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Attitude of Students and Farmers towards Rural Work Experience Programme (RAWE)

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Abstract

The present study was conducted at JNKVV College of Agriculture Tikamgarh (MP) in order to study the knowledge and attitude of students and their host farmers towards RAWE Programme. All the 70 Students of B.Sc. (Ag.) fourth year who have successfully completed their RAWE programme during the year 2023-24, were selected purposively for the study. The data were obtained through well-structured schedule. The findings clearly shown that majority of the students were having medium level of knowledge and attitude on RAWE programme. The result of the study also shown that socio-agro-economic variables namely age, gender, family occupation, family background, , self motivation, mass media exposure, leadership ability, positive relationship with attitude 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, belonged to farming families, belonged to rural background, did their schooling , had participated in various extension activities (Kisan melas , workshops, field day, farmers day 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: Attitude, RAWE Students, socio-economic

Introduction :

Agricultural education is basically aimed to develop skilled manpower to take up farming, research, teaching and extension work for agricultural development in the Indian context. It is an important tool in ensuring increased agricultural productivity, sustainability, environmental and ecological security, profitability, job security and equity. Different committees of ICAR recommended for strong linkage of agricultural education with actual farming situation through the programme. Considering the importance of agricultural knowledge on socio-economic behaviour of the farmers, Agricultural Graduates during

internship have to work and study in rural areas as per university norms it is a course offered by SAUs normally in the final year VII semester of undergraduate degree programme (Soni et al. 2017).

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.

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 Vidyalaya.

Material and Methodology:

The present study was conducted at JNKVV College of Agriculture, Tikamgarh (M.P). All the 70 Students of B.Sc. (Ag.) fourth year who have successfully completed their RAWE programme during the year 2023-24, 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 schedule was designed to obtain the data from respondents according to the objectives of the study.. 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	Respondents	Percentage
	Age	20- 21	13	18.57
		22- 23	46	65.72
		24- 25	11	15.71
		Total	70	100.00
	Gender	Male	51	72.85
		Female	19	27.15
		Total	70	100.00
	Family Occupation	Farming	44	62.85
		Business	11	15.71
		Service	12	17.15
		Others	03	04.29
		Total	70	100.00
	Family Background			
		Rural	58	82.85
		Urban	12	17.15

		Total	70	100.00
	Family	Single	19	27.15
		Joint	51	72.85
		Total	70	100.00
	Self Motivation	Low	15	21.42
		Medium	35	50.00
		High	20	28.58
		Total	70	100.00
	Mass media Exposure			
		Low	08	11.44
		Medium	22	31.42
		High	40	57.14
		Total	70	100.00
	Leadership ability			
		Low	10	14.28
		Medium	42	60.00
		High	18	25.72
		Total	70	100.00
	Contact with extension agencies			
		Low	12	17.15
		Medium	28	40.00
		High	30	42.85
		Total	70	100.00

Table.2 Statement wise attitude of students towards village attachment

N= 70

S.No.	Attitude statement	Response categories of students					Mean Score	Rank
		SA	A	UD	DA	SDA		
1	RAWE has helped me to get familiar with rural life	43	23	1	3	0		I
2	RAWE has helped me to develop favourable attitude towards farming enterprise and the farmers	30	20	19	1	0		III
3	RAWE is not helpful for exposure with social system and institutions	10	15	20	20	5		XIV
4	RAWE has not helped me to understand the sentiments of farmers	11	10	19	27	3		XII
5	RAWE has helped me to learn experiences of rural setting	25	24	10	9	2		IV
6	RAWE has not helped me to learn need assessment and programme Planning	11	10	20	21	08		XIII
7	RAWE has not helped me to exposed to rural livelihood security and survival	11	16	22	15	6		VI
8	RAWE has helped me to gain practical experiences	20	20	18	11	1		II
9	RAWE has helped me to increase in knowledge on crops / enterprises.	44	20	4	1	1		VII
10	RAWE has not helped me to reduce cost of cultivation.	10	15	14	19	12		V

11	RAWE has not helped me to getting Knowledge on rural cultural background	9	21	25	12	3		XV
12	RAWE has helped me to provide opportunity to meet role models in agriculture	19	24	20	10	42		VIII
13	RAWE has not helped me to developing right attitude towards farming community	13	10	10	22	15		XI
14	RAWE has helped me to understand farming systems prevailing in the village	14	26	14	9	7		IX
15	RAWE has not helped me to know about the economic status of farmers.	11	18	16	13	12		X

SA: Strongly agreed a: Agreed UD: Undecided DA: Disagree SDA: Strongly Disagree

Results and Discussion:

Socio-economic profile:

Table 1 reveals that out of total respondents, 65.72 per cent were of middle age group (22 – 23) , majoriy of the respondents belongs to male gender and main occupation were farming belongs to rural background with joint family. Majority of the respondents mass media exposure (57.14%), medium level of leadership ability (60%), mostly respondents 82.85 percent context with extension agencies.

The data presented in Table 2 clearly states that first rank was given to the statement “RAWE has helped me to develop favourable attitude towards farming community the, third and fourth rank with RAWE has helped me to develop favourable attitude towards farming and RAWE has helped me to learn experiences of rural setting

enterprise and the farmers and respectively Respondents expressed unfavourable attitude towards the statement “RAWE is not helpful for exposure with social system and institutions and RAWE has not helped me to getting

Knowledge on rural cultural background .This may be because respondents for the first time in village, lack of communication and rapport with the villagers.

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