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Perception of students on rural agricultural work experience (RAWE) programme

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Abstract

The present study was conducted at JNKVV College of Agriculture Tikamgarh (MP) in order to study the perception of students towards RAWE Programme. All the 75 Students of B.Sc. (Ag.) fourth year who have successfully completed their RAWE programme during the year 2018, were selected purposively for the study. The data were obtained through well-structured questionnaire. The findings clearly shown that majority of the students were having medium level of perception on RAWE programme. the result of the study also shown that thirteen variables namely age, OGPA, family occupation, family background, schooling, residency, participation in extension activities, self-confidence, achievement motivation, mass media use, leadership ability, coordinative ability and aspiration level were significant whereas gender was not found to have any relationship with perception of students on RAWE programme. Regarding profile characteristics of RAWE students the findings of study shown that majority of RAWE students were of 22 to 23 year age group, were male, were having OGPA of 6.50 to 7.50, belonged to farming families, belonged to rural background, did their schooling from private school, were hostler prior the RAWE programme, had participated in various extension activities (Kisan meals, workshops, seminars etc.) prior RAWE programme. During RAWE programme majority of Students having medium level of self-confidence, achievement motivation, mass media use, coordinative ability, leadership ability, aspiration level during RAWE programme.

Keywords: Perception, RAWE Students

Introduction

Agricultural education is an important tool in ensuring increased agricultural productivity, sustainability, environmental and ecological security, profitability, job security and equity (Jhakar, *et al.* 2017) [2]. The curriculum provides pathways for students who wish to equip themselves for a wide range of careers within rural sector. It prepares students for successful careers and a lifetime of informed choices in the global agriculture. Agriculture as an occupation requires more experience and students can acquire that experience through working with farmer. Working with farmers helps in building confidence, skill and acquires Indigenous Technical Knowledge (ITK) of the locality.

The Report of the Royal Commission on Agriculture in India stated that training given in Agricultural Colleges was not sufficiently practical and the inability of agricultural demonstrators. Further, one of the greatest educationists of India, Dr. Radhakrishnan noted that bookishness has greatly limited the value of agricultural education. So, agricultural education should be given a rural setting, so that it includes direct participation and experience with agricultural life and practice. Considering the importance of the knowledge on socio-economic behavior of the rural farmers under which agricultural graduates have to work.

The Rural Agricultural Work Experience (RAWE) provides exposure to agricultural students to the natural setting of the village situations, agricultural techniques adopted by farmers, work with the farm families, identify their problems and make use of various extension tools for transferring the latest agricultural technologies. The students also get opportunity to study the various on-going schemes related to agriculture and rural development and participate in their implementation. The students were given rigorous orientation and familiarization on various issues and problems expected on farmers' field and hence gain competence and confidence for solving problems related to agriculture and allied sciences. Based on these recommendations, RAWE programme was included in the curricula of agriculture graduate degree programme at Vishwa Vidyalyaya.

Since RAWE is very crucial for Agriculture graduates. It prepares Students for successful careers and a lifetime of informed choices in the global agriculture.

At this point there is need to find out whether this programme is conducting effectively, also it is necessary to know whether the Students who had undergone practical experience during RAWE programme are benefited or whether there is any dissatisfaction with the programme. Hence it become imperative to find out the perception of Students towards this programme.

Material and Methodology

The present study was conducted at JNKVV College of Agriculture, Tikamgarh (M.P). All the 75 Students of B.Sc. (Ag.) fourth year who have successfully completed their

RAWE programme during the year 2018, were selected purposively for the study. An ex post facto research design was used in investigation as RAWE programme was already implemented. A well-structured questionnaire was designed to obtain the data from respondents according to the objectives of the study. The researcher explained the purpose of her study, so as to remove all doubts about the questionnaire and to get good response. In order to analyze the collected data and interpret the findings for arriving at suitable conclusions, the statistical procedures like frequency and percentage were employed.

Results and Discussion

1. Profile characteristics of RAWE Students

Table 1: Distribution of RAWE Students according to their profile characteristics

