like deduction of TDS, payment of the

sanctioned amount as salary etc. Scrutiny of the asset register and verification that amounts have been credited rightly under the prescribed heads are other tasks. The auditor ensures that all receipts are accounted for under the correct headings and all payments are duly authorized.

### External Audit

The statutory external audit is carried out in an elaborate way by a registered auditing firm appointed by management during the governing body meeting. Till 2018 M/S. M Thomas & Co., Chennai with FRN 004408S have certified the financial statement. From 2019 Arockiasamy & Charles, Chartered Accountants is carrying out the external audit.

The Audit involves procedures to obtain audit evidences about the amounts and disclosure in financial Statements. Any queries, in the process of audit would be attended immediately along with the supporting documents.

The following mechanisms are followed for checking financial statements and records:

1. Examining account records.
2. Verifying assets purchased during the year.
3. Thorough scrutiny of bills, vouchers and receipts.

### Process of settling audit objections.

There have been no major objections or discrepancies reported for the last five years. Any minor error pointed out by the auditors are immediately rectified. Steps are also taken to avoid recurrence of any such errors in the future.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>

### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

#### Response:

As mentioned earlier, the Montfort College Society and its Management does not accept any donations in cash and in kind from the students, teachers, parents, non-teaching staff. Either during admissions or post admissions the College do not collect donations or capitation fees. The College does not accept donations during appointment of either teachers or non-teaching staff. The only source of income is fees from students, alumni contributions, well-wishers of the society contributions in kind. Therefore keeping the Resource Mobilization policy in mind and NEP 2020, the management as per the need analysis have this year started undergraduate programmes in order to have a break-even budget.

The focus of the Resource mobilization policy is the achievement of the goals of the institution ensuring accountability and transparency. Identification of resources and its effective management, along with monitoring the optimal utilization of the funds for the promotion of a learner centric ecosystem is the main thrust of the policy.

The primary objectives of the policy are to ensure that there is a clear, systematic, and well-coordinated approach to mobilization and management of resources, efficient budget allocation, and diversification and expansion of the resource base of the institution to support the achievement of its strategic plans.

#### Institutional Strategies for Mobilization of Funds

The main revenue for the college is through the fees from the regular programs. This income is augmented by the fees generated through the conduct of various certificate programs. The institution is exploring other ways in which to mobilize funds.

#### Resource Utilization Strategies Employed:

The Governing Body of Montfort College ensures that the income generated is spent optimally. The Annual Budget is prepared wherein financial resources are allocated as per the requirement of the Institution and this is approved by the Management.

#### Utilization of Financial Resources

In order to provide quality education and in pursuit of its mission the management meets all expenses relating to starting of new programs and centres as well as the expenses for scholarships, seminars, guest lectures, student association activities, faculty development programs, sports and cultural activities etc.

Transparency and accountability are ensured by conducting an annual audit of the financial statements both internally as well as externally.

### Utilization of Human Resources

Effective utilization of time is undertaken by preparing the Academic Calendar. Installation of the ERP system is a step towards e-governance which has also resulted in increasing the efficiency of Human resources. Allocation of appropriate workload and assignment of responsibilities as per the interest and talent of the staff increases job satisfaction.

### Utilization of Space

A small fruit garden provides an ambient environment for informal meetings, discussions, student interactions and dining space. The airy sunlit open central courtyard of the college building is used for small group discussions, exhibitions put up by students as part of their course work, a venue for extracurricular activities, and even some functions organized by the college.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

#### Response:

Montfort College has always strived to maintain high standards. Since the establishment of the Internal Quality Assurance Cell in 2004, the cell has been involved continuously in monitoring and improving the academic and administrative wings of the college. Some of the quality initiatives include:

- Initiation of lesson plans, course, and checklists.
- Regular faculty development programs for new teaching pedagogies and practices.
- Organizations of conferences, guest lectures and workshops.
- Initiation of exemplary practices such as weekly case conferences, supervision, personal therapy and group therapy for students.
- Initiation of outcome-based education with POs, PSOs etc and virtual classrooms.
- Conduct of green audit, energy audit, and environment audit.
- Introduction of blending learning, online counselling training and supervision during the pandemic to ensure that quality of learning is not affected.

In addition to these, the IQAC has initiated mentoring program for all students and honour's program for advanced learners.

***Mentoring for students:***

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

The Practice: The IQAC of Montfort College decided that assigning mentors to each class would be a useful way of helping students handle academic and other issues. Mentoring sessions are scheduled into the academic calendar. Mentors meet with students regularly and talk about their difficulties and guide them on the different courses of action such as attending workshops and conferences, networking for internship, field visits, personal therapy, etc.

In 2020, the mentoring process was **restructured** and a new initiative of drawing up protégé profiles which contained MBTI, VARK and Multiple intelligence scores for each student. These were shared with the mentors. Protégés maintain the detailed report which is confidential. Mentors submit only summary and non-confidential aspects as public record. An FDP on mentoring was carried out for all mentors to ensure that they would be skilled to carry out mentoring effectively. Further, if a student is having too much of difficulty in adhering to academic deadlines or understanding academic work, mentors recommend that the students go in for personal therapy.

***Blended and Virtual Learning:***

The Context: The Covid Pandemic posed several challenges to the quality of learning counselling and psychology. Post graduate students are expected to continue their skills training and practicum as the time-frame of their program is short.

