



KISAN POST GRADUATE COLLEGE, BAHRAICH (U.P.) 271801

(Affiliated to Dr. Rammanohar Lohia Avadh University, Ayodhya)

NAAC Accredited "A" Grade

Session 2017-18

Title: Class test and promotion of participatory teaching.

Goal: Testing the students at regular intervals serves many salutary purposes like it prepares the students mentality and psychologically to face the final exams, it gives teacher important feedback about the student's progress. It also provides opportunities of self evaluation for both the teacher and taught.

Many times we see the mismatch between teaching techniques and the real requirements of the taught. Many times we have seen that the students are quite capable but due to lack of basic information or inadequate language, command, they fail to perform to their fullest potentials. In order to meet their challenge, we have devised a technique of participatory teaching to assess the above parameters.

Class tests and participatory teaching serve one more important purpose. It establishes a healthy rapport between teachers and taught. It also encourages the learning aspect of education. Students become eager learner by utilizing the opportunity of participatory teaching. It enhances the self esteem of the taught also.

Practice: Our College has scrupulously followed the well known and time tested technique of class test. Along with this we have introduced a unique tradition of participatory teaching.

In the class test section each department conduct monthly test teachers are required to frame small question papers of their respective papers. Attendance is made compulsory once the tests are over, with in 2 or 3 days the results are declared and one whole period is exclusively devoted to discuss the weakness and flows. By receiving the students view points and problems, teachers rectify them and discuss the question the test results are documented and on that basis, teachers evaluate the progress of students and take necessary steps. To improve the situations our unique practice participatory teaching has produce tremendous results. Our students are enthusiastic participants of this practice. Participating teaching establishes a strong linkage between teacher and taught and a healthy atmosphere is created, which enhances the learning capacities of the students participatory teaching also provides a platform where students more freely and free of fear evaluate the performance of their teachers. This important feedback is utilized by the college. Participatory teaching also bridges and important gap. Which is related with the process of communication? Given the rural background of the students appropriate communication is a must. What is taught is important but how it is taught is also significant. Teachers get a very important lesson in this regard.

Evidence of Success: Many of our students have got admission in many prestigious Institutions of learning. Many of our students have got respectable placement, we have created a separate address bank of achievers details are available in our students corner of the college website.




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Title: Post harvest technology training to save grain loss

Goal: Our goal consists of two aspects first to save the precious food which is lost due to ignorance. Second to enable the students of this heavily Agri-dependent District to hone a new skill for their self reliance.

Context: The issue of grain preservation is the most challenging beyond doubt. The loss has risen to colossal level of 30, which is enough to feed the entire population of some European countries. Most of the time, this loss is owing to our basic absence of general information. By imparting this basic information's we can plug a big hole in our food security basket. Our students are mostly from villages and the prime occupation of their parents is agriculture. Therefore by educating the students in this field, we can directly make impact. Students on their part, willingly transfer this information, which has transforming effort. We have designed our training programs in a very lucid and simple ways. Teachers and trainers keep a watch on students and their ground work.

Practices: Our country has used and utilized its traditional knowledge for centuries in food grain preservation. We have tapped this vast reservoir of traditional knowledge. Apart from it we have also introduced some modern practices like use of ayurvedic pesticides as well. First of all we encourage students to convince their family members to make Deihary and Bakhari (earthen large pots and bamboo structure with thatched roofs). These pots and structures use straws and grain husks to store the grain. But for last several year we are witnessing a gradual reluctance on the part of farmer to use green Neem leaves (*Azadirachta indica*). So we have focused our attention on the use of Neem leaves. By our departmental efforts and research we have come to the conclusion that the farmers make use of Sirsa leaves (*Albizia lebbek*) along with Neem leaves the results are more satisfactory, as the combo effectively prevents pests and rodents. We encourage the farmers to take the benefits of many governmental schemes and subsidies to buttress their efforts. We encourage farmer to sell their circulars grain to designated government mandise. We regularly invite state food corporation and F.C.I officials to interact with our students. In this way our students are kept abreast of important information. They use this information in spreading awareness. We also train our students in food processing. We have solicited the advises of experts and organized many workshops to trained the students in the latest techniques of Chutney, sauce-making achar and papad making. Our region is blessed by nature with abundant mango and maize crops. We have encouraged students to start cottage industry by using the products of these crops.

Evidence of success: We have documented our training programmes, workshops. Our data is widely recorded and posted on our college website. Many villages and blocks have usually benefited by such programmes and the record of this claim is meticulously prepared. We have set our target to interact with more tribal villages. To achieve this objective we have encouraged our trainer and faculty members to visit and stay at villages. To facilitate the whole process. We regularly review our progress. The results are encouraging.

Initially we faced the resistance from villagers and families of students. The reluctance to re-adopt the traditional ways of grain preservation has also been reported. But our self-belief and persistence paid us handsomely. Once we got success in convincing the efficacy of these age old techniques, we found the enthusiastic participation from villagers.




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