IMPACT OF RURAL AGRICULTURAL WORK EXPERIENCE (RAWE) PROGRAMME ON AGRICULTURE GRADUATES OF VELLAYANI CAMPUS, KAU

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Dedicated
to
My Parents

DECLARATION

I hereby declare that this thesis entitled **"Impact of Rural Agricultural Work Experience (RAWE) programme on agriculture graduates of Vellayani campus, KAU"** is a bonafide record of research work done by me during the course of research and that the thesis has not previously formed the basis for the award to me of any degree, diploma, associateship, fellowship or other similar title, of any other University or Society.

Vellayani,
27.01.06

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CERTIFICATE

Certified that this thesis entitled **"Impact of Rural Agricultural Work Experience (RAWE) programme on agriculture graduates of Vellayani campus, KAU"** is a record of research work done independently by **Mrs. Y. Shifa Dhas (2002-11-11)** under my guidance and supervision and that it has not previously formed the basis for the award of any degree, fellowship or associateship to her.

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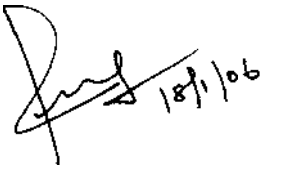

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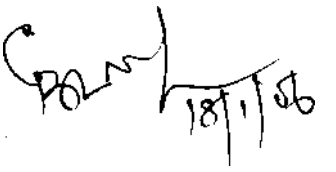

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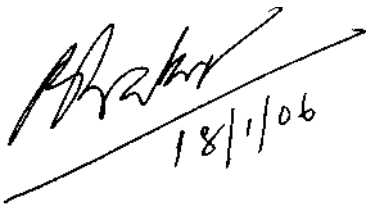

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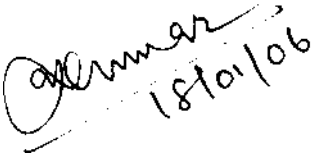

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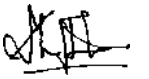

Y. Shifa Dhas

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Introduction

1. INTRODUCTION

Development of a nation depends on the effective utilization and management of available resources, which includes the material resources and the human resources. The most important area in which the development needs are to be continuously accelerated is agriculture, which is the backbone of our country's economy. The ecological diversity and broad genetic resources will enable the country to perform well in agriculture and allied sectors provided they are further strengthened and streamlined. Purposeful education is therefore necessary to bring about necessary changes in the knowledge, skill and attitude of the people engaged in farming.

Learning, research and action are the important areas of agricultural education. These areas have to be developed for which adequate human resource is to be deployed. This human resource as far as agriculture is concerned mostly will be the agriculture graduates coming out of agricultural institutions and universities. Educational Institutions are expected to fulfill certain social commitments and to function as rural catalysts or change agents in all their activities (Janakiraman, 2000).

Changes are happening in the structure, designing and functioning of academic programmes all over the world to meet the challenges of the modern environment. Many countries are no longer dominated by agricultural influence alone instead they are affected by a combination of agricultural, industrial and commercial forces (Morgan, 1989). In order to keep abreast of these changes, educators must have access to current

information so they will not become out-dated in their thinking and planning.

The agriculture scenario is undergoing a rapid change from the status of being subsistence farming to that of an occupation, business and industry. As modernisation increases there will be demand for more specialised and qualified well trained agricultural graduates who can handle new situations and opportunities. The future situation may demand new type of manpower, not as generalists but as specialists and entrepreneurs.

Agricultural education is an important tool in ensuring increased agriculture productivity, sustainability, environmental and ecological security, profitability and job security. The Committee on Agricultural Education in secondary schools in the year 1988 emphasized the need for change in vocational agriculture education, in order to meet the needs of the communities (Iverson and Bachtel, 1989). The Committee recommended that instruction be provided both in developing agriculture skills and in promoting general knowledge in agriculture. In the past four decades Indian agriculture education system has worked within the gamut of transfer of technology from scientist to extension functionary and to farmer. The emphasis has been acquiring knowledge, awareness, creation and dissemination of new technologies through extension techniques with a weak effort at skill up gradation. This ends up in making the agricultural graduates feel at a loss of confidence to employ their skills in the changed job scenario.

