International Journal of Social Sciences
Citation: *Int. J. Soc. Sci.*, **12**(02): 49-54, June 2023
DOI: 10.46852/2249-6637.02.2023.3

Research Paper

Factors Associated with Rural Agriculture Work Experience (RAWE) Programme: An Impact

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Received: 26-02-2023 **Revised:** 30-05-2023 **Accepted:** 07-06-2023

ABSTRACT

The papers focused on impact on students and farmers skills under the RAWE programme under the CCS Haryana Agriculture University Hisar. The study found that motivation needs which were varied towards students motivation skills. Thus, the factors are found to be responsible to assess an impact on students' skills and impact on farmers. To get a clearer spectrum of the study associated factors taken to measure the impact during RAWE. It was found under intrinsic motivation majority (70%) of students found that learning and experience ideas was considered to be the most vital factor that secure (2.39) mean score value followed by (60%) believed to do well and show good result secured (2.20) mean value. While (70%) select the CCSHAU due to interest in agriculture with mean value (2.35). However, (70%) students using local language with farmers secured mean value (2.14) in case of students' self-exploration. Study revealed that under extrinsic motivation majority (75%) students found to highly motivated on the statement concerning welfare to get good feedback which secured (1.67) mean, avoid working what else to do (75%) with (1.67) mean value, where (60%) students had medium level of motivation on the statement believed to be motivated (15%) with (2.14) mean value towards extrinsic motivation. Eventually more than (60%) students having medium level of motivation concerning on the statement students enjoy and interest due to village view with (1.82) mean value, (70%) having low level of motivation show very little performance with mean value (1.71) respectively.

HIGHLIGHTS

- Increasing the awareness among the rural people.
- Helping to find out the factors existed in rural areas like poor modern technology, etc.
- Inculcating welfare related to different government schemes.
- Assessing the impact of intrinsic and extrinsic motivation on students as well as farmers.
- The CCS Haryana Agriculture University support to farming community and students through sound education, agri based advisory, hands-on practice, etc.

Keywords: Agriculture, Assessment, Factors, Impact and Motivation

The value of agricultural education has been significantly diminished, according to Dr. Radhakrishnan, one of India's most esteemed educators. This holds true for all agricultural professionals, not just extension personnel. In order to integrate direct engagement and experience with agricultural life and practice, agricultural education should be provided in a rural context. The Third Deans committee under the chairmanship of

How to cite this article: Kumar, A., Godara, A.K., Mukteshwar, R. and Rohila, A.K. (2023). Factors associated with Rural Agriculture Work Experience (RAWE) Programme: an Impact. *Int. J. Soc. Sci.*, **12**(02): 49-54.

Source of Support: None; **Conflict of Interest:** None

Keerti Singh advocated the introduction of RAWEP in all the State Agricultural Universities (SAU's) in India and laid down specific objectives for the programme (Shivaramu, 2018). It sharpen the knowledge and skills of agricultural students, RAWE is being offered in final year of the B.Sc. (Agri.) degree programme which includes, training, demonstration, observation, practice and participation in purposeful activities and to orient our agricultural graduates for participation in various rural activities.. This experiential system in agricultural education has a strong potential to prepare a better agricultural technocrats with improved skill in combination with the modern out-look and management (Kumar *et al*. 2020). The main objective of the village stay module is to equip the students to plan and organize appropriate extension programs based on the local farming problems in the village and to prepare an integrated agricultural development plan of a village/ Panchayath (Sreenath, P. and Sreedaya). It is observed that farmers need and their impact on students as well as on farmers. He also observed an exploration to observe the people's need in order to improve their living conditions in human environment. As we know that "No men is an Island unto himself in the Society". In addition to this social grouping, association belonging which are depending on emotional sense are needed to enhance different social setting. Such needs were observed during RAWE and impacted the students and farmers. The confirmation was made to known in case of students needs by establishing the communication and ways and means of life during RAWEP (Aruma and Enwuvesi Hanachor, 2017). The present research study is conducted to identify the perception of farmers towards village stay program and identify the contribution of each of the components, to study the extent of the utility of development plans submitted to the respective *panchayaths* as perceived by the peoples' representatives, constraints felt by the students and to suggestions suitable modifications (Sreenath, P. and Sreedaya).

MATERIALS AND METHODS

The present investigation was carried out in CCS Haryana Agricultural University, Hisar as well as villages allotted under RAWEP. Thus, 260 host farmers and 120 students were selected as sample size with whom the students interacted to know the impact viz. rural life, agricultural practices, adoption rate of different seed varieties and technology and new farm enterprise. For the calculation of the data descriptive research design was applied for carrying out the study in the state of Haryana. Further, data was collected with help of questionnaire of measuring within face to face contact with the farmers. In formulating the question and setting the particulars' the investigator has taken opinion and guidance of the experts and extension personals. While, collected data was analyzed and tabulated by using the frequency and percentage.

