



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**MAHARAJA'S COLLEGE**

JHANSI LAKSHMI BAI ROAD, UNIVERSITY OF MYSORE,  
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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## INTRODUCTION

### Introductory Note:

Maharaja's College which was the nucleus of the University of Mysore (which came into existence on 25th July, 1916, as the very first university in the erstwhile Princely State of Mysore and the seventh university in India) is now a Constituent College offering B.A., B.B.A., B.Com., M.Sc. in Criminology & Forensic Science, M.A in International Relations and M.Sc. in Geography. It is also a Research Centre with 19 Doctoral (Ph.D.) programmes offered.

Located a kilometer away from the heart of Mysuru city, the College is easily accessible by foot, by bus and by train. Situated amidst lush greenery spread over 34 acres, the built up area is 1.77 acres housing eight buildings including the library, the health centre and the canteen, in independent buildings. It is a matter of pride that Maharaja's College, has grown from grade to grade. The genesis of the College is traced to the founding of The Raja's Free School, in 1833 by His Highness Mummadi Krishnaraja Wadiyar, the visionary Maharaja of Mysore. In 1879, the School was designated as a Second Grade College under the name of the Maharaja's College, Mysore. The College was raised to the First Grade in February 1894 and a B.A. Class was formed with History and Mathematics as optional subjects. With the starting of the Mysore University, Maharaja's College became its chief Arts College for the whole State. Now Maharaja's College offers three undergraduate and three post graduate programmes. The B.A. course alone has 18 departments offering 21 subjects with 26 combinations, 16 in Kannada Medium and 10 combinations in English Medium. The College is co-educational though the number of girls is very few.

### Vision

"The object of the Raja's Free School as regards the benefits to be derived from it by the large population of Mysore, was to furnish the means of qualifying the youth of the rising generation for the various appointments in the Government service or for any commercial pursuits and to make them honest, intelligent and useful members of the community". This objective remains unchanged a century and a half later and the vision of the founders of a **"Value based education for a value based society"** is what continues to this day.

### Mission

The mission to provide opportunities for individuals from diverse backgrounds to pursue their educational goals; to offer educational programmes that are affordable and accessible to all; to inculcate a respect for differences and appreciate multiple perspectives is a throwback to the Maharaja's Free School to make education affordable to the boys of Mysore and above all to strive to mould them into responsible and successful citizens.

A mention about "the growth and development of the College is incomplete without a reference to the most

interesting feature in that of a manifestation of unprecedented enthusiasm for the learning of the humanities and the sciences through the medium of Kannada.” To foster the language of the people and give it an important place in the curricula of studies was an avowed object then and continues being so to this day, proof of which is six out of eight sections in the B.A. course are Kannada medium and 16 out of 26 combinations are in Kannada medium.

Students from diverse backgrounds with a majority of them being first generation literates from various corners of the district, State and from the remotest villages choose to study in Maharaja's College for the various facilities and amenities they can access for a nominal fee.

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

### **Institutional Strength**

- ♦ Highly qualified full time teaching faculty, with over 90% having Ph.D.
- ♦ 81% of full time faculty are members of B.o.S. of various universities and autonomous colleges
- ♦ 72% of teachers are recognized research guides
- ♦ 76 research scholars awarded Ph.D.
- ♦ Currently 179 students are working under 40 recognized research guides
- ♦ Wide and varied choice of subjects and combinations offered in the humanities with 21 subjects and 26 combinations
- ♦ Unusual and rare subjects offered
- ♦ Satisfying the needs of students from diverse backgrounds including backward communities, marginalized sections, urban poor and special categories
- ♦ Adequate physical infrastructure with 60 classrooms, eight laboratories, six ICT enabled rooms, an auditorium with 650 seating capacity, separate buildings for library, health centre and canteen
- ♦ Adequate sports facilities with two tennis courts, a flood lit basket ball court, a cricket ground of national standard, multipurpose indoor hall, with gym. etc.,
- ♦ Conducive and encouraging atmosphere with cash prizes for students representing the University at State and National level in Sports
- ♦ Library with over one lakh titles and a reading room with multiple copies of magazines and newspapers
- ♦ Digital Information Resource Centre with access to e-journals, e-Shodh Sindhu, e-books and databases; Shodhganga membership
- ♦ Career Information Resource Centre, a study centre for competitive examinations; access to magazines covering employment opportunities
- ♦ DRUSHTI a centre with state-of-the-art assistive technologies for the visually challenged
- ♦ Wi-Fi enabled campus
- ♦ “Ananthayathri”, annual magazine, with opportunity for contribution of articles only from students in four languages- English, Hindi, Kannada and Sanskrit
- ♦ Publication of “Akshara” a periodical by students of Journalism
- ♦ Motivational environment for students to represent the College and University as most of the prizes at inter-collegiate competitions are bagged by the College
- ♦ Locational advantage of a clean, green sprawling campus, in the heart of urban Mysuru
- ♦ Strong alumni spread over the world in various fields
- ♦ Effective welfare measures for teaching and non-teaching staff

### **Institutional Weakness**

- ♦ Delay of appointment of Guest Faculty due to administrative reasons
- ♦ No financial autonomy
- ♦ Few ICT enabled classrooms
- ♦ No value added courses
- ♦ Lack of sponsored research projects through non government sources
- ♦ Non availability of a Personal Counseling Cell for students

### **Institutional Opportunity**

- ♦ To start P.G. courses that are in demand
- ♦ To network with our alumni and rope them in greater numbers for the betterment of the college
- ♦ To gradually work towards e-governance and a paperless office
- ♦ To increase representation of students in the various committees of the College
- ♦ Enhancement of placement
- ♦ Establishment of Incubation centre

### **Institutional Challenge**

- ♦ To retain unusual subjects and not fall a prey to the commercialized world
- ♦ To increase the number of girl students
- ♦ To create and maintain a database on profiles of students
- ♦ To train students in soft-skills and enhance personality development, to empower them to compete in the job-market
- ♦ To expand the scope of learning experiences of students through collaborative endeavour

## **CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Being a Constituent College of the University of Mysore, Maharaja's College adopts the curriculum developed by the various Boards of Studies of the University of Mysore. A very high percentage averaging 81% of full time teachers have participated in the designing of the syllabus as members of the Board of Studies during the Assessment Period. Most of our full time faculty are members of BoS not only of the University of Mysore, but also other universities, Constituent Colleges and Autonomous Colleges.

With an average of around 3,000 students every year, 31 subjects including languages and subsidiary subjects, effective curriculum delivery is ensured through a well chalked out Time-Table. Theory classes begin at a very convenient hour at 9.00 am and go on till 4.00pm. Most of the Practical Classes are scheduled in the afternoon between 2.00-5.00pm. Each department finds different ways other than class room teaching alone to give a

holistic approach to the subject. A number of Special lectures, Seminars, Talks and interactions have supplemented class room teaching.

Most universities around the world have International Relations as part of Political Science department. However a few do offer it as an independent course. M.A. International Relations has been introduced in 2016. Both the post graduate programmes M.Sc. Criminology & Forensic Science and M.A. International Relations have adopted the Choice Based Credit System. For this academic year, 2018-19, all the three under graduate courses too have adopted CBCS.

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

The number of students admitted during the last five years averages around 3,000 every year. The admission of students is through a very transparent process by merit-cum-reservation process and the seats are reserved for various categories as per applicable reservation policy. Maharaja's College has always provided opportunities for students from diverse backgrounds to pursue their educational goals. A majority of our students are first generation literates and from marginalized sections of society. The average percentage of students admitted from the reserved category as against the total number of seats for reserved category as per the Reservation Policy of the State Government rule has been implemented in total.

The College caters to a diverse student population. There are a few students from outside the State in both the undergraduate and post graduate programmes. The College is also extremely encouraging towards the 'Divyangjan', differently abled students and does not turn away anyone who seeks a seat here. A Disability Resource Centre has been established and there is a sub centre of DRISHTI in the College Library for the visually challenged with JAWS pro talking software.

An average of 59 full-time teachers work against 95 sanctioned posts, assisted by Guest Faculty. The average percentage of full time teachers with Ph.D. during the last five years is 83%. Currently 50 of our full time teachers out of 54, have Ph.D.

Continuous Internal Evaluation adheres to the academic calendar and is transparent at all stages from sale of Blue Books by the College administration to the point of returning the Blue Books after evaluation of the IA test and assignment. Grievances pertaining to Internal assessment are addressed in an efficient manner.

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

Maharaja's College being a recognized Research Centre has an atmosphere which is conducive for creation and transfer of knowledge through research activities. 19 Ph.D. programmes are offered. 76.36% of full time teachers are Research Guides at present and the number of Ph.D's awarded is 76 during the assessment period. 43 Research Scholars with full time fellowship like JRF, SRF and RGNF are pursuing research from the College. All the 10 Research Projects have been funded by the U.G.C of which eight have been completed during the assessment period, 2013-2018.

As for Research Publications, during the assessment period, 81 books have been published in English, Kannada, Hindi and Sanskrit; 99 Chapters in edited volumes, 44 research papers in Conference Proceedings and 176 publications in National and International Journals.

Every year the NSS students, NCC cadets and Youth Red Cross have participated actively in collaboration with local organizations. Various extension activities in sensitizing students to social issues have been organized in the form of special talks and rallies. Students and a few teachers have taken part in awareness programmes and rallies conducted by other organizations too. Two units of NSS with 200 students, 102 students of NCC, and active members of the Youth Red Cross form the core group for the various activities taken up by them including Swachh Bharath. Gender issues, Health awareness, AIDS awareness have all been addressed. 31 awards and recognitions have been received by our students for extension activities during the past five years.

One functional MoU with the Department of Geographical Information System was inked with Info Maps on Baseline Survey of Assessment of Rural Livelihoods.

### **Infrastructure and Learning Resources**

Maharaja's College has ample facilities spread over 34 acres, with eight buildings, 60 classrooms, 10 laboratories, six ICT enabled classrooms/halls, a multipurpose gymnasium hall, the Maharaja's College Centenary Hall with an auditorium for cultural activities and the famed Junior BA Hall and Senior BA Hall. Six out of eight buildings in the campus are heritage structures. Except the building with the library, the canteen and the health centre all the other buildings have classrooms.

The College has adequate facilities for sports with two tennis courts, a flood lit basket ball court, a cricket ground and a multipurpose gymnasium hall

Being a Constituent College of the University of Mysore it has no financial autonomy. Hence budget allocation for infrastructure augmentation is out of the purview of the College.

The under graduate library is housed in a separate heritage structure with over a lakh titles. Being one of the oldest libraries it has some rare books. The library is very popular for its collection especially to Researchers from around the country. Annual expenditure for purchase of books has now been increased to Rs. 75,000/- per year. Through Inflightnet Consortia, e-journals, e-Shodh Sindhu, Shodhganga membership, e-books and databases are available for access.

The entire campus of Maharaja's College is Wi-Fi enabled and the available bandwidth of internet connection is 1GBPS National Knowledge Network Connectivity.

Expenditure on maintenance of physical and academic support facilities are met from the College Support Fund as the College has limited financial autonomy.

### **Student Support and Progression**

As mentioned earlier, a large number of our students are first generation literates and from marginalized sections of society. Nearly 78% of our students avail of scholarships provided by the Government and other agencies.

A number of outgoing students progress to higher education which includes a degree in Education, Law, and

post graduate courses. Many of our students also register for Ph.D. A number of our students also clear NET, K-SET and Civil Services and State Government Examinations. It is a matter of pride that one of our visually challenged students, Kempahonnaiah I.A.S. cleared the Civil Service examination in 2016 and selected for Indian Administrative Service. He is now posted as Deputy Commissioner. Quite many of our students go on to clear the State Government examinations, and are posted in important positions.

Our sportsmen have done very well representing the College, the University of Mysore at the State level and at the National level. They have won a number of awards and medals for their performance. Every year the College conducts two inter collegiate sports competitions and one inter collegiate music competition.

The Alumni Association was registered in 2016. Many of our alumni are spread around the globe. Whenever an alumnus visits the College, an impromptu interaction with students is arranged which is done with the intention of motivating our current students. Whenever possible, departments/ the various committees in the College invite alumni to be the Chief Guest or Resource Person.

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

Maharaja's College has the Principal as the head of the Institution. The organizational structure comprises of the College Council whose members are heads of departments full time faculty with the Principal as the Chairperson. The College Council is the decision making body that looks into administrative affairs of the College. The administrative set up too is headed by the Principal and the Administrative Officer supported by two Superintendents for general matters and for accounts. The governance structure of the College is based on a decentralized model.

Being a quasi government organization, the Karnataka Civil Service Rules are applicable to all permanent staff regarding service, promotions and other benefits.

It has been the endeavour of our institution to foster students and mould them holistically. Towards this end and for efficient administration there are 23 committees to monitor the smooth functioning of every activity in all spheres, curricular, co-curricular and extra-curricular. Of these, four are statutory committees. The coordinator of each of such committees is always a full time teacher. "Ananthayathri" the annual College magazine, serves as a document for every activity carried out in the College.