S. No	Variables		Frequency	Percentage
1.	Age (Years)			
		20-21	25	33.33
		22-23	44	58.67
		24-25	06	8.00
	Total	75	100.00	
2.	Gender			
		Male	55	73.33
		Female	20	26.67
	Total	75	100.00	
3.	OGPA			
		5.50 to 6.49	16	21.33
		6.50 to 7.50	51	68.00
		Above 7.50	08	10.67
	Total	75	100.00	
4.	Family occupation			
		Farming	50	66.67
		Business	06	8.00
		Service	17	22.67
		Others	2	2.66
	Total	75	100.00	
5.	Family background			
		Rural	55	73.33
		Urban	20	26.67
	Total	75	100.00	
6.	Schooling			
		Government	23	30.67
		Private	52	69.33
	Total	75	100.00	
7.	Residency			
	Hostler	1. Residing in college hostel	17	22.67
		2. Residing in city on rental basis	52	69.33
	Day scholar	1. Residing with their family	06	8.00
Total		75	100.00	
8.	Participation in extension activities			
		Participated	65	86.67
		Not participated	10	13.33
	Total	75	100.00	
9.	Self confidence			
		Low	20	26.67
		Medium	42	56.00
		High	13	17.33
	Total	75	100.00	
10.	Achievement motivation			
		Low	26	34.67
		Medium	32	42.67
		High	17	22.66
	Total	75	100.00	
11.	Mass media use			

	Low	18	24.00
	Medium	55	73.33
	High	2	2.67
	Total	75	100.00
12.	Coordinative ability		
	Low	23	30.67
	Medium	40	53.33
	High	12	16.00
	Total	75	100.00
13.	Leadership ability		
	Low	13	17.33
	Medium	53	70.67
	High	09	12.00
	Total	75	100.00
14.	Aspiration level		
	Low	18	24.00
	Medium	52	69.33
	High	05	6.67
	Total	75	100.00

2. Perception of students on RAWE programme

Table 2: Distribution of the RAWE students according to their perception

S. No.	Categories	Frequency	Percentage
1.	Low	12	16.00
2.	Medium	52	69.33
3.	High	11	14.67
Total		75	100.00

A cursory look at Table 2 depicted that majority of students (69.33%) had medium perception on RAWE programme followed by low (16.00%) and high (14.67%) perception on

RAWE programme. Thus, it can be concluded that most of students had medium perception on RAWE programme.

Table 3: Perception of students on RAWE programme

S. N.	Statements	Response Category				Mean scale value	Rank
		Agree		Disagree			
		F	P	F	P		
1.	Duration of village attachment was enough.	42	56.00	33	44.00	1.56	11 th
2.	Staying arrangements were good enough.	46	61.33	29	38.67	1.61	10 th
3.	Location of allotted village was comfortable.	64	85.33	11	14.67	1.85	6 th
4.	Transport facilities were adequate.	42	56.00	33	44.00	1.56	11 th
5.	Market and hospitals were located around your staying place.	42	56.00	33	44.00	1.56	11 th
6.	Village stay helped me to understand the cropping pattern of the contact farmers/villagers.	74	98.67	01	1.33	1.98	2 nd
7.	Village stay helped me to understand the socio-economic conditions of contact farmer/villagers.	75	100	00	00	2.00	1 st
8.	Village stay helped me to get familiar with rural life.	70	93.33	05	6.67	1.93	4 th
9.	I was able to understand the local language of village.	58	77.33	17	22.67	1.77	7 th
10.	Interaction with farmers/villagers helped me in building rapport with them.	75	100	00	00	2.00	1 st
11.	Context of exercise were sufficient during RAWE programme.	51	68.00	24	32.00	1.68	9 th
12.	The activities performed during RAWE were beneficial for practical learning.	74	98.67	01	1.33	1.98	2 nd
13.	Theoretical knowledge gained during degree programme was beneficial during RAWE.	73	97.33	02	2.67	1.97	3 rd
14.	The social and extension activities had positive impact on farmers/villagers during RAWE programme.	52	69.33	23	30.67	1.69	8 th
15.	Farmers and villagers had positive attitude towards new practice proposed by students during RAWE programme.	32	42.67	43	57.33	1.42	12 th
16.	Exposure visits developed some qualities among students during RAWE programme.	69	92.00	06	8.00	1.92	5 th
17.	Visit to different institutes and organization was important during RAWE programme.	75	100	00	00	2.00	1 st
18.	Interaction with extension agents motivated me for better performance on RAWE programme.	73	97.33	02	2.67	1.97	3 rd
19.	Institutional visit helped me to know about the objectives and mandates of different govt. organization.	64	85.33	11	14.67	1.85	6 th
20.	Institutional visit helped me to know about training programmes organized by different govt. organization.	69	92.00	06	8.00	1.92	5 th

It was apparent from the Table 3 that the all (100%) of the RAWE Students perceived that Village stay helped them to understand the socio-economic conditions of contact farmer/villagers, interaction with farmers/villagers helped them in building rapport with them and visit to different institutes and organization was important during RAWE programme. all these three statements ranked 1st with mean scale value of 2.00.

