AMBAH POST GRAUDUATE AUTONOMOUS COLLEGE, AMBAH(MORENA) M.P

The Annual Quality Assurance Report (AQAR) of the IQAC
July 01.2016 to June 30. 2017

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

Part – A
1. Details of the Institution

1.1 Name of the Institution

1.2 Address Line 1

Address Line 2

City/Town

State

Pin Code

Institution e-mail address

Contact Nos.

Name of the Head of the Institution:

Tel. No. with STD Code:

Mobile:

Name of the IQAC Co-ordinator:

Mobile:

 IQAC e-mail address:

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

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

1.5 Website address:

     Web-link of the AQAR:

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

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	B	2.31	2009	2014
2	2nd Cycle	B	2.30	2014	2019
3	3rd Cycle				
4	4th Cycle				

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

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

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

    i. AQAR 2012-13____ 26/10/2013 (DD/MM/YYYY)
    ii. AQAR 2013-14____ 28/06/2014 (DD/MM/YYYY)
    iii. AQAR 2014-15 ____ 30/06/2015 (DD/MM/YYYY)
    iv. AQAR 2015-16 ____ 30/06/2016 (DD/MM/YYYY)

1.10 Institutional Status

University	State	Central	Deemed	Private

Affiliated College	Yes	No		
Constituent College	Yes	No		
Autonomous college of UGC	Yes	No		
Regulatory Agency approved Institution	Yes	No		

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

Type of Institution	Co-education	Men	Women
	Urban	Rural	Tribal

Financial Status	Grant-in-aid	UGC 2(f)	UGC 12B
	Grant-in-aid + Self Financing	Totally Self-financing	

1.11 Type of Faculty/Programme

Arts	Science	Commerce	Law	PEI (Phys Edu)
TEI (Edu)	Engineering	Health Science	Management	
Others (Specify)				

1.12 Name of the Affiliating University *(for the Colleges)*

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

Autonomy by State/Central Govt. / University

University with Potential for Excellence   UGC-CPE

DST Star Scheme   UGC-CE

UGC-Special Assistance Programme   DST-FIST

UGC-Innovative PG programmes   Any other (*Specify*)

UGC-COP Programmes

2. IQAC Composition and Activities

2.1 No. of Teachers

2.2 No. of Administrative/Technical staff

2.3 No. of students

2.4 No. of Management representatives

2.5 No. of Alumni

2. 6 No. of any other stakeholder and

    community representatives

2.7 No. of Employers/ Industrialists

2.8 No. of other External Experts

2.9 Total No. of members

2.10 No. of IQAC meetings held

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

      Non-Teaching Staff Students   Alumni   Others

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

        If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

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

Total Nos.	International	National	State	Institution Level

    (ii) Themes

2.14 Significant Activities and contributions made by IQAC

2.15 Plan of Action by IQAC/Outcome

 The plan of action chalked out by the IQAC in the beginning of the year towards quality

enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
Remedial classes for weaker sections and needy Students	Remedial Classes were not organized as fund is not released by UGC
Academic Audit of the department	Academic Audit was done by the Principal with the help of IQAC and self appraisal report was collected from the staff and the teachers

Training Programme for use of Interactive Boards	Held for seven days

Attach the Academic Calendar of the year as Annexure.

2.15 Whether the AQAR was placed in statutory body   Yes   No

Management   Syndicate   Any other body

Provide the details of the action taken

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	03			
PG	06			
UG	04		01	
PG Diploma	01		01	
Advanced Diploma				
Diploma				
Certificate				
Others				
Total	14		02	

Interdisciplinary				
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options : Designed by Department of Higher Education, M.P.