Welfare measure for staff, both permanent and contractual covers not only health at the health centre located on the premises but also with hospitals that have a tie up with the University. Along with this, pension, living quarters and much more are offered to the staff on the permanent rolls.

Being a Constituent College, there is limited financial autonomy and we are governed by the financial code and guidelines of the University. The College administration follows a judicious policy for optimal utilization of resources.

## **Institutional Values and Best Practices**

Situated in the heart of Mysuru city, Maharaja's College has many unique locational advantages which have been put to good use. Facilities and amenities have been provided to students including the differently abled students.

Complete transparency is maintained in all its functions whether academic, administrative, financial and other auxiliary matters.

Keeping the vision and mission of our College in mind, we are proud to state that our College has been true to the vision of our founding fathers and fostered students from the economically backward and socially marginalized sections of society. A majority of our students are also first generation literates. Most of our students have done well and made the College proud and continue doing so.

One of our best practices has been having a Curriculum-based Poster Exhibition on the English Language Text Books, Making Meaning I for I Semester B.A. students and Words of Worth I for students of the First Semester of BBA and B.Com. Each and every lesson in the text books was visualised in the form of pictures. This helped our students. The poster exhibition was kept open for students of other colleges of the University of Mysore and some colleges outside Mysuru displayed the posters in their colleges as well. The poster exhibition was kept open for more than two weeks every semester, consecutively for three years from 2015-18.

The second of our best practices is retaining the campus with three heritage buildings as a lung space in the heart of urban Mysuru city. With only 1.77 acres built area out of 34 acres, 32 acres is full of greenery and lush foliage. Traditional green practices are followed to keep this campus of ours free from pollution. A variety of trees, bushes, plants, creepers, flowering plants, fruit bearing trees numbering 700 varieties are home to a few birds. The greenery and the pollution free campus are most sought after by the public for jogging, physical exercises, and walking.



## 2. PROFILE

### BASIC INFORMATION

Name and Address of the College	
Name	MAHARAJA'S COLLEGE
Address	JHANSI LAKSHMI BAI ROAD, UNIVERSITY OF MYSORE, MYSURU
City	Mysuru
State	Karnataka
Pin	570005
Website	<a href="http://maharajas.uni-mysore.ac.in">maharajas.uni-mysore.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SUNITHA CP	0821-2419354	9845400061	0821-2419301	principalmcm1837@gmail.com
A.O	Anita Braggs	0821-2419279	9980546829	0821-2419361	anita6391@gmail.com

Status of the Institution	
Institution Status	Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-1837

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

State	University name	Document
Karnataka	University of Mysore	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	17-06-1971	<a href="#">View Document</a>
12B of UGC	17-06-1971	<a href="#">View Document</a>

**Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
No contents				

**Details of autonomy**

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

**Recognitions**

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	JHANSI LAKSHMI BAI ROAD, UNIVERSITY OF MYSORE, MYSURU	Urban	34.69	1.77

## ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Ancient History And Archaeology And Museology	36	PUC	Kannada,English	90	49
UG	BA,Anthropology	36	PUC	Kannada	40	33
UG	BBA,Business Management	36	PUC	English	176	168
UG	BA,Communication And Journalism	36	PUC	Kannada,English	170	105
UG	BA,Criminology And Forensic Science	36	PUC	Kannada,English	90	54
UG	BA,Economics And Cooperation	36	PUC	Kannada,English	495	430
UG	BA,English And Functional English	36	PUC	English	160	72
UG	BA,Family Resource	36	PUC	Kannada	20	13

	Management					
UG	BA,Folklore	36	PUC	Kannada	50	21
UG	BA,Geography	36	PUC	Kannada,English	170	130
UG	BA,Hindi	36	PUC	Kannada,English	20	14
UG	BA,History	36	PUC	Kannada,English	475	393
UG	BA,Kannada	36	PUC	Kannada	260	177
UG	BA,Linguistics	36	PUC	Kannada	30	26
UG	BA,Philosophy	36	PUC	Kannada	40	15
UG	BA,Political Science	36	PUC	Kannada,English	245	231
UG	BA,Psychology	36	PUC	Kannada,English	90	35
UG	BA,Sanskrit	36	PUC	Kannada,English	20	0
UG	BA,Sociology	36	PUC	Kannada,English	170	114
UG	BCom,Commerce	36	PUC	English	264	254
PG	MSc,Criminology And Forensic Science	24	ANY DEGREE	English	30	19
PG	MA,Political Science	24	ANY DEGREE	English	12	11
Doctoral (Ph.D)	PhD or DPhil,Ancient History And Archaeology And Museology	36	PG DEGREE	Kannada,English	6	6
Doctoral	PhD or DPhi	36	PG	English	6	4

(Ph.D)	l,Communication And Journalism		DEGREE			
Doctoral (Ph.D)	PhD or DPhil, Criminology And Forensic Science	36	PG DEGREE	English	24	8
Doctoral (Ph.D)	PhD or DPhil, Economics And Cooperation	36	PG DEGREE	Kannada, English	30	20
Doctoral (Ph.D)	PhD or DPhil, Economics And Cooperation	36	PG DEGREE	English	12	10
Doctoral (Ph.D)	PhD or DPhil, Economics And Cooperation	36	PG DEGREE	Kannada, English	12	5
Doctoral (Ph.D)	PhD or DPhil, English And Functional English	36	PG DEGREE	English	4	2
Doctoral (Ph.D)	PhD or DPhil, Folklore	36	PG DEGREE	Kannada	16	16
Doctoral (Ph.D)	PhD or DPhil, Geography	36	PG DEGREE	Kannada, English	14	10
Doctoral (Ph.D)	PhD or DPhil, Hindi	36	PG DEGREE	Hindi	12	8
Doctoral (Ph.D)	PhD or DPhil, History	36	PG DEGREE	Kannada, English	6	5
Doctoral (Ph.D)	PhD or DPhil, Kannada	36	PG DEGREE	Kannada	56	41
Doctoral (Ph.D)	PhD or DPhil, Philosophy	36	PG DEGREE	Kannada, English	6	2
Doctoral (Ph.D)	PhD or DPhil, Political	36	PG DEGREE	Kannada, English	6	6

	Science					
Doctoral (Ph.D)	PhD or DPhil, Political Science	36	PG DEGREE	Kannada, English	16	10
Doctoral (Ph.D)	PhD or DPhil, Psychology	36	PG DEGREE	Kannada, English	18	9
Doctoral (Ph.D)	PhD or DPhil, Sanskrit	36	PG DEGREE	Sanskrit	6	2
Doctoral (Ph.D)	PhD or DPhil, Sociology	36	PG DEGREE	Kannada, English	18	12
Doctoral (Ph.D)	PhD or DPhil, Commerce	36	PG DEGREE	English	12	10

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				95			
Recruited	0	0	0	0	0	0	0	0	37	18	0	55
Yet to Recruit	0				0				40			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				30
Recruited	18	6	0	24
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	12	6	0	22	10	0	50

M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	1	2	0	1	0	0	4

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college	Male		Female	
	Others		Total	
	71		39	
	0		110	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	126	0	0	7	133
	Female	45	0	0	0	45



	Others	0	0	0	0	0
PG	Male	20	1	0	0	21
	Female	17	4	0	0	21
	Others	0	0	0	0	0
UG	Male	2700	4	0	0	2704
	Female	97	4	0	0	101
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	1128	1340	1423	1506	
	Female	22	34	36	13	
	Others	0	0	0	0	
ST	Male	410	381	354	361	
	Female	3	4	4	5	
	Others	0	0	0	0	
OBC	Male	1056	1082	1074	1136	
	Female	53	38	20	20	
	Others	0	0	0	0	
General	Male	110	62	91	100	
	Female	7	12	12	14	
	Others	0	0	0	0	
Others	Male	10	7	4	7	
	Female	9	1	1	4	
	Others	0	0	0	0	
Total		2808	2961	3019	3166	

### 3. Extended Profile

#### Program

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

Response: 27

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
24	22	21	18	22

#### Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2808	2996	3068	3184	3118

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

2017-18	2016-17	2015-16	2014-15	2013-14
1947	2037	1899	1884	1773

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

2017-18	2016-17	2015-16	2014-15	2013-14
804	895	946	884	858

## Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
55	58	61	57	63
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

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

2017-18	2016-17	2015-16	2014-15	2013-14
95	95	95	95	95

## Institution

### Total number of classrooms and

seminar halls Response: 64

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

2017-18	2016-17	2015-16	2014-15	2013-14
3.08	16.14	9.85	8.77	11.86

### Number

of

compute

rs

Response

: 152

## **4. Quality Indicator Framework(QIF)**

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### **Criterion 1 - Curricular Aspects**

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#### **Curricular Planning and Implementation**

##### **1.1.1. The Institution ensures effective Curriculum delivery through a well planned and documented process**

Being a Constituent College of the University of Mysore, Maharaja's College adopts the curriculum developed by the various Boards of Studies of the University of Mysore. We have a compact time-table that accommodates both under-graduate and post-graduate classes, spread over six days of the week with classes beginning at 9a.m. and going on till 5.00p.m., with a lunch-break of an hour, mid-afternoon.

Two post-graduate courses, three under-graduate courses –B.A., B.B.A., B.Com., four languages, English, Hindi, Kannada and Sanskrit, three allied subjects, Computer science, Environment Studies, Indian Constitution, 21 optional subjects in the B.A. course, each subject having 21 hours per week, per section are slotted in such a way that all 64 class-rooms laboratories are allotted and occupied till 3.00p.m. A few classes go on till 4p.m. and all practical classes for I/II, III/IV semesters are always in the afternoon, between 2.00 and 5.00p.m. There is neither clash nor waiting time between classes for more than 90% of our students. On an average around 336 theory classes, 08 batches of Practical classes, some single man batch and a few with two teachers per batch is assigned for each day.

(Enclosed is a copy of the Time-Table)

Though, generally colleges have a rather insignificant role in curriculum designing, for the assessment year, 28 of our teachers were members of the Boards of Studies. Appropriate need-based inputs in consultation with the Board of Studies, comprising teachers of our College, have suggested and designed suitable curricula as well as changes whenever required.

Each department operationalises the curriculum within the overall framework given. Periodically, departments organize curricular based special lectures and special talks.

All such students who have a Project or Dissertation to work on, participate in field trips, submit a report

and document their effort. Group discussions and class seminars are encouraged by many of our faculty.

The College adheres to the academic calendar of the University of Mysore as well as the academic calendar of the College. Internal Assessment tests and assignments are prescribed for every subject, major and subsidiary and a centralized time-table is followed.

The heads of large departments like English, History and Kannada distribute topics/lessons in such a way that all classes follow the same pace. Different sections of the BA/ BBA/ B.Com. classes cover the same portion of the syllabus, ensuring that in the event of a teacher going on long leave, two classes are merged and there is minimum loss to the student. This method also ensures that a single question paper is set for all the sections for the in-house internal assessment tests. 54 full-time teachers along with 110 Guest Faculty ensure that the syllabus is completed well in time.

File Description	Document
Any additional information	
Link for Additional Information	

### 1.1.2 Number of certificate/diploma program introduced during the last five years

**Response:** 0

#### 1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	

### 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

**Response:** 207.48

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
09	08	08	08	28

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>

## Academic Flexibility

<b>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</b>  <b>Response: 3.7</b>	
1.2.1.1 How many new courses are introduced within the last five years  Response: 01	
File Description	Document
Details of the new courses introduced	<a href="#">View Document</a>

<b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b>  <b>Response: 8.33</b>	
1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.  Response: 02	
File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>

<b>1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</b>  <b>Response: 0</b>	
1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years	

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

### 1.3. Curriculum Enrichment

#### 1.3.1 Cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics are integrated into the curriculum

##### Response :

Cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics have been integrated into the curriculum both at the under graduate as well as at the post graduate level.

Gender Issues related to the vision that men and women should be treated equally in social, economic and all other aspects of society is one of the important components of gender issues. For instance, the sixth semester students majoring in Sociology (B.A.), between 2013-2016, could opt for “Women in India” as an elective. The paper was for 100 marks. The current syllabus for B.A. Sociology in the final semester offers “Sociology of Gender “as an Elective paper. English Literature, Optional Hindi, Kannada Major and Sanskrit Optional which are offered in our college, have issues relevant to Gender brought out in various genres, sometimes subtly and sometimes directly in the syllabus

Environment and Sustainability is a state in which the demands placed on the environment can be met without reducing the capacity to allow all people to live a decent life. The outcome of this may be seen in not only the syllabus of ‘Environment Studies’ prescribed as a compulsory subject for all students of the under graduate programmes in the very first year of their study, but also for instance in the VI Semester B.A. Economics paper which is “Environmental Economics”. Focus is also on the Environmental Policies in India with emphasis on the importance of Field Activity in this area. Literature and the language texts, English, Hindi, Kannada and Sanskrit, subtly have this woven into the fabric of some of the texts

Human Values have found a place in the syllabus of the language texts be it English, Hindi, Kannada or Sanskrit in all the three courses B.A., B.B.A., and B.Com. The optional syllabi of all these languages also have ample examples of human values. As human values are the guiding principles of our lives and utmost for a positive interaction with fellow human beings, the range of human values have also been brought out through the lessons from the lives and teachings of great leaders and reformers.