The inadequacy of present system to serve the needs of job mainly warrants the designing of right kind of learning experience for the graduate students to make them understand and appreciate the rural life realities to provide right insights of facts operating in the production system and the right kind of perspective about the knowledge expertise and experience of

farmers and the bio-physical endowments of environments in which the farmers operate.

Work experience should form a part of formal education. It is more meaningful when it is related to work. This would bridge the artificial gulf between men of thought and men of action (Garg, 1998). Experiential mind contributes something one cannot get from rational mind, because it learns from experience and is altered to one's emotions. It gives deeper insight than logic ones. Tapping into its wisdom can provide infinite solutions to problems too complex to analyse rationally. Many of the values students learn can be learned only by experience. Seeing a movie on ploughing is not the same as practicing ploughing (Lierman, 1991).

Experiential learning approach in agriculture was first initiated by Prof. Richard Bawden in the year 1978 at the University of Western Sydney, Hawkesbury in Australia (Kannayan *et al.*, 1998). In India, Randhawa Committee recommended the Rural Agriculture Work Experience Programme (RAWEP) for imparting quality, practical and production oriented education for the agriculture degree programme (ICAR, 1992). The primary purpose of the education system of experiential learning is for generating employment opportunities in agro-based industries. This type of agricultural education would also largely help for self-employment in commercial oriented agriculture areas and it is the best system for generating highly competent well trained personnel with technical skill and managerial capacity for agriculture sector.

Kerala Agricultural University, one of the foremost farm universities in India, in its endeavour to keep abreast with the global standards has infused in the concept of experiential learning through Rural Agricultural Work Experience Programme in its curriculum during the year 1995-1996. The programme mainly emphasized on the practical reorientation of the

farm students to the rural agricultural operation system, knowledge on village level institutions, regional research stations, agro based industries, self-employment avenues and totality of farm life. The RAWEP was planned for one full semester of 21 weeks during the final semester of the degree programme. The entire RAWEP has been planned into eight modules. This six months intensive training forms a base on which the students may build the career.

Need for the study

The Agricultural scenario in India is undergoing rapid transformation with more emphasis to develop high level of confidence building mechanism among the students of agriculture focusing towards self employment as well as self sustainability. The present day semester system in agriculture is well known to enrich theoretical knowledge in agriculture coupled with practical knowledge to great extent, but are mentally not very strong to cope up with the present day changes particularly commercial oriented agriculture because they are not very confident in dealing with a situation based on changes. The greatest challenge today is generally to change the mental attitude of students by training them in real world situation of agriculture to meet the situation based on changes.

The experiential learning concept of RAWEP provides ample opportunities for the students of agriculture to use all their sensory perceptual abilities for the clear understanding of the rural society.

A systematic study analysing the impact of RAWEP may enable to strengthen the RAWEP and enhance the utility of the programme. Hence a study is being conducted to analyse the impact of RAWEP in empowering B.Sc. (Agri) graduates with the following objectives.

Objectives of the study

1. To study the impact of RAWEP in empowering B.Sc (Agri.) graduates

2. To study the profile characters of the students and their relationships with empowerment.

3. To study the perception of B.Sc. (Agri.) graduates on RAWEP through SWOT analysis.

4. To study the constraints in RAWEP.

5. To make suggestions for the improved usefulness of the programme.

Scope of the study

The study would bring out a clear picture of the empowerment of students through the RAWEP. It would also throw light on the relationship between the students profile characters and the achievement from RAWEP.

The results of this study would facilitate the agricultural universities to identify the lacunae present in the system of RAWEP. It will also help to reorient the programme in order to help students for better learning and reshaping them to the needs of modern day agriculture sector.

Limitations of the study

The study was undertaken as a part of the requirement for the Post Graduate programme and hence it was not possible to cover the area in greater depth and in more comprehensive manner. However with limited resources and time available, sincere efforts have been made to make the study more objective and systematic as possible.

Theoretical Orientation

2. THEORETICAL ORIENTATION

A review of the existing literature assists the researcher analyse the problem with deeper insight and provides more knowledge about problem chosen for investigation. The study is an initial one in Kerala Agricultural University. Review of the literature in accordance with the objective of the study is presented under the following subheadings.

