



Constraints and Suggestions of the ANGRAU Students for Effective Implementation of Rural Agriculture Work Experience Programme (RAWEP)

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ABSTRACT

Agricultural education is an important tool in ensuring increased agricultural productivity, sustainability, environmental and ecological security, profitability, job security and equity. Different committees (ICAR Review Committee 1979; Deans Committee 1981) 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. The most important constraints faced by the RAWEP students were: Non- disbursement of stipend in time, Reduced opportunity for preparation to competitive exams, Inadequate transport facilities, Inadequate guidance from teachers on 'how' to do things, Non-coincidence of crop season during the programme, Inadequate stipend, Commencement of the RAWEP not coinciding with the crop season, Accommodation was poor, Location of RAWEP village in semi urban area, Distant location of RAWEP villages away from DAATTC and KVVKs, Non- availability of quantify food and water and suggestions offered by RAWEP students includes Release the stipend during the stay itself, Enhancement of stipend, Provide facilities like TV, Video etc to teach farmer through telefilms/documentaries, Creating congenial atmosphere for students in villages before allotment of students.

Key words: Constraints, Suggestions about RAWEP activities.

Agricultural education is an important tool in ensuring increased agricultural productivity, sustainability, environmental and ecological security, profitability, job security and equity. Agricultural Sciences attempt to provide a systematic understanding of the agricultural phenomena in order to make the cultivation of plants and rearing of animals more profitable. A properly trained agricultural graduate will, therefore, have knowledge of the fundamental principles of Genetics, Pathology, Physiology, Entomology, Soils, Agronomy, Extension programmes etc., in relation to the production environments of plants and animals and such other discipline that have direct or indirect bearing on the understanding of the plant-animal complex, including Social Sciences.

Different committees (ICAR Review Committee 1979; Deans Committee 1981) recommended for strong linkage of agricultural education with actual farming situation through the programme. In this programme; the final year students are deputed in the seventh semester to stay in villages along with farmers for one full semester, where they will interact with the farmers of the village, work with them, understand their problems, apply the latest knowledge, acquire necessary skills and gain self-confidence. Accordingly, Randhawa Committee

(1992) in India recommended the Rural Agriculture Work Experience (RAWEP) Programme for imparting quality, practical and productive oriented education for the agriculture degree programme.keeping in view the increasing the importance RAWEP , an attempt has been made to identify the constraints being faced by students in RAWEP and eliciting suggestions for improvement RAWEP.

MATERIAL AND METHODS

The study was conducted in Andhra Pradesh during the year 2016-17. The State of Andhra Pradesh was selected purposively as Acharya N. G. Ranga Agricultural University is located in A.P. to analyse the constraints faced by the RAWEP students and functionaries and solutions to overcome those constraints. Among the existing five colleges in ANGRAU, three colleges representing three regions namely Agricultural College, Naira (1989) from North Coastal Region, Agricultural College, Bapatla (1945) from Southern Coastal Region, S.V. Agricultural College, Tirupati (1961) from Rayalseema Region purposively selected for the study. *Ex post fact* research design was used and 120 samples sizes were selected from the study by proportionate random sampling method. Constraints being faced by students in RAWEP and eliciting suggestions offered by them for

Table 1. Constraints of RAWEP Students

S. No.	Constraints of RAWEP Students	Frequency	Percentage	Rank
1	Non- commencement of the RAWEP coinciding with the crop season	88	73.33	VI
2	Lack of crop diversification in allotted village	59	49.16	XIII
3	Distant location of RAWEP villages away from DAATTC and KVKs	76	63.33	IX
4	Inability to suggest solutions to farmers' field problems	62	51.66	XI
5	Inadequate stipend	92	76.66	V
6	Non- disbursement of stipend in time	117	97.50	I
7	Non- availability of quality food and water	73	60.83	X
8	Inadequate guidelines from scientists	41	34.16	XV
9	Poor and inadequate accommodation	86	71.66	VII
10	Remote opportunity to prepare for competitive examinations.	109	90.83	II
11	Low attendance of farmers in meetings	61	50.83	XII
12	Location of RAWEP village in semi urban area	81	67.50	VIII
13	Inadequate transport facilities	101	84.16	III
14	Inadequate security for girl students in RAWEP villages	50	41.66	XIV
15	Inadequate guidance from teachers on 'how' to do things	100	83.33	IV
16	Inadequate scope to solve farmer problems	37	30.83	XVI

Table 2. Suggestions of RAWEP students.