Professional Ethics which include adherence to the law, fairness, integrity, and so on figure in the syllabus of Journalism and Mass Communication at the undergraduate level, where focus is on media ethics. The code of ethics and business conduct is also referred to in the Company Code Ethics.

File Description	Document
Link for Additional Information	

### 1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

**Response:** 0

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

File Description	Document
Details of the value-added courses imparting transferable and life skills	

### 1.3.3 Percentage of students undertaking field projects / internships

**Response:** 2.1

1.3.3.1 Number of students undertaking field projects or internships

Response: 59

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

## Feedback System



<p><b>A. Any 4 of the above</b></p> <p><b>B. Any 3 of the above</b></p> <p><b>C. Any 2 of the above</b></p> <p><b>D. Any 1 of the above</b></p> <p><b>Response:</b> B. Any 1 of the above</p>	
<b>File Description</b>	<b>Document</b>
Any additional information	

<p><b>1.4.2 Feedback processes of the institution may be classified as follows:</b></p> <p><b>A. Feedback collected, analysed and action taken and feedback available on website</b></p> <p><b>B. Feedback collected, analysed and action has been taken</b></p> <p><b>C. Feedback collected and analysed</b></p> <p><b>D. Feedback collected</b></p> <p><b>Response:</b> C. Feedback collected and analysed</p>	
<b>File Description</b>	<b>Document</b>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 0.51

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	20	18	11	9

File Description	Document
List of students (other states and countries)	<a href="#">View Document</a>
Institutional data in prescribed format	

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 228.87

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

2017-18	2016-17	2015-16	2014-15	2013-14
1255	1315	1155	1225	1125

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1337	1397	1305	1295	1322

**Response: 80.27**

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

2017-18	2016-17	2015-16	2014-15	2013-14
1451	1497	1535	1592	1560

**File Description****Document**

Institutional data in prescribed format

[View Document](#)

## 2.2. Catering to Student Diversity

**2.2.1. The institution assesses the learning levels of the students, after admissions and organizes special programmes for advanced learners and slow learners**

**Response :**

Immediately after the admission process, the College initially organizes an Induction Programme for all Freshers of the three under-graduate courses. This programme is intensive and covers all aspects including Personality and Stress Management. To motivate our current students, gold medalists/cash prize winners at the University level of our college as well as a prominent alumnus are invited and felicitated. Last year, Mr. Kempahonnaiah, IAS, a visually challenged alumnus of our college was the motivational spirit.

A large number of our students are not only from remote villages and rural schools but also are first generation learners. This is documented through the Entry Level Survey which is carried out during the admission process. The best method our teachers adopt to assess learning levels of the student is from direct observation of the student, his response in class and his work.

For slow learners, Remedial classes are conducted for all students who stay in the five hostels housing students of Maharaja's College. It must be placed on record that a majority of our students are inmates of these hostels.

All teachers are instructed to slow down their pace while teaching. Teachers also repeat the learning point

of the day's subject more than once for the benefit of slow learners.

Participatory learning is encouraged which is beneficial to both slow as well as advanced learners. For instance, the English department has an English Club where all those who want to learn basic spoken English are encouraged to participate in their weekly meetings. Teachers take the initiative and use non-traditional methods to teach spelling and vocabulary. Students are also encouraged to read English loudly and speak to their fellow mates in English during that hour. Games on communication, word-building, and show-and-tell, goad slow learners to speak without hesitation. A few teachers also help them out with notes and/or review what they have written.

Advanced learners are encouraged to participate and represent the College in various competitions and fests organized by other colleges. They are encouraged to help slow learners, which they do, by involving them in peripheral activities and gradually drawing them into the main stream. Bright students are identified on the basis of their performance in the university exam as well as their involvement in the classroom. The College recognizes such students and felicitates them on College Day with cash prizes.

Departments with fewer students like Ancient History & Archaeology and Museology, Anthropology, Criminology, Family Resource Management, Folklore, Journalism, Linguistics, Hindi, Sanskrit, find it easier to identify slow learners and mentor such students in their respective subjects by helping them out in class hours as well as beyond class hours. The Guest Faculty take as much interest as the full-time faculty.

#### 2.2.2 Student - Full time teacher ratio

**Response:** 51.05

#### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.85

##### 2.2.3.1 Number of differently abled students on rolls

**Response:** 24

File Description	Document
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	

## Teaching- Learning Process

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

#### Response :

Experiential learning, a method of educating through first-hand experience, skills and knowledge that go beyond the traditional academic class-room setting are adopted by many of our teachers both at the individual level as well as at the department level. They include internships, field trips, field research and service-learning projects. Maharaja's College facilitates opportunities for students to lead learning activities and participate actively in discussion. Students of Anthropology, Criminology, and Sociology are taken on field trips to experience first-hand tribal culture and customs, or the working of a case in progress in the local court etc. Students of Family Resource Management have their internship in a three star hotel. Students of Psychology too undertake an annual trip to mental health institutions. Internships, projects, surveys are significant methodologies in the post-graduate and a few under-graduate departments like Ancient History and Archaeology, Archaeology and Museology, Folklore, Journalism, Psychology and Sociology. Students develop skills like organization, data collection, presentation, interpretation of data which is evident in their project work and dissertation.

Participatory learning is the body of the lesson where students are involved actively in the learning process. Many papers cannot be taught by the conventional method of 'Chalk –and-Talk' alone. Hence, participative learning which are student-centric, has been initiated and first-hand learning information from real life situations are organized. For instance, "Janapada Jathre" i.e., a Folk Fest is organized every year for a day, with emphasis not just on ethnic attire but also ethnic cuisine and rural folk games. A competitive team event for cooking without fire and selling what they have made teaches them not only team spirit but also sales and marketing strategies. The Department of English had a poster exhibition for three years consecutively, on all the lessons prescribed for the under-graduate English language classes of the I/II semester classes. The intention was to make meaning out of these posters as a picture is worth a thousand words. A competition for the best poster made by students was also held. Incidentally the text books are titled "Making Meaning" and "Words of Worth".

Problem solving methodologies, being a versatile one, is applied in most disciplines including the more theoretical subjects. Hence, problem-based learning especially in groups is an opportunity that is beneficial to students. Sometimes the problem has no clear solution or a correct answer. For instance, all literature students be they English, Hindi, Kannada or Sanskrit, attempt an analysis of prescribed texts of various genres and offer their perspective on the issue. Or for instance, students first watch the live telecast of the union Budget, listen to an expert's view on the same and then have a group discussion. Thereafter in subsequent classes some teachers allot a few minutes to students to air their opinion and take on the Budget. Thus the principles for teaching problem solving methodologies refer to teaching within a specific context and helps students understand the problem. By asking questions and making suggestions it links errors to misconceptions.

**2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.****Response:** 21.82**2.3.2.1 Number of teachers using ICT****Response:** 12

<b>File Description</b>	<b>Document</b>
List of teachers (using ICT for teaching)	<a href="#">View Document</a>

**2.3.3 Ratio of students to mentor for academic and stress related issues****Response:** 51.05**2.3.3.1 Number of mentors****Response:** 01**2.3.4 Innovation and Creativity in teaching-learning process****Response:**

Creativity and Innovation is the essence of teaching and learning especially in the languages and social science discipline. The traditional approach of teaching and learning though not completely done away with, has more innovative and creative ways of disseminating, sharing and facilitating knowledge development in students. Our teachers are aware that the practice of effective and meaningful teaching is beneficial when new or different pedagogical approaches or technology is adopted.

A few teachers practice collaborative methods to invoke student participation in the classroom to make them totally involved in the teaching-learning process. For instance, students in language classes are large in number and getting them all to participate simultaneously is a challenging task. But this has been overcome by either making it a 'fun' task or in the form of a game. Teaching spelling for large classes has been overcome by giving a spelling test that takes less than two minutes for ten words; asking students to exchange their answers and having them marked right or wrong and even awarding marks by their peers!

The entire process is done within six minutes. A few English teachers voluntarily conduct classes and provide training to students to equip them with a set of soft-skills. Reading, pronunciation, speaking in English, vocabulary is practiced. In addition, letter writing, which includes letter of application curriculum vitae, précis writing etc., is also practiced. Teachers put in special effort, work beyond their stipulated timetable, and even Guest faculty work without extra remuneration for the extra work put in. No fee is collected from the students for attending such classes which are part of the English Club activities.

Student-centered learning strategies have been initiated by individual teachers as well as some departments. To enable students to acquire hands-on-learning, teachers go all out to mobilize resources on their own, many a time spending from their pocket. For instance, students of Folklore are coached in folk dances like Kamsalay, Dollu kunitha, Kol ata etc., Museology students are taken to the various museums in Mysuru.

Teaching coupled with technology has been adopted by a few teachers. Six areas are ICT enabled. Of these, two are housed on the first floor of the Main Building in the Geography and the Psychology laboratories; one on the ground floor in the Junior B.A which is used both as a classroom as well as a Seminar Hall; one in the Union Building, in the Department of Ancient History, Archaeology and Museology; one in the New Block, for use by the Business Administration department and the Department of Commerce; and one in the Department of . The College has encouraged teachers the use of Audio-Visual aids to at least some extent. To achieve this end, teachers have been teaching with the aid of slides, transparency sheets, power point presentations, CDs etc.,

Newer approaches to learning such as Outcome Based Learning, Student-Centered Learning, Problem Based Learning and Case Study have also been adopted. Such exercises have built up the confidence level of the students.

## Teacher Profile and Quality

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

**Response:** 61.89

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	

**Response:** 83.84

**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
50	51	51	44	48

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>

**2.4.3 Teaching experience per full time teacher in number of years**

**Response:** 17.55

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

Response: 965

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

**2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**

**Response:** 15.31

**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	2	1	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	



**last five years**

**Response: 0**

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation (CIE) System at the Institutional level

**Response:**

With the adoption of the Semester Scheme by the University of Mysore in 2007-08, Continuous Internal Evaluation is the norm, and Maharaja's College too has adopted CIE. It aims at assessing all aspects of a student's progress throughout the year and through the entire course. 20 percent of the marks is set aside for Internal Assessment. Of this 20 percent, half is allotted for home assignment while the remaining 10 marks is for an in-house centralized Internal Assessment Test.

Assignment topics are also announced by respective teachers in the class and put up on the notice board of each department a fortnight in advance. A centralized time-table for Internal Assessment tests is drawn up by the College Time-Table Committee. Three undergraduate courses of which BA alone has 30 subjects, each subject having five papers, were all scheduled within a one-week period. Now, since the past three years it has been pared down to four days. Thus, three under-graduate courses, 21 departments, 30 subjects and 157 papers are spaced out in such a manner that a student does not appear for more than two tests a day.

Students were a little stressed out as tests began at 9.00am. Even that has been changed to begin at 10.00am. The centralized time-table is put up on the main notice-boards of all buildings housed within the campus as well as displayed on the notice-boards of all departments. Internal assessment for all courses

comprises of two tests in an academic year, one in the odd semester and the other in the even semester, a fortnight before the semester ends.

The heads of departments of each subject coordinate and have brain-storming sessions with the faculty of respective subjects to assign topics for the home assignment. Questions for the tests are validated by the head of the department for correctness and effectiveness. The students are given the syllabus in detail with the exact splitting up of the portion for the internal assessment test.

Students have to answer their internal assessment test in the 'Blue Book' issued by the College which has a 'Certificate'. These books are marked and signed by the teacher in charge of the class/ batch/ section/ students. After assessment the 'Blue Book' is returned to the student for verification and clarification if need be, providing sufficient transparency. Only 'divyangjan' students are allowed the use of a scribe to answer their assignments, and while some departments give them an additional assignment instead of a test, some departments give them an 'Oral' test.

All those students who fail to appear for the internal assessment test for various reasons, be it representing the college in various activities, are given an alternate date to appear for the internal assessment tests. Even those students who miss the test on health issues or personal and domestic problems are not denied another chance at appearing for the tests. All departments ensure that the second chance to appear for the test happens just before the end of the term.

### **2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety**

#### **Response :**

The main objective of Internal Assessment is to evaluate what students do and illustrates aspects of student progress that are not typically evaluated in external assessment. The Internal Assessment components for all courses are proposed by the respective Boards of Studies. Internal Assessment which comprises one-fifth of the total marks assigned for each paper, Major, Languages, or subsidiary is given the same seriousness as the University examination. All students must answer their Internal Assessment Test/ Home Assignment in the Blue Book issued by the College, priced at a nominal rate of Rupees 5/- per book. Even the printing and sale of Blue books is a transparent process and is audited.

All the 21 departments with 30 subjects follow a centralized time table to ensure that there is no

overlapping or clash of scheduling tests. Every term has one such centralized time table. Assignments are given to students well in advance and portions for the test announced at least a fortnight in advance. Topics for Group Discussions and Projects are also announced and in some cases the choice is given to the student.

Even the largest departments in terms of student strength like Kannada and English ensure that even seating arrangement is followed according to Register Numbers. This method thus ensures transparency in Evaluation and gives no room for favouritism. Every student who is present has to sign recording his/her presence for the Test, the record of which is preserved for six months.