RESULTS AND DISCUSSION

In section result and discussion the result from the survey conducted. In case of this descriptive statistic research have been used as mentioned in methodology to analysis the students needs with respect to RAWE. The total weighted mean score and rank order of the levels of need have been used.

The data presented in the Table 1 students need were seen as being motivated to a certain extent on the statement of "Select CCSHAU due to interest in agriculture" secured first rank with mean score (2.35) followed by learning and exploring ideas" secured 2nd rank with mean score (2.35). While maximum responded reported that believed to do well and show good result secured 3rd rank with their mean score (2.20) remaining using local language with farmers was ranked 4th with least mean score (2.14) in respect to intrinsic motivation.

The data presented in the Table 1 majority of the students need were seen as being de-motivated up to certain extent on the statement "believed to be de-motivated" secured first rank with highest mean score (2.14), maximum respondents observed that "concerning welfare get good feedback" and "avoid working what else todo" (1.67) were secured 2nd rank with same mean score in both cases. It is indicated that during RAWEP students worked on prominent issues of farmers instead left the causes which may affected their need at village's level as being extrinsic motivation.

Table 1: Distribution of the respondents according to impact on motivational skill (n = 140)

Sl. No.	Impact on motivation skill	High motivation (3)	Medium Motivation(2)	Low motivation(1)	Total weighted score	Total weighted meanscore	Rank order
1.	**Intrinsic**						
(A)	**Self-exploration**						
i.	Learning and exploring ideas	70	45	25	325	2.32	II
ii	Believed to do well and showgood result	60	48	32	308	2.20	III
iii	Select CCSHAU due tointerest in agriculture	70	50	20	330	2.35	I
iv.	Using local language withfarmers	70	20	50	300	2.14	IV
2.	**Extrinsic**						
(A)	**Rejection of Alternative Options**						
i.	Concerning welfare get good feedback	75	45	70	235	1.67	II
ii.	Avoid working what else todo	75	45	70	235	1.67	II
iii	Believed to be de-motivated	15	60	30	300	2.14	I
(B)	**Social Enjoyment**						
i.	Students enjoy and interactdue to village view	28	60	52	256	1.82	I
ii.	Show very little performance	30	40	70	240	1.71	II

The data presented in the Table 1 mostly students love and social enjoyment/belongingness were observed as being motivated at some limitation on the statement of "students enjoy and interact due to village view" secured highest mean value (1.82) with 1st rank followed by "show very little performance" secured mean value (1.71) with 2nd rank. It is cleared that students were found to be enthusiastic/motivated in establishing the communication with farmers but due to some reason like literacy students were faced problems in expressing their knowledge. According to similar study (Mehta, 2021) this is the Maslow (1943) has observed when the level of need found to be satisfied it can shift to the next paradigm. As per level of students their lower needs are not being met and hence are not able to move up during RAWEP. Mentioned above particular/statements selection of CCSHAU due to interest in agriculture got highest weighted mean value which means students were having intrinsic motivation. It also resulted that during RWAEP students used local language with lowest weighted mean value that indicates students and farmers faced communication problems. Study revealed that (Handage and Chander, 2021) among the students' capabilities as a motivation towards their surrounding and their study at a particular institute or university cannot develop a single competency in students; all trays to develop an array of capabilities. It is discovered that influencing motivation factors of students bring in betterment during RAWEP.

The data presented in the Table 2 majority of the respondents (85 %) having significant impact on "improve fraternity among farmers" followed by (80.8%) also having significant impact on "gained knowledge of agriculture schemes" remaining (82.50%) impacted towards "introduce the utility of fertilizers weeds and herbicides". It is revealed that mostly (82.5%) farmers had significant impact on "batter farm planning" suggested by students for the improved crop production. "Motivate to adopt new technologies having positive impact" "create interest in organizing the fields visits (54.2%) rather than (45.2%) farmers were having average impact. Study showed that farmers were having the significant impact on "improves their

Table 2: Percentage distribution of the respondents and impact on farmers of RAWEP (n = 120)

