YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	Mount Carmel College, Autonomous
• Name of the Head of the institution	Dr. Sr. Arpana
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	08022261759
• Alternate phone No.	08022286386
• Mobile No. (Principal)	9481810530
• Registered e-mail ID (Principal)	principal@mccblr.edu.in
• Address	+58, Palace Road, Abshot Layout, Vasanthnagar,
• City/Town	Bengaluru
• State/UT	Karnataka
• Pin Code	560052
2.Institutional status	
• Autonomous Status (Provide the date of conferment of Autonomy)	13/09/2005
• Type of Institution	Women
• Location	Urban

• Financial Status	Grants-in aid
• Name of the IQAC Co-ordinator/Director	Dr. Anjana Mani
• Phone No.	08022261759
• Mobile No:	9845442116
• IQAC e-mail ID	iqac@mccblr.edu.in
3.Website address (Web link of the AQAR (Previous Academic Year)	https://mccblr.edu.in/wp-content/uploads/2023/11/AQAR-2021-22.pdf
4.Was the Academic Calendar prepared for that year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://mccblr.edu.in/wp-content/uploads/2023/01/MCC-Calender-2022-23.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	Five Star	75	1999	09/10/1999	08/10/2004
Cycle 2	A+	90.5	2006	02/02/2006	01/02/2011
Cycle 3	A	3.31	2012	21/04/2012	20/04/2019
Cycle 4	A+	3.35	2019	15/07/2019	14/07/2024

6.Date of Establishment of IQAC	10/07/2003

7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
NIL	Nil	Nil	Nil	Nil

8.Provide details regarding the composition of the IQAC:

• Upload the latest notification regarding the composition of the IQAC by the HEI	View File

9.No. of IQAC meetings held during the year	**12**	
• Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?	**Yes**	
• If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded	
10.Did IQAC receive funding from any funding agency to support its activities during the year?	**No**	
• If yes, mention the amount		

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

1. Single Discipline Programmes implemented under NEP 2020 2. The Bio Gas plant was made operational. 3. Training Programmes for Administrative & Support staff. 4. Commencement of IELTS training programme for 5. Enhancement of Environment Audit - Measurement of Carbon Footprint & Carbon Sequestration

12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:

Plan of Action	Achievements/Outcomes
Single Discipline Programmes implemented under NEP 2020	Seven new Single discipline programmes were started - four programmes in Humanities, One in Commerce and two in Science.
The Bio Gas plant was made operational	The Bio Gas Plant commenced generation of energy. supplementing the existing energy generated through other sources.
Training Programmes for Administrative staff & Support Staff	Training Programmes were conducted for the Administrative staff in 'Kannada Nudi' & for the Support Staff, the 'Digital Literacy' training programme was conducted focusing on utilizing word processing software.
Training programme for Teaching Faculty	A training programme was conducted for all faculty on the Usage of EBSCO - The Database for E- Resources to enhance the quality of research on campus
IELTS training programme	In association with CEE, MCC & IDP, IELTS classes
Enhancement of the Environment Audit on Campus	In association with the department of Environment Science, measurement of Carbon Footprint & Carbon Sequestration were added as components of the Audit & undertaken.

13.Was the AQAR placed before the statutory body?	Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	19/10/2023

14.Was the institutional data submitted to AISHE ?	Yes

- Year

Year	Date of Submission
2021-22	02/03/2023

15.Multidisciplinary / interdisciplinary

Mount Carmel College, Autonomous is a multidisciplinary institution which offers programs across disciplines - Humanities, Science, Commerce, Management & Education. The focus on multidisciplinary holistic education in NEP 2020 is in tune with the vision and mission of our institution as Education must be a ‘liberating enriching process’ which empowers the students. In keeping with the spirit of NEP 2020, the institutional plan proposes the following: 1. Introduction of Open Electives at the undergraduate level across disciplines i.e. a Science student would need to pursue a course from Humanities/Commerce/ Management. This cross-discipline knowledge would broaden the thinking ability and basic understanding of the subject among the students. 2. All the UG students will do the mandatory courses on Environmental Studies and Indian Constitution as they need to be moulded to become responsible citizens. 3. Emotional Wellbeing is to be built by offering a course on Health & Wellness. 4. To ensure that all students become financial literate a mandatory course on Financial Literacy & Investment Education to be introduced. 5. Given the changing dynamics of the Knowledge economy driven by digitalization, the institution proposes to introduce mandatory courses on Artificial Intelligence and Data Analytics. 6. NEP 2020 in keeping with the larger vision of the Government of India seeks to build an economy of ‘job creators’ and not ‘job seekers’. With this larger goal in mind, the institution proposes a mandatory course on Entrepreneurship & New Enterprise Creation. 7. The practice of Yoga is mandatory for all the students to connect with our culture and heritage. 8. The program matrix envisages award of credits for students engaged in NCC, NSS, Co - curricular activities, Community projects and Sports at the UG level. 9. Value Education is mandatory across all semesters 10. To foster research skills among undergraduate students a compulsory Research Methodology course will be offered in the fourth year leading to the submission of the Research project. b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the

detail of programs with combinations. NEP 2020 has opened new options of learning for students. The institution is aware of the need to integrate STEM in mainstream humanities and science programs. For this the following strategy is proposed: - Introduction of courses on Basic Excel and Advanced Excel at the undergraduate level. - A mandatory course in Artificial Intelligence for all UG students · Introduction of a new programme - B.Sc. Data Science. · In BA Economics, data analytics to be integrated into the program matrix across all semesters by offering Excel, SAS, Python and R. · Strengthen the BBA Business Analytics with greater integration with Industry · All B.Com programs to offer Excel and AI courses · Exclusive Computer labs for Humanities stream to be set up · Bioinformatics is offered for Biological Science programs to strengthen the student knowledge of software-application in Biology c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain Under NEP 2020, the institution as per the guidelines of Karnataka State Higher Education Council offers a flexible innovative curricula that ensures that students are awarded credits for learning beyond classroom. The notable feature of the program matrix for the UG programs is as follows: · Yoga is mandatory for Undergraduate students · Value Education classes are mandatory at the undergraduate level · Credits to be awarded for students enrolled for NCC/NSS/Co - curricular activities/ Sports · Environmental Studies is a mandatory course for 2 credits in the first year of UG · India & Indian Constitution is a mandatory course for 2 credits in the second year of UG · Students engaged in community activities will be awarded 2 credits · The institution has over 60 Association/Clubs. Active participation in these association activities will also fetch the student 2 credits d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples. The institution is abiding with the guidelines of Karnataka State Higher Education Council which gives the students exit and entry options at the end of 1st, 2nd and 3rd year. The curriculum across all programs has been drafted keeping in mind the basic skills that the students need at the end of every year and hence it as per UGC Model curriculum. The credits offered at the end of each semester is also aligned with the KSHC model program matrix. e) What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges? The institutional

Research policy in tune with NEP 2020 focuses on encouraging students to pursue inter-disciplinary research which is of social relevance.. The efforts made to further this objective are as follows: · Enhanced Management funding for inter-disciplinary / multidisciplinary reserach · The focus areas of research under the Research policy are primarily - Health & Nutrition, Environment, Gender and Corporate Governance f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020. The emphasis on multidisciplinary education is a hallmark of NEP 2020 and is reflected in the introduction of the Open Elective Courses for the first four semesters in all the undergraduate programs. Open Elective will be a course the student will pursue beyond one’s core discipline. The institution offers over 35 open elective courses in each semester which range from Cinema to digital marketing, Stock Markets to Game theory etc. With over 2000 students enrolled in these courses, the response has been very positive. Faculty is able to curate programs which are generic and cater to the interests of students beyond their core discipline. Students’ feedback has highlighted the fact that learning beyond their core subjects has enhanced their knowledge and thinking.