Transparency is maintained at all stages. After evaluation of assignments and the Test, marks are entered by the teachers concerned and the Blue Books are returned to the students. Any student who has a grievance is encouraged to contact the teacher in charge and his/her grievance is addressed. Students are also asked to meet the teachers for clarifications or for doubts to be cleared. When Blue Books are returned to the student, signature is obtained from them and they are advised to keep their books in safe custody until they get their Marks Card from the University.

Marks are uploaded online to the University website within the set deadline by the University. Repeated verification and cross verification is undertaken at all stages of uploading the Internal Assessment marks. In cases where the students' names has been inadvertently omitted from the list sent by the University, care is taken to include such names separately. However in rare cases if and when there is an error, the Examination Section in the College steps in to see the error is rectified.

Some departments especially those with manageable numbers involve students in mini projects, group discussions, surveys, performances etc., which are included for Internal Assessment. All students have a minimum one assignment and one test per term.

### **2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient**

#### **Response :**

Maharaja's College has adopted the exam-related regulations of the University of Mysore to address exam-related grievances in a transparent, time- bound and efficient manner. After each semester examination, evaluation of answer scripts is undertaken by the University. Maharaja's College being a Constituent College of the University has better and easier access to the University both in terms of proximity in distance as well as interaction with the administration and the Evaluation Section.

Maharaja's College has a separate section devoted to 'Examination' and is housed in Room 35 where caseworkers concerned deal with all examination issues. The section deals with all aspects that fall between the issue of applications for examination to the issue of the Marks card by the University. There is a separate case worker for P.G. courses to deal with all issues pertaining to them. All circulars and notices regarding payment of examination fee, Time-Table from the University for the term end examinations, allotment for Practical Examinations and so on are put up well in time for the students. Rules laid down by the University are followed to the letter.

Separate seating arrangement is made for the physically challenged and the visually challenged too. An extra hour is also given for such students. For those who request the services of a scribe, the Co-ordinator of the Youth Red Cross makes arrangements for the same adhering to the guidelines laid down by the University. The Disability Resource Centre addresses all other grievances of theirs.

Before the announcement of the final results, the university announces Internal Assessment marks online to enable students to verify their marks and get in touch with the department within the stipulated set by the university are addressed by the College/ University free of cost.

After the announcement of results, students with examination related grievances can apply for through the College. The College forwards all such applications to the University and thereafter the College office follows it up.

The College administration makes known to the students that a candidate is allowed to carry all the previous un cleared papers to the subsequent semesters. However, the candidate should clear all the papers within double the duration of the course. The repeaters are eligible for declaration of class as is done for fresh students.

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

##### **Response :**

Maharaja's College has its academic calendar which is based on the academic calendar of the University of Mysore. Based on the calendar of events of the University, the academic calendar is prepared by the

Principal and the Administrative Officer in consultation with the College Council comprising of the Heads of all departments, at the beginning of the term immediately on the receipt of the academic calendar from the University.

The teachers are given a free hand to assess their students throughout the term based on what respective Boards of Studies have stipulated. However, for all under graduate courses, BA, BBA, B.Com. , a centralized Internal Assessment Time-Table is drawn up. Tests are scheduled at least a fortnight before the end of the term days. This is communicated to the students and is displayed on the College website at the commencement of the term.

For the post graduate courses, as they are following the Choice Based Credit System, every semester they have a C1 test in the eighth week of the term. C2 follows eight weeks later and is scheduled in the 16th week of the term, just before the term ends. The academic calendar is adhered to by the College and the conduct of Continuous Internal Evaluation is strictly followed.

The College conducts assessment of the students twice in each semester. Though the exact date is not mentioned in the Academic Calendar, the month and week is mentioned.

## 2.6 Student Performance and Learning Outcomes

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

### **Response :**

All the three under graduate Programmes, BA, BBA, and B.Com. and the two post graduate programmes, MSc. Criminology & Forensic Science and MA International Relations are designed for enhancing the competence of students. Across all the Programmes that are offered in Maharaja's College, University of Mysore, what we want our students to achieve is Knowledge, Skills, Competencies and Values. Every Subject has a Board of Studies which specifies the outcome for a particular subject especially in the Humanities. This is communicated to the teachers who are given a copy of the syllabus with the Subject specific outcomes which is in turn communicated by the teachers to the students.

The B.Com. programme aims to meet the aspirations of youth who want to build a career in the vibrant

corporate sector/ Government departments and social organizations. The course also nurtures the dreams of entrepreneurs-to-be as it offers wider and unlimited employment opportunities. The graduates of Commerce will be able to demonstrate knowledge of major theories, models and practices in key areas of Financial Accounting, Cost Accounting, Management Accounting, Taxation and Business Management. At the micro level it demonstrates knowledge of theories related to Marketing, Company Laws, Auditing, Resource allocation and so on. In addition to this they are also able to apply basic mathematical, statistical and quantitative technique skills necessary for analysis of a range of problems in Corporate Accounting, Accounts and Finance. Operational and effective use of Information and Communication Technology in the functional areas of business are also a part of the outcome.

The BBA programme prepares a student for positions requiring knowledge of business disciplines, business skills, and as a stepping stone to become a business leader or entrepreneur. They are able to apply key theories, models and applications with the local as well as global business contexts. Students are able to demonstrate critical thinking skills in business related situations and analyse business and organizational situations using ethical approaches to decision making.

All the three under graduate programmes prepare students for higher studies in their respective discipline and to achieve success in their chosen professional careers.

#### **2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution**

##### **Response:**

Two types of assessment tools, Direct and Indirect are used in the assessment of Programme outcomes and Programme specific outcomes. One method of assessment of Course outcomes for both undergraduate and post graduate courses is the number of students who have passed. We compare it with the pass percentage of the University of Mysore.

The other tool that we use is Student Progression. At the level of the College, the Transfer Certificate ledger is the most authentic document that we rely on.

Given below is a table that looks at the total number of undergraduates who received their degrees

Year	Total No. of UG graduates in University of Mysore		Total No from Maharaja's College. of UG	
	BA	BBA/B.Com.	BA	BBA/B.Com.
2013-14	6060	8991	340	307
2014-15	5601	8707	292	234
2015-16	3957	8935	202	224
2016-17	3835	9912	218	225
2017-18	3348	9997	153	220

The following table shows the number of students who graduated in 2017-18 :

B.A.	B.B.A	B.Com.	MSc.C.F.Sc.	M.A. I.R.
153	56	152	09	06

### 2.6.3 Average pass percentage of Students

**Response:** 46.47

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 355

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 778

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

## Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:**

## Criterion 3 - Research, Innovations and Extension

### Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of project and grant details	

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 72.73

3.1.2.1 Number of teachers recognised as research guides

Response: 40

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

**3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 0.64

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 10

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 78



File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Any additional information	

## Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

#### Response :

The institution has created an ecosystem for innovation. Maharaja's College being a Constituent College of the University of Mysore, is a recognized Research Centre where initiatives for creation and transfer of knowledge is through the research activities. The Assessment period June 2013- May 2018 had 49 of our faculty as Research Guides across 19 Subjects.

Though we have no incubation centre, a Doctoral Committee has been constituted as per the notification of the University of Mysore for regulations governing Ph.D. The Doctoral Committee comprises of:

The Guide (and the Co-Guide if there is one)

The Principal

The Chairperson of the Board of Study

Two senior Faculty members

The Doctoral Committee monitors and assesses the following:

Pre-registration colloquium

Progress Reports of a Research Candidate submitted periodically

Pre-thesis submission colloquium

Open viva-voce of the Candidate

- ♦
- ♦
- ♦

### 3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-

**Academia Innovative practices during the last five years****Response:** 0

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	

**Research Publications and Awards****3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response:** Yes

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

**3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards****Response:** No**3.3.3 Number of Ph.D.s awarded per teacher during the last five years****Response:** 1.69

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 76

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 45

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>

**3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 2.99**3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
14	21	13	12	14

File Description	Document
List of research papers by title, author, department, name and year of publication	

**3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response:** 3.59**3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
45	47	45	32	42

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

**3.4.Extension Activities****3.4.1. Extension activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years****Response:**

For developing sensitivity towards community issues including gender disparities, issues regarding the environment and that of inculcating values and commitment to society, our students of Maharaja's College have taken part in Awareness Rallies and Campaigns espousing causes regarding Health, Cleanliness and topical issues.

Every year, on an average, students representing Maharaja's College participate in at least two events and interact with groups like non-governmental organizations who have an interest in the activities of our college. Both the students of our college as well as the organization are mutually benefitted.

In 2013-14, our students participated in a rally to create awareness on protection of the environment and also cleanliness in Mysuru city. They also participated in a hands-on-experience of segregating bio-degradable and non-bio degradable waste. Both these activities were in association with prominent non-governmental organizations.

In 2014-15, a People awareness rally on AIDS and another campaign on awareness of the disposal of bio-medical waste in collaboration with two non-governmental organizations saw participation by our students.

Every academic year since we have had students taking part in such jathas, and campaigns they are sensitized to social issues and contexts.

Our students also help, serve and do community service voluntarily with a few teachers taking the initiative. They visit homes for the aged, the terminally ill, orphanages, government hospitals, places for the specially -abled as well. Unfortunately we have never thought of documenting such acts as they were done purely on the basis of service and empathy. Students also donate their mite in terms of time, service, cash and kind which has not been certified.

The impact of such involvement and interaction through extension activities in and around Mysuru city has had an impact on them and we hope it has lead to a holistic development. Coupled with activities by the National Service Scheme comprising of two units totaling 200 students every year, along with the National Cadet Corps and the Youth Red Cross, our students in large numbers actively and voluntarily take part in such activities.

**3.4.2 Number of awards and recognition received for extension activities from Government**

/recognised bodies during the last five years

**Response:** 31

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

File Description	Document
Number of awards for extension activities in last 5 years	

### 3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

**Response:** 24

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	3	5	4	2

File Description	Document
Number of extension and outreach programs conducted with industry, community etc for the last five years	<a href="#">View Document</a>

### 3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 0.03

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-

2017-18	2016-17	2015-16	2014-15	2013-14
5	8	3	4	4

wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
22	500	30	15	800

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

## Collaboration

### 3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

**Response: 0**

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	

### 3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

**Response: 2**

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	



## **Criterion 4 - Infrastructure and Learning Resources**

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### **4.1. Physical Facilities**

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

**Response:**

Maharaja's College has adequate facilities for teaching-learning. The entire campus has six buildings housing 60 classrooms, two laboratories each for Criminology & Forensic Science, Geography and Psychology. There are six rooms where there is ICT facility. There are 152 computers. One building is exclusively for the undergraduate library with a laboratory DRUSHTI exclusively for the visually challenged

The Main Building, a heritage building, houses ten departments on the ground floor along with two huge gallery type massive halls, Junior B.A. Hall and Senior B.A. Hall with a seating capacity of 450 each. There are seven spacious classrooms capable of seating 80-100, and three smaller classrooms for subjects with fewer students. On the first floor of the Main Building there is the Geography department with two laboratories, one which is ICT enabled. There are 12 computers. In the Psychology department there are two laboratories, a dozen computers, and one ICT fitted area. The first floor also houses the post graduate department of International Relations and the Philosophy department. There are eight spacious class rooms.

The New Block is home to the Business Administration, Commerce and Computer Science departments. The ground floor has ten spacious classrooms while the first floor has six spacious classrooms, two computer laboratories and one seminar hall that is ICT enabled and can accommodate at least 160 students.

The Union Building which is also a heritage building has the department of Folklore, Journalism and Ancient History & Archaeology & Museology. There is a Computer laboratory with six computers for students of Journalism. The Electronic Digital Information Centre is also in the same building and has 30 computers. The first floor of this building has an ICT enabled classroom, and a spacious Reading Room.

The Maharaja's College Centenary Hall has an auditorium with a seating capacity of 650. There are seven large classrooms on the ground floor and six classrooms on the first floor. The department of Family Resource Management is on the ground floor with a spacious area for classes as well as for their Practical classes.

Adjacent to the Centenary Hall is a heritage structure which now has the department of Criminology & Forensic Science both post graduate and under graduate. It has four classrooms and two laboratories, one which is ICT strong.

All the Department rooms have a computer each with Wi-Fi connection.

File Description	Document
Link for Additional Information	

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

##### Response :

Maharaja's College has a separate Department of Physical Education with a Physical Training Instructor. The vision of this department is "Health for All" and "Enhancement of Sports Standards and Spirit". Their mission is to motivate and inspire the students to actively and voluntarily take part in Sports activities. They want to induce students to work towards maintenance of physical fitness through games and sports to perform better.