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	11 (All UG , PG & Diploma)
Trimester	Nil
Annual	Nil

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

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

*Please provide an analysis of the feedback in the Annexure

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

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

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
06	05	-	01	

2.2 No. of permanent faculty with Ph.D.

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

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
10*								10	

*Appointed under 28(17)(2) of college code & confirmed

2.4 No. of Guest and Visiting faculty and Temporary faculty

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	--	01	--
Presented papers	--	01	--
Resource Persons	--	--	--

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

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

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

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

2.10 Average percentage of attendance of students

2.11 Course/Programme wise
    distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.A.	23	-	8	11		82.61%
B.C.A.	3	-	3			100.00%
B.Com.	15	-	3	11		93.33%
B.Sc.	139	9=7%		22		74.10%
M.A. ECO.	7	-	7			100.00%
M.A. GEO.	9	2=22%	9			100.00%
M.A. HINDI.	1	-	1			100.00%
M.Sc. CHEM	16	-	16			100.00%
M.Sc. MATH	14	2=14%	9	2		78.57%
M.Sc. ZOOL.	4	1=25%	4			100.00%
PGDCA	21	-	14	3		80.95%

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

 1. By Inter-departmental meetings with the heads and the teacher on various academic issues,

2. By promoting beneficial schemes to students and teachers,

3. By conducting academic audit of various departments,

4. By making staff Computer literate

5. By proposing various methods (like Discussion, open forum etc) to make the teaching more student friendly

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	01
UGC – Faculty Improvement Programme	01
HRD programmes	01
Orientation programmes	
Faculty exchange programme	
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc.	01
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	09(including peons)	10	Nil	15
Technical Staff	2	11	Nill	04

Criterion – III

3. Research, Consultancy and Extension

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

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-	-	-
Outlay in Rs. Lakhs	-	-	-	-

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-	-	-
Outlay in Rs. Lakhs	-	-	-	-

3.4 Details on research publications

	International	National	Others
Peer Review Journals	1	13	
Non-Peer Review Journals			
e-Journals			
Conference proceedings			

3.5 Details on Impact factor of publications:

Range   Average   h-index   Nos. in SCOPUS

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

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects				
Minor Projects				
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects *(other than compulsory by the University)*				
Any other(Specify)				
Total				

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

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP   CAS   DST-FIST

DPE   DBT Scheme/funds

3.9 For colleges   Autonomy   CPE   DBT Star Scheme

INSPIRE   CE   Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences

organized by the Institution

Level	International	National	State	University	College
Number	-	-	-	-	1
Sponsoring agencies	-	-	-	-	IQAC

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

3.13 No. of collaborations   International   National   Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency   From Management of University/College

Total

3.16 No. of patents received this year

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

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

Total	International	National	State	University	Dist	College
-	-	-	-	-	-	-

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

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

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

JRF   SRF   Project Fellows   Any other

3.21 No. of students Participated in NSS events: Boys Unit = 135 , Girls =197

University level   State level

National level   International level

3.22 No. of students participated in NCC events: Company =160, Pl (Boys)=53(Girls)=71 -- Total=284

University level   State level

National level   International level

3.23 No. of Awards won in NSS:

University level   State level

National level   International level

3.24 No. of Awards won in NCC: B certificate=SD 70% , SW 72% C certificate=SD 92% , SW 100%

University level   State level

National level   International level

3.25 No. of Extension activities organized

University forum   College forum

NCC   NSS   Any other

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

- Plantation programme -- 15.08.2016
- Smagra Cleaning Rally (Roko - Toko) -- 02.08.2016
- Green city- Clean city Rally-- 02.10.2016
- Old Age Day-- 01.10.2016
- Distribution of fruits in Civil Hospital-- 27.11.2016
- Running competition-- 25.01.2017
- International Yoga day-- 21.06.2017

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	5.1Acre	-	Donation & IGC	5.1Acre
Class rooms	20	-	UGC	20
Laboratories	16	-	UGC	16
Seminar Halls	02	-	UGC	02
No. of important equipments purchased (≥ 1-0 lakh) during the current year.			Nil	
Value of the equipment purchased during the year (Rs. in Lakhs)			Nil	
Others				

4.2 Computerization of administration and library

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books						
Reference Books	42315	-	-	-	42315	-
e-Books						
Journals						
e-Journals						
Digital Database						
CD & Video						
Others (specify)						

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments	Others
Existing	147	03	yes BSNL BB	01	01	04	All the departments	language Lab
Added								
Total	147	03	BSNL BB	01	01	04	All the dept.	Lang. Lab

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

4.6 Amount spent on maintenance in lakhs :

   i) ICT

   ii) Campus Infrastructure and facilities

   iii) Equipments

   iv) Others

Total :