16.Academic bank of credits (ABC):

a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020. The institution’s parent University is registered in the Academic Bank of Credit. Government of Karnataka has introduced the Unified University& College Management System (UUCMS) in which all data of the institution is captured i.e. Academics, Admission and Examination. This has ensured all the student data with the program matrix and course details, the Continuous Internal Assessment and End Semester Examination marks are all in the UUCMS. This will ensure that all data will be available for ABC. b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details. The affiliated University i.e. Bengaluru City University is registered. c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. The institution has International Programs and Partnerships division which offers students credit transfer after completing one year of PGDIB / PGDBA at Mount Carmel College with lateral entry into 2nd year of MBA Program at various Universities in USA and Malaysia. Institution also offers short-term Immersion program for students, where students are given the

opportunity to attend short terms courses in Universities abroad. The institution is ready to offer joint degrees as and when permitted by the regulatory body. Efforts have been made at networking with foreign universities and MoUs have been signed with long term perspective. d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. Being an autonomous college, the institution has ensured that its academic freedom is exercised keeping in mind the vision and mission of the institution, the dynamics of the market and economy. Faculty has been given the freedom to curate programs within the approved framework of UGC. The courses are designed as per the UGC model curriculum with the emphasis on innovative teaching and learning. This has led to greater experimentation across all the programs. For example, the students of BA Communication Studies do a course on Film Making which is assessed by the documentary that the students make for their final evaluation. The MA Public Policy students are engaged with the local legislators and prepare Constituency Evaluation report for which they are awarded credits. The faculty of languages have prepared their own text books and reading materials. Most of the departments have prepared reading materials and E-Resources which can be accessed by the students. Assignments are in the form of case analysis, surveys, field visits, seminar presentations, documentary making, project presentation, MCQ tests, debates and poster presentation. The traditional assessment tools – tests and exams, are supplemented with innovative assessment tools like project report, documentary making, open book exams and internship. e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020. · The institution is part of the UUCMS of Government of Karnataka which is the platform for collating students data and credits The institution has a NEP Coordinator who keeps track of the guidelines issued by UGC and KSHEC to ensure that institution abides with all requirements w.r.t. ABC

17.Skill development:

a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework Curriculum under NEP2020 must be structured in a competency-based framework that organizes qualifications according to a series of knowledge, skills and aptitude. NEP 2020 seeks to make the NSQF levels, graded from one to ten, become an integral part of the general education system. The institution has taken the following measures to

strengthen the vocational education and soft skills of students in alignment with NSFQ: · Vocational Education is a core course to be pursued by all non-practical subjects in the third year of the UG program · In the case of single discipline UG programs like B.Com/BBA/BA Economics/BA Communication Studies vocational courses are offered in 5th, 6th, 7th & 8th semesters. The proposed vocational courses are as per the NSDC and NSFQ guidelines · For practical subjects in Humanities and Sciences, the skill component is included in all the practical courses · The institution offers mandatory Skill- Enhancement courses in 6 semesters for all the UG programs- Communication & Soft Skills, AI, Financial Awareness & Investment, Entrepreneurship & New Enterprise Creation and Digital Fluency b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education. For all the UG programs, BA/B.Sc. / B.Com/BBA/BCA vocational courses will be offered as per the proposed program matrix. Special Committees will be constituted with Principal as Chairman and industry experts to offer these courses for the first batch of NEP students from the year 2023-24 when they will move into fifth semester. c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. The institution’s vision and mission aims at moulding the citizens of tomorrow who are socially responsible and politically conscious in keeping with the Secular, Socialistic, Democratic, Republic nature of our Constitution. The measures taken to achieve this are as follows: · Value Education is a mandatory course to be pursued in all semester by the students. This course aims at strengthening the core human values among students. · Indian Constitution is a mandatory ability enhancement course pursued by all UG students · Institution celebrates all National days like Independence Day, Republic Day, Gandhi Jayanti, Ekta Diwas, etc as they make students conscious of their history and their responsibility in protecting the national interests · Regular sessions with scientists and researchers are conducted so that students develop rational scientific temper · All major festivals are celebrated so has to imbibe the spirit of secularism and respect for all religions · Constitution day is celebrated with competitions and reading of the Preamble · Kannada Rajyostava is an annual celebration where students come together and showcase the rich cultural heritage of Karnataka by performing folk dance and music · Ethnic day is hosted to connect the students to their cultural roots d) Enlist the institution’s efforts to: i. Design a credit structure

to ensure that all students take at least one vocational course before graduating. The program matrix has skill enhancement courses in all the six semesters and vocational courses are mandatory for all the UG students. ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. For the structuring of the Vocational courses a special committee with Industry experts is proposed. Courses formulated as per NSFQ will be then presented to the Board of Studies for its approval. Workshops are conducted for the faculty to enable them to incorporate vocational skills into the core papers. Industry experts will be employed as adjunct faculty to deliver shill based courses and institution is also collaborating with NSDC recognized organizations to curate and deliver the vocational courses. iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners. The institution proposes to collaborate with recognized organizations with proven credibility to deliver vocational courses in a blended mode. iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. The institution has constituted a Committee to work on NSDC collaboration. v. Skilling courses are planned to be offered to students through online and/or distance mode. Institution proposes to offer Skilling courses through online and/or distance mode in the long run. e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020. In 2014 the institution started 2 UGC sponsored vocational degree programs. B.Voc Analytics & Data Science and B.Voc. Hospitality & Tourism Management. These programs had 60% skill and 40% general education component. The programs have been curated and delivered with industry collaboration and the program matrix is as per NSFQ framework. The successful deliver of these programs has given the institution the necessary experience to implement NEP 2020 with its focus on skill development. Under NEP 2020, all the UG programs have a Skill-enhancement courses in the first three years of the UG program. The proposed skill courses focus on the critical skills students' need- Data Science, Personal Finance Management, Entrepreneurship etc. The institution is also working at collaborating with professional organizations to deliver some of these courses.

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

a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online

courses. · Yoga is mandatory for all the UG programs · Sanskrit department offers credit courses in Vedas and Bhagawat Gita · Sanskrit department conducts guest talks, competitions which focus on building awareness about Indian culture and religion · Botany department offers special course in Traditional Medicinal Plants b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details. The institution is located in the metro city of Bengaluru. We actively promote Hindi, Sanskrit and the local language Kannada. In the short term there is no proposal to offer programs in bilingual mode, but in the long run as we diversify we will do so. c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution. In the first four semesters all the students need to pursue a language which could be Kannada, Hindi or Sanskrit. For the 2021-22 batch, the non-Karnataka students did a course in Functional Kannada to familiarize them with the local language. d) Describe the efforts of the institution to preserve and promote the following: i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) · Sanskrit is offered as second language for the UG programs. · Library is well stocked with Sanskrit books - Competitions in Gita, Vedas and Upanishads are regularly hosted to build awareness among students · Kannadotsava is an annual event hosted to celebrate the Kannada language and culture ii. Indian ancient traditional knowledge · Vedic Math is offered as a credit course · Awareness about Ayurveda is created by offering a course in Traditional Herbal Medicine · Library is well stocked with books which gives an opportunity for developing a deep insight into the rich traditional knowledge iii. Indian Arts · Indian Dance Association and Indian Music Association are the main bodies striving to promote the Indian dance and music culture on campus. · Credits are awarded for students who are active members of the Association iv. Indian Culture and traditions. · Students are given glimpse of Indian culture and traditions in their language papers where texts drawn from Indian literature across eras. · Institution celebrates key Indian festivals so that students develop a better understanding of Indian culture & traditions · e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020. The institution has always emphasized on Indian Knowledge system by incorporating it into the mainstream curriculum. Credit courses have been offered on topics ranging from Vedic Maths to Gita shlokas to Traditional Ayurvedic Medicine. Pursuing one of the Indian languages like Kannada, Sanskrit and Hindi is mandatory for all the UG programs. In the future, as per the proposed Institutional Development Plan, the

institution seeks to establish a Centre for Indic Studies which will focus on Indian languages, culture and knowledge systems and offer courses to students in the hybrid mode. IDP also envisages short term immersion programs for foreign students on Indic Studies.