2.1. Concept and theory of experiential learning through RAWEP

2.2. Objectives of RAWEP

2.3. Concept of empowerment

2.4. Dimensions of empowerment

2.5. Profile characters influencing empowerment

2.6. Evaluative perception on utility of RAWEP through SWOT analysis

2.7. Constraints and suggestions for improving the RAWEP

2.8. Conceptual frame work of the study

2.1 CONCEPT AND THEORY OF EXPERIENTIAL LEARNING THROUGH RAWEP

The concept of Experiential learning through RAWEP primarily focuses on how one thinks and act. This learning process imparts a direction to the student to think and act which creates self confidence. Experiential learning through RAWEP makes a student learner to understand the problem with the sense of

clarity and this approach helps him/her to design strategies for problem solving (Kannayan *et al.*, 1998)

In experiential learning system a variety of methods such as workshops, brain storming sessions, role plays, group meetings, seminar sessions, group discussions, searching information through computers, literatures scanning in the library, audio visual aids, teaching aids, feed back method, report preparation, presentation of reports and most importantly the teachers role basically as facilitator are involved for effective learning.

The National Council of Educational Research and training (NCERT) introduced the 10+2+3 system in India with the concept of work experience in the school system. Later the concept of work experience at the secondary school level was fully endorsed by the All India Conference of District Educational Officers (Anon., 1976).

Theory of experiential learning

Theory of experiential learning is better understood through David Kolb's Experiential learning cycle. Kolb's learning cycle (1984) incorporate the possibility of two modes of experience either directly through the senses or indirectly through linguistic communication. An individual can learn through both modes of experiences.

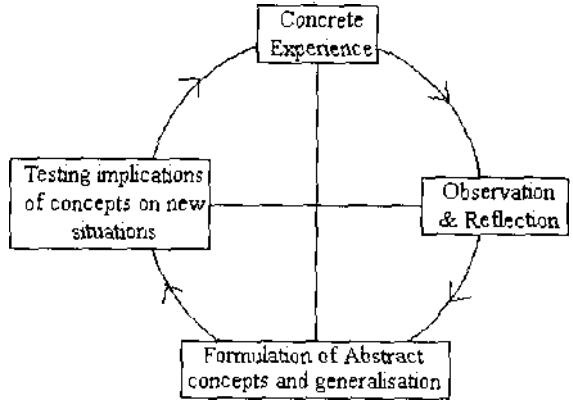


Fig. 1. Cyclic process of experiential learning

Kolb (1984) claim that the learning cycle may begin at any stage and that it could be a continuous spiral. The stages as perceived by David Kolb are as follows.

1) A Concrete Experience

The tangible qualities of the immediate experiences and the grasping of the knowledge that takes place.

2) Reflective observation

A collection of data through observation and critical thought regarding the experience.

3) Abstract conceptualisation

The process of analysing the data received and the internal process of developing concepts and theory from the experience.

4) Active experimentation

A modification of behaviour and knowledge occurs while the implications of the future are considered.

Jarvis (1995) opined that the Kolb's cycle puts into practice, the concepts and theories that have been developed through the reflection and conceptualisation process which in turn would create an environment for future experiences.

Putting agricultural knowledge and skill to work in real situation is the heart of agricultural education (Martin, 1991).

2.2 OBJECTIVES OF RAWEP

Kerala Agricultural University introduced the experiential learning model RAWEP in the B.Sc. (Agri.) curriculum for the 1999 final year students. The RAWEP programme is planned for one full semester of 21 weeks during the eighth semester of the degree programme which is phased into eight modules *viz.*, orientation and interaction session, training in Krishibhavans, watershed management analysis and farm planning, agro clinics, entrepreneurship development programme, village stay programme, training in research stations, Krishi Vigyan Kendras and trainings in Non Governmental Organizations. All these intensive participatory experience makes the students learn and appreciate the dynamic and integrated nature of practical farming and rural life.

The objectives of RAWEP are

i) To equip the agricultural graduates with the clear vision about the rural community, interdependence of its biophysical factors, farming systems and farming.

ii) To provide the students an opportunity to become familiar with the socio-economic conditions of the farmers and their problems with reference to agricultural development.

iii) To develop the required professional competency and self confidence among the agricultural graduates to handle the present and emerging demands of agricultural sector.

iv) To acquaint farm students with developmental agencies, approaches and major programmes of agricultural development.

v) To develop skills in students for solving problems related to agriculture and to prepare development projects/programmes (Manual on RAWEP, Kerala Agricultural University, Vellayani, 2000).