Sl. No.	Statements	Significant (3)	Average (2)	Minimal (1)
1	Improve fraternity among farmers	102 (85.0)	18 (15.0)	0.0 (0.00)
2	Gained knowledge of agricultural schemes	97 (80.8)	23 (19.2)	0.0 (0.00)
3	Introduce the utility of fertilizers, weeds and herbicides	99 (82.5)	21 (17.5)	0.0 (0.00)
4	Suggest the batter farm planning	99 (82.5)	21 (17.5)	0.0 (0.00)
5	Motivate to adopt new technologies	64 (53.8)	56 (46.7)	0.0 (0.00)
6	Create interest in organize the field visits	65 (54.2)	55 (45.2)	0.0 (0.00)
7	Improve communication skill of farmers	63 (52.5)	56 (46.7)	1 (0.8)
8	Introduce modern agricultural technique	71 (59.2)	45 (37.5)	4 (3.3)
9	Optimize the knowledge gap	62 (51.7)	55 (45.5)	3 (2.5)
10	Influence farmers decision making at village level	46 (38.3)	71 (59.2)	3 (2.5)
11	Share experience to encourage the farmers	7 (5.8)	68 (56.7)	45 (37.5)
12	Improve understanding of farming system	9 (7.5)	63 (52.5)	48 (40.0)
13	Inadequate extension services among farmers	15 (12.5)	56 (46.7)	49 (40.8)
14	Enhance education level among farmers	25 (20.8)	46 (38.3)	49 (49.8)
15	Remove confliction while expressing an idea	38 (31.7)	42 (35.0)	40 (33.3)