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

i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)? With the introduction of NEP 2020, series of workshops with internal & external experts, were conducted for faculty to get familiarise with OBE. The focus was on the key components of OBE i.e. Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes. Group sessions were conducted faculty-wise to enable them to understand the way to structure the curriculum to attain the critical Graduate Attributes as specified by UGC guidelines. Program-wise program outcomes were discussed and determined. For every course or paper, the concerned departments conducted series of internal meetings to deliberate the CLO so that the PLO and Graduate attributes were achieved. ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices. · As per the UGC guidelines the following Graduate Attributes are identified as a part of OBE- disciplinary knowledge, communication skills, critical thinking, problem solving, analytical reasoning, research skills, scientific thinking, team spirit, selfdirected learning, multicultural competencies, ethical awareness and lifelong learning. · For every program the qualification descriptors i.e. generic outcomes and attributes that the holders of the qualification are expected to attain and demonstrate is mentioned. · The Program learning outcomes for all the UG and PG programs have been formulated - Every course offered by the departments have clearly stated CLOs iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020. The institution is making a transition to OBE in view of NEP 2020. The faculty have been familiarized with the rubric of OBE as per the UGC guidelines. Series of internal discussions involving faculty, alumni and students have helped in curating the Graduate Attributes, PLO and CLO.

20.Distance education/online education:

a) Delineate the possibilities of offering vocational courses through ODL mode in the institution. The institution as per the current norms is not eligible to offer vocational courses through ODL mode. But in keeping with the long term goal, a Committee has been constituted to study the modalities of the ODL

and prepare the plan for implementing it in future. b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning. The institution is currently using wide range of technological tools to enhance the teaching learning activities. Examples for this are: MS teams for online classes, tests, assignments and quiz Flipped classrooms Virtual labs Documentaries & Podcasts Statistical Soft wares Power point presentations E-References c) Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020. The institution has set up the Institutional Development Plan Committee which is exploring the option of ODL in the future. The Committee is preparing the road map for successful implementation of ODL as when the institution is eligible to offer it.

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	**124**

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1 Total number of students during the year:	**8291**

File Description	Documents
Institutional data in Prescribed format	View File

2.2 Number of outgoing / final year students during the year:	**2834**

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3 Number of students who appeared for the examinations conducted	**7880**

by the institution during the year:	

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1 Number of courses in all programmes during the year:	**2824**

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2 Number of full-time teachers during the year:	**312**

File Description	Documents
Institutional Data in Prescribed Format	View File

3.3 Number of sanctioned posts for the year:	**312**

4.Institution

4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**1970**
4.2 Total number of Classrooms and Seminar halls	**132**
4.3 Total number of computers on campus for academic purposes	**1096**
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	**7569**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

Mount Carmel College, Autonomous, with its host of UG and PG Programs aims to integrate its curriculum with NEP 2020 and synchronization with UGC (LOCF). The Vision and the Mission of the College also focuses on the achievement of Graduate Attributes. The College is aiming at being a premium educational institution for the women in the city of Bengaluru. There is greater dynamism in revising the syllabus, leading to industry-integration, inter-disciplinary nature of the Programs offered. Stakeholder feedback in crucial in curriculum design and development in the College.

The POs, PSOs and COs are aligned with NEP 2020, aiming at achieving overall development, sustainability and giving importance to local, regional, national and global requirements. Technological improvements, dynamic changes in national and global economic landscape, local and regional opportunities and challenges for equitable society, civic and moral awareness are dealt effectively in the curriculum development. The POs and COs are relooked and adequate changes incorporated as per the changes in the syllabus. The curriculum is synchronized with employability skills and entrepreneurial pursuit for development of the student.

MCC aims at achieving need based, industry oriented curriculum to make its Graduates nationally and globally competitive, regionally and locally responsible and aware individuals.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://mccblr.edu.in/locf-po-co/

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

68

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

64

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

220

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

135

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

Mount Carmel College, Autonomous has envisioned its syllabus to includes various cross-cutting issues which promote professional ethics, gender equality, human values, religious tolerance and sensitisation towards regional, linguistic and communal barriers and various socio-economic systems.

The curriculum of the college gives due importance to promoting moral and ethical standards of behaviour of various professional requirements as part of the Curriculum. The college has initiatives like Green Campus, Medicinal Garden, Waste Segregation and Management are outcomes based on the sustainable principles delivered as part of the curriculum. Research related ethical issues in the research domain and its implications are taught in the Research Methodology.

Human values, are inculcated into our students through Value-Education classes along with various other Personality Development, Transformation Programs and other programs. Further, Community Development Programs also aim to instil human values among the students. Further Sustainability and ethical conduct is part of syllabi of the various courses.

Women Studies and gender representation are part of the Curriculum of various Courses. Feminist Concerns, strategies for women to reach greater heights in career, Women specific challenges, dynamic role of women and recognising the need for empowerment of Women has been incorporated in the Curriculum.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

.16

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

409

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

2658

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained	**A. All 4 of the above**

from 1) Students 2) Teachers 3) Employers and 4) Alumni	

File Description	Documents
Provide the URL for stakeholders' feedback report	https://mccblr.edu.in/wp-content/uploads/2024/06/Stakeholders-Feedback-2022-23.pdf
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following	**A. Feedback collected, analysed and action taken made available on the website**

File Description	Documents
Provide URL for stakeholders' feedback report	https://mccblr.edu.in/wp-content/uploads/2024/06/Stakeholders-Feedback-2022-23.pdf
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

2945

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

1829

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

Mount Carmel College, Autonomous has always encouraged its faculty to adapt to dynamic and challenging teaching methodologies. The heterogenous nature of our learner population comprised students that excelled in their course work with fast learning, while some students required extra attention as the subject was new and some took extra time to learn. The faculty identifies the varying abilities of the students and planned their teaching and evaluation accordingly.

The students' performance in the CIA component (tests, assignments and quiz), were used as indicators to identify the students who required special guidance. Teachers of all streams plan effective teaching pedagogy for every kind of student based on their learning requirements, even in the hybrid mode of teaching.

For slow learners, individual attention was given, bridge courses and remedial classes after every semester, are conducted and real time examples are given for the easy understanding of concepts. One to one teaching and learning is offered after class hours. Peer teaching is encouraged under the guidance of respective faculty.

For advanced learners, challenging enhanced learning methods were employed. They were also encouraged to present projects and case studies, analyze role plays, attend webinars and workshop under the faculty's guidance. This encouraged them to gain more knowledge and experiences.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://mcc.iolite.co.in/KnowledgePro/NAAC/criteria_2/aqar/2.2.1-Write_up_Additional_Information_final.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
01/06/2022	8291	312

File Description	Documents
Upload any additional information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

Mount Carmel College offers and prepares students for various Programs with its diverse and progressive curriculum. These programs cater to both national and international requirements enabling and empowering students to become industry ready. Along with the curriculum every department, encouraged students to take initiatives, make decisions and implement several hands-on experiences like internship, industrial visit, workshops in collaboration with industry, CDP and management funded research projects for students.

The final year PG students tutor UG students in their area of interest and are encouraged to present their research findings in national and international conferences and recognised journals, Herbal preparations carried out to make food and basic medicines, produced Vermicompost, designing of fashionable apparel, setting the trend in the market, organised Electronic Hub in the area of electronic and information technology, food made out of millets are sold by our students and the profit is contributed for a social cause, our students are engaged in energy, water, equipment and Green audit on Campus.

They have also actively participated in CDP activities like adopting

government schools, formal counselling sessions were conducted for the peer groups during the pandemic. Student are guided by the teachers throughout the year, to successfully implement the academic - industry interface.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://mcc.iolite.co.in/KnowledgePro/NAAC/criteria 2/aqar/2.3.1-Write up Additional information final.pdf

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

Mount Carmel College focuses on dynamic and robust teaching mediums. All class rooms are ICT enabled. This is implemented in order to ensure that the curriculum is delivered interactively and effectively.