Maharaja's College has adequate facilities in the form of physical infrastructure for sports, games, both indoor and outdoor, gymnasium and cultural activities. Listed below are the details

Sl. No.	Description	No.s	Measurement
01	Multi-purpose indoor hall	01	31X36mtr (Including Separate Rest rooms for Men & Women)
02	Multi-gymnasium hall	01	30X42mtr
03	Flood-light Basketball court	01	20X34mtr
04	Maharaja's College Cricket Ground	01	National Standard
05	Maharaja's College Centenary Hall for Cultural Activities	01	650 seating capacity

Incentives in various forms, including cash awards is given to Sports students. Listed below are the details:

Cash award for students who represent the University of Mysore in Inter-University and National –level competitions

Track-suit for medalists at the Inter-Collegiate level

15% attendance for participants of various sports at the inter-collegiate level and those who

- ♦ participate in the University sponsored sports events
- 25% attendance for participants at the Inter-University and National level sports competitions and
- ♦ events
- ♦ Dietary allowance towards Match refreshment of Rs. 50-60 match/session with Dearness Allowance of Rs.150/? per day
- ♦ Sports uniform in the form of Sandoz vest with a pair of shorts/ Jersey with a pair of shorts is provided to such students who represent Maharaja's College at various inter-collegiate sports
- ♦ events

♦ The following table is indicative of the number of cash award winners during the last five years (Assessment Period 2013-2018) :

Year	Cash Award in Rupees per student	Number of Winners	Total Amount in Rupees
2013-14	1,500/-	15	22,500/-
2014-15	2,000/-	13	26,000/-
2015-16	2,000/-	20	40,000/-
2016-17	2,000/-	14	28,000/-
2017-18	2,000/-	17	34,000/-

File Description	Document
Link for Additional Information	

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

**Response:** 9.38

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

Response: 6

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>

## 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 0

## 4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of budget allocation, excluding salary during the last five years	4.2

## 4.2 Library as a Learning Resource

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

Response:

The Maharaja's College Under-graduate Library started functioning in 1918 and is housed in a separate heritage building. Modeled on English libraries, it has wooden racks and shelves with step ladders, spacious and conducive for reading and research. The library which began with 2311 books has more than one lakh titles today. The library is home to a few rare books too. It is most sought after by researchers not only in Mysore but from the entire country.

Being a Constituent College of the University of Mysore, online facility of availability of knowledge resources is extended to the Maharaja's College campus as well. Partial automation in the library with KOHA ILMS software, with 16.05.3000 version since 2010 is in place. Through Infflibnet Consortia, e-journals, e-Shodh Sindhu and databases are accessible. E-books are also available through Mysore University Library.

The annual expenditure for the purchase of books and journals has steadily increased over the years. There is availability of remote access to e-resources of the library. Students, teachers, research scholars and others access the library. The motto of the University, as engraved on its emblem "Nothing is Equal to Knowledge" stands good to this day.

File Description	Document
Any additional information	
Link for Additional Information	

#### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

##### Response:

Having been established in 1918, the Maharaja's College Undergraduate library is now a century old. Its inception was with 2311 books and gradually rose to over a lakh books. Books of the previous century have been bound and preserved in the reference section. Special collections in six languages -Arabic (64books); English (74,412); Hindi (7,064); Kannada (30,663)Sanskrit (3780); and Urdu (3096) find a place along with Book collections on Gnanapeeta Awardees (720), Philosophers (560), Biographies (52), Political thinkers(150), and Literary giants also are in the library.

Encyclopedias, Gazetteers, Dictionaries and Rare Books numbering 4393 are also accessible.

Besides the above listed collections, books on various subjects offered in our college, Ancient History, Archaeology, Anthropology, Business Management, Co-operation, Computer Science, Criminology and Forensic Science, Economics, English literature, Environment Science, Folklore, Geography, Hindi literature, History, International Relations, Journalism, Kannada literature, Linguistics, Philosophy, Political Science, Psychology, Public Administration, Sanskrit Literature, and Sociology are also made available to the readers. Besides these subjects there are also books on logic, ethics, religion, and so on. Reference books numbering 822 in Kannada and 8280 in English are also available to readers.

There is a separate section for the visually challenged, DRISHTI with software easily accessible to them. Visually challenged students from other colleges too make use of this facility.

A separate section with a Book Bank is operational for Scheduled Caste and Scheduled Tribe students of our College.

File Description	Document
Link for Additional Information	

**4.2.3 Does the institution have the following:**

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

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

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)**

**Response:** 51000

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.58	0.77	0.34	0.99	0.34

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	
Any additional information	

<b>Response:</b> No	
<b>File Description</b>	<b>Document</b>
Any additional information	

#### **4.2.6 Percentage per day usage of library by teachers and students**

**Response:** 4.19

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 120

### **IT Infrastructure**

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

**Response:**

Wi-Fi facilities are available to all Students and Staff of the College within a hundred metre radius as the Wi-Fi device is located in the main building near the Principal's chamber. Every year students of the college have to renew their membership to access Wi-Fi. Teaching faculty have access to all websites including that of social media. However students and non-teaching staff are not provided access to social media websites.

The available bandwidth of internet connection in our College is 1 GBPS NKN , National Knowledge Network Connectivity.

Open Source Resources include e-books, e-thesis, e-journals, N-list, J GATE: and so on. Students are also encouraged to use online facilities for filling up of applications and payments. Research Scholars extensively access e-journals and Shodhganga. Students also use MS Office and Word.

#### **4.3.2 Student - Computer ratio**

<b>Response:</b> 18.47	
<b>File Description</b>	<b>Document</b>
Any additional information	

<b>4.3.3 Available bandwidth of internet connection in the Institution (Lease line)</b> >=50 MBPS  35-50 MBPS  20-35 MBPS  5-20 MBPS  <b>Response:</b> >=50 MBPS	
<b>4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)</b>  <b>Response:</b> No	
<b>File Description</b>	<b>Document</b>
Facilities for e-content development such as Media Centre, Recording facility,LCS	

## Maintenance of Campus Infrastructure

**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years**

**Response:** 28.81

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.14	1.10	3.91	5.22	0.10



File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	
Audited statements of accounts.	

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

**Response:**

Being a Constituent College of the University of Mysore, all maintenance of physical, and support facilities is managed and undertaken by the University, be it Civil work, Electrical Work, Computer related issues, Library, Sports facilities, Laboratories, Classrooms and so on.

All requirements and issues regarding physical, academic and support facilities are placed before the College Council which in turn places the onus on the Principal to route and forward letters regarding the same to the University.

This is the established system and procedure that is followed and there is no power vested with the Principal for such issues including appointment of Guest faculty.

That being said, it must be added that most of the issues are addressed by the University, positively, be it budgetary allowance for purchase and maintenance of laboratory equipment, purchase of books for the library, magazines and journals for the Reading Room, facilities and maintenance of the sports courts and grounds, purchase and maintenance of computers, appointment of Guest faculty as and when the need arises.

The Health Centre on the campus, the Maharaja's College Undergraduate library and the Sports complex and courts and related amenities are independent and issues arising there are addressed directly by the University.

The College has access to the College Support Fund and money from this fund is used for certain heads including repairs and maintenance of furniture and so on, with the approval of the University.

## Criterion 5 - Student Support and Progression

### Student Support

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

**Response:** 72.26

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2274	2239	2062	2728	1643

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

#### Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses

**7. Yoga and meditation****8. Personal Counselling****A. 7 or more of the above****B. Any 6 of the above****C. Any 5 of the above****D. Any 4 of the above****Response:** E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	

**5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years****Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	

**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years****Response:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the students benefitted by VET	

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

**Response:** Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	

### Student Progression

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

**Response:** 0.42

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Self attested list of students placed	
Details of student placement during the last five years	

#### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 13.18

##### 5.2.2.1 Number of outgoing students progressing to higher education

**Response:** 106

File Description	Document
Details of student progression to higher education	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response: 50**

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	8	7	6	16

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	16	14	12	32

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

## Student Participation and Activities

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

**Response: 17**

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	11	1	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	

### 5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

#### Response:

Maharaja's College being a Constituent College follows the guidelines set by the University. Hence we have no Student Union/Council. But for the Sports Committee, where there are two student sportsmen, and the NSS Advisory Committee, none of the other committees have students as representatives. However, students of the College are involved in all the activities chalked out by various committees. Active participation of students in social, cultural and sports activities are encouraged. There is a vibrant body of students who take part in the physical and logistical arrangement of all activities that take place in the college. The various committees though managed by the faculty, facilitate developing various skills and competencies and foster holistic development in the students.

### 5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

#### Response: 2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	0	0

File Description	Document
Number of sports and cultural activities / competitions organised per year	

## Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years****Response:**

Though the Alumni Association was registered only in 2017, the alumni of our College have contributed in myriad ways to the development of Maharaja's College. It is with pride that we remember our alumni as they are spread out across the country and around the world in various spheres and professions.

Some of our alumni and their families have made it possible to conduct inter-collegiate music competitions, host national level workshops/seminars/conferences with financial assistance. A few have also instituted endowments for various academic and co-curricular activities.

2017-18	Our alumni have contributed their time to their alma mater by sparing their valuable time, support and suggestions. Many departments as well as the College use the opportunity of inviting students who have passed out of our portals as Chief Guests for the different functions, both at the department level as well as
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for College activities, be it academic as well as extra-curricular activities. It is a matter of pride and honour that the Registrars of our University, during the last five years have been our alumni who are always ever willing to address issues that arise in the College. Two of the previous Vice-Chancellors (in charge) in the recent past were our alumni.

Most of the activities conducted by the Sports Department of our College, invite former sportspersons of repute who are also alumni of the College. The alumni who visit our college are introduced to students of the departments they graduated from and an interaction is arranged impromptu. The alumni who visit the College are the biggest source of inspiration and motivation to our students which is invaluable.

File Description	Document
Any additional information	

**1 Lakh - 3 Lakhs**

**Response:** <1 Lakh

File Description	Document
Alumni association audited statements	

**5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**

**Response:** 0

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	

## **Criterion 6 - Governance, Leadership and Management**

### **6.1 Institutional Vision and Leadership**

#### **Response:**

“Value based education for a value based society” is the vision of the institution which can be achieved through extension of knowledge among students. The objective of this vision is intellectualism with an educational system calculated to give training for economic and social life.

The mission of the Institution has been to provide opportunities for individuals from diverse backgrounds to pursue their educational goals. It has been the endeavour of our college to offer educational programmes that are affordable and accessible to all. Our mission also includes respect for differences and appreciation of multiple perspectives. It has been the mission of our college to strive to mould our students into responsible and successful citizens. An effective academic leadership is reflected in the fact that learners are given quality education and services that foster students' success in achievement of their stated goal.

The leadership follows an open door policy and all stakeholders are free to contact the faculty, the administration and the Principal. From the very first Principal, Prof. C.R. Reddy, to subsequent Principals Prof.J.C.Rollo, Prof.A.B.Mackintosh, Prof. K.V.Puttappa (Kuvempu), and the present Principal Prof.Sunitha C.P., each and every Principal has strived to take the institution forward in tune with the vision and mission of the College. The College has had a stream of great and noble teachers of keen intellect.

The College has set before itself the highest standards of learning and research. Generations of remarkable students have graduated from here rendering distinguished service in all areas of society. The guidance of eminent principals and professors has laid emphasis on knowledge and wisdom, on ability and character, on learning and refinement and to inculcate true values of life. Several of the alumni of this College have gone on to become Vice-chancellors, Jnanapeeta awardees, State and Union ministers, Members of Parliament, Assembly and Council, Ambassadors, media persons and social workers of outstanding caliber.

In order to encourage quality education, library facility with more than one lakh books is provided for our students. Post-matric scholarships for SC/ST students, scholarships for backward classes and minorities are



available. Special scholarships for the differently abled are also given reflecting the opportunities provided for students to pursue their educational goals.

### **The institution practices decentralization and participative management**

#### **Response:**

At Maharaja's College the governance structure is based on a decentralized model. It is reflected in the constitution of the College Council comprising of the Principal, the Administrative Officer and Heads of Departments. In addition to the College Council, 23 Committees take care of the various activities of the College.

The College Council which is the highest policy making body meets every month. All activities, curricular, co-curricular or extra-curricular are discussed and the policy decisions are intimated to each department. The Head of the Department holds department level meetings for the implementation of decisions taken by the College council which in turn benefits the students.

Of the 23 Committees, Committee for Prevention & Redressal of Sexual Harassment, Anti-Ragging Committee, Human Rights Committee and Student Grievance & Redressal Cell are Statutory Bodies. The Admission Committee, Time-Table Committee, IQAC, Web Committee, Reading Room Committee, Editorial Board of the Annual College Magazine "Ananthayathri" and NAAC Committee oversee all curricular related aspects.

For co-curricular and extra-curricular activities, there is the Induction & Farewell Committee, Youth Red-Cross Committee, Publicity Cell, Environment Committee and the Extra-Curricular Activities Committee. Besides these committees there are also committees for Student Welfare, Placement, Disciplinary Committee, Infrastructure & Facilities Committee, Purchase Committee, Advisory Board for the NSS, and the Disability Resource Cell.

**Case-Study : Extra-Curricular Activities Committee** Objective: To promote extra-curricular activities; to encourage student participation and provide exposure to students by enabling them to represent the college.