S. No.	Suggestions from RAWEP students	Frequency	Percentage	Rank
1	Enhancement of stipend	117	97.5	II
2	Commencement of RAWEP coinciding with crop season	92	76.66	VIII
3	Location of RAWEP in truly rural areas	102	85	V
4	Teachers should make more surprise visits to the villages	68	56.66	XII
5	Creating congenial atmosphere in villages before allotment of students	105	87.5	IV
6	Taking care of food and accommodation facilities before their placement in villages	71	59.16	XI
7	Early identification of RAWEP villages	97	80.83	VII
8	Making transfer of technology to be available in time	66	55	XIII
9	Provision of facilities like TV, Video etc to teach farmer through telefilms/documentaries	107	89.16	III
10	Making attendance in the villages compulsory.	77	64.16	IX
11	Release of stipend in time	120	100	I
12	Allotment RAWEP villages nearer to DAATTC and KVKs	100	83.33	VI
13	Selection of village with transport facility	72	60	X

improvement of RAWEP were collected through open interview schedule, which was subjected for statistical analysis and were given ranks accordingly.

RESULTS AND DISCUSSION

An attempt was made to find out the constraints perceived by the RAWEP students presented in Table 1.

The constraints in percentage rank order of their importance include Non- disbursement of stipend

in time (I rank), Remote opportunity to prepare for competitive examinations (II rank), Inadequate transport facilities (III rank), Inadequate guidance from teachers on 'how' to do things (IV rank), Inadequate stipend (V rank), Non- commencement of the RAWEP coinciding with the crop season (VI rank), Poor and inadequate accommodation (VII rank), Location of RAWEP village in semi urban area (VIII rank), Distant location of RAWEP villages away from DAATTC and KVKs (IX rank), Non- availability of quality food and

water (X rank), Inability to suggest solutions to farmers' field problems (XI rank), Low attendance of farmers in meetings (XII rank), Lack of crop diversification in allotted village (XIII rank), Inadequate security for girl students in RAWEP villages (XIV rank) and Inadequate guidelines from scientists (XV rank), Inadequate scope to solve farmer problems (XVI). This might be due to students are busy with their RAWEP activities implies no time for any preparations and depending upon the area and lack of crop diversification RAWEP is not coincide with the crop season. The students should be stayed in villages during RAWEP at that place they face some difficulties about accommodation, food and water.

These findings are similar to Reddy (1985), Shareef and Rambabu (1999) and Kumar and Sharma (2012).

Based on the constraints the suggestions offered by RAWEP students for effective implementation were collected and presented in Table 2. Suggestions were ranked based on frequency and percentages.

The suggestions in percentage rank order of their importance include Release the stipend in time (I rank), Enhancement of stipend (II rank), Provision of facilities like TV, Video etc to teach farmer through telefilms/documentaries (III), Creating congenial atmosphere in villages before allotment of students (IV rank), Location of RAWEP in truly rural areas (V rank), Allotment RAWEP villages nearer to DAATTC and KVKs (VI rank), Early identification of RAWEP villages (VII rank) Commencement of RAWEP coinciding with crop season (VIII rank), Making attendance in the villages compulsory (IX rank),

Selection of village with transport facility (X rank), Taking care of food and accommodation facilities before their placement in villages (XI rank), Teachers should make more surprise visits to the villages (XII) and Making transfer of technology to be available in time (XII).

These findings are similar to Helen *et al.* (2000) and Singh and Tyagi (2012).

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