

# Perception of RAWE Programme by Students of UAS, Dharwad (Karnataka)

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## Abstract

**“An ounce of experience is worth tons of theory”**

People living in rural areas are dependent on agriculture. Development of India cannot be possible without strengthening the socio-economic condition of rural people. The rural work experience is basic for developing a graduate's competence in functioning as an effective teacher, researcher and extension professional in the transfer of technology to rural families and therefore, this type of practical training and experience of working with people in villages becomes inevitable. Rural Awareness Work Experience Programme (RAWEP) is an opportunity to the students to live in rural areas and develop right perspective of rural life. RAWEP was introduced in the Agricultural Universities mainly to bring overall improvement in quality of life of rural families. Students analyze the rural situations and helping them to help themselves by converting the unfelt needs into felt needs and make them aware of proper utilization of available resources. The students also understand the constraints in the transfer of technologies. With this background the research study was undertaken to know the perception of students about RAWE programme. The data was collected from randomly selected 60 students (30 agriculture and home science students each) of UAS, Dharwad, Karnataka by using pre structured interview schedule. Results showed that cent per cent of the students had high perception about RAWE programme. More than ninety per cent (95.00%) of the students had develop self confidence and majority (78.00%) of them were strongly agreed that they achieved the leadership qualities during RAWE programme. The students mainly faced constraints like communicating in local language (85.00%) followed by physical facilities (72.00%), lack of time (40.00%) and technical problems (43.00%). The research concluded that RAWE is an effective curriculum for students to develop leadership qualities, self confidence and positive attitudes towards rural people.

## 1. INTRODUCTION

Agriculture is the main occupation of India. Most of the people living in rural areas are dependent on agriculture. So development of India cannot be possible without strengthening

the socio-economic condition of rural people. Considering the importance of the knowledge on socio-economic behavior of the rural people, Rural Awareness Work Experience (RAWE) Programme was introduced in the Agricultural Universities. The Andhra Pradesh Agricultural University was the first to introduce RAWEP in its curriculum as early as in 1980-81. It mainly aims at bringing improvement in quality of life of rural families.

The RAWE is a course organized by the State Agricultural Universities normally in the final (VIII) semester of UG degree programme. The students under the supervision of teachers stay in an adopted village for a period of nearly nine weeks/five weeks and work in rural families. The students understand the available resources and the constraints in the transfer of technologies for the development of rural families. This course emphasize on “Learning through experience” with following objectives:

### Objectives of RAWE programme

- 1) To develop among the students an understanding of rural community life and the different situations prevailing in villages with special reference to agriculture/home science.
- 2) To help students to get familiarity with the socio-economic conditions of farmers/farm women and their problems with reference to agricultural/home stead development.
- 3) To provide an opportunity to students for practical training in crop production, homestead technology through work experience.
- 4) To develop communication skills among students using extension teaching methods in transfer of technology.
- 5) To make students to understand the agricultural technologies/homestead technology being followed by farmers/farm women and to prepare alternate farm plans to suit to the local situations in consultation with the farmers/farm women.
- 6) To develop confidence and competence in students for solving problems related to agriculture/household.

- 7) To help students to acquaint with the on-going thrust programmes and related transfer of technology programmes.

With the overall objective of RAWEP UAS, Dharwad started the programme to provide an opportunity to the students to live in rural areas and develop right perspective of rural life. In order to know the effectiveness of RAWEP among students the present study was undertaken with following objectives:

- 1) To study the perception of RAWEP by the students.
- 2) To identify the leadership qualities and self confidence by the RAWEP students .
- 3) To know the constraints of students for effective conduct of RAWEP.

## 2. MATERIAL AND METHODS

The study was conducted in University of Agricultural Sciences, Dharwad, Karnataka. A total of 60 students (30 from College of Agriculture and College of Rural Home Science each) were randomly selected from the batch 2011 and 2012. Pre-structured interview schedule was used to collect the data covering the objectives of the study. Collected data were analyzed by using frequency and percentage.

## 3. RESULTS

**Table 1: Perception of RAWEP by the students of Agriculture and Home Science. (N=60)**

Sl. No	Statements	FA		SWA		NA	
		F	%	F	%	F	%
1.	RAWEP has helped me to get familiar with rural people.	55	92	5	8	-	-
2.	RAWEP has helped me to understand village situations.	52	87	8	13	-	-
3.	RAWEP has helped me to understand rural institutions.	33	55	27	45	-	-
4.	RAWEP has helped me to understand the socio-economic conditions of the farmers/farm women.	37	62	23	38	-	-
5.	RAWEP has helped me to understand adoption patterns and adoption gaps.	30	50	30	50	-	-
6.	RAWEP has helped me to understand farmer's/farm women problems.	33	55	26	43	1	2
7.	RAWEP has helped me to understand farming system and farming/home management.	27	45	32	53	1	2
8.	RAWEP has helped to improve my diagnostic skills.	24	40	35	58	1	2
9.	RAWEP provided me practical training in crop production/home management.	21	35	35	58	4	7

10.	RAWEP has improved my communication skills.	30	50	28	47	2	3
11.	RAWEP has improved my leadership qualities.						
12.	RAWEP provided me opportunities to work with various agriculture/home sciences based institutions.	27	45	31	52	2	3
13.	RAWEP has given me competence to prepare farm/home plans or projects for individual's families.	25	42	32	53	3	5
14.	RAWEP provided opportunities for me to meet role model in agriculture/homestead and increase my confidence.	22	37	38	63	-	-
15.	RAWEP has helped me to get acquainted with on going TOT programmes in agriculture/homestead.	20	33	38	63	2	3
16.	RAWEP developed confidence and professional competence in me to solve field/household problems.	28	47	30	50	2	3

**FA-Fully Agreed, SWA- Some What Agree, NA- Not Agree**

From the table 1 it can be observed that 92 per cent of the students were fully agreed that RAWEP had helped them to get familiar with rural people followed by RAWEP had helped them to understand village situations(87.00%). Whereas only 33 per cent of the students had fully agreed that RAWEP had helped them to get acquainted with ongoing TOT programmes in agriculture/homestead.