Functions: Organisation of

a) Inaugural and Valedictory/College Day

♦

♦

♦

## 6.2\*Strategy Development and Deployment

♦

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

#### Response :

With the perspective of disseminating information and knowledge, enabling interaction with experts and getting hands-on-experience, it was decided to conduct seminars/ conferences/ workshops at the College level, State level and National level.

The strategy involved, included the following:

1. Individual departments were encouraged to take up the responsibility of organizing the activity. Inter-disciplinary collaborations too were encouraged.
2. For funds, assistance was sought from various sources which included UGC assistance, University benevolence, College Support Fund, sponsors and alumni.
3. For the smooth functioning of these events, various committees to oversee the logistics are formed. A full-time teacher is made the co-ordinator of each of these committees, ably assisted by other teachers both full-time and guest faculty. The various committees include the Organising Committee; Dais Management; Reception Committee; Registration Committee; Food Committee and so on.

During the Assessment Period 2013-18, ten such events were organized successfully, involving the departments of Economics & Co-operation, English, Geography, Hindi, History, Kannada, Linguistics, Political Science & Public Administration and Sociology.

All the events were in collaboration with external agencies. All the events conducted are well documented and the documents available in the respective departments of the College.

“Ananthayathri”, our College magazine has devoted pages covering all the workshops/seminars/conferences, by publishing the reports and photographs of such departments involved in organizing these academic activities.

Conducting such events also brought out the artistic, compering, reporting, communication and managements skills of our students.

**Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

**Response :**

Being a Constituent College of the University of Mysore, administration is bound by the rules and regulations of the University as well as the Karnataka State Universities Act, 2000 and the Karnataka Civil Service Rules (KCSR). Service rules, procedures regarding recruitment, promotional policies are all according to the above.

**Principal**



(Whole-time officer of the College; Custodian of Records, common seal and such other property of the College; Final authority for maintenance of discipline; Ex officio member of all committees/cells/various bodies of the College)

**Administrative Officer**



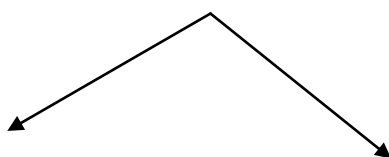
(Authority of general supervision over office staff; signs all papers of routine nature; attests entries in service books; signs all statements and certificates of teaching and non-teaching staff; conducts annual stock verification; sanctions leave; supervises cleanliness)

### College Council



(Comprises the Principal, A.O., all Heads of Departments; General Superintendent and Superintendent of Accounts; Highest Administrative body; power to manage the affairs of the College; utilization of funds for the benefit of students; regulates, supervises and controls the discipline of the students)

### Non-Teaching Staff



#### Superintendent (General)

(Primarily responsible for the general efficiency of the College; responsible for efficient and expeditious dispatch of business at all stages; keeping a check on prompt action of all papers, communication and files; ensures immediate dealing of urgent cases on priority basis)

#### Superintendent (Accounts)

(Over all responsibility of all files and papers relating to financial matters; ensuring all notes and drafts are accurate; sees to files submitted are in accordance with the existing provisions)

### Clerical Staff

FDCs and SDCs work under the General Superintendent; Segregate receipts according to priority marking and put up notes/drafts and submit them to the Superintendent; responsible for maintaining files and dispatching them on day-to-day basis; generating reports

Typists attend to data entry and data of drafts/orders/circulars/ notifications etc.

The Lab. Assistant in our College is in Charge of the two Laboratories of the Department in Criminology & Forensic Science

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

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

**Response:** D. Any 2 of the above

File Description	Document
Screen shots of user interfaces	
Details of implementation of e-governance in areas of operation Planning and Development ,Administration etc	<a href="#">View Document</a>

#### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

**Response:**

Maharaja's College with a student strength of over 3000 is managed through the 23 various bodies/cells/committees constituted for the effective functioning of the College. The Principal, the Administrative Officer and both the Superintendents are ex-officio members of these committees. Senior teachers are members of various committees. Every committee meets on a monthly basis or whenever the need arises.

One activity successfully implemented based on the Minutes of Meetings is that of the Editorial Board of the College Magazine, "Ananthayathri", brought out annually. Care is taken in constituting the Editorial Board as our College magazine has bagged the first prize among the various colleges for being the best magazine. There is at least one teacher each from every language department of the College.

The first meeting is held early in the first term to chalk out a plan of action regarding permission for calling tenders for printing of the magazine; seeking contribution of articles from students in Sanskrit, Kannada, Hindi and English; delegation of work; and documentation of various events through photographs, etc.

Periodically meetings are called and minutes recorded. Many unofficial meetings are also held for the massive work involved in bringing out the magazine. Tender for the printing of the magazine is called according to the decision taken by the committee. Sometimes it is a tender or regular tender. Every detail is discussed thread bare and recorded and resolutions communicated to all. Tenders are opened in the presence of the bidders in the presence of the Principal and the Editorial Committee.

Contributions in the form of articles/short stories/poems/limericks/jokes are sought for, only from the students in any of the four languages that are taught in the College. Each language department takes the onus of collecting articles in the particular language, editing and proof reading them. The Sanskrit and Hindi departments even hand in a CD of all articles to enable efficient printing of articles as there is a paucity of proof readers in Hindi and Sanskrit in the printing press.

Photographs are compiled, events are documented, reports of various departments and committees are collected, prize winners and endowment beneficiaries listed out and included in the magazine. Every aspect is transparent including the mode of payment and passes the audit without a hitch. Every copy of the magazine that is distributed to students and staff is accounted for and signature is obtained.

## 6.3 Faculty Empowerment Strategies

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

#### Response:

Maharaja's College staff, both teaching and non-teaching, has a number of welfare schemes for their benefit. It ranges from accommodation to health care; Insurance to pension; employee quota for their children in the Constituent colleges and the University to employment on compassionate grounds and so on.

- Staff is entitled to avail of Quarters in fairly close proximity to the college and easily accessible to all amenities like schools, hospitals, supermarkets and so on.
- There is a well equipped Health centre on the campus where free treatment and free blood tests,

ECG, X ray are available along with free dispensation of medicine; There is provision for reimbursement of medical bills on submission of bills;

There is also a tie-up with two corporate hospitals for free tests and checkups which is also extended to family members.

Group Insurance Scheme is available for a very small amount of one's salary which is deducted and the benefits of this scheme reaped by the employee as per rules.

Pension benefit is extended to all full time employees.

Few seats are reserved for admissions to the Constituent Colleges as well as the University of Mysore under 'Special Category' for children of employees.

Claims on behalf of a deceased employee are reimbursed within no time; and the spouse/ children are absorbed on compassionate grounds.

Special increment is granted under 'Small Family' norms.

Women employees are allowed to avail of maternity leave for six months and men employees are eligible for 15 days paternity leave.

Festival Advance which is easily repayable in 12 equally payable installments.

Employee Fund' providing loan facilities for Office staff

Availing of Leave Travel Concession twice during their Service.

**6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**
**Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc during the last five years	

**6.3.3 Average number of professional development / administrative training programs organized by the institution for teaching and non teaching staff during the last five years**
**Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	

**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**
**Response: 8.49**

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years



2017-18	2016-17	2015-16	2014-15	2013-14
0	9	4	8	4

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

#### Response :

Performance appraisal for teaching staff is based on the feed- back collected from students, both at the under graduate and post graduate level. This is analysed by one teacher who in turn hands it over to the Principal. The Principal in turn acts accordingly.

As the feed back form distributed to the students covers not just the teaching faculty but also all other aspects of the College, any grievance is first brought to the notice of the superintendent in charge of the general affairs of the College. The Principal is briefed of the same and in some instances dealt with and resolved. Very rarely have issues been given in writing as most of them are solved in the nascent stage itself.

Being a Constituent College of the University of Mysore, every year the University collects the Performance Appraisal form from all teachers. This is the self appraisal report.

File Description	Document
Any additional information	

### Financial Management and Resource Mobilization

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

##### Response:

Maharaja's College is subject to internal and external financial audits periodically. There are 32 accounts of Maharaja's College, all with the State Bank of India (earlier known as State Bank of Mysore), University Campus Branch, to meet the day-to-day expenses of the College and for conducting various curricular and co-curricular activities. The College also has endowments and funds from such endowments are spent towards Seminars, Workshops and award of Cash Prizes.

Maharaja's College is a Constituent College, and most of the finance is under the control of the University of Mysore and hence there is no financial autonomy. Money may be utilized only as per the direction and permission from the University. However, all the money spent from the accounts under various heads is audited annually.

The bills of payment are maintained by the caseworkers concerned. All bills have to be approved by the Accounts Superintendent and by the Principal. Expenditure under various heads must tally with the bills maintained.

The university appoints a team of auditors to carry out the Internal auditing of the college. The College receives communication regarding the team of auditors, the period for which audit has to be conducted and the duration of the audit.

The Budget under each head is submitted to the audit team which scrutinizes all the 32 accounts held by the College as well as the endowment expenditure and the money utilized under all other heads. UGC Developmental Grants are audited as well. Teachers who receive money for projects have to submit financial statements to the auditors. Utilization Certificate for UGC Grants has to be signed by external auditors and then submitted to the audit team.

A thorough audit is conducted and the report is sent to the University. If there are objections in the audit report, the College is answerable to all the queries raised. The audit is merged with the audit process of the University and that is when the External Audit comes into the picture. The accounts of the University are audited by the Controller of State Accounts once every year in April. The State Government has the power to direct an audit of the accounts of the university, including Maharaja's College as we are a Constituent

College of the university. On rare occasions when clarifications are sought for by the Accountant General, required documents and replies are furnished to the Accountant General through the State Government and that may include Maharaja's College too.

Thus the College has a mechanism to conduct both internal and external audit to make an assessment of the accuracy and reliability of financial statements. However there has been no significant objection or adverse remarks so far.

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

**Response: 7**

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	1	1	1

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	
Annual statements of accounts	

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

**Response :**

Maharaja's College being a Constituent College of the University of Mysore, does not have complete financial freedom. Mobilisation and utilization of funds is governed by the financial policy of the University of Mysore.

Mobilisation of funds is through

- a) issue of applications for admission to the College;
- b) funding from UGC for Research Projects and for Seminars; c) donations in the form of endowments from the alumni; and,
- d) examination fee.

The money mobilized by the issue of applications for admission to the college and the annual fee which is as per the fee structure of the University, is remitted to the “General Revenue Account “of the University. Only a part of the total fee collected under heads such as Information Infrastructure fee, University Information Development fee, NSS fee, Sports Development fee, Extra Curricular Activities fee, Reading Room fee, ID fee, College Support Fund fee, Red Cross fee, Student Welfare Trust, is retained by the College. Various heads such as Admission fee, Registration, Tuition fee have to be remitted to the University.

Each head has a separate account which is used judiciously and sagaciously for the optimal benefit of students and the institution. Various activities under the respective heads are conducted with resources from those accounts.

10% of admissions are permissible under “B” scheme, which is also known as “payment seats”. Fee under this scheme is fixed by the University, collected by the college and then remitted to the University. However, on the receipt of a proposal of utilization by the College is received by the University, money under the “B” scheme is sanctioned to the College. This is used for ICT facilities, furniture for classrooms and for repair and maintenance.

Research Projects are funded by the UGC. Seminars also are funded sometimes partially and sometimes fully by the UGC.

There are 14 endowments in the college created with the donations made by alumni, retired teachers, departments and teachers in service. Such funds are utilized as incentives to our students and prizes are given on the Annual College Day for students who score the highest marks as per the instructions laid down by the endowment.

Thus, all funds mobilized by the college is utilized for student-centric programmes and for the development of the College.

## 6.5 Internal Quality Assurance System

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

#### Response:

**Centralized IA Time Table:** Our College has a unique system of addressing *Continuous Evaluation System*, which is as per the University guidelines. A centralized Time-Table for Internal Assessment tests for the UG Courses is prepared which accommodates three courses, 22 departments that include 147 papers spaced out within a week and recently reduced to only 4 days. Whenever our students fail to appear for the IA test for various reasons, be it representing the college in sports , NCC etc, or on health grounds or personal issues, another chance is given to such students, before the term ends. Students have to answer their test paper/assignment in the *Blue Book* brought out by the College. After assessment, the books are returned to the students, and students are encouraged to settle their grievances if any, with the teacher in charge and the concerned Head of the Department. Visually impaired students are allowed to use a scribe to answer their assignments. But for the test, some departments give them an oral examination to test their skills.

### Curriculum based Poster Exhibition on English Language texts open to the students of University of Mysore

Maharaja's College is a college that caters for first generation learners. Picking up English Language is a huge task for these students. The IQAC in association with the Dept. of English came up with an innovative idea to make the students understand the language through pictures. A curriculum based poster exhibition titled *A Picture is Worth a Thousand Words* was initiated. The aim of this programme is to reach the contents of syllabus especially in English Language through pictures in a very simplified manner. Not only students of Maharaja's College but also students of other rural Colleges also benefit from this programme. This educational event is also showcased in other rural Colleges in and around Mysuru by our College staff.

### 6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

#### Response :

The institution is in the process of transforming the modern education system from Teacher-Centric to

Student- Centric approach in facilitating the students to interact with teachers and for the teachers to teach effectively.