- **The institution has employed the services of Microsoft teams as the official platform for all virtual activities like MCQ CIA, Assignments etc.**
- **During the course of the year additional e-books, e- journals and e- magazines were subscribed to, to enhance the quality of education delivered.**
- **This has further enhanced the teaching-learning interactions, assessment and evaluations.**
- **The traditional chalk and talk method have been supplemented successfully with the interactive digital white board to augment greater vibrancy into the classroom.**
- **Webinars were used as a medium to reach out to students, faculty and external resource people for various academic pursuits. For example, the MCC alumni connected with the students through an interactive session directed towards career opportunity and knowledge of recent advancement in technology.**

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://mccblr.edu.in/ict/
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

311

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

Mount Carmel College, Autonomous prepares the academic calendar to meet the learning outcomes of the programmes, following a discussion at the department-level Board of Studies for the academic year 2022-23, followed by the approval at the Governing Council meeting, which was held on March 2022.

The calendar schedule provides a prescribed number of 180 teaching days for students as per the program matrix. 240 working days are scheduled for the faculty in a year distributed across two semesters from 8:00am to 4:30pm. Admissions, examination preparation, conduct of Continuous Internal Assessment, End-Semester Examinations are also scheduled, to provide an integrated learning environment.

The institution schedules co-curricular and extra-curricular activities and celebrates Foundress’day, National days, historical events and International days as per United Nation recommendations. The academic calendar assists the students to prepare and participate in scheduled academic and non-academic events for integrated holistic learning.

The Calendar also gives detailed information on all programmes

offered, list of staff members, the different committees - their roles and responsibilities, Grievance representations and the infrastructural facilities available on campus. All events in the college are carried out strictly in adherence with the published academic calendar.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

312

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

168

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

2322.2

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

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

Less than 20

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

04

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

IT integration in Examination procedures.

The entire examination process and procedures are integrated into the ERP. The process incorporates the following procedure:

· Examination (theory and practical) notification is issued at least 3 weeks before the commencement of the End Semester examination on

the student portal for both regular and supplementary examinations

· Regular and Supplementary Examinations are first shared with Departments for their approval

· Publishing the timetable on the student's portal

· Receipt of online applications from students who are eligible to write supplementary examination and generating the list of eligible students from the student database in the ERP

· Receipt of question papers and scheme of valuation from departments after scrutiny by the BOE.

· Uploading hall tickets for eligible students on the student portal, the same can be downloaded by the students

· System generated room allocation for conduct of examinations using the 360-degree approach and generation of invigilators list.

· System generated bar codes to be used on the answer scripts and invigilators diary to maintain confidentiality of the examination process.

· System generated bar codes for marks scored enables quick and secure scanning of marks for each candidate.

· Valuation completed within 2 weeks of the completion of the last examination.

· Updation of ESE marks and integration with CIA marks using ERP

· System generated tabulation of results and application of gracing rules.

· Publishing final results on students' portal.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://mountcarmelcollege.iolite.co.in/KnowledgePro/Login.do

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

The college employs a comprehensive and collaborative approach to develop Program Outcomes (PO) and Course Outcomes (CO) for undergraduate and postgraduate programs that reflect the expected graduate attributes & qualification descriptors. This process involves active participation from all stakeholders in the Board of Studies, ensuring that POs and COs include essential subject-specific knowledge, course-specific learning objectives, and crucial skill sets to equip students for personal and professional success. These outcomes are displayed on the college website for every programme & course, so that students & recruiters alike, are aware of the expected outcomes from each of the programmes.

Every new programme or course introduced has faculty members actively engage in developing POs and COs, conducting internal meetings to integrate these outcomes into teaching and assessment strategies reflected in the formative and summative assessments. During the Orientation programme every year, comprehensive information about program outcomes is shared with both parents and students, while individual departmental interactions clarify course syllabi and expectations.

Additionally, the Examination Section collaborates with the Board of Examiners to ensure that semester-end examination papers are balanced and effectively assess the specified POs and COs. This holistic approach fosters a student-centered educational environment focused on achieving well-defined learning outcomes, ultimately preparing graduates for successful futures. By emphasizing transparency and collaboration, the college ensures a robust educational framework for all stakeholders.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	NIL

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The institution stands committed to outcome-based learning, constntlymonitoring and evaluating the attainment of Program Outcomes (POs) and Course Outcomes (COs) at various institutional levels. This process includes assessments by departments, reviews by Deans, the Principal, the Academic Council, and the Governing Body. To effectively measure CO achievement, a robust evaluation system combines results of both formative and summative assessments. The formative matrix incorporates various components to measure the assessment including practical assessments, tests, assignments, presentations, projects and attendance. The attainment is measured & the outcome declared at three levels.

Departments actively conduct internal audits of the results of formative and summative assessments to evaluate CO attainment. Additionally, the Academic Performance Evaluation Committee (APEC) performs a thorough audit of the summative results and interacts with the faculty and students to gather a fair and realistic feedback regarding the performance.

Once the APEC formulates its report and communicates the same to the Deans and the Principal, necessary follow-up actions are recommended to the faculty & departments for the implementation of corrective measures. The Controller of Examinations presents a comprehensive analysis of end-semester results to the Academic Council and Governing Body, enabling informed decisions and continuous improvement in learning outcomes. This structured approach to outcome evaluation ensures the college remains dedicated to providing high-quality education and enhancing the overall student learning experience.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	NIL

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

2468

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://mcc.iolite.co.in/KnowledgePro/NAAC/criteria_2/aqar/2.6.2-Annual_report_of_Controller_of_Examinations.pdf

2.7 - Student Satisfaction Survey

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

https://mcc.iolite.co.in/KnowledgePro/NAAC/criteria_2/evaluative_report/2.7.1/SSS_Feedback_Analysis_2022-23.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution’s research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

- **The college has established a research environment by creating the necessary institutional support through a well-defined research promotion policy.**
- **Centre for Scientific Research and Advanced Learning (CSRAL), a nodal body which primarily works to promote collaborative interdisciplinary research with societal impact.**

- **There is research advisory committee having external and internal members will ensures the quality, integrity and ethics in research.**
- **The committee is also helping the faculty to publish their research findings via publications in peer reviewed journals.**
- **The centre is also encouraging interested faculty members to aimed at patent and helping and guiding them to get the same.**
- **Several patents and designed patents were granted during the academic year 2022-2023.**
- **The faculty are encouraged to take multidisciplinary research projects through interdepartmental and industry collaboration which helps students to carry out internships.**
- **Students are also encouraged to present their project work in conferences and symposium for fostering a scientific research culture in the campus.**

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://mccblr.edu.in/research-promotion-policy/
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

48.94455

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received	View File
Any additional information	View File

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

0

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	View File

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

6.64

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

02

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://mcc.iolite.co.in/KnowledgePro/files/projectFile-Govt%20-%20KREIS%20Project%20report%2014.04.24.pdf https://mcc.iolite.co.in/KnowledgePro/files/projectFile-A%20study%20on%20the%20status%20of%20women%20street%20vendors%20during%20post%20and%20pre%20Covid%20(1).pdf
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

10

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

02

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://icssr.org/ https://kreis.karnataka.gov.in/
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

- **Entrepreneurship (MCCIIE) is the nodal body which aims at building awareness, educating, nurturing and inculcating innovation culture among students and faculty.**
- **Being an active collaborator of the 'Startup India' initiative of Government of India, the college has strived to create an ecosystem for innovation and entrepreneurship. Entrepreneurship is a compulsory course across all programs.**
- **Incubation Centre of Mount Carmel college has been registered as company under Section 8 of Companies Act 2013and now Known as "Carmel Incubator Foundation"**
- **Mount Carmel Centre for Innovation, Incubation and Entrepreneurship has been awarded by CIMSME (Confederation of Indian Micro Small and Medium Enterprises) as an "Outstanding Incubator" as during #Brand 10000SMEs Awards on 24th September 2022.**
- **Skill Development Centre was set up by MCCIIE in collaboration with KVIC On 9th December 2022.**
- **MCCIIE taken an initiative to inaugurate IPR cell in the college, in association with KSCST by signing MoU with them, which will provide a platform for faculty members, students and research scholars through webinars and workshops.**
- **The Centre's newsletter which gives a glimpse of its activities throughout the year is shared among the students and faculty contributing to dissemination of information about institution's efforts and policy towards innovation and entrepreneurship promotion.**
- **Apart from this, several activities were conducted by the cell to inculcate entrepreneurship and innovation culture among the young minds to encourage start up culture.**