The Practice: Since the college had already been using virtual (google) classrooms, the shift to technology-assisted teaching-learning-evaluation was not a difficult one. However, the college invested in various online meeting platforms such as Microsoft Teams, Zoom, and Google Suite to enable online classes. The college also invested in two video cameras to enable blended classes. Teachers were trained through various faculty development programs facilitated by experts to use online and blended platforms for teaching theory, practicals, small-group discussions, supervision and other academic activities. Students were also trained to carry out their counselling practicum and internship requirements through online modalities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation**

**quality initiatives )****Response:**

Review of teaching learning is an inherent practice at Montfort College. The college has standard procedures in place to ensure that teaching goals and learning outcomes are being met. The IQAC has initiated several processes over the years towards quality in teaching learning such as course plans, lesson plans, evaluation plans, semester checklists, **outcome-based education, self-directed learning** etc. These plans are reviewed by the principal and coordinator and then shared with the students. The IQAC has also conducted faculty development programs in-keeping with new developments in education to empower teachers in new pedagogies and technology. Some of the specific measures used to review teaching-learning processes are presented below:

**Shared papers**

The context: Sharing papers has the advantage that teachers learn from each other. Younger/ less experienced teachers can gain from the more experience counterparts and older teachers can learn new pedagogies/ practices from their more tech-savvy colleagues. In addition, sharing papers also helps teachers and students gain multiple perspectives.

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

**Peer review**

The context: Teachers would have a good understanding of the possibilities and challenges within a classroom context and thus would be appropriate assessors of teaching effectiveness. Teachers can benefit from peer feedback which is practical, application focused, and contextual to the subject.

The practice: During the semester, each teacher is observed by a peer for atleast one class. The observer gives the teacher feedback on the entire lesson from planning to execution. In order to facilitate growth and to ensure no negative consequences, the feedback given by the observer to the teacher is confidential. However, the teacher and the observer do agree upon which aspects of the feedback may be shared with the organization and this is submitted for record. These observations enable immediate feedback and can help the teacher set growth goals and take any corrective measures quickly without waiting for an annual review from the Management through IQAC.

**Feedback on Teaching Learning Evaluation**

The context: The final beneficiary of the teaching-learning process are the students. Feedback from the students forms an essential part of the college's quality parameters. The feedback enables teachers to understand how their strengths and areas for improvement from the student's perspective. It also helps the college match the teacher to the paper.

The practice: The college collects comprehensive feedback regarding the teaching learning and evaluation

aspects of each paper/course taught from the students every semester. The feedback includes preparedness for classes by the teachers, communication of course expectations and competencies, completion of portions, relevance and updation of information, application, availability of the teacher within and beyond the classroom, encouragement of active discussion and participation, classroom discipline and attitude, provision of reference materials, fairness, flexibility and transparency of assessment/ evaluation, openness to feedback and other important aspects. This feedback forms the basis of future paper allotment. It also enables teachers to identify their strengths and areas for improvement for each paper separately.

### **Virtual Classrooms**

The context: To streamline the various day-to-day teaching-learning processes during regular as well as online classes.

The practice: Montfort College IQAC has initiated the use of virtual classrooms in 2018. At the beginning of the program, all the students of the program are given access to their Google Classroom. Teachers share useful class-related material such as PowerPoint presentations, eBooks, links to online videos etc., Teachers also post instructions for assignments, submissions, deadlines etc. These automatically get added to the students' own personal calendars so students don't miss deadlines. Most importantly, the material is compiled over their two years and is constantly available to them. It is further useful to teachers to monitor student progress on submission of assignments with ease.

During the pandemic, these virtual classrooms proved to be a valuable asset through which students were still in touch with each other and with their teachers despite the lockdown. The classrooms also enable blended modality teaching to help student who were in quarantine to attend classes. The principal, academic coordinator, and IQAC coordinator have access to all classrooms for review and monitoring.

### **Incremental Improvements based on NAAC Peer Team Recommendations**

1. Long-term perspective plan for future development needs to be prepared: A perspective plan has been developed and is deployed.
2. A guidance bureau needs to be developed: Placement cell is functional in addition to guidance and counselling as part.
3. Placement system to be strengthened: Placement cell has been created and has been functional. Students are being placed regularly through the placement cell.
4. UGC approval for college to be expedited: The college has been granted 2(f) and 12B status by UGC.
5. Permanent affiliation for existing programmes to be taken up: The college received permanent affiliation from Bangalore University in the academic year 2016-2017. The college is now in the process of renewing the same under Bengaluru North University.
6. Practicum and psychometric lab to be restructured to meet professional requirements of training: A special assessment room has been constructed with 5 individual cabins for professional psychological assessment and testing.
7. Programmes closely interrelated to the main academic goals to be started: The college started UG programs in academic year 2021-2022. The college is awaiting approval for other PG, Diploma, and certificate programs from the affiliating university.
8. Short term and need based programmes to be introduced: The College has introduced many short-term certificate programs and value-added programs based on the needs of the students and society.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**6.5.3 Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**Response:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.**

**Response:**

A majority of the students at Montfort College are female students with number of male students admitted every year ranging between 0 to 5 percent. The adoption of the philosophy of gender equity and the practical implementation through gender sensitization is evidenced by the following.