**Table 1a: Perception of RAWEP by the students of Agriculture and Home Science. (N=60)**

Sl. No.	Perception	F	%
1.	Low(<34.9)	-	-
2.	Medium (34.9 to 41.9)	-	-
3.	High(>41.9)	60	100.00

Perception of students about RAWEP programme was categorized into low, medium and high perception category. It can be observed that cent per cent (100%) of the student showed high perception towards RAWEP (Table 1a).

**Table 2: Self confidence of students during RAWEP**

Sl. no	Statement	Yes		No	
		F	%	F	%
1.	I was hesitant in taking decisions during RAWEP	13	22	47	78
2.	I faced difficult situations during RAWEP without worry.	44	73	16	27
3.	I adjusted readily to new situations during RAWEP.	55	92	5	8

4.	I had a fear of failing in any things during RAWEP.	8	13	52	87
5.	I felt secure within myself during RAWEP.	50	83	10	17
6.	I frequently felt unworthy of myself during RAWEP.	9	15	51	85
7.	I normally felt discouraged when my opinions different from that of others during RAWEP.	11	18	49	82
8.	I have enough faith in myself to do any work during RAWEP.	57	95	3	5
9.	I gave up several times doing up a thing during RAWEP because I felt too little of my abilities.	16	27	44	73
10.	I found it easy to keep my mind on any task during RAWEP.	55	92	5	8

It was noticed from the Table 2 that 95 per cent of the students had enough faith in themselves to do any work during RAWEP programme. Equal per cent of students (92.00%) adjusted readily to new situation and found RAWEP programme as easy to keep their mind on any task. Whereas, only 13 per cent of students had a fear of failing in any task followed by frequently felt unworthy of themselves (15.00%) during RAWEP.

**Table 3: Leadership qualities of students during RAWEP**

Sl. No.	Statements	SA		A		UD		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1.	I was well adjusted to my group during RAWEP.	44	73	15	25	1	2	-	-	-	-
2.	I do not criticize members of my group in front of others.	40	67	10	17	6	10	4	7	-	-
3.	I was a helping hand to others during RAWEP.	39	65	18	30	3	5	-	-	-	-
4.	I took other members of my group to confidence during RAWEP.	36	60	17	28	3	5	4	7	-	-
5.	I treated all members of my group as equals during RAWEP.	47	78	9	15	-	-	4	7	-	-
6.	I acted as leader in one situation and follower in some other.	24	40	23	38	9	15	4	7	-	-
7.	I verbalized ideas of my group.	25	42	26	43	6	10	3	5	-	-
8.	I had knowledge of the subject.	42	70	17	28	1	2	-	-	-	-

9.	I did restrain from my own wishes and opinions for the group.	23	38	19	32	15	25	2	3	1	2
10.	I did show good temperament with maturity and patience.	30	50	20	33	6	10	4	7	-	-
11.	I used to accept willingly any responsibility assigned to me by my leader.	35	58	20	33	4	7	1	2	-	-
12.	I used to address the members of my group respectfully.	38	63	18	30	-	-	4	7	-	-
13.	I used to appreciate any member of my group who did good work.	43	72	15	25	1	2	1	2	-	-
14.	I used to act as a link between my group members and farmers.	35	58	16	27	7	12	2	3	-	-
15.	I used to take extra responsibility for my group.	29	48	22	37	7	12	2	3	-	-
16.	I encouraged all of my group members to take up duties and responsibilities without hesitation.	37	62	20	33	2	3	1	2	-	-
17.	I used to plan the daily activities in RAWEP on behalf of my group.	27	45	18	30	9	15	6	10	-	-
18.	I volunteered to solve farmers/farm women specific problems.	22	37	26	43	6	10	6	10	-	-

**SA-Strongly Agree, A-Agree, UD- Un-Decided, DA-Disagree, SDA-Strongly Disagree.**

A close review of Table 3 revealed that majority (78.00%) of the students strongly agreed that they achieved the leadership quality of treating all members of their group as equal followed by 73 per cent of the students who were well adjusted to their group during RAWEP whereas, only 37 per cent of the student agreed that they volunteered to solve farmers/farm women specific problems.

**Table 4: Constraints faced by the students during RAWEP**

Sl. no	Constraints	F*	%
1.	Communication problem	5	85
2.	Technical problem	26	43
3.	Lack of time	30	50
4.	Physical facilities	43	72

\*multiple answers are possible

The data recorded in Table 4. depicts that 85 per cent of the student faced communication problems due to unaware of language used in the village and less response of the villagers as they are involved in agriculture work during day time. Whereas, physical facilities were the other constraint as perceived by the students (72.00%) followed by lack of time (50.00%) and technical constraints (43.00%)

#### 4. CONCLUSION

Majority of the students had high perception about RAWEP as it helped to develop self confidence, leadership qualities in them. Hence, RAWEP is an effective curriculum for students to understand right perspective of rural life. It also helps in diffusion of technologies among rural people.

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