- ♦ The students are encouraged to make presentations on topics of their choice within a specific limited time period so as to enable them to learn how to be concise and precise in their presentations.
- ♦ Students of Criminology and Forensic Science are taken on field visits to De-Addiction Centres, Prisons, Police Academies, Govt. Offices; Students of Psychology are taken to Rehabilitation Centres and institutes of Mental Health; Students of Sociology are taken to Slums, Orphanages, etc., Students of Anthrpology are taken on Tribal visits, etc., to have first hand information on their culture, customs and traditions.
- ♦ Group discussions were conducted in classes for exchange of creative thoughts among the students; to develop communication skills, to overcome stage fear, to develop management and leadership skills.
- ♦ Students of certain departments having ICT facilities were asked to prepare PPTs on a selected topic and were asked to present them in their class rooms.

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response:** 4

#### 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	6	3	4	3

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
IQAC link	

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** C. Any 2 of the above

File Description	Document
e-copies of the accreditations and certifications	
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	
Annual reports of institution	

effort is made to have close linkage with them to bring more facilities to the College.

#### **Promotion of Scientific Presentations at National and International Conference by the students:**

A unique feature of our College is that the students are not only encouraged to participate in Fests and competitions organized by other Colleges and Universities. The students are encouraged to participate and deliberate Scientific presentations in national and International conferences and few of our students are high successful in presenting their research work in National and International Summits.

#### **Encouraging Faculty and students to publish in Peer reviewed, UGC recognized Journals:**

Since promotion of teacher is based on quality publishing in National and International Journals along with other credentials which are essential for career advancement, IQAC has taken an active role in bringing awareness and encouraging faculty and students to publish in Peer reviewed and UGC recognized journals, not only to get a promotion but to improve the institutional quality in Research background and the outcome could be effectively used for society in general and target groups in particular for over all development.

## **Criterion 7 - Institutional Values and Best Practices**

### **Institutional Values and Social Responsibilities**

#### **7.1.1 Number of gender equity promotion programs organized by the institution during the last five years**

**Response: 5**

##### **7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Report of the event	
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>

#### **7.1.2 1. Institution shows gender sensitivity in providing facilities such as:**

- 1.Safety and Security**
- 2.Counselling**
- 3.Common Room**



**Response :**

Safeguarding the girl students is an important aspect and Maharaja's College is committed to it. Regardless of the fact that the College has very few girl students in comparison to the very large number of boys, the College has given them utmost importance to them by providing them an atmosphere that is safe, secure and comfortable.

During payment of fees for examination, or applying for examinations, or buying Blue Books, separate queues for girls is provided and on occasions like College Day, distribution of sweets for girl students is done from a separate room so that they do not have to jostle with the boys.

There is a Womens' Cell which encourages girls to interact with lady teachers and share their problems. The Womens' Cell comprises only of lady teachers to create an atmosphere of comfort.

Effective policies such as anti-ragging are as important as high quality education and Maharaja's College

is a ragging free zone. There are Closed Circuit Television Cameras at multiple locations, wired to a central point in the Principal's chamber.

Though there is no formal Personal Counseling Centre in the College exclusively for girls, they are encouraged to meet their teachers to air their grievances. The girls enjoy a good rapport with their teachers.

A separate Common Room for girls is provided in the main building in Room number 10. This room has two toilets, a wash basin, along with one incinerator for used sanitary napkins. The girls feel safe as a lady attendant is posted in the wing that has the girls room.

Senior lady faculty meet the girls twice every term, once at the commencement of every semester and once mid-semester. They are briefed about their rights and duties as a girl student and as to what constitutes ragging and sexual harassment. They are encouraged to share their problems. A few lady teachers also share their personal contact numbers and are available 24x7, on call.

The Health Centre on the campus has two doctors. One of them is a Lady Medical Officer.

Round-the-clock security guards man the four entry/exit points of the College.

#### **Alternate Energy initiatives such as:**

##### **1. Percentage of annual power requirement of the Institution met by the renewable energy sources**

**Response:** 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

<b>File Description</b>	<b>Document</b>
Details of power requirement of the Institution met by renewable energy sources	

#### **7.1.4 Percentage of annual lighting power requirements met through LED bulbs**

**Response:** 0

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

7.1.4.2 Annual lighting power requirement (in KWH)

<b>File Description</b>	<b>Document</b>
Details of lighting power requirements met through LED bulbs	

**7.1.5 Waste Management steps including:**

- Solid waste management
- Liquid waste management
- E-waste management

**Response :**

Maharaja's College and its campus is more than a century old spread over a sprawling campus of over 34 acres. Situated in the heart of Mysuru, the environs of the college is a lung space considering that the built area is 1.77 acres. The College is clean and green and a favourite haunt for morning and evening walkers.

The College has a support staff of peons who are designated areas in different buildings housing classrooms and laboratories to sweep and keep the area clean. The sweepers keep the corridors and the area around and outside the buildings, clean. The gardeners maintain the lawns and keep the area clean and green. All the departments, offices and corridors have dust bins which are cleared on a daily basis and the garbage deposited in a pit located at three different points. The Mysore City Corporation lifts the garbage, once a week. One pit is exclusively used for garden waste which is subsequently used as manure for the plants and bushes in the campus.

All the eight buildings and tennis courts have washrooms and all forms of liquid waste is channeled through a well planned drainage/sewage system, which is in turn connected to the public sewage system. The engineering division of the University of Mysore is responsible for all maintenance.

The Health Centre situated in the campus generates medical waste which is disposed off effectively. All medical waste generated here is segregated and a professional medical waste agency, Shree Consultants, Mysuru, collects the waste weekly once for a monthly fee of Rs.1500/- .

As for e-waste, all computers and other such electronic equipment which are defunct, are disposed off as per university norms, and handed over to the University. No other e-waste is generated in the College but for those at an individual and personal level, which finds its way to the scrap dealer!

Periodically the students of NSS as well as others clear the campus of garbage under the Swacch Bharath, Swacch Maharaja's College campaign.

**7.1.6 Rain water harvesting structures and utilization in the campus****Response:****Response :**

A simple method of rain water harvesting is in place in the College. The roof surface which is a sloping one contributes to the collection of rainwater into a square brick and masonry tank partially sunk into the ground. So the method of rainwater collection is from the roof of the building which is diverted to the storage tank. Another sump like structure of brick masonry also acts as a storage tank. As it is located near the canteen, water is used there for cleaning purpose.

**7.1.7 Green Practices**

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees**

**and plants Response:****Response :**

Green practices are a plenty in our College with initiatives taken by the Horticulture department of the University of Mysore, staff and students of the College:

Sprawling lawns, well maintained with recycled water

A 'samvadha vana' surrounded by greenery, created using recycled material 700 trees and plants in the campus, yet trees are planted every year Compost pit from which the manure is used for trees in the campus Recycled water for garden, fruit trees and flowering plants

37 solar lights around the campus

Plastic water dispensers have been replaced with eco friendly earthenware Judicious use of paper by using both sides; half a sheet for leave letters etc., Medical waste is disposed off as per standards

- ♦ Single use plastic banned in the canteen
- ♦ Carbonated drinks banned being sold in the canteen
- ♦ Helping dairy farmers by selling 'Nandini' milk products of Karnataka Milk Federation from a kiosk set up in the heart of the campus
- ♦ Reducing carbon print :

Around 70% i.e., 2000 students use public transport

Almost 50 students use either their own bicycles or "Trin trin" the country's first smart card based public bicycle sharing initiative

Students in Maharaja's College Hostel, MCM/YCM Ladies Hostel, Muslim Students Hostel, and nearby surrounding areas walk to College

- ♦ Home to a heritage Neem tree, more than one hundred years old
- ♦ Herbal garden
- ♦ Well laid out roads and foot paths within the campus

Conducive atmosphere for early morning walkers and evening walkers from the general public for its lush greenery, clean atmosphere, fresh air, cool breeze and salubrious surroundings

#### **7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Response:** 0

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	

#### **7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

- 1.Physical facilities
- 2.Provision for lift
- 3.Ramp / Rails
- 4.Braille Software/facilities

**5. Rest Rooms****6. Scribes for examination****7. Special skill development for differently abled students****8. Any other similar facility (Specify)****A. 7 and more of the above****B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** C. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	
link to photos and videos of facilities for Divyangjan	

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years****Response:** 20

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 6

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during

the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Any additional information	

#### 7.1.12

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff**

**Response:** Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

#### 7.1.13 Display of core values in the institution and on its website

**Response:** No

File Description	Document
Provide URL of website that displays core values	<a href="http://maharajas.uni-mysore.ac.in/content/vision-and-mission">http://maharajas.uni-mysore.ac.in/content/vision-and-mission</a>

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response:** No

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory**

**bodies / regulatory authorities for different professions****Response:** No

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years****Response:** 0

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of activities conducted for promotion of universal values	

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian Personalities****Response:**

No effort is spared in organizing National festivals, birth celebrations and death anniversaries of great Indian personalities. Both, Independence Day and Republic Day are celebrated with patriotic fervor and zeal with the hoisting of the tricolour at 7.00 am by the Principal of the College, with the staff and students in attendance. Sweets are distributed on the occasion. Immediately after, the NSS students along with the staff join the NCC students at the Oval Grounds for the celebrations by the University of Mysore. The 'Teachers Balaga' organizes a day's outing to places of historic importance after the celebrations are done.



Listed below, in chronological order are all such events that are commemorated and celebrated

Teachers' Day, on 5th September, commemorating the birth of Sarvepalli Radhakrishnan, is celebrated with extra enthusiasm in our College as he taught in our College between 1918 and 1921

- ♦ 'Ekatha Divas', in memory of the Iron Man of India, Sardar Vallabhai Patel, is observed on 31st October by organizing a Special Talk on the personality, life and achievements of Patel
- ♦ Karnataka Rajyothsava, is celebrated in the month of November with gaiety, by arranging a function where the Chief speaker is either an alumnus or retired teacher of the institution
- ♦ 'Youth Day', is celebrated on 12th January, wherein a monk from the Ramakrishna Mission, Mysuru, addresses the staff and students on the iconic inspiration that Swami Vivekananda exudes
- ♦ Ambedkar Jayanthi is commemorated before the College closes for the annual examination. The audience is exposed to the thoughts, perspectives and the magnetic personality that Dr.
- ♦ B.R.Ambedkar radiates through Special Talks arranged on the occasion

#### **7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

**Response:**

**Response :**

Complete financial transparency is evident in the utilization of funds and in the expenditure incurred by the College. Accounts for various heads are maintained and a definite procedure is followed when money has to be withdrawn. When the need for funds for a particular item/event is required, the matter is brought up and decided by the Committee concerned and based on the decision taken the case worker concerned puts up the file, along with his signature which is then scrutinized by the Superintendent, who in turn affixes his signature. This in turn goes to the Administrative Officer and finally to the Principal for approval and clearance. For larger amounts, the College Council with the Principal takes the decision. When huge amounts are to be withdrawn, the proposal is sent to the University for approval. Money is utilised only after written communication is received from the University.

Academic transparency ranges from the most trivial to the most important matters. The College Council meets every month where problems are sorted out and a plan of action drawn for achieving academic transparency. For instance, departments have the freedom to stock the library with books of their choice, within the given budget; Blue Books for internal assessment are sold to students at no profit, and accounts audited; all Circulars relating to admission, scholarships, examination are displayed prominently; information from the UGC and the University are circulated; posters sent in by other colleges regarding competitions, fest, inter-collegiate events are also displayed on the notice-board.

Administrative transparency is evident right from the process of issuing admission forms/prospectus to the issuing of Transfer Certificate. Selection of students is wholly on the basis of Reservation- cum- merit which is displayed on the notice boards.

All auxiliary and subsidiary activities be it extra-curricular or co-curricular involving the NSS, NCC, YRC, DRC, etc., are purely based on the willingness and competence of not only the students but also the faculty who wish to take up the responsibility of manning them. The Sports selections also are highly transparent and names of those who qualify to represent the college/university are announced by the Director of Physical Education. All RTI queries addressed to the Chief Information Officer who is the Principal, are answered within the stipulated time.

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

#### Response:

#### Best Practice: 1

#### Title of the Practice: “A Picture is Worth a Thousand Words”

**Objectives of the Practice:** In view of the increasing number of students not being able to pass English Language paper in the I and II Semesters at the under-graduate level, it was felt necessary to increase the pass percentage of students in English.

Over 90% of our students are from the vernacular medium and find English language a stumbling block in their progress. All lessons are in English, with some in translation from different parts of the world. Hence not all lessons are in the Indian context which makes it difficult for our students to grasp the context and culture of other societies and nations. So to provide exposure to our students and to sustain their interest, a curriculum-based poster exhibition on their English Language texts was envisaged.

**The Context:** Keeping in mind the shift in the job market and the emphasis on skills that make students employable along with competence of understanding English Language besides the acquisition of their degree, the initiative to address these issues was taken up.

With a change in the English language text books for BA, BBA and BCom., 2015-16, the English Department along with the IQAC decided to cover all the ten lessons in the text books “Making Meaning-I” for the I Semester BA students and “Words of Worth-I” for the students of the First semester BBA and B.Com and for the Second Semester too- “Making Meaning-II” and “Words of Worth-II”.