98.67% RAWE Students perceived that village stay helped them to understand the cropping pattern of the contact farmers/villagers and the activities performed during RAWE were beneficial for practical learning. These two statements ranked 2nd with mean scale value of 1.98.

97.33% RAWE Students perceived that theoretical knowledge gained during degree programme was beneficial during the programme and Interaction with extension agents motivated

them for better performance on RAWE programme. These two statements ranked 3rd with mean scale value of 1.97.

93.33% of RAWE Students perceived that village stay helped them to get familiar with rural life. This statement ranked 4th with mean scale value of 1.93.

92.00% of RAWE Students perceived that exposure visits developed some qualities among them during RAWE programme and institutional visit helped them to know about training programmes organized by different govt. organization. These two statements ranked 5th with mean scale value of 1.92.

85.33% of RAWE Students perceived that location of allotted village was comfortable and Institutional visit helped them to know about the objectives and mandates of different govt. organization. These two statements ranked 6th with mean scale value of 1.85.

77.33% of RAWE Students perceived that they were able to understand the local language of village. This statement ranked 7th with mean scale value of 1.77.

69.33% of RAWE Students perceived that the social and extension activities had positive impact on farmers/villagers during RAWE programme. This statement ranked 8th with mean scale value of 1.69.

68.00% of RAWE Students perceived that context of exercise were sufficient during RAWE programme. This statement ranked 9th with mean scale value of 1.68.

61.33% of RAWE Students perceived that staying arrangements were good enough. This statement ranked 10th with mean scale value of 1.61.

56.00% of RAWE Students perceived that duration of village attachment was enough, market and hospitals were located around their staying place and transport facilities were adequate during RAWE programme. These three statements ranked 11th with mean scale value of 1.56.

42.67% of RAWE Students perceived that farmers and villagers had positive attitude towards new practice proposed by them during RAWE programme. This statement ranked 12th with mean scale value of 1.42.

3. Relationship of profile of students with their perception on RAWE programme

Table 19: Relationship of profile of students with their perception on RAWE programme

S. No.	Characteristics	Correlation coefficient 'r'	't' value
1.	Age	0.236*	2.082
2	Gender	0.108 ^{NS}	0.929
3	OGPA	0.276*	2.459
4	Family occupation	0.316**	2.850
5	Family background	0.393**	3.651
6	Schooling	0.330**	2.990
7	Residency	0.251*	2.216
8	Participation in extension and co-curricular activities	0.253*	2.239
9	Self confidence	0.416**	3.910
10	Achievement motivation	0.273*	2.427
11	Mass media use	0.238*	2.100
12	Coordinative ability	0.297**	2.658
13	Leadership ability	0.235*	2.067
14	Aspiration level	0.228*	2.002

** Significant at 1% level of significance, * Significant at 5% level of significance

NS-Non-significant

Correlation analysis of Perception on RAWE programme and independent variables of RAWE Students revealed that characteristics namely age, OGPA, residency, participation in extension and co-curricular activities, achievement motivation, mass media use, leadership ability and aspiration level were significant at 0.05 level of probability. Whereas, Family occupation, family background, schooling, self-confidence, coordinative ability were significant at 0.01 level of probability and only gender was not found to have any relationship with perception of students on RAWE programme. The findings were in line with the findings of the Sajeev and Gowda (2013) [3] and Verma (2017) [4].

The null hypothesis was therefore rejected and empirical hypothesis was accepted with respect to all the thirteen variables i.e. age, OGPA, family occupation, family background, schooling, residency, participation in extension/co-curricular activities, self-confidence, achievement motivation, mass media use, leadership ability, coordinative ability and aspiration level whereas, only for one variable i.e. gender null hypothesis was accepted.

Conclusion

The findings of the study shows that majority of RAWE Students were of 22 to 23 year age group, were male, were

having OGPA of 6.50 to 7.50, belonged to farming families, belonged to rural background, did their schooling from private school, were hostler prior the RAWE programme, had participated in various extension activities (Kisan meals, workshops, seminars etc.) prior RAWE programme. During RAWE programme majority of Students having medium level of self-confidence, achievement motivation, mass media use, coordinative ability, leadership ability, aspiration level during RAWE programme. Regarding Perception of students on RAWE programme, it was observed that majority of the students were having medium level of perception on RAWE programme. The relationship between thirteen attributes i.e. age, OGPA, family occupation, family background, schooling, residency, participation in extension activities, self-confidence, achievement motivation, mass media use, leadership ability, coordinative ability and aspiration level were found to be significantly related with the perception of students on RAWE programme. Whereas gender, had non-significant relationship with the perception of students on RAWE programme.

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