

Assessment of Rural Awareness Work Experience Programme (RAWE) Programme Implemented through Krishi Vigyan Kendra (KVK)

Ningthoukhongjam Soranganba^{1*}, L. Somendro¹, N. Johnson¹,
Ph. Chandramani¹, R. Laha² and V.K. Mishra³

¹Krishi Vigyan Kendra Churachandpur, ICAR-RC for NEH Region, Manipur Centre, India.

²ICAR- Research Complex for NEH Region, Manipur Centre, India.

³ICAR-Research Complex for NEH Region, Umiam, Meghalaya, India.

(Corresponding author: Ningthoukhongjam Soranganba*)

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ABSTRACT: Krishi Vigyan Kendra's have transformed itself into a micro-agro-ecology organisation and showcases diversified location specific farming modules advocating institutional programme like Rural Awareness Work Experience Programme (RAWE) to be taken up at Krishi Vigyan Kendras (KVK). The service and technical knowhow provided by the experts of KVK to graduating students through RAWE was not ascertained before about the effectiveness and efficiency. To establish the role of KVK implementing RAWE programme, a study was undertaken to assess the impact of conducting RAWE programme under the supervision of KVK Churachandpur, ICAR-RC for NEH Region, Manipur Centre as per the MoU signed between the former and South Asian Institute of Rural and Agricultural Management (SAIRAM). After assessing pre-acquired knowledge and comparing with post evaluation test, the result showed significant change ($p < 0.05$) and improvement in the level of both the practical and theoretical knowledge of the RAWE students was recorded at 27.9% from pre-evaluation score of 24.4% to 31.2% in case of post-evaluation score. The per cent change of each subject and their respective share acquired by the RAWE students after the post evaluation examination observed maximum share by fishery science (16%) followed by others (15%) which include farm management, general agriculture related knowledge, agroforestry (14%), plant protection (14%), home science (12%), agriculture extension (11%), horticulture (10%) and soil science (8%) respectively. Based on the present investigation it can be inferred that KVK based RAWE programme can be beneficial and effective for the graduating students of agriculture and allied streams. The students have positive attitude towards RAWE programme which will certainly boost their perspective about on farm experience and helped enriched through practical knowledge. KVK is a mini-agro-ecology institute where diversified field of agriculture and allied activities can be experience, learned and conceived and the study provide a platform for understanding the impact of implementing RAWE through KVK system.

Keywords: Rural Awareness Work Experience Programme (RAWE), Krishi Vigyan Kendra (KVK).

INTRODUCTION

Agriculture is the primary source of income for those who live in rural areas. India's development cannot be achieved without improving the socio-economic standing of rural populous. This kind of practical training and experience working with people in villages becomes necessary because it is fundamental to a graduating student's ability to function as an effective teacher, researcher, and extension professional in the transfer of technology to rural families. Students who participate in the Rural Awareness Work Experience Programme (RAWE) have the chance to live in rural regions and gain a proper perspective of rural living Burnell (2003); Karuppasamy *et al.* (2020).

One of the finest ways to develop agricultural graduates with the wide knowledge and skills necessary to tackle the new challenges is through Rural Agriculture Work

Experience RAWE Kapri *et al.* (2016). The RAWE programme was suggested by the Randhawa Committee of the Indian Council of Agricultural Research (ICAR) in 1992 as a means of delivering high-quality, practically oriented education for the agriculture degree programmes. It offers extensive hands-on experience for learning skills that are primarily focused on producing a something or offering a service to those in need. It has been practised to solve problems and enhance communication with the outside world through experiential learning. In essence, the educational process gives students how to think and behave, which leads to the development of confidence and aids in the comprehensive development of the students' competence, capability, capacity building, skills, and expertise Sajeev and Narayan (2013). But it needs a person's whole engagement, involvement, participation, active interest, dedication, skill, curiosity, vision, and

mission. Experiential learning is "the process by which knowledge is created through the transformation of experience and results from the combination of grasping and transforming experience," according to the National Institutes of Health. Effective work experience and training strategies in rural agricultural experiential learning approach give students the chance to participate in fieldwork activities as well as to review and critically analyse their prior work experiences in order to make them more applicable to any given situation. During their attachments to various villages and institutions as part of the Agricultural Extension module of RAWE, students studied various aspects of agricultural extension, particularly field extension, socio economic analysis (Karuppasamy *et al.*, 2020). These included agro ecosystem analysis using participatory rural appraisal (PRA) techniques, constraints analysis, study of communication/information sources use pattern, role and importance of village level institutions, documentation during rural agricultural and attitude towards RAWE programme (Prajapati *et al.*, 2017). Some of the techniques used includes transect/biodiversity walks, resource profiles of the hamlet, time lines, crop seasonality diagrams, and farming Tomar and Kashyap (2012). Rank Based Quotient (RBQ) approach or other pertinent methodologies were used to identify and rank the issues that farmers were facing. Singh and Kaur (2018) also reported the problem and suggestion of students and teachers during RAWE programme. A study for curriculum design and understanding the perception of students was also reported by Sreenath and Sarojini (2022). However, RAWE programme undertaken through the Krishi Vigyan Kendra is limited in number so its impact study.

MATERIALS AND METHODS

The study was conducted at ICAR Krishi Vigyan Kendra Churachandpur, Pearsonmun village, Churachandpur district which is under the

administrative control of ICAR RC for NEH Region, Manipur Centre. RAWE programme was conducted as a part of MoU agreement between South Asian Institute of Rural and Agricultural Management (SAIRAM), Langjing Achouba, Imphal-795113, Manipur and ICAR RC for NEH Region, Manipur Centre. A month long intensive programme was assigned for SAIRAM students consisting of 24 numbers of BSc (Agriculture) 2019 batch students at KVK Churachandpur from 15th September to 15th October 2022. Pre-evaluation questionnaire covering various subjects of horticulture, soil science, fishery science, plant protection, agroforestry, home science, agricultural extension and farm management were prepared and evaluated. Similarly, post-evaluation test for the above subject areas were also conducted after vigorous practical demonstration and theoretical classes to assess their RAWE performance. Collected data were statistically analysed.