2.3 CONCEPT OF EMPOWERMENT

According to Rappaport (1987) empowerment conveys both a psychological sense of personnel control or influence and a concern with actual social influence, political power and legal rights.

Scott and Jaffe (1991) opined that empowerment is increasing the competitiveness and profitability by enhancing the value of the contribution of the people in the organisation, work group or team.

Empowerment is creating circumstances where people can use their facilities and abilities to maximum level in pursuit of common goals both human and profit oriented. Empowerment may reveal sources of managerial talent which were previously unrecognised creating circumstances in which that talent can flourish (Orbaldeston, 1993).

According to Carver (1995) empowerment is encouraging and allowing individuals to take personal responsibility for improving the way they do their jobs and contribute goals. It requires the creation of a culture which both encourages people at all levels to feel they can make a difference and help them to acquire the confidence and the skill to do so.

Clutterback (1995) defined Empowerment as finding new ways to concrete power in the hands of the people who need it to get the job done putting authority, responsibility, resources and rights at the most appropriate level of each task.

According to Pinto (1995) empowerment is development of skills and abilities of people to enable them to manage better, have a say in or negotiate with the existing development delivery system.

Sengupta (1998) observed that empowerment gives the people of a community the ability and opportunity to take part in decision making process

with regard to socio-economic and political issues affecting their existence. Empowerment of the deprived begins with their ability to voice their opinion through the process of consensual politics and dialogue.

Sekhar and Vasudeva (2001) defined the concept of empowerment as a long term conscious and continuous process comprising enhancement of skills, capacity building, gaining self confidence.

In this study empowerment is defined as creating circumstances where students can use their facilities and abilities at the maximum level there by moulding them for their future venture.

2.4 DIMENSIONS OF EMPOWERMENT

2.4.1 Self Confidence

Khare (1976) opined that confidence would play an important role in the success of a creation or innovation.

According to Pandiyaraj (1978) self confidence is the belief of an individual in his or her own abilities.

Kannayan *et al.* (1998) opined that experiential learning primarily focuses to train the students at different phases to create self confidence.

Patil and Sundaraswamy (1999) in their study on factors responsible for differential perception on National Agricultural Extension Project (NAEP) by extension personnel of department of agriculture revealed that self confidence was negatively correlated with perception.

According to Patel (2000) experiential learning is the basic approach towards problem solving in which learning is for improving interactions with the

outside world. The learning process provide a direction to the student to think and act which creates self confidence.

Rengaswamy (2000) opined that the RAWEP gave better exposure and learning experiences to the learner by improving the self confidence and technical competency.

2.4.2 Aspiration

English and English (1958) defined level of aspiration as the standard which a person judges his own performances as a success or failure or bring upto what he expects of himself.

According to Kannaiyan *et al.* (1998) the level of aspiration is the performance level of future attainment that the person sets himself to reach in some task. Apparently one's level of aspiration tends to grativate towards his achievement.

2.4.3 Achievement Motivation

Mc Clleland (1961) defined achievement motivation as a spontaneously expressed desire to do something well for his own sake rather than to gain power, love, recognition or profit.

Durand (1975) stated that people with a need to achieve, do perform better.

Singh and Kumar (1975) described that achievement motivation as the personality orientation which impels the individual to strive for success for his own sake rather than in anticipation to concrete rewards.

Janardhanan (1979) and Kalavathy (1989) reported that achievement motivation was not related with job performance.

Sinha (1982) has stated that "Motivation for achievement is to achieve something good or do it better with the innermost desire to do so. It depends on an internal compelling force rather than on an external one".

Halloran and Benton (1987) defined motivation as an internal need that is satisfied through an external expression.

Gogi and Talukdar (1997) stated that motivation is a goal directed and need satisfying behaviour. Achievement motivation is one of the factor which characterise an individual as progressive or development oriented and which has got direct bearing on the individual as well as the society as a whole.

2.4.4 Leadership Quality

Parry (1972) reported that leaders play an important role in developing political consciousness and mobilizing people and community they represent.

According to Lierman (1991) leadership is an individual's willingness to accept and fulfill a given responsibility in causing others the want to accomplish the task at hand.

