



EXPLORING OUTLOOK OF B.SC. (AG.) STUDENTS TOWARDS RURAL AGRICULTURAL WORK EXPERIENCE IN HARDA DISTRICT

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Abstract

RAWE programme includes six month stay of B.Sc. (Ag.) IV year students in different villages to realise rural situation and gain agricultural work experience by practicing different techniques and methods of agricultural extension. The Outlook of B.Sc. (Ag.) students of JNKVV towards Rural Agricultural Work Experience in Harda District was found positive profitable for agricultural students even for their career. For boosting the practical knowledge and experience of students, KVK scientists were more effective guiding and teaching resource during this programme. The proper evaluation, time of programme and proper facilities of lodging, boarding and transportation also were found equally important for the success of programme. 93.33 per cent students developed their ability of cooperation and team work, 92 per cent known to establish good rapport with society and 90.67 per cent gained practical experiences by conducting RWAE programme.

Key words: B.Sc. (Ag) students, knowledge gain, outlook, Rural agricultural work.

Introduction

The practical knowledge and experience is being realised the backbone for agricultural development process. It has also been realised that formal system of education oriented to learning in classroom and laboratory situation can not lead to realization of this goal of agriculture discipline. Learning through experience in real life situation is recent concept introduced in the curriculum of B.Sc. (Ag.). The process of learning in the field situation is superimposed on knowledge acquired in the classroom situation. Keeping the objective of agricultural universities, third dean committee of ICAR and Dr. M.S. Swaminathan committees of dean's of SAUs included the RAWE in Agricultural UG programmes. RAWE programme includes six month stay of B.Sc. (Ag.) IV year students in different villages to realise rural situation and gain agricultural work experience by practicing different techniques and methods of agricultural extension. Keeping above view in mind the present study was undertaken to know the Outlook of B.Sc. (Ag.) students of JNKVV towards RAWE programme and constraints faced by the student during RAWE programmes.

Research Methodology

Study was conducted by the Krishi Vigyan Kendra, Harda of Jawaharlal Nehru Krishi Vishwa Vidhyalaya (JNKVV), Jabalpur (MP) with the students of Collage of Agriculture, Ganjbasoda, Vidisha (MP) during 2012-2015 for three years. A sample of 75 students who completed their RAWE course at KVK, Harda was taken for the study. A questionnaire was developed and given personally to the students after explaining the purpose of the study to fill relevant information just after completing the RAWE programme. The most effective responses were recorded through response category like very good, good, not good or satisfactory, unsatisfactory or neutral. The recorded responses were compiled, tabulated and analysed by using statistical tools, frequency, percentage and rank.

Results and discussion

It is evident from data presented in the table 1 the majority (93.33 per cent) of the students developed their ability of cooperation and team work. Six months stay in village situation helped them to establish good rapport with society (92.00 per cent) and (90.67 per cent) gained practical experiences of working with farmers, simultaneously students also get developed their personal

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Table 1: Distribution of respondents regarding learning experiences during RAWE programme

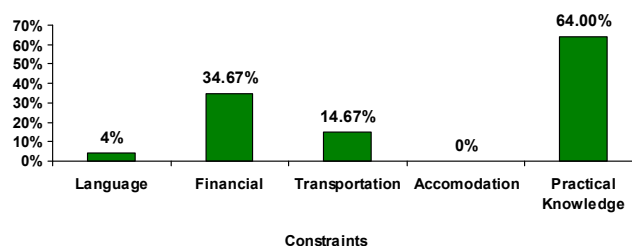
(N=75)

| S. No. | Learning Experiences | Frequency | Percentage | Rank |
|--------|--|-----------|------------|------|
| 1. | Known to establish good rapport with society | 69 | 92.00 | II |
| 2. | Communication skill developed | 37 | 49.33 | XIV |
| 3. | Understood the pattern of rural life | 65 | 86.67 | V |
| 4. | Development in ability of cooperation and team work | 70 | 93.33 | I |
| 5. | Learnt experiences of rural setting | 61 | 81.33 | VII |
| 6. | Boosted confidence of working with people | 58 | 77.33 | VIII |
| 7. | Gained knowledge and ability of resources management in doing field work | 57 | 76.00 | IX |
| 8. | Experienced to adjust in rural environment | 66 | 88.00 | IV |
| 9. | Gained practical experiences | 68 | 90.67 | III |
| 10. | Learnt need assessment and programme planning | 55 | 73.33 | X |
| 11. | Developed leadership quality | 42 | 56.00 | XII |
| 12. | Satisfied with programme | 63 | 84.00 | VI |
| 13. | Learnt local dialect | 35 | 46.67 | XV |
| 14. | Exposed to social system and institutions | 40 | 53.33 | XIII |
| 15. | Exposed to rural livelihood security and survivability | 48 | 64.00 | XI |

Table 2: Distribution of students to constraints faced during RAWE programme

(N=75)

| S.No. | Constraints category | Frequency | % | Rank |
|-------|------------------------------------|-----------|-------|------|
| 1. | Language | 3 | 4.00 | IV |
| 2. | Financial | 26 | 34.67 | II |
| 3. | Transportation | 11 | 14.67 | III |
| 4. | Accommodation problem | 0 | 00.00 | V |
| 5. | Practical knowledge and experience | 48 | 64.00 | I |



attributes like confidence, village resource management, leadership quality, rural livelihood security and survivability, communication skill and learnt local dialect adjustment was also reported by the students. The few research finding and learning experiences of this study were also supported by the Home Science students of RAWE programme, a study by Godawat *et al.* (2008) and Abhay and Verma, V.K. (2007).

The basic constraints faced by the students during RAWE programme in the rural environment during stay of the programme are presented in the table 2. The data reveals that students faced major constraints of practical knowledge and experience (64.00 per cent) and 34.67 per cent of the students expressed the financial difficulty during programme, while discussion of this issue with the faculty member of the agriculture college, it was cleared that the amount of ₹ 500 per month/student as stipend was provided for six months and the rest arrangement required during stay at villages they had to manage by themselves. 14.67 per cent students stated transportation facility inconvenience. All of them were agreed that

accommodation facility was good, comfortable and affordable. The quite similar results were also reported in Rajasthan by Soni *et al.* (2011).

Conclusion

On the basis of the results of study it can be concluded that the outlook of B.Sc. (Ag.) students towards Rural Agricultural Work Experience programme in Harda District was helpful to a great extent in developing essential qualities required for good extension work. Simultaneously for boosting the practical knowledge and experience of students KVK scientists were more effective guiding and teaching resource during this programme. This programme has gained much importance and popularity among the farmers and extension workers as RAWE has helped to strengthen the linkage mechanism among technology generation and dissemination process. This programme also enabled the university and Agricultural Science Centre to communicate appropriate feed-back and impact points to the extension system for refinement of technologies.

This will be of immense help to the undergraduate students to have thorough understanding of rural scenario and problems encountered in adoption of technologies

besides practicing PRA techniques. This will also help the students to develop their leadership qualities so as to play an important role in the extension system. The proper evaluation, time of programme and proper facilities of lodging, boarding and transportation also were found equally important for the success of programme.

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