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Problem Faced by Students of SKNAU, Jobner Regarding Rural Agricultural Work Experience (RAWE)

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

The students READY (Rural Entrepreneurship Awareness Development Yojana) programme aims to provide rural entrepreneurship awareness, practical experience in real-life situation in rural agriculture and creating awareness to undergraduate students about practical agriculture and allied sciences. The SKNAU, Jobner started this programme from the year 2020-21. It is not only an essential requirement for the completion of B.Sc. Agri. Degree but also is a golden opportunity for the students to develop skills and confidence to discharge their responsibilities as extension

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workers. The study was conducted in 4 constituent and 4 affiliated colleges of SKNAU, Jobner and a sample of 60 students from both types of colleges were selected using simple random sampling through proportional allocation method. It was found that there is a significant difference in the problem faced by the students of constituent and affiliated colleges regarding most statements of RAWE. The ranking level of the problem faced by the students of constituent and affiliated colleges was found significantly negatively correlated. The results could be improved using the increase in sample size and the sample taken from other universities too.

Keywords: Affiliated; constituent; READY; opinion; programme.

1. INTRODUCTION

Agricultural education is an important tool in ensuring increased agricultural productivity, sustainability, environmental and ecological security, profitability, job security and equity. The curriculum provides pathway 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 is an occupation requires more experience and students can acquire that experience through working with farmer [1-5]. Theoretical knowledge is the foundation for education while practical training helps in implication of this knowledge to real farms. The practical farm training programs expose students to a particular technology related to crop cultivation and make them aware of traditional farm practices. The students READY (Rural Entrepreneurship Awareness Development Yojana) programme aims to provide rural entrepreneurship awareness, practical experience in real-life situation in rural agriculture and creating awareness to undergraduate students about practical agriculture and allied sciences. The programme helps in building confidence, skill and acquire Indigenous Technical Knowledge (ITK) of the locality and thereby preparing the pass-out for self-employment. It also aims to provide opportunities to acquire hands-on-experience and entrepreneurial skills. Thus, Rural Agriculture Work Experience is a learner-centered approach of exposing undergraduate students of Agriculture college by using principles of “learning by doing” and “seeing is believing” to provide direction to think and act on their own. The Rural Agricultural Work Experience (RAWE) helps the students primarily to understand the rural situations, status of agricultural technologies adopted by farmers, prioritize the farmer’s problems and to develop skills and attitude of working with farm families for overall development in rural areas.

2. METHODOLOGY

The present study was conducted in Sri Karan Narendra Agriculture University, Jobner, Jaipur, Rajasthan. The constituent and affiliated colleges which directly comes under the administrative jurisdiction of Sri Karan Narendra Agriculture University, Jobner and conducting RAWE programme under student READY during 2021-22 were selected. The University was selected due to As the investigator is doing his post graduation from SKNCOA, Jobner, it was convenient for her to collect the data from the respondents easily [6-8].

There are 13 constituent colleges of SKNAU, Jobner namely SKNCOA, Jobner (Jaipur) [1947]; COA, Lalsot (Dausa) [2007]; COA, Fatehpur-Shekhawati (Sikar) [2013]; COA, Kumher, (Bharatpur) [2013]; SKNCOABM, Jobner (Jaipur) [2016]; COA, Navgaon, (Alwar) [2018]; COA, Kanwarpura, (Kotputli) [2019]; COA, Basedi, (Dholpur) [2019]; COA, Kisangarh Bas, (Alwar) [2020]; COA, Bhusawar, Bharatpur [2021]; College of Dairy Science and Technology, Jobner [2022]; COA, Niwai, (Tonk) [2021]; COA, Bhusawar, Bharatpur [2021]; COA, Neem Ka Thana, Sikar [2021]. Further 11 affiliated colleges namely B.B.D. Govt. P.G. College, Chimanpura-Shahpura (Jaipur) [1984]; Government College, Uniara (Tonk) [2013]; Dayanand College, Ajmer [2015]; M.B. Agriculture College,Tonk [2013]; Lt. Mool Chand Meena Agriculture College, Lalsot (Dausa) [2013]; Pt. Deen Dayal Upadhyay Agriculture College, Deoli,(Tonk) [2015]; Maharaja Surajmal Agriculture College, Rahimpur, (Bharatpur) [2015]; O.P. Agriculture College, Budhwal, Behror (Alwar) [2015]; G.L. Memorial Agriculture College, Kishangarh Bas, Alwar [2016]; Rukmani Devi Memorial Agril. College, Mandawar (Dausa) [2018]; Shekhawati Institute, Sikar [2019], which comes under the administrative jurisdiction of SKNAU, Jobner. Among these constituent and affiliated colleges of SKNAU, Jobner, the colleges under RAWE programme in session 2021-22 were selected.