Criterion – V
5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

| 9.33 |

5.2 Efforts made by the institution for tracking the progression

UG	PG	Ph. D.	Others

5.3 (a) Total Number of students

UG	PG	Ph.D.
933	108	10

(b) No. of students outside the state

| - |

(c) No. of international students

| - |

Men

No	%
454	44

Women

No	%
579	56

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
607	104	05	118	-	834	726	138	02	167	-	1033

Demand ratio   Dropout % = 3%

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

No. of students beneficiaries

No. of students beneficiaries

5.5 No. of students qualified in these examinations

| NET | SET/SLET | GATE | CAT | IA |

IAS/IPS etc   State PSC   UPSC   Others

5.6 Details of student counselling and career guidance

No. of students beneficiaries   123

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
			02(through Chem.Dept.)

5.8 Details of gender sensitization programmes

5.9 Students Activities

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

State/ University level   National level   International level

No. of students participated in cultural events

State/ University level   National level   International level

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

    Sports : State/ University level   National level   International level

    Cultural: State/ University level   National level   International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	10	15000
Financial support from government	337	Amount expected
Financial support from other sources	22	75000
Number of students who received International/ National recognitions		

5.11   Student organised / initiatives

Fairs   : State/ University level   National level   International level

Exhibition: State/ University level   National level   International level

5.12   No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed : - Nil -

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

6.2 Does the Institution has a management Information System

Yes, the institution has a management information System. The college has various bodies to convey information / suggestion for decision making through them. After due Consideration, these finding/information or suggestion, if found appropriate, are passed on to the next forum, and ultimately final decision making is done by the principal in consultation with the governing body of the college. frequent meeting of management with staff are organized for taking decisions in the matters relating to smooth academic are administrative functioning

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

6.3.1 Curriculum Development

* Emphasis is laid upon multi skill development and over all personality development. the focus is on to make them employable. Career and Guidance Cell, Placement Cell and Computer Centre of the Collage take Care of this aspect

* No Formal Changes in Syllabi are permissible under Unified Syllabi as it is framed by H.E. dept. Of State Govt.

6.3.2 Teaching and Learning

6.3.3 Examination and Evaluation

6.3.4 Research and Development

6.3.5   Library, ICT and physical infrastructure / instrumentation

6.3.6   Human Resource Management

6.3.7   Faculty and Staff recruitment

6.3.8   Industry Interaction / Collaboration

6.3.9   Admission of Students

6.3.9 Admission of Students

6.4 Welfare schemes for

Teaching	01
Non teaching	01
Students	--

6.5 Total corpus fund generated

6.6 Whether annual financial audit has been done   Yes   No

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic			Yes	IQAC
Administrative	Yes	CA	Yes	FC & IQAC

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

For UG Programmes   Yes   No

For PG Programmes   Yes   No

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

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

6.11 Activities and support from the Alumni Association

6.12 Activities and support from the Parent – Teacher Association

6.13 Development programmes for support staff

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

Criterion – VII

7. <u>Innovations and Best Practices</u>

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

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

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

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

7.4 Contribution to environmental awareness / protection

7.5 Whether environmental audit was conducted?   Yes   No

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

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

Name Dr. V.K. Jain   *Name Dr. SHIVRAJ SINGH TOMAR*

_____   _____

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

_____***_____

Annexure I

Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

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ANNEXURE A

ACADEMIC CLANDER SESSION 2015 - 2016

(EEFECTIVE FOR ALL CLASSES)

xAcademic work	IIIrd /Vth Sem	IVth/vth Sem	Annual
Starting Classes /Zero Classes/SWOT analysis	1 July to 08 July 2017	-	01.07.2017
Academic and Continuous Comprehensive Evaluation	10 July to 2 Nov.2017	27 Dec. 2017 to 28 April 2018	01.07.2017
CCE Work	September III rd Week	March III rd week	Sep. & Dec.2017
Preparation Leave	02 Nov to 09 Nov 2017	19 April to 21 April 2018	22 March to 29 March 2018
Practical Exam (UG & PG)	23 Oct. to 09 Nov2017	02 April to 18 April 2018	05 to 21 March 2018
Semester & ATKT Exam	10 Nov to 14 Dec 2017	23 April to 26 May 20018	30March to 15 May2018
Declaration of Result	By 31st Dec 2017	By 15th June 2018	-
Semester Break (Stu)	15 Dec to 23 Dec 2017	28 May to 30 June 2018	-
Semester Break (Teachers)	15Dec to 23 Dec 2017	28 May to 15 June 2018	