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://mccblr.edu.in/wp-content/uploads/2024/02/MCCIIE-Annual-Report-23.pdf

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

43

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software	A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

0

File Description	Documents
URL to the research page on HEI website	https://mccblr.edu.in/phdscholars/
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

142

File Description	Documents
List of research papers by title, author, department, and year of publication	View File
Any additional information	View File

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

57

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://mcc.iolite.co.in/KnowledgePro/NAAC/criteria_3/publication/New_folder/3.4.4%20-%20Additional.xlsx

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

11

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

10

File Description	Documents
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

113.71

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	View File

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	View File

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

- **In keeping with the vision and mission of the college, community outreach programs have been integrated into the main curriculum as extended opportunities, intended to help, serve, reflect and learn.**
- **Extension is also the facet of education with accentuates community services.**
- **The student community is sensitized to their responsibilities towards the society by being engaged in activities of Sevanjali- NSS, Institutional Social Responsibility Cell (ISRC) and community outreach initiatives at the department level.**
- **There are several activities continued to conduct by the cell to create awareness among the young minds in several aspects which are in need for societal improvement.**
- **Departments like microbiology, computer science, Education in association with ISRC conducted activities like salute to pourakarmikas, computer literacy and others.**
- **Several community outreach activities were conducted like distribution of paper bags, sanitary napkins, stationery etc**
- **The ISRC in association with BBMP started Metro feeder bus service from vasanthnagar to cubbon park station.**

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://mccblr.edu.in/nss/ https://mccblr.edu.in/ncc/ https://mccblr.edu.in/institutional-social-responsibility-cell/

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

0

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	View File

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

50

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

16954

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

0

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

09

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Mount Carmel College, Autonomous, has a dynamic and vibrant policy in place that ensures periodic upgradation of infrastructure to keep up with the changing needs of the education system, to maintain quality teaching – learning.

Spread across 9.25 acres and located in Central Bengaluru, the campus comprised 8 Blocks housing the administrative office, the Examination centre, 126 Classrooms with an area coverage of 96,519 sqft., equipped with the required ICT facilities to facilitate blended learning and 82 Laboratories totally measuring 53,804 sqft.

Acknowledging the growing importance of the use of computers in education, the institution’s 14 computer laboratories were equipped with a total of 531 computers, The laboratories of the departments of MCA, Computer Science & Mathematics were upgraded with the latest software.

The Platinum Jubilee Event Centre, spanning 11,782 sqft and equipped with state-of-the-art audio-visual capabilities was newly constructed to host international conferences

The entire campus had Wi-Fi access and has been networked through 1.048576 Gbps bandwidth internet connection.

The Central Library - The Knowledge and Infrmation Centre, spread over 10,296 sq ft with a seating capacity of 200, provided students & staff with access to 95,606 books in print, open access to 1,99,500 books, 118 National and 49 International Journals, and myriad E-Resources. The library also has an E-Resource Centre and a

Reading Room which is easily accessible for students.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://mccblr.edu.in/wp-content/uploads/2023/04/MCC-Annual-Report-2022-23.pdf

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

Mount Carmel College, Autonomous has envisioned the holistic development of its students empowering them to become socially conscious citizens. Given the rich cultural heritage & myriad sports activities that the institution has always been applauded for, the various Associations & Clubs on Campus conducted a variety of co – curricular and extra – curricular activities & competitions, engaging the students through the year.

Cultural activities were hosted indoors & outdoors, given the nature of the activity. Indoor activities are hosted in the 5 Auditoria while outdoor activities are hosted in the Open-air Amphitheatre, encouraging wide participation among the students.

Sl. No.

Seating Capacity

Area / Size (in sqft)

Year of Establishment

1

Golden Jubilee Conference and Cultural Centre

250

3681.84

1997

2

Golden Jubilee Auditorium

250

3168.71

1998

3

State of the Art Diamond Jubilee Auditorium

1500

8068.06

2009

4

Diamond Jubilee Basement Auditorium

1000

8953

2009

5

PG Centre Auditorium

200

6

Amphitheatre

Open Air

7744

2016

Sl. No

Area / Size (in sqft)

Year of Establishment

1

Aerobics/ Yoga

3059.56

2009

2

Gymnasium

1263.8

2009

3

Billiards

413.47

2009

The institution’s Sports Stadium equipped with a pavilion and a Cinder athletic track, enabled students to hone their athletic skills making them more competitive.

Students belonging to the various sports teams were mandatorily required to use the Gymnasium, Aerobics & Yoga centre in batches, once every two weeks for Strength Training,

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://mccblr.edu.in/sports/

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

132

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

4217.4

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	View File

4.2 - Library as a Learning Resource

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

The State-of-the-Art Knowledge and Information Centre (The Central Library) of Mount Carmel College, Autonomous, covering 10,296 sqft, has been fully automated since the year 2000.

The Library websitewww.blrmcclibrary.weebly.com provided access to a large number of e-journals, e- books & databases.

The fully automated Integrated Library Management System (ILMS) used was Easylib Software Private Ltd with Version 6.2a. Complete RFID Technology was integrated with the Easylib software enabling students to borrow the books using the KIOSK and return the books through DROPBOX. The Easylib Software facilitated the library related functions namely Circulation, Membership, Catalogue and Accessioning, Serial Management Periodicals, Digital Library and OPAC among others.

A new Library Management System, Koha, was introduced to facilitate greater efficiency in the execution of the library related functions.

The 1,99,500 books, 118 National and 49 International Journals, and several E-Resources provide open access to students facilitating greater learning.

An E- Resources Centre spanning 695 sqft equipped with 40 computers gave students the impetus to enhance their knowledge using the digital mode. Nearly 100 Links of Subscribed e-resources, Open Access e-resources and links of Institutional membership (N-LIST) were available.

Reading Rooms spanning4,200 sq ft were also available for students to read and refer to books.

The Library wasunder constant CCTV surveillance.Also, a system of checking at the exit point for all resources borrowed by the users through Gate Reader ensured complete security of the library resources.

The library policy ensured that the library operations were carried out systematically.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://mccblr.edu.in/naac/library%20Policy.pdf

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

68.57

File Description	Documents
Audited statements of accounts	View File
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

129

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

Given the constant change in the teaching pedagogy & teaching – learning processes, Mount Carmel College, Autonomous has always maintained the need to deliver seamless education to its main stakeholders – the students. Constantly updating its IT Policy to incorporate the changes has thus been the main focus of the institution. The IT policy of the institution is extensive & a need based upgradation of the ERP solutions has ensured smooth delivery of the course contents.

A five level Security system comprising Fire-Wall, Anti-User, Server Level, Database Level & User Level has ensured the security of all data. were enabled with anti-virus, hardware fire-wall, server level, and database level and user level passwords to provide complete safety.

Automatic backup of data every 24 hours and manual backups were made available. The facility for Replication of database (Mirroring of Databases) was also available.

The institution has constantly upgraded the IT infra structure required by various departments, laboratories, examination centre and administrative offices.

The college has deployed the ERP System (Knowledge Pro), which has various modules integrated like online admission, online fee payments, students' profile, employee profile, purchases, inventory management, academic configuration, time table, work diary, leave management system, exam and evaluation process, which has acted as the MIS of the institution.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://mccblr.edu.in/naac/IT%20Policy.pdf

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
8291	1096

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. ?50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

B. Any three of the above

File Description	Documents
Upload any additional information	View File
Paste link for additional information	NIL
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

738.98

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	View File

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

The Institution’s Maintenance policy includes all activities necessary to operate, maintain, and provide services for buildings, mechanical equipment and utilities to keep them in good operating condition. There are dedicated staff responsible for overseeing and maintaining the 8Buildings, 126 Classrooms, 82laboratories, Hostels, Cafeteria, Sports facilities and the Utilities.