Further 4 constituent colleges namely SKNCOA, Jobner (Jaipur) [1947]; COA, Lalsot (Dausa) [2007]; COA, Fatehpur- Shekhawati (Sikar) [2013]; COA, Kumher, (Bharatpur) [2013] and 4 affiliated colleges namely B.B.D. Govt. P.G. College, Chimanpura-Shahpura (Jaipur) [1984]; Government College, Uniara (Tonk) [2013]; Dayanand College, Ajmer [2013]; M.B. Agriculture College, Tonk [2013] were selected purposively for the study because of these colleges were established earliest one and the oldest among all aforesaid colleges.

From the list so prepared 60 respondents from 4 constituent colleges and 60 respondents from 4 affiliated colleges were selected using simple random sampling through proportional allocation to the sized sample. In this way a total sample of 120 students were selected for the study purpose.

3. RESULTS AND DISSCUSSION

The data given in Table 1 reveal that majority of students of constituent colleges (65.00%) had medium problem level whereas, 18.33 per cent and 16.67 per cent students of constituent colleges were having low and high problem level regarding RAWE, respectively.

The data given in Table 1 reveal that majority of students of affiliated colleges (60%) had medium problem level whereas, 21.67 per cent and 18.33 per cent students of affiliated colleges were having high and low satisfaction level regarding RAWE, respectively.

The data in Table 2 show that the weightage of thirtynine statements related to the problem faced by the students of constituent and affiliated colleges, which included thirty nine statements. Among different statements of problem, the statements **"**Less amount of stipend" and "Oral examination on each component of RAWE" (75.00 MPS) was found higher in terms of problem during RAWE, whereas, the statements "Difficulty in arranging transport facilities" and "Location of allotted village was not safe during RAWE Programme" (16.67 MPS) and "Stay facilities in the village attachment" (11.67 MPS) respectively was found to the least level of problem faced by the students of constituent colleges.

In case of students of affiliated colleges, they possessed highest problem about **"**Less amount of stipend" (100.00 MPS) whereas, "Heavy expenditure on preparation of reports" (31.67 MPS) and "It was difficult to understand the local language of villagers during RAWE Programme" (20.00 MPS) was found to the least level of problem faced by the students of affiliated colleges.

Table 1. Distribution of students of constituent colleges according to problem faced by them

n=120

Constituted Colleges ($n_{1=60}$)			Affiliated Colleges ($n_{2=60}$)		
Problem score	**F**	**P (%)**	**Problem score**	**F**	**P (%)**
Low (below 6.53 Score)	11	18.33	Low (below 9.15 Score)	11	18.33
Medium (from 6.53 to 22.63 Score)	39	65.00	Medium (from 9.15 to 28.39 Score)	36	60.00
High (above 22.63 Score)	10	16.67	High (above 28.39 Score)	13	21.67
Total	**60**	**100.00**	**Total**	**60**	**100.00**

Table 2. Statement wise problem of students of constituent and affiliated colleges

n=120

Problems	Constituent colleges ($n_1 = 60$)		Affiliated colleges ($n_{2=60}$)	
	MPS	**Rank**	**MPS**	**Rank**
Difficulty in arranging transport facilities	16.67	XVIII	51.67	VIII
Difficulty in time management	35.00	X	58.33	V
Stay facilities in the village attachment	11.67	XIX	53.33	VII
Less amount of stipend	75.00	I	100.00	I
Difficulty in conducting practical exercises	40.00	IX	60.00	IV
Problems in participation with farmers in different activities	48.33	IV	53.33	VII
Duration of RAWE was too long	46.67	V	51.67	VIII
It was difficult to convince villagers to adopt any	63.33	II	65.00	II