**Gender Equity:**

1. Teaching and non-teaching **faculty are appointed purely on the basis of competency** and not based on their gender.
2. Candidates who wish to join the course are **screened through entrance tests and interviews to understand their general attitude and interest and we are a co-education unit.**
3. Certain parts of the curriculum such as the papers on psychotherapy, positive psychology, psychopathology, and rehabilitation psychology are **taught using case studies which can be applied to heterosexual, homosexual and asexual clients** to prepare the students to be inclusive.
4. Students who have rigid belief systems originating from their religion, culture, region and socio-economic statuses are **challenged by the teachers through reflective assignments, research projects, and extension activities.**

**Sensitization:**

1. In order to sensitize the students about women rights and their contribution, **National Girl Child Day and International Women's Day are observed.** Guest lectures on specific gender issues like oppressions faced by LGBTQA+ community are organized.
2. The College has an **Anti-Ragging Cell and Internal Complaint Committee and the respective Policies are** in place to address issues of abuse.
3. The college encourages the **faculty and students to take part in various activities for the psycho-social wellbeing of Lesbian, Gay, Bisexual, Transgender, Queer and Asexual/Aromantic (LGBTQA+)** such as Conferences on gender issues and public events.
4. The college was delighted when the Supreme Court, in a landmark judgement on September 6, 2018, unanimously struck down part of the Section 377 of the Indian Penal Code, which decriminalized consensual same-sex relations.
5. Montfort College facilitates and provides support to individuals who are in **the process of "coming out"** (disclose their gender identity to their family members, friends and significant others) to enhance social acceptance and to promote their mental health.

**Safety and Security Measures:**

1. **The college has a well-protected compound wall and round-the-clock security** service. There is an Entry/Exit Register to maintain detailed document of human movements.
2. **CCTV Cameras are installed** at strategic points in the College and hostel area to provide

surveillance.

3. **There is a full-time female warden who is a trained psychologist** to provide holistic care to the students.
4. An **electric sanitary pad incinerator is installed in the women's hostel** to manage effective waste disposal.
5. **There are separate restrooms/ toilets for boys and girls.**

### Counselling:

The nature of the post-graduate courses mandates personal therapy for every student. The Family Counselling Centre (FCC) set up with support from the Karnataka State Social Welfare Board offers free services. Alongside mentors are assigned to every class to address their concerns.

### Common rooms:

The college provides well-furnished common rooms separately for women and men students where students can study, discuss, relax, and interact with each other.

Being a post graduate college for counselling psychology the college strive in its endeavours towards gender equity in its true sense.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Link for annual gender sensitization action plan	<a href="#">View Document</a>

### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

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

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

#### Response:

Montfort College has always been intrigued by relationship between Nature and mental health. The culture of respecting nature and being sensitive to the environment has resulted in an ambience of peace and serenity that prevails on the campus. The Policy on Waste Management clearly spells out the initiatives taken in this direction which is evidenced by the following steps taken to implement it.

#### Measures for Solid Waste Management:

1. The college practices a no-litter policy, and waste bins are strategically placed in and around the college for correct disposal.
2. Segregation of wet, dry and e-waste in the campus is done by keeping separate-coloured bins for this purpose. This segregated waste is either disposed through the BBMP (local Municipal Corporation) or handed over to the e-waste vendor.
3. Compost pits to manage leaf and other debris shed from the number of coconut, mango and Sapota (chickoo) trees that not only beautify but also add to the tranquil ambience on the campus.
4. There is a bio-gas plant for the disposal of food waste from the hostel and canteen.
5. The college encourages recycling of used papers by using one-side used paper for internal and non-official purposes.
6. Faculty and students are encouraged to handle assignments through online platforms thereby reducing the usage of paper.
7. The college gifts saplings to its guests, instead of bouquets covered in plastic to reduce plastic usage.

#### Measures for Liquid Waste Management:

1. The architectural plan of the college has ensured a scientific and hassle-free sewage system. The liquid waste from the toilets and kitchen is directed towards the sewage canal of the BWSSB (Bengaluru Water Supply and Sewage Board)
2. Usage of waste water from the RO water purifying unit is used for gardening.
3. Students, staff and visitors are sensitised about avoidance of wasting water by placing relevant placards at the drinking water area and in the toilets.
4. Sprinklers are used to water the lawn area.

#### Measures for E-waste Management

1. The college has an understanding with an external agency for the disposal of e-waste.

2. Computer systems which are still in working condition are donated to community schools where students could still use it for practice.

### Bio-medical waste

1. The women's hostel has an electric sanitary incinerator for the hygienic disposal of used sanitary pads.
2. All biomedical waste is segregated and safely disposed of

In this manner, the college effectively manages its waste.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Link for Geotagged photographs of the facilities	<a href="#">View Document</a>
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

### 7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles

3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

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

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

**Response:** A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**7.1.7 The Institution has disabled-friendly, barrier free environment**

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

**Response:** A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

At Montfort, **diversity is nurtured and celebrated by welcoming students and faculty from different states and backgrounds of life.** All students and staff are treated with equality and dignity. There is zero tolerance for discrimination on the basis of religion, caste, creed and ethnicity. The students admitted to this institution come from multiple cultures, languages, religions and socio-economic status from different parts of the country and the college has broad philosophy to include people from different walks of life. This becomes imperative for an institution that aims at training students to provide contextually relevant, socially inclusive mental healthcare to all in need as is the mission statement of this college.