**The Practice:** An action plan was drawn up. The faculty of the English Department was asked to bring in pictures from newspapers, magazines or even hand drawn sketches illustrating any of the prescribed lessons. Students too were asked to chip in with pictures. We took three months to collect and collate the pictures, lesson-wise. When collecting pictures, a condition was put that images from the internet was to be the last option. We wanted to kill two birds with one stone by making our students read up something, anything, as well as see if the picture accompanying it matched the lesson/text.

The uniqueness of this practice lay in the fact that it gives the students not only a glimpse into the factual aspects of the text but also understanding meanings of certain words through a picture and to generate the habit of self-learning.

The constraints faced were only with two lessons out of 40, as the internet was the only source to download pictures for those lessons. Relevant pictures illustrating the lesson were pasted on chart paper, one sheet per lesson, of uniform size and propped up against the walls of the vast corridors of the language departments or displayed on tables in the same corridor.

**Evidence of Success:** The impact of the curriculum-based picture exhibition was immense. All students of the I and II semesters of the UG of our College thronged the two-week exhibition. Word was not only passed around word-of-mouth by our students, but also invitations sent out to the colleges in Mysuru regarding the poster exhibition. As it was widely covered in the local newspapers, students and teachers from other colleges visited the exhibition and benefitted from it. Truly, a picture is worth a thousand words!

Students were able to answer the one-mark questions both in the internal assessment test as well as the University exam in English language, as the pictures had made a lasting impression on them. With word going around, English teachers from outside Mysuru used the posters made here and displayed them in their colleges as far as Konnanuru in Hassan District, and K.R.Pete, Mandya District, etc. Most fulfilling was that the pass percentage of these students in the I and II semesters was higher than that of III and IV semesters.

**Problems Encountered and Resources Required:** Since the activity involved additional work, many of the full time faculty did not want to put in extra hours creating an element of resentment for working beyond class hours and on holidays to complete the poster exhibition. But most of the Guest Faculty and a few students made it happen. In terms of financial resources, the burden was not heavy and was borne by the Head of the Department of English. But what was most required was time, effort, patience of sifting through hundreds of pictures to select the one most appropriate and most important of all correct interpretation of the lesson illustrated.

**Notes:** The adoption of this practice undertaken by the English Department proved that even with a few teachers, the attitude and motivation of even a couple of teachers connected with quality pursuits is enough to march forward. This was an innovative exercise devised in 2015-16 and continued every semester till 2018 as long as the texts were prescribed.

## Best Practice 2

## **Title: Endeavour to Retain Unusual and Rare Subjects in the College**

**Objectives:** The College has come a long way since it was declared a First Grade College in 1894. Philosophy was the parent department to many subjects till the early 20th century. As a Constituent College of the University of Mysore we have not only had the credit of starting many new subjects but also have the credit of being the only College in the State of Karnataka offering Archaeology and Museology.

Our main objective is not to fall a prey to the commercialized world by winding up subjects that have “no demand” like Ancient History and Archaeology, Museology, Anthropology, Linguistics, Philosophy and Sanskrit.

**The Context:** In a globalised world, emphasis is only on the “saleable” and “money spinning” aspect. However, in the changing times it is also evident that there is a place for knowledge whatever the sphere. The scope of a subject depends not only on the interest generated in the subject but also on the job opportunities available. Hence at the institutional level it is necessary to create a positive attitude and approach beginning with the College Council and the Admission Committee not to succumb to surrounding commercial pressures.

**The Practice:** Frequent meetings were held to face the challenging issue on counseling students to opt for unusual subjects. The College Council also in its power suggests and offers such subjects that have no takers with two other subjects that are popular and much sought after. For instance, the most sought after subjects are Economics, History, Kannada Major, Political Science and Sociology. Hence these subjects are offered in combination with one other unusual subjects. For instance, Ancient History & Archaeology is offered with History and Economics; and with Sociology and Geography; Archaeology & Museology is offered with History and Economics, Folklore with Sociology and Kannada and History and Kannada; Family Resource Management with Kannada and Sociology; and now with Human Development and Sociology; Linguistics with History and Kannada, Philosophy with Kannada; and Sanskrit Major with History and Economics. Except Archaeology & Museology which is in English medium, all other combinations are in Kannada medium as it has more takers.

The constraints faced were more with family and relatives of students who accompany their wards who pressurize them to go in for subjects they are familiar with. So students are counseled on the job opportunities of each of these subjects.

**Evidence of Success:** Today 22 subjects with 26 combinations are offered. Though the numbers in the unusual subjects/combinations are not in hundreds, we have been able to retain these subjects with a minimum intake as prescribed by the University. Our endeavour to retain unusual and rare subjects has been near successful with only Functional English having no takers since the past three years.

The past century has witnessed alumni who have made outstanding contribution in all walks of life. Many of our alumni doing well in various fields are the motivational factor to new admissions. For instance, Kempahonnaiah IAS, a visually challenged student cleared his Civil Services examination in 2016. His

optional subjects were Folklore, Sociology and Kannada.

The major success has been acceptance of the concept as part of the process.

**Problems Encountered:** Since counseling for admission is a tiring process, involving concern and commitment for the institution, understanding and respecting all disciplines and subjects as equal, it has been a task when a couple of members of the admission committee think otherwise. Seats for the combinations taught by the teachers of sought after subjects who are members are filled up with ease. Changing their mindset is a problem that has been encountered. One person at the top, the Principal, can make or mar this practice.

The only resources required are time, commitment, knowledge of all the subjects offered and their potential, a counseling mind and the patience to sit through one month of the admission process.

**Notes:** Unusual though it may be, students prefer studying major subjects in Kannada. Making them available at a nominal fee and preparing them for unusual jobs like Curators (Museology), News Readers (Functional English); Anthropologists etc., is satisfying .

### 7.3 Institutional Distinctiveness

#### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

##### Response:

Jaya Chamaraja Wadiyar, the then Maharaja of Mysore, and an alumnus of the College, in his message for inclusion in the Souvenir brought out on the occasion of the Centenary of Maharaja's College offered his tribute of praise and gratitude to the Professors who laid emphasis "in equal measure on knowledge and wisdom, on learning and character, on ability and refinement" which has enabled students "to arrive at a correct appreciation of the real values of life."

Maharaja's College, Mysuru, is unique and distinctive in providing higher education to the socially depressed classes and the economically backward classes.

Ever since its inception, Maharaja's College has taken strategic strides to become a leading institution by imparting quality education in the Humanities, Business Administration and Commerce. It stands out for continuing the Vision of our founding fathers which has remained unchanged a century and a half later – "Value based education for a value based society".

Students flock to Maharaja's College not only having heard about its great, glorious past and heritage, but

also the highly qualified faculty (currently 50 out of 54 have Ph.D.); the range of Courses (BA, BBA, BCom., MSc. Criminology & Forensic Science and MA International Relations); the variety of subjects in the Arts stream (unusual combinations and rare subjects as well as the ones in great demand); the prominence given to studying in the vernacular; the beautiful campus; hostel facilities (five including one for girls); and excellent support facilities.

A large majority of our students are first generation literates from economically poor, socially depressed and marginalized sections of society. It is not just the urban poor who seek admission here, but also students from remote villages of the District and the State. The clear Vision of our founding fathers and the initiative taken by the College for the effective accomplishment to that end reflects in the success stories of these students who are found in all walks of life.

The number of students who have made their mark is confined not only to the past where alumni read like a list of 'Who's Who', but also continues to this day. For a first generation literate to go on to become a teacher and go back to his village or home town, motivate and contribute to the progress of India by adding his mite to make his village literate; or to become a lawyer and help his family, relatives, neighbours and his village in legal matters; or to join the Police department, and so on, is a small but moderate effort of the College but a big accomplishment for him/her and his family. In recent times, the success story of one of our visually impaired student, a first generation literate, from a village, who studied in Kannada medium, did his BA with Folklore, Kannada Major and Sociology, wrote the UPSC examination in Kannada, and topped the Karnataka UPSC in 2016 and is now an IAS officer in the West Bengal cadre has busted many myths and proved many things.

The evidence of success is not just in the student acquiring a degree, but the marked increase in the level of confidence of our students.

Without joining the rat race to keep only viable and 'in demand' courses and subjects, the institution has understood that value based education should be an integral part of India's education system. The range of subjects and combinations offered, especially in the Humanities, some only in our College, makes it an ideal place for the best minds to study what they are passionate about in the vernacular.

Most of our students may not be fashionably turned out in branded clothing; they may not be able to reel off bombastic words in the English language; they may not be tech savvy, but the practice of forming an opinion through their own observations and experiences has an advantage and makes a huge impact in their lives standing apart from the mundane scheme of things.

The College believes that we must not compromise on quality and makes sure that equal opportunities should be provided to all.

## **5. CONCLUSION**

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### **Additional Information :**

The Department of English, one of the oldest departments, was headed by many reckonable names. Functional English as a Vocational Subject began in 1990.

The Kannada Department, unique in its own way can be traced to 1865. The 'Kannada Sangha' which started in 1918, is a motivational factor even today.

Hindi was introduced at the graduate level in 1940, by Prof. N.Nagappa.

The Sanskrit department, older than the University of Mysore has a very rich heritage.

The Department of Business Management was started in 1974.

The Department of Commerce started in 1973-74 and B.Com. from 1995.

The study of Indology was introduced in 1951. The nomenclature was changed to Ancient History and Archaeology in 1974. In 1995 the UGC sanctioned Archaeology and Museology and is offered only in Maharaja's College in Karnataka.

Anthropology was started in 1977 and is offered as an Optional only in Maharaja's.

The proposal of Mr. Janardhan, IPS, in 1970 resulted in the introduction of Criminology as an Optional. Since 2004, a post graduate degree in Criminology and Forensic Science is being offered.

There was no independent department of Economics up to 1916. In response to the demands Co-operation is now offered as an optional subject.

Family Resource Management was started in 1993 and is a separate department.

Established in 1940, the Department of Geography has had eminent professors.

History had pride of place so much so it became popular as History College! The department has always been a very popular choice of students to this day.

The first ever course in Journalism was introduced in Maharaja's College in 1951. Prof. Nadig Krishna Murthy started 'Patrikodyami' a practice Journal which is now "Akshara".

Linguistics Department can be traced back to 1950s; as a minor subject in 1961; as a major in 1967.

Dr. Sarvapalli Radhakrishnan served the Philosophy Department for three years.

Political Science as an independent discipline was introduced in 1940. Public Administration was added in 1980.

Established in 1924, the Psychology Department owes its credit to Prof.M.V.Gopalaswamy.

Sociology as Social Philosophy was a conjoint discipline of Philosophy and offered as a separate discipline in 1928.

## Concluding Remarks :

A positive attitude and approach, motivational and supportive assistance to the various departments for organizing co-curricular, and extra-curricular activities has been the norm. The College promotes research culture, encouraging teachers to organize seminars, workshops and conferences.

Maharaja's College has had a glorious history and world famous alumni as well as teachers of sterling caliber. Our alumni are to be found in all spheres of life, especially the arts- Rashtra Kavi Kuvempu and Dr.U.R.Ananthamurthy are Jnanapeeta awardees, R.K.Narayan, English novelist, R.K.Laxman renowned cartoonist, T.S.Satyan renowned photographer, Prof.C.D.Narasimaiah pioneer in promoting Indian Writing in English, novelists Krishna Alanahalli, Devanuru Mahadeva , S.L.Bhyrappa, Nadoja M.H.Krishnayya, G.H.Nayak and so on. Many became Vice Chancellors- Dr.D.Javarae Gowda, Dr.Ha.Ma.Nayaka, Dr.Sheik Ali, Dr.U.R.Ananthamurthy, Prof.M.Madaiah, and a few more. KV.Subbanna, Magsaysay awardee, H.Y.Sharada Prasad, Personal Advisor to three Prime Ministers.

A host of MPs, MLAs and MLCs including Chief Ministers from Karnataka are Kadidal Manjappa, Kengal Hanumanthiah, J.H.Patel, S.Bangarappa and S.M.Krishna . The number of Cabinet Ministers and Deputy Ministers is too long to be enumerated. The remarkable rulers of the Princely State of Mysore, Sri Krishnaraja Wodeyar III and IV, Kantiravaa Narasimharaja Wodeyar and Sri Jayachamarajendra Wodeyar have been esteemed alumni.

The College had also distinguished officers in the Civil and State Service. During the Assessment Period, Kempahonnaiah , a visually impaired student, cleared the IAS. Currently we have more than half a dozen IAS officers in service. Many of our students are also KAS officers in the Revenue, Excise, Police departments and so on.

Some of our students have joined the Defense Services and are in all walks of life, having made a mark in the cine world, the media, the judiciary, teaching and so on.

To this day, students are attracted by the fame of Maharaja's College, the range of subjects offered and its faculty. 124 years since it was raised to a First Grade College, the College during this very long period has been imparting knowledge to thousands of brilliant young men and women and been the turning point for students who march out of the portals of Maharaja's College with confidence.