Problems	Constituent colleges ($n_1 = 60$)		Affiliated colleges ($n_{2=60}$)	
	MPS	Rank	MPS	Rank
new farm technology, new farm practice and government scheme during RAWE Programme				
It was difficult to understand the local language of villagers during RAWE Programme	21.67	XVII	20.00	XX
Location of allotted village was not safe during RAWE Programme	16.67	XVIII	36.67	XVII
Attitude of allotted farmer was negative during RAWE Programme	33.33	XI	50.00	IX
It was difficult to understand the cropping pattern of contact farmer	28.33	XIV	38.33	XVI
It was difficult to gather villagers for conducting meetings during RAWE Programme	45.00	VI	51.67	VIII
It was difficult to collect the data from government institutes and organizations during RAWE Programme	35.00	X	48.33	X
It was at possible to understand the socio-economic conditions of villagers during RAWE Programme	35.00	X	35.00	XVIII
Farmers faced hesitation to learn from students	26.67	XV	41.67	XIV
Programme timing is not suitable to farmers	33.33	XI	35.00	XVIII
Duration of RAWE only in one crop season	45.00	VI	50.00	IX
Organizing and conducting PRA of village	28.33	XIV	46.67	XI
Identification of the gaps in cultivation practices	31.67	XII	50.00	IX
Identification of the constraints in crop production	28.33	XIV	65.00	II
Problem in identification of weeds in farmer's field	26.67	XV	38.33	XVI
Problem in diagnosis of insect-pests and diseases infestation in the crops	28.33	XIV	45.00	XII
Problem in identification of the plant protection practices	30.00	XIII	40.00	XV
Problem in demonstration on soil sampling and soil testing	40.00	IX	55.00	VI
Problem in identification of major and minor nutrient deficiency in crop fields	48.33	IV	63.33	III
Diagnosis of problems in present fruits and vegetable crops of the farmers	41.67	VIII	46.67	XI
Problem in preparation of value added products	43.33	VII	48.33	X
Diagnosis of common health problems in dairy animals	43.33	VII	45.00	XII
Problem in organization of field days	35.00	X	53.33	VII
Problems in interacting with farmers regarding new tech0logy	40.00	IX	43.33	XIII
Problem in use of ICT- tools	43.33	VII	45.00	XII
Problem in dividing the groups of students during unit attatchment	26.67	XV	36.67	XVII
Problem in cooperation among group members during unit attatchment	26.67	XV	43.33	XIII
Problem in gaining the practical knowledge of pest and diseases of crops in plant clinic	25.00	XVI	48.33	X
Allotment of subject for skill orientation	45.00	VI	46.67	XI
Heavy load of report writing	50.00	III	45.00	XII
Heavy expenditure on preparation of reports	45.00	VI	31.67	XIX
Oral examination on each component of RAWE	75.00	I	38.33	XVI
Overall	**37.39**		**48.08**	