The college prepares its students to be efficient mental health professionals by creating a sense of acceptance of others who are different from themselves through the following activities:

- 1.The college conducts annual events called '**Ethnic Day**' where students and faculty display their ethnic attire and customs. Students are very enthusiastic about this event since it gives them a chance to showcase their native dress and culture, as well as witness other cultures too. This activity has helped students to embrace other cultures as well.
- 2.The college conducts '**Language Day**' to recognise the richness of different languages in India. Students talk about their mother language, recite poems, and sing popular songs in their mother languages.
- 3.It has been a custom in the college to **read scriptures from different faiths** before the commencement of official functions. Readings from the Bhagavad Gita, Holy Quran and Holy Bible are integrated into the official programme. This has inculcated respect and curiosity towards different religions.
- 4.During the programmes organized in college such as official events and celebration days of national importance, students present regional and **cultural folk songs, musical performances, and dances.** Through such cultural events students learn to love and respect the richness of the different cultures in the country. This exposure to the culture of different states in India, creates a spirit of inclusiveness.
- 5.Major festivals from different religions are celebrated in the college, with festivities that are typically characteristic of those festivals. **Festivals** like Sankranti, Dusshera, Onam, Holi and

Christmas are celebrated by all the students on the campus with much joy, bonding them despite their differences.

6. **Food Fests** conducted in the college are yet another annual event which is looked forward to. Students prepare dishes that are typical of the region or culture that they belong to and this is sold in the college. It provides an occasion for all to experience and appreciate the native cuisine of different states.

The curriculum training is also geared towards inculcating respect for and acceptance of all cultures among the students. Many sensitive issues and points of **diversity are actively debated** during classes to enable students to develop **healthy attitudes of openness and warmth towards all human beings**.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

#### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

##### **Response:**

Montfort College realizes the paramount role of moulding responsible citizens of the country. One of the goals of the institution is to nurture integrated personalities who can transform the future of the nation by having the right values and aspirations of nation building. Driven by the mission to build a strong nation, diverse activities and programmes in the college focus on sensitisation of students, faculty and staff on constitutional obligations, values, rights, duties and responsibilities of citizens. The college provides opportunities to inculcate constitutional values and sensitize students to their Fundamental Rights and Duties through the following activities

The college provides opportunities to practice values of national importance such as tolerance, human dignity, justice etc. through campus and classroom interaction. The Institution always ensures equality of opportunities, human dignity and justice, irrespective of caste and creed. Besides that, every employee and student is respected and values of equality and secularism are put into practice, where all religions and faiths are respected.

Students are enthused and inspired to organize and participate in Outreach Programs. These programs are a practical expression of the constitutional values, rights and duties of each citizen of India looking for a better India. Some of the programs are listed below:

1. The college organized an inter-collegiate event where an open-mike event by name “Enhancing Electoral Literacy” was designed exclusively to educate the participants on the importance of elections.
2. At each parliamentary and assembly elections, students are encouraged to cast their vote in their

- constituencies by giving the required permission and allowance of time.
3. Among the different student clubs that exist in the college, one among them is a Discussion club where topics of current political, economic, and social interests are thrown open for discussion and debate.
  4. The library has a newspaper desk at the entrance where students and faculty can read national and regional papers to update their awareness on National and International events.
  5. As a matter of practice, the entire college participates with pride and dedication in singing national anthem and the state anthem in every official event.
  6. The college has displayed the Preamble of the Indian Constitution at a prime location of the college where it is visibly available to all visitors so that they are reminded of the spirit of it.
  7. On every National commemorative day, the Indian National Flag is hoisted where students, faculty, and the administrative heads take part.
  8. Celebrations of Independence Day and Republic Day inflame the spirit of patriotism and love towards our mother country.
  9. Election of student council sensitizes the idea of democracy and its value among our students.
  10. Through the NSS, the students carry out shramadhan as part of the Swachh Bharath Abhiyan which sensitizes them to be responsible citizens.

All the programs and extension activities are aimed at enabling students to be aware of the constitutional obligations, values, rights, duties as responsibilities of citizens of India.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

#### Response:

Montfort College encourages students to celebrate life and diversity by observing many commemorative days. Through these, the students are educated on the historical and social importance of various national and international events. National and International days and festivals are celebrated with enthusiasm to inculcate cultural and national values among students and faculty.

Every year **Independence Day** is celebrated at Montfort College as a significant event, on 15th August. It commences with the traditional “Flag Hoisting Ceremony” instilling the spirit of patriotism. The Independence Day is celebrated on the campus, in the presence of management, faculty and students. Usually, the chief guest hoists the tri-color flag and everybody together sing the national anthem with due respect. The speeches and patriotic songs help everybody to be grateful to the leaders who fought for freedom.

**Republic Day** is celebrated at Montfort college each year, with zeal and enthusiasm on 26th January. This celebration helps the staff and students recognize the sovereignty of India and importance of democracy.

**Kannada Rajyotsava** is celebrated on in November. This day is aimed at filling the staff and students with pride in the state and its culture. Montfortians from other states and cultures also celebrate it with the same zeal contributing to national integration.