AMBAH POST GRADUATE COLLEGE (AUTONOMOUS)AMBAH

MORENA, MADHYA PRADESH -476111

SESSION 2015-16

FEEDBACK REPORT FROM UG AND PG STUDENTS

Feed back was taken the UG and PG students of the college before the end of the session 2014-15 it was collection manually by providing them specially designed Performa and sought their . The analytical summary of their views is given below

1. 81% students liked the syllabus while 19% disliked,

2. 48% of the students told the teaching standard as excellent while 46% only good 6% left blank,

3. 70% told drinking water facility as very good 12% told good while 18% only satisfactory,

4. 79% were contented with the time- table and 21 % were discontented

5. 72% praised the teaching 15% said only good, while 13% were only satisfied,

6. 89% of the students were happy with the seating arrangement, 11% were not satisfied,

7. 88% expressed positive view about lab work 4% as good, and 08% satisfactory

8. 61% expressed positive opinion about sports saying very good 11% as good 28% as satisfactory,

9. 56%said good about library facility while while44% as satisfactory,

10. 69% of the girls student expressed their common room as very good, 31% as good,

11. About discipline , 94%said it as very good , while 6% as good only,

12. Examination System is appreciated nearly by all as excellent; it is 99% and 1% as very good,

13. About extension activities, 62%said as very good 27% as good 11%as satisfactory,

14. Campus ambience is appreciated by all, as 100%said it as very good

Suggestions

1. Most of the students favored annual examination system,

2. They suggested to improve library facility,

3. They also stressed on the need of a canteen

4   They also suggested to have a college automobile for transportation, Specially girls

5. Most of the students want appointment of more regular teachers under college code 28(17)

Annexure C : IQAR Innovative Practices

1. **Title of the Practice**

   Enhancement of Capacity Building in the Students.

2. **Objectives of the Practice**

   The objective of the practice is to encourage and motivate the students to enhance their capacity building to improve their level of skills in different areas of their interest. This practice has been initiated keeping in mind the role of youth in nation building. The main object of the practice is to make their minds open to learn from the books as well as from practical experience and external guidance. It was assumed that their broadening of skills would bring them more close to society and understanding their role in the upliftment of the sectors where their cooperation is required. They would be able to interact with the society in a more confident manner.

3. **The Context**

   The main target of the practice was to make them aware of the latest trends and techniques prevalent in the market and in the society. They may become more bold and efficient when they are provided with the opportunities to come across various social issues and make them think in their social, economic, religious political and psychological issues. Their capacity and competence can only bring a change in the social scenario especially when a larger number of them belong to rural background. Therefore, a scheme is chalked to by various senior professors of the college to provide them a chance through various platforms to come into contact with various social groups and share with them their knowledge and in return learn from their experiences. It was decided to divide the split up entire students community of the college into small groups and to make them think and analyse various social problems and to make them to use their skills to bring out their solutions. They were provided all help and assistance which the college could provide them.

4. **The Practice**

   The responsibility of the supervision of the practice was taken up by the Coordinator Dr.V.K.Jain himself. One day internal talk was organized by the faculty just to make the students acquaint with the practice and the various processes and procedures to be adopted by the students. While assigning the task of interactive sessions, it was kept in mind that the level of students thus chosen should be in accordance with the requirement of the particular social group. In all five groups were formed. Each group was supervised by a senior faculty member. All the heads of the PG Departments were given that task. Each supervisor was