Regular purchases are facilitated by the Purchase officer while the maintenance & upkeep is carried out by the Maintenance officer. The Maintenance Officer is assisted by in-house Carpenters, Plumbers, Electricians and External Service Providers to maintain the physical infrastructure.

The IT department along with the Networking team oversees the maintenance & timely upgradation of all the Computer Hardware & Software. The Annual Maintenance Contract ensures optimum usage of all equipment on Campus. System Administrators maintain the Computer Laboratories & the College Website.

The Physical Education Director along with support staff assist the Maintenance Officer in keeping the various sports facilities namely the Billiards Room, the Gymnasium, the Aerobics & Yoga centre, the Basketball Court & the stadium clean.

Senior Teaching Staff are members of the Library Committee headed by the Chief Librarian. They oversee the management of books in the library and ensure the optimum usage of the facilities by the Staff and Students.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://mccblr.edu.in/naac/Maintenance%20Policy.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

410

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

4232

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

File Description	Documents
Link to Institutional website	https://mccblr.edu.in/ces/
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

217

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

870

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

88

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

55

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

38

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Students are at the heart of the institution, and the management believe that developing a holistic environment with the representation of the student-body ensure that the institution can grow with the changing times.

The student council is a democratically elected six-member body of students from across programs that are an important liaison between the students and management. The council co-ordinates the conduction of co-curricular and extra-curricular events, such as Academia and Cul-AH, and participation in various inter-collegiate activities, under the guidance of the student welfare officers.

The institution boasts of 64 associations that are student-run to ensure that the student fraternity has oppourtunities to participate and succeed in intra-college and inter-college activities. The management ensures that student are able to contribute to the decision-making process within the management. Student representatives are present in Student Academic Council, Placement Cell, Entrepreneurship Cell, Anti-ragging Cell, Anti-drug Committee, Committee Against Sexual Harassment (CASH) and the IQAC. The views and feedback from students are taken into consideration to ensure that efficiency of policies is conserved.

The student roles in administrative and academic bodies ensures student involvement and ownership in the academic processes. The institution aims to inculcate accountability and transparent governance through all its stakeholders.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://mccblr.edu.in/student-union/ https://mccblr.edu.in/clubs-association/

5.3.3 - Number of sports and cultural events / competitions organised by the institution

139

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The MCC Alumni association, a registered body, plays a crucial role in the values of the organisation. The alumnae have served as ambassadors of the vision & mission of the institution for 75 years.

The institution’s alumni association aims to contribute to the institution's growth through the following mechanisms:

1. Fundraising: The institution’s Platinum Jubilee celebrations proved to be a conduit for the alumni association to spearhead fundraising efforts towards various social needs through the various programmes of community outreach outlined.

2. Networking and Mentoring: “Mentor Together” facilitate networking opportunities for current students, recent graduates, and established alumni. They provide platforms for mentorship, career guidance, and professional development, connecting students with experienced alumni in various fileds.

3.Student Support and Engagement: Alumni associations organize events, workshops, and activities aimed at enhancing the student experience. They offer support services such as career counselling, resume workshops, and alumni-sponsored internships to help students succeed academically and professionally.

4. Promotion and Brand Building: Alumni often serve as ambassadors for their alma mater, promoting the institution's achievements, values, and offerings within their personal and professional networks. ‘Carmel Istoria’- a merchandise store is an alumni initiative that looks to connect with current and former students through memorabilia.

5.Health Care & Community Outreach: Alumni associations advocate for the interests of the institution by participating in legislative advocacy, supporting lobbying efforts, and engaging with policymakers to advance the college or university's mission and objectives. Health-checkup and Awareness Drive.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://mccblr.edu.in/alumnae/

5.4.2 - Alumni’s financial contribution during the year	**E. <2 Lakhs**

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

The institution's governance aligns closely with its vision and mission, fostering effective leadership. The Governing Body, Academic Council, Finance Committee, and IQAC play pivotal roles in setting objectives and devising strategies for academic and administrative success. The Principal, Vice-Principal, Campus Coordinators, and Academic Deans oversee departmental functions and ensure the smooth implementation of the academic calendar. Academic Deans are responsible for organizing academic programs and securing necessary approvals while monitoring faculty and student progress. Faculty actively engage in various committees, contributing to the institution's growth. Moreover, the institution emphasizes student representation, providing leadership opportunities through elected student bodies and association heads who organize diverse events, showcasing organizational skills and creativity. The Institutional Development Plan(IDP) committee comprising of management representatives and senior faculty members is responsible for formulating and implementing a long term and short term development plan for the institution. The committee gathers feedback from all stakeholders- students, faculty, alumni, employers & parents and incorporates their suggestions in line with the vision and mission of the institution. Further, the institution drafts the annual plan as approved by the Governing Body and the same is implemented through effective decentralization and delegation of roles among the stakeholders..

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

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The institution has implemented effective decentralization and delegation of roles to ensure all round participation of stakeholders. Annual activities conducted – both academic and non-academic ensured widespread participation.

Campus coordinators were appointed by the principal to conduct and monitor all major activities in the college. Approval to conduct fests, competitions, and workshops, etc., were granted by the campus coordinators. Annual departmental activities and proposed activities for the forth coming year were also presented to them for approval.

Throughout its 75-year journey, MCC has remained steadfast in its mission to provide value-based education and uplift marginalized communities The Platinum Jubilee core committee comprising faculty members were formed to spearhead initiatives aligned with MCC's vision for a more equitable world, focusing on areas such as inclusive education, women's empowerment, care for the underprivileged, and accessibility for the physically challenged. One notable initiative, MAMTA, involved revitalizing and supporting five Anganwadis in Bengaluru Rural to foster conducive learning environments and offer comprehensive support to children. Similarly, through WINGS, MCC@75 facilitated the provision of electric vehicles to physically disabled individuals, enhancing their mobility and independence. These initiatives underscore MCC's unwavering commitment to social causes and effective leadership, as demonstrated by its decentralized and participatory management approach.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://mccblr.edu.in/statutory-body/

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

Mount Carmel College's Institutional Strategic Plan prioritizes enhancing all aspects of institutional functioning, with a particular focus on Internationalization, in alignment with the objectives of NEP 2020. Key initiatives have been implemented to achieve this goal:

· Establishment of the Centre for International Programs and Partnerships, led by dedicated staff and a Dean, to spearhead international collaborations.

· Introduction of a twinning program allowing students to seamlessly transition into the second year of MBA programs at various US universities through credit transfer after completing one year of PGDIB/PGDBA at Mount Carmel College.

· Formation of Memorandums of Understanding (MoUs) with foreign institutions to facilitate international exposure for both faculty and students, fostering research and teaching partnerships.

· Implementation of an immersion program enabling students to undertake short-term learning experiences abroad.

· Arranging guest talks by international academicians and researchers to broaden students' perspectives and enrich their academic discourse.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://mccblr.edu.in/iqac/#perspective-plan
Upload any additional information	View File

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

The Mount Carmel Educational Society's governance structure is delineated to ensure effective management and operation of the institution. The Governing Body holds the overarching responsibility for governance and administration. Academic matters are under the purview of the Academic Council, responsible for formulating policies, approving courses, and establishing academic standards. The Principal, appointed by the management, acts as the Academic Director and Executive Authority, steering the institution's strategic direction and daily operations. Supporting the Principal, the Vice Principal, nominated by the Governing Body, assists in administrative affairs. The Controller of Examinations and Deputy Controller of Examinations manage exam-related tasks. Academic Deans lead departments, fostering excellence in teaching, research, and service. The Internal Quality Assurance Cell(IQAC) ensures quality standards are maintained across campus events and activities. Department heads, as academic leaders, further the institution's vision and mission within their respective fields.

In response to the National Education Policy (NEP) 2020, a task force was established, led by the Principal and comprising senior faculty members and academic deans, to implement the policy effectively. Additionally, as the institution approached its 75th year, numerous committees were formed to plan and execute objectives for the Platinum Jubilee celebrations, reflecting the institution's commitment to continuous improvement and innovation.