Various awareness programmes and workshops are conducted on January 24th pointing in recognition of **National Girl Child Day**. In this way, staff and students do their bit to empower girls in the weaker sections of the society.

“Our Women. They inspire us. They lead us through tough times. They encourage us to look to the future and never give up.” Every year, on March 8th, the Montfortians set aside time to celebrate acknowledge and commemorate **International Women’s Day**.

Every September 10th, Montfort college observe **World Suicide Prevention Day** with various programs which create an awareness on the importance of life and help prevent suicides.

Every year on 10th of October, the college spreads an awareness about the importance of one’s mental health as part of **World Mental Health Day**. This is initiated by the students of the college conducting

rallies, workshops and webinars based on each year's theme.

The college ensures that students observe silence on **Martyrs' Day** to remember the great sacrifice made by our soldiers and other martyrs for our country.

Many other days of national and international importance such as World Peace Day, Mother Language Day, Pride Day etc., are also observed. Important national days such as Kanakadasa Jayathi, Gandhi Jayanthi, Ambedkar Jayanthi, etc., are also observed.

In this manner, the college makes every effort to inculcate national pride, instill values of national integration, and create responsible citizens of the nation.

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>
Link for Geotagged photographs of some of the events	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

### **BEST PRACTICE 1**

**Title:** Case Conferences: Scaffolding Professional Development in Trainee Counsellors

#### **Objectives of the practice**

1. To develop conceptualization, diagnostic, therapeutic planning and process skills
2. To empower students to handle real-life problems that come with client-work
3. To scaffold students' development from trainee to professional
4. To develop healthy attitudes towards mental health and client work in the students
5. To enhance core values of Professional Competence, Self-direction, Personal Integrity, Empathy, and Cultural sensitivity
6. To meet our mission to train psychologists and counsellors with personal integration and professional competence;
7. To provide contextually relevant, socially inclusive and affordable mental healthcare support to all in need

**The Context:** Counselling training is a professional program, the graduates need to be adequately skilled to provide this service. Through practicum, students are exposed to the real world and they also provide

counselling services to the general public as part of the syllabus. However, several existing gaps make this task both difficult and challenging:

1. The syllabus is more focused on theory than practice
2. The skills and techniques training practicals programs only work with hypothetical situations
3. Students have never been responsible for another person prior to practicum
4. Syllabus does not adequately develop conceptualization and diagnostic skills in students, especially with real-life cases
5. Syllabus does not adequately develop skills for planning and carrying out therapy with clients

**The Practice:** From the first semester itself, our students are exposed to case Conferences/presentations by their seniors in the third and fourth semester so that they understand how therapies that are being taught as part of their theory papers get applied in practice. When students reach their third semester, they are assigned a supervisor. Each supervisor attends to around 10 students who oversees their performance and conduct during their field practicum across the third and fourth semesters. Each week during these semesters, a case conference is organized which is also scheduled into the timetable. The case conference is organized and is attended by all students across all four semesters and faculty. In the case conference, two students of third or fourth semester present their cases: real clients they are seeing in practicum. This presentation lasts for an hour each. The students present the client's case history, their mental status examination and diagnosis, case conceptualization, and the treatment plan. At the end of each part, audience participation is elicited to help in the conceptualization, diagnosis, and treatment planning. This hones these skills in the students as they are exposed to multiple perspectives and receive feedback on their thoughts and opinions from peers and teachers.

The students who study at Montfort College are at a unique advantage as compared to students enrolled at other Colleges who usually do not have such a practice at the post-graduate level. The practice of case conferences encourages our students to think like professional counsellors, and goes over and above the usual practice of field-work/internships at the Master's level which usually stop at observation and minimal interactions with real-life clients. The journey from being audience members in the first semester to being presenters in the third and fourth semester also allows the students to appreciate their own growth and learning over the two-year programme.

Thus, case conference develops the skills and attitudes for professional counselling not only in the presenting students but in all the students who attend it.

**Evidence of Success:** Success is evident in many ways:

1. Students and alumni have expressed how the feedback received during case conferences has helped build adequate professional skills.
2. Employers have mentioned that the students come with good knowledge and ability to practice counselling in work setups and require less training as compared to students from other colleges.
3. Alumni and employers have expressed the high ethics and attention to detail that have been developed via this practice.
4. Students and alumni have expressed their ability to deal with a multitude of clients from different

cultural backgrounds because this practice allows them to learn from the cases presented by the other students.

5. By providing free supervised counselling to students and general public, the students of Montfort College are helping realize its mission to promote mental health and emotional wellbeing in society.

**Problems encountered and Resource required:** As the institute grows, it becomes impossible for all students to witness all case presentations/conferences. Given the large number of students and the limited amount of time available per semester for this activity, two concurrent case conferences (by two students each) are conducted. The students and faculty are divided across these two conferences which means that a student can only witness half the total number of case conferences. Helping students prepare for the case conferences, and moderating the case conferences themselves takes a significant amount of time and resources on the part of our faculty members. The availability of high-quality faculty members who are equally skilled in teaching and practice is scarce. Most of the supervisors and case conference moderators have been from among the permanent faculty, which has led to some amount of over-working of the faculty. The college is yet to find a solution to this, but the college does not intend to dilute this practice, despite small problems, since the benefits are very important to student development.