$r_s = 0.223^*$

*r_s=Rank correlation *Significant at 5% level of significance*

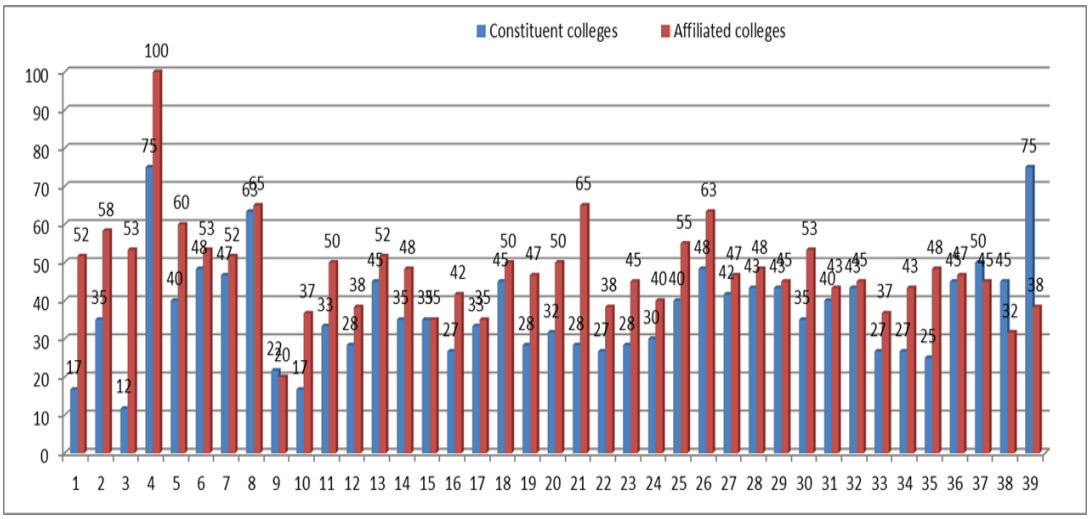

Fig. 1. Statement wise problem of students of constituent and affiliated colleges

1. *Difficulty in arranging transport facilities*
2. *Difficulty in time management*
3. *Stay facilities in the village attachment*
4. *Less amount of stipend*
5. *Difficulty in conducting practical exercises*
6. *Problems in participation with farmers in different activities*
7. *Duration of RAWE was too long*
8. *It was difficult to convince villagers to adopt any new farm technology, new farm practice and government scheme during RAWE Programme*
9. *It was difficult to understand the local language of villagers during RAWE Programme*
10. *Location of allotted village was not safe during RAWE Programme*
11. *Attitude of allotted farmer was negative during RAWE Programme*
12. *It was difficult to understand the cropping pattern of contact farmer*
13. *It was difficult to gather villagers for conducting meetings during RAWE Programme*
14. *It was difficult to collect the data from government institutes and organizations during RAWE Programme*
15. *It was at possible to understand the socio-economic conditions of villagers during RAWE Programme*
16. *Farmers faced hesitation to learn from students*
17. *Programme timing is not suitable to farmers*
18. *Duration of RAWE only in one crop season*
19. *Organizing and conducting PRA of village*
20. *Identification of the gaps in cultivation practices*
21. *Identification of the constraints in crop production*
22. *Problem in identification of weeds in farmer's field*
23. *Problem in diagnosis of insect-pests and diseases infestation in the crops*
24. *Problem in identification of the plant protection practices*
25. *Problem in demonstration on soil sampling and soil testing*
26. *Problem in identification of major and minor nutrient deficiency in crop fields*
27. *Diagnosis of problems in present fruits and vegetable crops of the farmers*
28. *Problem in preparation of value added products*
29. *Diagnosis of common health problems in dairy animals*
30. *Problem in organization of field days*
31. *Problems in interacting with farmers regarding new tech0logy*
32. *Problem in use of ICT- tools*
33. *Problem in dividing the groups of students during unit attatchment*
34. *Problem in cooperation among group members during unit attatchment*
35. *Problem in gaining the practical k0wledge of pest and diseases of crops in plant clinic*
36. *Allotment of subject for skill orientation*
37. *Heavy load of report writing*
38. *Heavy expenditure on preparation of reports*
39. *Oral examination on each component of RAWE*

4. DISCUSSION

It was concluded that the students of affiliated colleges were having highest overall and statement wise problem faced during RAWE whereas, the students of constituent colleges were having less problem faced during RAWE. This might be due to the fact that students of constituent colleges might have learned about various farm practices, new technologies at farm, practical trainings at their units, behaviour of farmers, various exercises at farm and gained stipend adequate and timely whereas, students of affiliated colleges were not learned these activities and not gained any stipend.

The findings of the study are in line with the findings of Singh [9], Mann and Sachan [10] and Prajapati et al. [11].

5. CONCLUSION

Majority (65.00%) of the students of constituent colleges had medium level of problem faced during RAWE.

Majority (60.00%) of the students of affiliated colleges had medium level of problem faced during RAWE.

According to practice wise problems, it was found that major problems faced by the students of constituent colleges during RAWE programme were **"**Less amount of stipend" and "Oral examination on each component of RAWE" (75.00 MPS) Whereas, in case of students of affiliated colleges "Less amount of stipend" (100.00 MPS). Similarly the least problems faced by the students of constituent colleges during RAWE programme were "Stay facilities in the village attachment" (11.67 MPS) Whereas, in case of students of affiliated colleges "It was difficult to understand the local language of villagers during RAWE Programme" (20.00 MPS) during RAWE.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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