File Description	Documents
Paste link to Organogram on the institution webpage	https://mccblr.edu.in/school-of-management/#organizational-structure
Upload any additional information	View File
Paste link for additional Information	https://mcc.iolite.co.in/KnowledgePro/NAAC/criteria_6/Newfolder/6.2.1%20MCC%20-%20Staff%20Manual.pdf

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

Mount Carmel College is dedicated to nurturing the growth and wellbeing of both its teaching and non-teaching staff members. To demonstrate this commitment, the institution has implemented a wide array of initiatives, including leave provisions, insurance coverage, financial assistance, and other benefits.

- **Study Leave Initiative:**
  - **Allows faculty members to pursue Ph.D. studies.**
  - **Promotes academic and professional growth.**

- **Recognition for Research Contributions:**
  - **Certificates and monetary rewards for faculty involved in paper publications and research projects.**
- **Financial Security Measures:**

- Employee Provident Fund coverage for all management staff.
- Gratuity Coverage for teaching and non-teaching staff.

- **Wellbeing Support:**
  - Fully paid Maternity Leave for six months.
  - Paternity Leave for male staff members.
- **Healthcare Benefits:**
  - Statutory ESI medical insurance for non-teaching staff.
  - Group Medical and Accident Insurance for comprehensive coverage.
  - Annual basic health check-ups for non-teaching staff.
- **Financial Assistance and Education Support:**
  - Financial assistance for personal emergencies.
  - Benefits for non-teaching staff families' education needs.
  - Consideration for admission of staff children.
  - Fee concession for non-teaching staff children studying in the institution.
- **Housing Facilities and Loans:**
  - Interest-free loan for house construction.
  - Housing facilities for non-teaching staff.
- **Camaraderie and Staff Wellbeing:**
  - Festival gifts during festive occasions.
  - Uniforms for non-teaching staff.
  - Staff Recreation/Picnic events to promote camaraderie and relaxation.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://mcc.iolite.co.in/KnowledgePro/files/iqacFile-6(1).pdf

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

161

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

11

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

309

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Internal audits are conducted biannually by Certified Chartered Accountant Simon Rodriguez & Associates. The audit process involves a thorough verification of a diverse range of financial documents and records to ensure accuracy and compliance. Documents reviewed include previous financial statements, student fee registers, fee concession records, cash books, hostel dues collection, rental

income and expenses, bank transactions, investment registers, grants from local bodies and government, expenses related to library books and sports equipment, payments made for prizes, salary and provident fund records, annual reports, receipts of utility bills (electricity and water), payments for hostel maintenance and other expenses, and utilization certificates for major and minor projects. The internal audit process serves as a robust mechanism to identify any discrepancies, discrepancies, or areas that may require corrective action. This promotes financial transparency and accuracy within the institution.

External Audit:

External audits are carried out by two distinct government entities: the Accountant General's Office and the Joint Director of Collegiate Education, both under the Government of Karnataka. These external audits are conducted to independently assess the financial health and compliance of the institution. After the audits are completed, duly audited reports are submitted to the relevant government authorities.

If any objections or concerns are raised by the external audit teams, the Finance Committee reviews these objections. This ensures that any issues are addressed promptly and appropriately.

The external audit process adds another layer of accountability and oversight to the institution's financial operations and decisions.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	NIL

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

39.46

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	View File

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

The resource mobilization policy of Mount Carmel College aims to optimize the flow of resources by tapping into various sources within the society, Government, alumni network, and consultancy opportunities. The institution utilizes these resources to enhance its financial capabilities and support its growth.

Resource Mobilization Sources:

- **Student Fees: The college collects fees from students, which contributes to the institution's financial resources.**
- **Salary Grants-in-aid: Grants-in-aid received from the government are allocated towards faculty salaries, ensuring a stable income source for faculty members.**
- **Grants received under DST-FIST & DBT-Star College:**
- **Rental income from stationery and cafeteria on campus:**
- **Scholarships from Government, individuals, and private bodies:**
- **Sponsorship funds raised through intercollegiate festivals/seminars**
- **Alumnae Contribution**
- **Fees collected by Centre for Extended Education(CEE)**
- **Consultancy revenue:**

Utilization of Resources:

- **The Finance Committee carefully deliberate funds for salaries, research activities, and infrastructural development.**
- **Scholarship funds are disbursed among needy and meritorious students to support their education.**
- **A Purchase Committee screens multiple quotations from vendors and implements e-procurement for lab equipment, ensuring cost-effective procurement processes.**
- **The library budget is prepared based on the requirements of different departments and is approved by the Chief librarian**

and Finance Committee.

- **Registration fee for Conferences/Workshops and Travel Allowances for Staff**

- **Grants for Management funded Research projects**

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	NIL

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

- **Digital Literacy Programme**

The primary objective of this program was to equip the support staff with essential skills in effectively managing and maintaining records of equipment, chemicals, and other laboratory materials. By providing training on MS Office tools, such as Excel and Word, the IQAC aimed to enhance the support staffs' proficiency in record-keeping, ensuring accurate and organized documentation of laboratory resources.

- **Training Programme for Administrative Staff**

An inclusive training program was meticulously organized for the administrative staff on a diverse array of topics, ranging from the intricacies of GST and its implications on financial operations, to the seamless e-filing of income tax returns. Moreover, the program thoughtfully emphasized the significance of maintaining a harmonious work-life balance, nurturing the staffs' physical and mental well-being. An integral part of the training was devoted to sharpen communication and soft skills, enabling the staff to foster positive work relationships and enhance collaborative efforts within the

institution.

The training also delved into the realm of technology, equipping the staff with advanced Excel skills, a vital tool for data analysis and reporting. The staff received comprehensive training on Kannada Nudi software, enabling them to efficiently communicate and work in the regional language.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://mcc.iolite.co.in/KnowledgePro/files/iqacFile-IQAC%20Report%202022-2023.pdf

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

Outcome-Based Education:

The institution has implemented Outcome-Based Education(OBE) which facilitates continuous quality improvement in the teaching-learning process by focusing on predefined learning outcomes and aligning them with the goals and objectives outlined in the National Education Policy(NEP). The incorporation of open electives in early semesters allows students to explore subjects beyond their curriculum, encouraging interdisciplinary studies and broadening their horizons. Skill enhancement courses such as communication skills, financial education, and artificial intelligence provides students with practical skills that are relevant to the job market and the evolving needs of society. Ability enhancement courses, including Environmental Studies and Indian Constitution, go beyond academic excellence and instil life skills and values that are crucial for personal and professional growth.

Annual Academic Audit

The Annual Academic Audit is instrumental in evaluating departmental performance by internal and external assessments conducted by a dedicated audit team. Assessing faculty profiles, teaching methodologies, use of innovative tools, community engagement, and

student progression are examined. The audit scrutinizes departments' support for slow learners, through remedial classes, aiming to ensure equal opportunities for success. Feedback from audit team is shared with Deans and Department Heads, fostering a culture of continuous improvement.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://mcc.iolite.co.in/KnowledgePro/files/iqacFile-6.5.2%20AAA%20Certificate%202022-23.pdf

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://mccblr.edu.in/wp-content/uploads/2023/04/MCC-Annual-Report-2022-23.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

In Mount Carmel College, the commitment to fostering gender equity is deeply ingrained in both its academic and extracurricular fabric.