The resources required are Trained supervisors, dedicated time in the timetable for supervision and case conference, students on practicum (counselling others in the real world)

## **BEST PRACTICE 2**

**Title:** Promoting Community Mental Health

### **Objectives of the practice**

1. to increase awareness of mental health issues in the community
2. to enhance student involvement in the community
3. to meet the mission of Montfort College – to promote mental health and wellbeing in society by providing free counselling to the general public
4. to promote the core values of empathy, cultural sensitivity, commitment and service

**The Context:** Primarily, mental health awareness is low amongst the general public. Discussing mental

health issues or seeking help for them is taboo for most people. As a result, depression, anxiety, stress-related problems, and even suicides are on the rise as per country's statistics. These issues are extremely detrimental to mental health of the person in particular and of the nation at large.

Secondly, due to urbanization the youth of today seems to be more isolated and may not often reach out to the community. Inculcating a sense of belonging with the community and developing a sense of service for the community is a dire need for the development of the nation.

Finally, even for those seeking mental health help, the services are not easily accessible and people are not aware. Increasing access is extremely important to improve the mental health of the community.

**The Practice:** The vision and mission of Montfort College have been to promote mental health and wellbeing in society. In order to achieve the same, it is necessary to go beyond the classroom and reach out to the public.

The practice has been two-fold:

1. Instituting mandatory field practicum for Counselling Psychology, part of which involves providing free-of-cost counselling sessions to the general public directly, and at schools, colleges, NGOs, and also involves spreading mental health awareness through workshops and seminars
2. Carrying out regular programmes to create mental health awareness in the public every year.

Firstly, each student of counselling psychology is required to complete 120-150 direct counselling hours under the supervision of a trained supervisor during the third and fourth semesters. The practicum also involves design and delivery of mental health awareness and sensitization workshops at schools, colleges, NGOs, and other institutions. The practice benefits the students by preparing them for professional practice and hones their case-history taking, exploration, case-conceptualization, treatment planning, and intervention skills. Thus, the students are adept at all aspects of one-on-one counselling by the time they graduate from the programme. In turn, the public is benefited by the availability of 50-60 trainee mental health professionals providing free-of-cost counselling services which are supervised by trained professionals, year-on-year.

The second part of the practice is by carrying out regular awareness programs each year. These programs are included in the academic calendar each year. In addition to these three programs are conducted every year: World Suicide Prevention Day, World Mental Health Day, *and* Women's Day.

The World Suicide Prevention Day and World Mental Health Day are for creating awareness in the general public regarding suicide prevention and mental health promotion. The programmes are organized by the college involving as many students as possible between World Suicide Prevention Day (September 10th of every year) and World Mental Health Day (October 10th of every year). Thus, various programs are carried out by the students and teachers during a one-month duration each year. The college worked through the student union to get students to plan various activities to increase awareness on specific mental health topics. Groups of students plan for activities such as street plays, rallies, and interviews, they distribute pamphlets with information about issues like depression, suicide prevention, exam anxiety, etc., to different parts of the city. They bring back their success stories to share with the entire college.

**Evidence of Success:** Evidence for success is available in the following ways:

1. Students are able to meet and exceed the number of required practicum hours showing that the uptake for these services is high
2. There has been an increase in student involvement as more and more students are volunteering their time and services at various centers such as NGOs, special schools, and half-way homes.
3. The evidence for mental health awareness is also in the reports that the students carry back about the reaction of the public.

**Problems encountered and Resource required:** Providing counselling for real-life cases comes with a great amount of responsibility to ensure that the students' work is credible, and the services provided are of good quality.

The entire administrative responsibility of the services provided by the students are also handled by the Institute which is an additional task.

When it comes to seeking permissions for placement of students at various organizations, making the required connections is a big task for the institute. Similarly seeking permissions for street plays and rallies from the officials such as police department is a cumbersome job.

The following are the resources required:

1. Dedicated personnel to coordinate with various agencies to facilitate practicum
2. Trained and qualified supervisors to oversee student work
3. Support from the media to promote awareness
4. Funds for creating flyers, pamphlets, etc., and for transport

File Description	Document
Link for Best practices in the Institutional web site	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

**7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

Montfort College envisions 'mental health and emotional well-being in society'. There is a huge dearth of contextually relevant, socially inclusive and affordable mental healthcare support in our country. The College endeavours therefore, is to train personally integrated, emotionally balanced, professionally competent, socially committed and empathetic psychologists and counsellors.

The great Psychologist, Carl Rogers, believed that only therapists who are integrated and genuine in their interactions with their clients can help clients achieve self-actualization, or the fulfilment of their potentials to become the best possible versions of themselves. It is our belief that if we help students become the best versions of themselves as persons and professionals, this inturn will lead to them helping create the best version possible of our society.

Montfort College stands out from other institutions because it was the first institute in India to offer a Master's Programme in Counselling Psychology. To this day, the college is known for its steadfast adherence to the cause of mental health and well-being of society. Our single-minded focus on our mission and vision inspires us to go above and beyond the expectations of the syllabus and curriculum, and the mandates of the university.