assisted by a non-teaching assistant. These groups visited various surrounding villages, studied their occupational systems and demographic, cultural, financial aspects of their family systems and their linkages with various other social groups.The teachers provided them charts and graph papers to collect relevant information. During their discourses they discussed with them their various issues that perturb them in their routine living. They also shared with them how they could become more efficient if they use modern technology and tools. They were asked by their respective Heads to become familiar with the group assigned to them so that the process of sharing can take a smooth way and the interactive sessions could become more productive. As a result of this approach, all the students became more frank to the village folk and sought information in a more generous way about the villages, their history and also their problems. The students recorded them and after due discussion with their supervisors they reached them with their solutions. Most of the villagers liked their approach. They also sought the help from local experts in finding solutions to their problems. In the entire process, they got all chances to enhance their capacity building and confidence. Each group was given a period of two weeks for external study and they were prohibited to seek any outside support leaving the help of their own supervisors and the local experts. After the stipulated time they were asked to present themselves at the interactive board highlighting their findings and their outcomes. Each group daily was called for their presentations and one supervisor of the other group was invited to judge and comment over the outcome of the practice along with other faculty members. They presented their topics in their best possible manner with quite understanding of the concepts which was checked by the teachers through cross questioning. It was proved to be a healthy practice, though it was time consuming. After a week of enthusiastic and thought provoking exercise, the outcome was found very favorable.

5. **Evidence of Success**

    After the time assigned to them, students looked very confident. When they met in the audio-visual centre, they were all discussing one another about the practice and the activities involved in it which was perceptible from their connivance. At the stipulated time of 10.00 in the morning, they all got collected at the venue and their supervisors as well along with the Principal and the Coordinator, IQAC. Many questions related to their observations, study and findings were asked by the other group members and the supervisors which they responded satisfactorily and confidently with their explanations along with their presentations. This was suggestive of their success of the innovative experience.

    Most of the students liked this kind of innovative practice and were happy with their experience. They told that they could able to learn how they could enhance

their own interactive skills by going through such exercises. They also got the opportunity to peep into the lives of various social groups how they lie and how they deal with various problems.

6. Problems Encountered and Resources Required

As the time was od much concern for all of the students, it is suggested that such types of practices should be incorporated in the syllabi at various levels and marks should be awarded to encourage these practices. The other problem was that of shortage of teaching staff. Such an exercise needed more teaching faculty to actively make it a successful initiative.

7. Notes

No doubt, such types of innovative practices prove to be beneficial, if due focus is laid upon the parameters it requires. It generates spirit of enquiry among the students, make them aware of the processes and procedures involved in such type of work, and help them to enhance their skills, to make them understand their strengths and weaknesses and to correct them.

Best Innovative Practice

1.   **Title**: Special Internship Programme to make the Students aware of Government Schemes (Demonetization and its Impact on the Economy)

2. Objective:

(1) To provide an opportunity to the students of this college to practically know about demonetisation and its pros and cons,

(2) To provide them a chance to study market impact of the scheme,

(3) To make them familiar with the market processes,,

(4) To make the aware of the hardships thus faced,

(5) To provide them a short time field training, how to use their skills in market study,

(6) To make them learn business relations for enhancing their market value,

(7) To make them able to understand market currents.

3. Context: The students were encouraged to take up future challenges with boldness, courage, intelligently and efficiently. Through this practice, they were made acquaint with the market forces designing our economy; their strengths and weaknesses. It is of significance to let our students know what is going on in the country and how they learn to know the scenario for the enhancement of developmental schemes. They were also trained how to interact with various marketing stockholders and how to come to know and face their problems. For the purpose, all the students of post graduate classes belonging to all the disciplines along with final year commerce students were chosen and they were given free option to choose the sectors of their own liking like market, mandi, banking, insurance, dairy industry and others so that they could work with full vivaciousness. To make them equip with the methodology, a one orientation programme was organised in the form of workshop. A programme on cashless and digital transactions was also organized by collage with the help of State Bank of India's officers . Shri Pramod Mehta, State Bank chief Manager, Gwalior with his other staff member's addressed to students to prepare the themselves for digital and cashless transactions. This programme was arranged by NCC- Ambah College in the Supervision of Capt. V.K. Jain