RESULTS AND DISCUSSION

To know the impact of RAWE programme conducted by KVK which includes hands on farm demonstration and audio visual theoretical presentations by the subject experts of KVK Churachandpur on wide subject/field of horticulture, soil science, fishery science, agroforestry, plant protection, social/extension studies, farm management etc for one month, pre- and post-evaluation test/exam was conducted. And, to statistically analyse the study, a null hypothesis that "the pre- and post-knowledge level before and after the RAWE programme remains the same" is tested. A descriptive statistical analysis observed a pre-evaluation mean score value of 61 as compared to 78 for post evaluation score. In case of pre-evaluation score, the least score was recorded at 51 against the highest score of 71 with standard deviation of 5.36. The post evaluation score showed an improved result with minimum and maximum value of 57 and 90 respectively with standard deviation of 8.42.

Table 1: Evaluation score (%) card.

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Score (%)	Pre	69	69	63	58	67	66	57	67	54	60	63	63	60	66	59	51	69	57	61	57	71	54	57	61
	Post	90	78	85	80	88	75	63	90	73	78	69	83	75	70	78	58	80	85	78	85	88	75	85	88

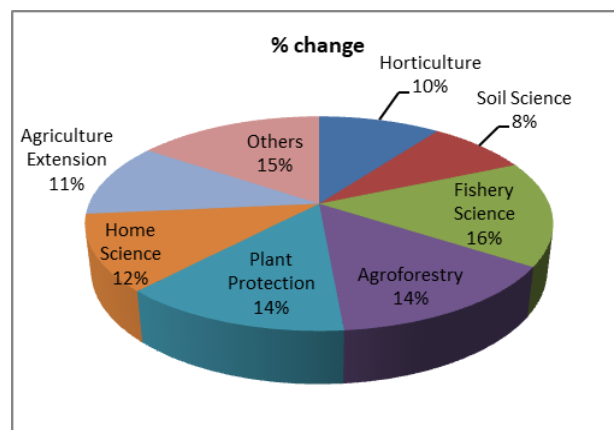
Table 2: Subject-wise distribution of score performance before and after evaluation.

Sr. No.	Subjects	Question Numbers	Avg. Score		% change
			Pre	Post	
1.	Horticulture	5	3.1	3.8	22.6
2.	Soil Science	5	3.2	3.8	18.8
3.	Fishery Science	5	3.1	4.2	35.5
4.	Agroforestry	5	2.8	3.7	32.1
5.	Plant Protection	5	3	3.9	30.0
6.	Home Science	5	3.1	3.9	25.8
7.	Agriculture Extension	5	3.2	4	25.0
8.	Others	5	2.9	3.9	34.5
	Total	40	24.4	31.2	27.9

A subject-wise performance score card as shown in Table 2 illustrated that a total % change in the overall performance of the RAWE students was recorded at 27.9% from pre-evaluation score of 24.4% to 31.2% in

case of post-evaluation score. Fishery science recorded the highest per cent change of 35.5% and soil science being the least with 18.8% change.

The per cent change of each subject and their respective share acquired by the RAWE students after the post evaluation examination is clearly illustrated in the pie diagram with maximum share occupied by fishery science (16%) followed by others (15%) which include farm management, general agriculture related knowledge, agroforestry (14%), plant protection (14%), home science (12%), agriculture extension (11%), horticulture (10%) and soil science (8%) respectively. A paired t-test showed a statistically significant mean score between pre- and post-evaluation test score conducted for the RAWE students' with value of $t(23) = -11.29$, $p < 0.05$ and Pearson Correlation of 0.488. This result is in support with the report provided by Brunell (2003) regarding real life situation provision to the students, in order to understand the rural socio economic conditions and various constraints faced by the farmers in real field conditions. The significant mean result and overall 27% change in evaluation test have showed that the RAWE programme has helped the students in understanding the ethics of practical field works through work experience as observed by Mahadik *et al.* (2011); Kapri *et al.* (2016); Prajapati *et al.* (2017) and other rural and transfer of technology (TOT) related programme reported by Mahadik *et al.* (2011). The findings also clearly indicated the perspective of the students learning experience as reported earlier by Sajeew and Gowda (2016); Sreenath and Sarojini (2022). The RAWE programme was found to be fruitful and the opportunity to work with KVK's/Research Stations as viewed in earlier reports (Anonymous 1999, 2012) was synonymous with the present finding.



CONCLUSIONS

The present study revealed that the students have positive attitude towards RAWE programme and such activities at KVK was found to be helpful which will certainly boost their perspective of RAWE. KVK is a mini-agro-ecology where diversified field of agriculture and allied activities can be seen, experience, learned and conceived and this can go a long way in fulfilling their dreams and career in a big way. In RAWE, students are exposed to the concepts of "learning by doing" and "seeing is believing," which gives them guidance while they think and behave independently. It gives students guidance on how to advance their knowledge, outlook, and abilities in order to graduate as experts and contribute to the overall growth of agriculture.

FUTURE SCOPE

Any RAWE programme undertaken through KVK system need to be examined, post evaluated and reported upon so that the extent of impact rendered towards the students for such programme can be scrutinised for the betterment of the farming community.

Conflict of Interest. None.

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Plate: RAWE students undergoing practical works and theoretical class at KVK Churachandpur.

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