Across various departments such as Languages, Sociology, and Human Development, the curriculum is thoughtfully designed to include topics on feminism and gender equity. Students engage in critical discussions, exploring the historical context, contemporary challenges, and potential solutions to promote gender equality. Complementing the academic curriculum MCC organizes a plethora of co-curricular activities like guest lectures, flash-mobs, panel discussion aimed at raising awareness and promoting dialogue on gender equity. These initiatives provide platforms for students to engage actively, challenge stereotypes, and advocate for inclusivity. Furthermore, MCC is proactive in ensuring the safety and security of its students and staff. Committees such as the Committee Against Sexual Harassment (CASH) and the Women's Cell are established to address issues related to gender-based violence, discrimination, and harassment. These committees not only provide avenues for reporting incidents but also work towards creating a culture of respect and accountability within the college community. CCTV surveillance and dedicated security individuals are available to enhance safety on campus. These measures contribute towards creating a conducive environment where students feel secure to express themselves freely and pursue their academic and personal aspirations without fear of intimidation or harm. Through a multifaceted approach encompassing academic curriculum, co-curricular activities, counselling support, and institutional mechanisms for safety and well-being, MCC strives to cultivate a culture of gender equity and inclusivity.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://mcc.iolite.co.in/KnowledgePro/NAAC/criteria_7/7.1_Pics/7.1.1/2021/

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	A. Any 4 or All of the above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

The institution proudly offers a range of waste management facilities aimed at promoting environmental sustainability. The institution has comprehensive waste management separating biodegradable and non-biodegradable wastes to ensure environmental sustainability. Solid waste is managed through an organic composting unit and a vermicomposting unit, where biodegradable waste is converted into nutrient-rich compost by thermophilic bacteria. The compost generated is utilised for gardening on campus and also for sale to students and staff. The non-biodegradable waste is disposed of through the Bruhat Bengaluru Mahanagara Palike (BBMP), ensuring responsible disposal practices. Additionally, a sewage treatment plant efficiently treats liquid wastes, promoting water conservation. Moreover, the institution takes proactive measures for electronic waste management, sending such materials for recycling and proper disposal to prevent environmental pollution. Specialized waste management companies employ meticulous procedures to handle expired chemicals, ensuring their safe and environmentally responsible disposal. Utilizing incineration, these firms guarantee that the chemicals are effectively neutralized, preventing any potential harm to the environment or public health. Through stringent protocols and advanced technologies, they meticulously monitor the entire disposal process to minimize any risks associated with handling hazardous substances. Through these multifaceted waste management facilities, the institution demonstrates its commitment to environmental stewardship and sustainability, promoting a cleaner and healthier campus environment for all stakeholders.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	**A. Any 4 or all of the above**

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: **1. Restricted entry of automobiles** **2. Use of bicycles/ Battery-powered vehicles** **3. Pedestrian-friendly pathways** **4. Ban on use of plastic** **5. Landscaping**	**A. Any 4 or All of the above**

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: **1. Green audit** **2. Energy audit** **3. Environment audit** **4. Clean and green campus recognitions/awards** **5. Beyond the campus environmental promotional activities**	**A. Any 4 or all of the above**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.	**A. Any 4 or all of the above**

File Description	Documents
Geotagged photographs / videos of facilities	View File
Policy documents and brochures on the support to be provided	View File
Details of the software procured for providing assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

Mount Carmel College is dedicated to fostering inclusivity on its campus through a range of initiatives. The college actively celebrates cultural diversity by organizing events that highlight the nation's rich cultural heritage. Offering courses in both Indian regional and foreign languages, the institution emphasizes linguistic diversity. The Language Departments further this cause by hosting events like Kannada Rajyotsava and Hindi Diwas, which

underscore the importance of respecting all languages and promoting unity amidst diversity.

As a part of community development program students and staff are encouraged to interact with specially abled children in various organisations and orphanages, aimed at promoting empathy towards individuals with diverse needs. MCC also organizes programs cantered around mental health awareness, addressing stigmas and providing support to students facing mental health challenges.

The institution commemorates significant national and international days such as World AIDS Day, World Suicide Prevention Day, and POSHAN MAAH (Nutrition Month) to raise awareness among students about the importance of inclusivity in society.

Through various scholarships the institution ensures equal support for students from diverse economic backgrounds. Regardless of their faith or financial circumstances, all students receive equitable assistance and resources to thrive academically and personally.

Through these events, Mount Carmel College cultivates a culture of empathy, respect, and solidarity, contributing to a more inclusive and supportive community for all.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File

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

Mount Carmel College prioritizes the cultivation of values essential for nurturing responsible citizens. As part of this commitment, all undergraduate students undertake a mandatory course on the "Constitution of India," aimed at acquainting them with their fundamental rights, duties, and constitutional principles.

Furthermore, the college organizes diverse events and activities to promote patriotism, unity, empathy, compassion, and social responsibility among the students. Significant national days such as Independence Day, Republic Day, Kargil Vijay Diwas, Gandhi Jayanti, and Sadbhavana Diwas are observed to instill a sense of pride and unity among students.

Additionally, initiatives like International Anti-Corruption Day, Blood Donation Camps, and National Road Safety Awareness campaigns are organised to encourage students to actively engage in social responsibility endeavours. These events not only raise awareness but also inspire students to take proactive steps towards building a better society.

Through these multifaceted efforts, Mount Carmel College fosters a culture of social responsibility where students actively contribute to creating a more inclusive, compassionate, and responsible society.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	View File

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

Mount Carmel College embarks on a journey to foster a profound sense of national pride among its students by emphasizing the significance of our rich cultural heritage and history. Through a series of meticulously planned events, the institution celebrates various national days, serving as reminders of our collective identity and values.

Independence Day, Republic Day, Kargil Diwas, and Sadbhavana Diwas were celebrated to evoke feelings of patriotism and reverence towards the nation's struggle for freedom and democratic ideals. To highlight the importance of holistic well-being and the ancient practice's role in promoting physical, mental, and spiritual harmony, International Yoga Day was observed.

Additionally, events like Drug Awareness Walks, International Day Against Drug Abuse and Illicit Drug Trafficking served as platforms to raise awareness about pressing societal issues and promote a healthy and drug-free lifestyle among students. Furthermore, events like World Rose Day for Cancer Awareness and Women's Day were celebrated to honour the resilience and strength of individuals battling cancer and women's achievements, respectively.

Through these celebrations, MCC was not only nurturing a deep sense of national pride but also instilling a profound appreciation for our cultural heritage and history. By engaging in these events, students were developing a strong connection to their roots and were being inspired to uphold the values that define our nation.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

- **Best Practices I - Mrithika**

https://mccblr.edu.in/wp-content/uploads/2024/10/Best-Practice-I-Mrithika-24.pdf

- **Best Practices II - Environmental Audit**

https://mccblr.edu.in/wp-content/uploads/2024/10/Best-Practice-II-Environmental-Audit-24.pdf

File Description	Documents
Best practices in the Institutional website	https://mccblr.edu.in/wp-content/uploads/2024/10/Best-Practice-I-Mrithika-24.pdf https://mccblr.edu.in/wp-content/uploads/2024/10/Best-Practice-II-Environmental-Audit-24.pdf
Any other relevant information	NIL

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Founded in 1948, the mission of Mount Carmel College, Autonomous has been 'Empowering through Education' acknowledging the vital role played by education in achieving societal change. Withvisionaries at the helm, the institution has ensured that quality, value-based education remainsaccessible and affordable, empowering individuals & contributing to a more just and inclusive environment.

In keeping with the tenets of the vision & mission, the institution undertook the following:

MAMTA - Model Anganwadi Makeover & Transformative Action

The MAMTA initiative, launched by MCC@75, adopted five Anganwadis in Bengaluru Rural to create more child-friendly, educational spaces. Although government support exists, many centres face infrastructure and resource limitations. Interior Design students from MCC assessed each centre's needs, collaborating with local carpenters to improve layouts and design, transforming these Anganwadis into enriched learning environments. This initiative not only benefited the children but also offered students practical experience, reinforcing MCC's commitment to community empowerment.

Participatory Democracy Fellowship Program

The Department of Economics & Public Policy, in collaboration with

B.PAC and Janaagraha, created this fellowship to link MA Public Policy students with citizens and representatives. Through analysing policies and developing actionable objectives, students promote governance accountability, transparency, efficiency, and equity, enhancing citizens' quality of life.

File Description	Documents
Appropriate link in the institutional website	https://mccblr.edu.in/wp-content/uploads/2024/10/Institutional-Distinctiveness-2022-2023.pdf
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

1.To enhance the green initiatives on campus & components for the Environment Audit

2. To intensify & enhance thetraining given to Support Staff through the Digital Literacy programme

3. To undertake collaborative quality activities with other institutions.

4. To prepare the SSR for the institution's 5th cycle of accreditation.