### **Personal Therapy for Students to Promote Individual Growth and Well-being**

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 / conventional and mostly focuses on what students are supposed to deliver as a part of their practicum. However, the college, taking it upon itself, has decided that, to prioritize the highest quality learning among students. The Collge believes that in order to be an effective counsellor, one needs to also be actively working on one's own personal challenges and continually growing as an individual. The journey of learning and growing as a professional, needs to be complimented in parallel with a personal growth and development journey. Each student is encouraged to avail at least one therapy session a month every semester. A Personal Therapy log is maintained by each student which is to be countersigned by the students' personal therapist to ensure compliance to this practice.

Availing personal therapy and supervision is an integral part of effective and ethically practicing as a Psychologist as recommended by all of the prominent associations of psychologists and counsellors, the world over. By instituting this practice and adhering to it, Montfort College ensures that its students not only receive technical and theoretical support while training to be Psychologists and Counsellors, but also the emotional and psychological support to deal with the primary and secondary exposure to traumatic and disturbing content in Counselling.

### **Community Outreach to Promote Well-Being of Society at Large**

The Montfortian motto is 'Liberation with Enlightenment'. Enlightenment occurs when one moves away from the darkness of ignorance, stigma, and shame, and is shown the light of knowledge, love, and acceptance. It is this enlightenment that liberates us from the limitations of our circumstances and enables us to become the best versions of ourselves. Montfort College believes in the idea that the act of community service is enriching not only for the person(s) receiving the service but also the person(s) giving the service.

Community service is an integral part of the Montfortian ethos. In our effort to pass on this ethos to our students, we encourage them to actively pursue activities that serve the larger community. Our students provide free-of-cost counselling services under the guidance and supervision of our expert faculty in their third and fourth semesters. The sites where these services are provided are usually under-served and under-resourced schools and colleges, government and non-government organizations working with the marginalized, and our very own "**Montfort Counselling Centre (MCC)**". Once again, though the University curriculum only mandates a fixed number of hours per semester to be completed as part of the

practicum, it is a common practice for our students to go provide 1.5x to 2.0x the required hours. Most students continue working at their sites/ with their individual clients even during their semester breaks to ensure continuity of care.

An excellent example of this was the way in which our students stepped up to address the mental health needs of the community during the COVID-19 pandemic. Since access to the physical sites where students provided their services was not possible due to the lockdown, the institute organized training in Technology-Assisted Counselling for the students to enable them to continue serving the community safely during the height of the pandemic. In association with organizations in Bengaluru working on community mental health, the fourth semester students of Montfort College in 2020 prepared an online database of trainee therapists who could offer counselling services free of cost in multiple languages. This was at a time where they had completed most of their academic and practicum requirements and were not expected to do the same. The effort was met with an overwhelming response, and received coverage in the media as well.

### Conclusion

Montfort College strives to **‘Promote Social Development through Personal and Professional Development of Students’** and it does so, by providing an education that encourages them to look inwards and then outwards. Montfort College believes in spreading enlightenment through offering its service to others. It does not just see itself as a college, but as a part of the **larger community in Bengaluru**, and in India and is committed to serving its people. The Institution takes pride in training and developing ethical and socially conscious mental health professionals who remain connected to the communities and individuals who are socially and economically deprived even after they graduate. The institution has always believed in the idea that true education serves not just to benefit and enrich oneself, but also spread the light of knowledge, love and care to one and all. In this manner, Montfort College stays true to its motto of **‘Liberation with Enlightenment’**.

File Description	Document
Link for appropriate web in the Institutional website	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

---

### **Additional Information :**

The College has made exemplary move towards reaching higher heights in order to maintain quality in their offerings of programmes as well as overall development.

The College is situated in the heart of the Bangalore City on the National Highway and near to the metro with a clear vision of offering only 2 Post Graduate Programmes which are unique and the need of the country.

The Montfort College has a reputation of 25 years of service for Counselling and Psychology.

The College is a professional college, though it doesnot come under any Statutory Regulatory Authorities. Counselling and Psychology programmes are in greater demand by the students. Management quota is always full, though the University quota sent by the University takes a later schedule.

The College is a christian religious minority institution catering to all students immaterial of status, caste, creed, religion, race or colour.

The efforts made by the College in order to inculcate values to the students community are immeasurable.

The affiliating university local enquiry committees report for continuation of affiliation was exemplary. The committee appreciated the College for the yeomen service rendered to the humanity.

The College doesnot charge any additional fees other than prescribed in the rules of the Government/University.

The College appointments are absolutely based on merit, quality and transparent in every processes.

The College approached NAAC for a specialised Manual for mono faculty Colleges offering programmes in "Counselling and Psychology". NAAC was kind enough to discuss the same. But as of now the College volunteered for thrid cycle in the Manual for Self Study Report for Affiliated / Constituent Colleges (PG). It is humbly brought that most of the monofaculty Colleges with less than 250 students and about 12 teachers like Montfort College, the existing manual may not capture the essence of the quality provisions with quantatitative metrics. However the College wanted to undergo the process for the benefit of the students, teachers and community by and large.

### **Concluding Remarks :**

The College has made tremendous efforts to maintain and enhance quality. Following summary criterion-wise concludes the essence for 3rd cycle accreditaiton measures taken by the College.