4. The Practice: The entire project was conducted under the supervision of Dr.R.A.S.Chauhan, Head of the Department of Botany coordinated by Prof. V. Medheker, Controller of Exams, Dr. K.Bharadwaj, Head of the Economics Department and Dr. D. Rawat, Head of the Department of Geography. Other teachers who assisted them were Dr. Bansal of Commerce Department, Dr. Manoj Sharma of Economics Department, Dr. Raj Kumar Singh of Geography Department. NSS and NCC units also cooperated them. The workshop was held on 11 January 2017 in which all the volunteers and staff members participated. Principal, Dr. S.R.S.Tomar threw light on the significance of the work and its relevance in the present set up and for the welfare schemes. It was followed by various meetings and market surveys done by students under supervision of NCC officers. These were held from 10 Jan.to 15 Jan. 2017. A total of 65 students and 11 teachers took part in the practice. All the participants were directed to assemble in the Exhibition cum Meeting Hall. Some outside guests were also invited to participate in the Workshop. The Coordinator of the programme, Dr.V.K.Jain told them about the entire process. Dr. Chauhan, then told them how to initiate the practice and how to take into confidence various marketing forces so that the outcome of this labour comes out in fruitful way. They were asked to choose the sector of their liking which can easily accessible to them. Dr. Chauhan then explained to them how they had to deal with the shop keepers, managers, owners of various marketing sources and how to seek their cooperation in the process. They were also asked not to cross any limits in observance of the discipline and not to over react in any manner. Dr. Bharadwaj and Dr. Rawat then explained the entire process stepwise. They were told how to become familiar in the market and how to approach various elements to know more and more about their reactions. They were told about various practical methods to reach and read their reactions. They were told how to come close to them, take them into confidence, know their reactions, how to record them and how to explain them the relevance of the entire process.The entire process was explained to them through power point presentation which was specially prepared by Dr.R.A.S.Chauhan, Prof. Medheker, Dr. Bharadwaj, Dr.Rawat with the help of the department of Computer Applications. They were also told how to record their observations and findings. In this way all the students of the PG Classes and Commerce were told about their work to perform. The Managers, owners and the shopkeepers of the chosen organisation were informed about this practice in advance so that they could manage these students and volunteers with their pre-scheduled appointed time. They were also asked to ensure their regularity and punctuality. From the next day, the students then went to their chosen organisations to practically learn and experience the market tendencies especially in regard to Demonetisation. The teams, thus formed, and then moved to various commercial organisations to record their opinions and

reactions on the matter. The students showed some snag and shyness in the beginning, but later they got familiar with the new environment. In accordance with the directions given by Dr. Chauhan, they recorded their findings and observations in the pre-designed format for final submission to the coordinator. Gradually they started to take interest in their task. Meanwhile, Dr. Chauhan visited all the concerning organisations where the teams approached for their tasks assigned and sought their opinions and feed back about the teams chose to study, and met the organisational heads and recorded their proper feed back. All the heads of the concerning organisations looked to be contended with their attitude and the method of working. After completion of the stipulated time of, all the students reported to Dr. Chauhan and submitted their assignments in the form of record of their findings and observations. Then, these were screened and the final outcome was brought to the notice of the Principal and the report was prepared.

5.   Evidence of Success

After more than a month of meticulous effort, a change in the frame of mind and the level of confidence was observed in the participating students. Previously they were quite ignorant about the scheme introduced by the government, now they seemed quite familiar with the term demonetization and also its impact on various socio-economic groups. They eagerly and curiously took notes in the market and recorded them statistically what their teachers directed them to record during their stay in the market. They cross questioned their teachers whenever they got confused regarding the task.

When the students were queried about their experience of understanding market forces, they all showed their eagerness and told that they all enjoyed it and were happy to perform as market surveyors. Though they found it very challenging, yet entertaining. They told how this practice had helped them in enhancing their their knowledge level and self-confidence.

6.   Problems Encountered and Resources Required

Transportation was the main problem. This problem was specially from the girls students. Since, the college has a rural setup, therefore,there should be a separate funding from UGC for innovative practices, which should exclusively be meant for such experiments. Lack of supporting staff is another problem. Hence provision should also be there to provide some staff exclusively for such practices.

7.   Notes

No doubt, these practices prove to be boon for the enhancement of knowledge level of students and the laymen as well. Such practices serve double purpose - enhancing the knowledge level and taking the programmes to the grass root level. Such types of innovative practices could prove very fruitful to the society as well as the institutions of learnig. These can also help in developing self-confidence and practicability in students.

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