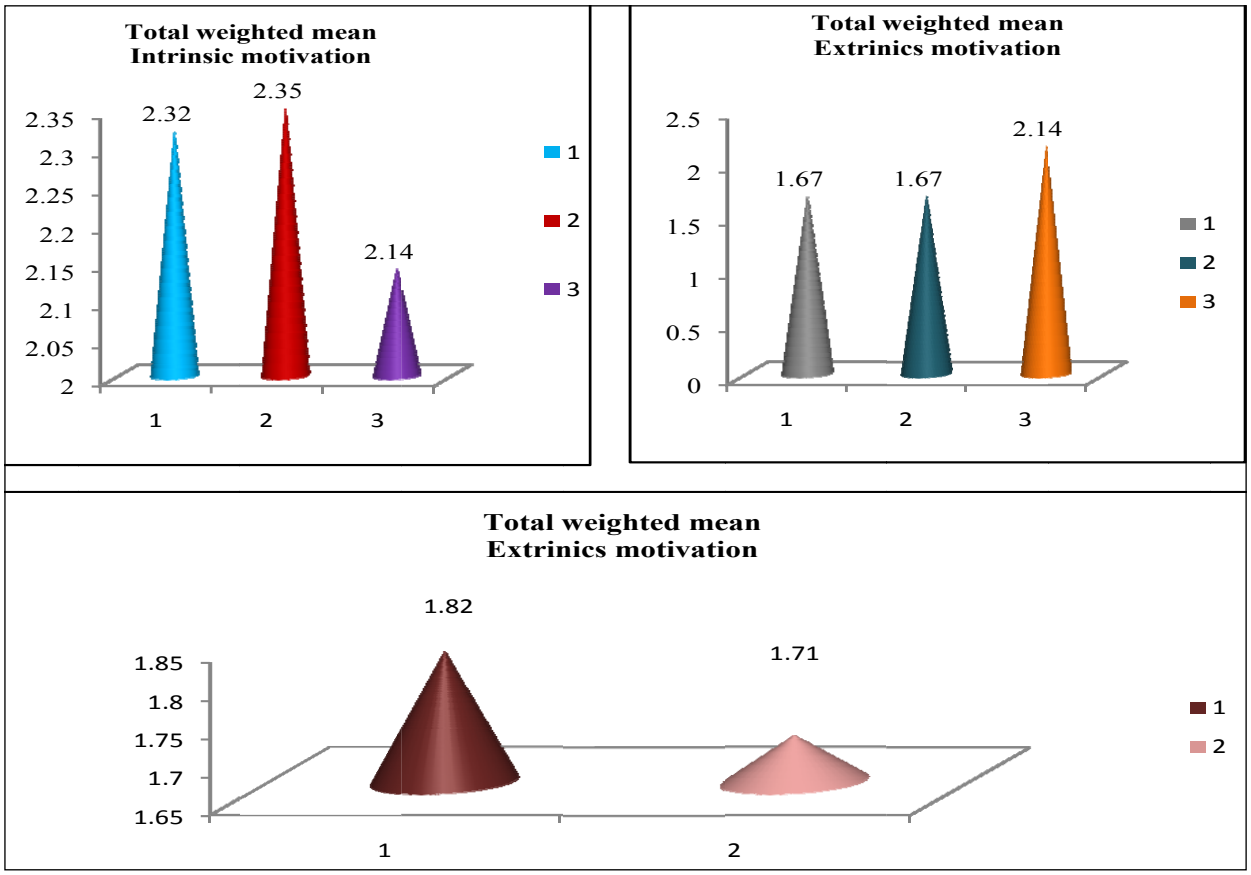

Fig. 1-3: Diagrammatic representation of intrinsic and extrinsic motivation

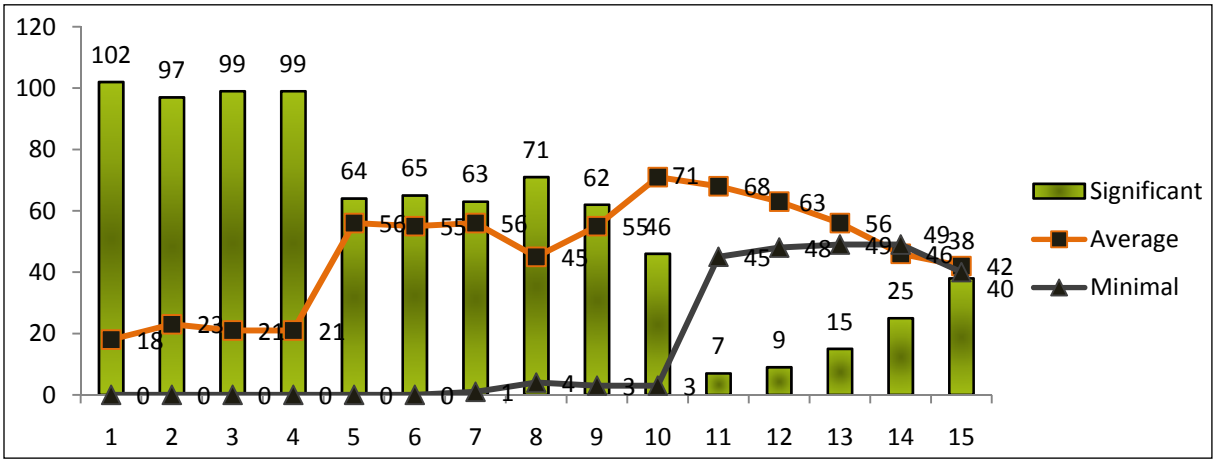

Fig. 4: Distribution of the respondents and impact on farmers as result of RAWEP

communication skills with students and scientist". In this case farmers were having average impact on the communication skills (46.7%), "introduce about new modern agricultural technologies which is having positive impact (59.2%) while (37.5%) having average impact. According to similar finding (3.75%) students explained that through weekly outreach activities students got the opportunity to practices what they were taught in class in the real world of work (Lawala, 2014). The data presented in the table students and "farmer maintained the communication gap" (51.7%) as well as (45.5 %) having average impact regarding communication gap. "Influence farmers' decision making at village level" with high average impact (59.2%), share experience to encourage to the farmers (52.5%), "improves understanding of farmers system (52.5%) with average impact. "Inadequate extension services among farmers (46.7%) having average impact, "enhance education level among farmers (49.8%) with highest minimal impact (49.8%), "remove confliction while expressing an idea (35.0%) with average impact on farmers during investigation. The results from the study are parallel who reported that during village attachment during RAWEP students who were placed to different types of farmers expressed that they were acknowledged as fully professional. A similar situation was also reported by Ayarkwa *et al.* (2012) and Matamande *et al.* (2013) further elaborated that industrial attachment as an experiential learning similar to outreach programme, helped students to have appreciation of real world, to apply theory to practices from the hands-on training and students learnt about skills required as well as work ethics. As per study efforts are mainly concerned to encourage farmers to adopt new agricultural and efficient practices to change their situations for economic prosperity and livelihood security Jaiswal, *et al*. (2020).

CONCLUSION

It is concluded that during the investigation students were motivated due to having the interest in agriculture being selection of CCSAHU campus. Therefore university conducted this outreach programme effectively where students may learned the learning by doing and seeing by believing at village level. It is recorded during the study respondents explored their ideas among farmers community to change their philosophy and ways and means of life. It was found during the programme students maintained the communication and use their local dialogue/words to know their internal ideas and perception towards students. In case of extrinsic motivation of students regarded the norms of villagers which helped them to be the part of farmers associations. It is indicates the accepting the norms of rural people can be the way of establishing the harmony and motivate them for the adoption of new agricultural methods. However, the findings also clearly indicate

that extrinsic motivations, particularly establishing communication and accepting the norms and others are important aspects. Therefore, students during RAWEP consider such facts that emboldening students and change the rural scenario.

It also concluded that majority of farmers were influenced due to such particular like improve fraternity among other farmers, gained knowledge of different schemes of rural development. Farmers were having significant impact on batter farm planning, farmers were having the positive impact on motivate to adopt new technology. It is confirmed in the study if the farmers have necessary support for improving these threats can aspect batter life in future.

ACKNOWLEDGEMENTS

We would like to acknowledge the support of the Department of Extension Education, CCS Haryana Agricultural University, Hisar in this research work for their great contribution in this paper. Our sincere thanks made to all farmers who have been supported with or without having any technical competency in response to all questions of research. The Declaration of interest statement-We now declares that there is no competing interest about this research paper.

ETHICAL APPROVAL

This is research involving human subjects, and we do now declare that the research study has prior approval by a technical committee of scientists of CCS Haryana Agricultural University.

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