Innovations into curriculum delivery such as SDL, OBE, case conferences, supervised practicum, honour's program have helped enrich the curriculum. The active IQAC ensures that feedback is collected and incorporated into the planning and operations of curriculum delivery.

A diverse student body with students from within and outside the state comprise our student strength. The college has made provisions for differently-abled and enabled them to cope with the coursework and assessments.

The marks for CIA are displayed on the notice board, LMS and on the ERP so that students can view them and address any concerns regarding the same. The grievance redress system actively ensures that any grievance related to evaluation is addressed in a timely manner to the satisfaction of all parties.

The research development cell facilitates the students to conduct ethical research of sound design. It also conducts workshops on research methods regularly for the benefit of staff and students. The management funds research projects.

The college has an automated library with a wide variety of print material and a modest collection of e-resources of good quality that are relevant to the programs.

All our infrastructural resources are also maintained in good working order at all times.

The grievance redress system ensures that grievances are redressed in a timely and transparent manner. The placement cell of the college organizes programs for capability enhancement and helps students get recruited. Mentoring system is active in the college. Our student progression to higher education meets or exceeds national average (as reported by MHRD in 2016).

Some of our academic bodies such as IQAC and library committee have student representation.

Budgeting and regular audits ensure prudent and transparent financial management. Performance appraisal of all staff enables their professional growth. Regular faculty development programs are conducted.

The beginning of admission process by the affiliating university results in loss of many potential students resulting in vacant seats in admissions from the university quota due to their academic calendar.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p><b>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b></p> <p><b>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented.</b>            Answer before DVV Verification : 2            Answer after DVV Verification: 7</p> <p>Remark : Input edited as per the programs of HEI.</p>																																								
2.1.1	<p><b>Average Enrolment percentage (Average of last five years)</b></p> <p><b>2.1.1.1. Number of students admitted year-wise during last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>120</td> <td>112</td> <td>85</td> <td>77</td> <td>68</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>120</td> <td>112</td> <td>84</td> <td>77</td> <td>67</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>120</td> <td>120</td> <td>85</td> <td>85</td> <td>85</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>120</td> <td>120</td> <td>85</td> <td>85</td> <td>85</td> </tr> </tbody> </table> <p>Remark : As per HEI provided documents for clarification input edited accordingly.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	120	112	85	77	68	2020-21	2019-20	2018-19	2017-18	2016-17	120	112	84	77	67	2020-21	2019-20	2018-19	2017-18	2016-17	120	120	85	85	85	2020-21	2019-20	2018-19	2017-18	2016-17	120	120	85	85	85
2020-21	2019-20	2018-19	2017-18	2016-17																																					
120	112	85	77	68																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
120	112	84	77	67																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
120	120	85	85	85																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
120	120	85	85	85																																					
5.1.1	<p><b>Average percentage of students benefited by scholarships and freeships provided by the Government during last five years</b></p> <p><b>5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)</b>            Answer before DVV Verification:</p>																																								

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	2	6	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	2	5	5

Remark : As per HEI provided sanctioned list of students input edited accordingly.

5.1.3 **Capacity building and skills enhancement initiatives taken by the institution include the following**

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene)**
4. **ICT/computing skills**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per HEI provided activities.

5.1.4 **Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

5.1.4.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
74	59	82	102	58

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
74	59	82	102	59

Remark : As per HEI provided the list of students for clarification , input edited.

5.3.1 **Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	7	1	4	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	11	1	15	9

Remark : As per HEI provided the e-certificates for clarification input edited accordingly.

6.3.2 **Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
02	01	06	01	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	01	07	01	01

Remark : As per HEI provided data for clarification input edited.

6.3.3 **Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**

6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
09	11	03	06	06

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
07	11	03	05	06

Remark : Input edited as per HEI provided reports and brochures of events.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of courses offered by the Institution across all programs during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>51</td> <td>51</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>265</td> <td>265</td> <td>265</td> <td>265</td> <td>265</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	51	51	50	50	50	2020-21	2019-20	2018-19	2017-18	2016-17	265	265	265	265	265
2020-21	2019-20	2018-19	2017-18	2016-17																	
51	51	50	50	50																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
265	265	265	265	265																	
1.2	<p><b>Number of programs offered year-wise for last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	2	2	2	2	2	2020-21	2019-20	2018-19	2017-18	2016-17	7	7	7	7	7
2020-21	2019-20	2018-19	2017-18	2016-17																	
2	2	2	2	2																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
7	7	7	7	7																	
2.2	<p><b>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>90</td> <td>64</td> <td>64</td> <td>64</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>90</td> <td>63</td> <td>63</td> <td>63</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	90	90	64	64	64	2020-21	2019-20	2018-19	2017-18	2016-17	90	90	63	63	63
2020-21	2019-20	2018-19	2017-18	2016-17																	
90	90	64	64	64																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
90	90	63	63	63																	
2.3	<p><b>Number of outgoing / final year students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>104</td> <td>82</td> <td>71</td> <td>64</td> <td>49</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	104	82	71	64	49										
2020-21	2019-20	2018-19	2017-18	2016-17																	
104	82	71	64	49																	

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
103	82	71	64	49

3.2 **Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
63.59	72.61	41.27	21.50	19.17

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
60.58	69.96	39.43	19.74	17.33

3.3 **Number of Computers**

Answer before DVV Verification : 49

Answer after DVV Verification : 52