Desai (1995) found that leadership is an important ingredient in the level and form of community participation.

Ban (1997) reported that a participatory approach requires changes in the leadership styles and culture of extension agency.

Noor (1998) refers leadership as the process of influencing people towards achieving the desired goals. The leader motivates people to behave in the most desired way.

Iqbal *et al.* (2000) opined that the students of RAWEP developed leadership qualities through shared presentation, group discussions, role plays and brain storming exercises.

2.4.5 Entrepreneurial Behaviour

Agarwal (1975) defined entrepreneurship as the ability to identify the resources to perceive their economic potential, the ability and willingness to utilise these resources and to invest in their development deferring immediate rewards in favour of investment.

According to Tandon (1975) the necessary skill for the performance of various functions can be acquired and inculcated among the entrepreneur provided he posses certain qualities identifiable through his overt behavioural manifestations.

Rao and Mehta (1978) described entrepreneurship as a creative and innovative response that environment such a response can take place in any field endeavour, business, industry, agriculture, education and social work. According to them defining characteristics of entrepreneurship is doing new things or doing things that are already being done in a new way.

Watkins and Allen (1987) defined entrepreneurship qualitatively as a characteristics or set of characteristics associated with persons who posses the drive, capabilities and organisational skills to obtain and manage the variety of inputs necessary to successfully undertake a venture.

Kaur and Shukla (1989) opined that the purpose of training in B.Sc. (Agri.) is basically to enable the individual, either to become self employed or to prepare them to handle planning and implementation of developmental programmes in agriculture.

Vijayalakshmi (1992) in her study reported that entrepreneurship is the ability to co-ordinate, organise, manage, maintain and reap the best even out of the worst situation.

Prakash *et al.* (2000) opined that entrepreneurship development programmes in RAWEP develops entrepreneurial traits among students and enable them to take up self employment ventures in their professional field with adequate self confidence.

Kalam (2003) stated that when a student goes out of the college/University campus after graduation, he or she should have the confidence to start enterprise individually or jointly.

2.4.6 Knowledge Gained

Kannayan *et al.* (1998) expressed that practice is futile in the absence of a knowledge of results in practice. Any device that furnishes the learner with a progressive knowledge of results in practice tends to promote his learning.

Narayanaswami (1999) observed that during village placement programme of students at Gandhigram Rural Institute, students gained knowledge on the functions of government officials, NGO's and formal and informal community organisations of village.

Rajasekharan (1999) opined that during RAWEP majority of students gained high level of exposure on climatic conditions in cropping system and infrastructure facilities. While low level of exposure on rural employment pattern and farming systems.

Geethakutty *et al.* (2000) opined that during RAWEP, students could experience real rural scenario as they were exposed to rural set up.

Helen *et al.* (2000) stated that undergraduate students of RAWEP who had undergone RAWEP in research stations and KVK's gained significant increase in knowledge on research and extension system under RAWEP.

Karthikeyan *et al.* (2000) found that the students were benefited out of the RAWEP course in terms of attaining self improvement and gained practical knowledge about farmers situation and their occupation in general.

Subramanian (2003) defined knowledge as familiarity gained by experience. It can includes know 'what' (knowledge about fact), know 'why' (scientific knowledge of the principles and laws of nature), know 'how' (skills or the capability to do something), know 'who' (information about who knows what and how to do what)

2.4.7 Professional Contact

Mohanty (1998) has quoted that according to Delors report the development of the 'Information Society' is increasing the opportunities for access to data and fact, education should enable everyone to gather information and to select, manage and use it.

Kumar (2001) has reported that throughout human history, man has been utilising information, communication capacity to generate information and share it with others to their mutual advantage to ward off danger to inform about new opportunities.

2.4.8 Risk Orientation

Reinsberg (1991) opined that taking risks and being innovative within the agricultural programme are important activities to facilitate change at the local level.

Kalam (2003) stated, the agricultural graduates should be taught to take calculated risks for the sake of larger gain.

2.4.9 Competency

Hammond and Goldman (1961), Ryan and Lackie (1965) Clifford (1972) reported that competition enhanced achievement.

Klein and Hill (1989) opined that in our highly competitive society, healthy competition based on skills learned through agriculture programmes is beneficial to students. Appropriately designed competition students to develop attitude and values necessary to compete in today's world.

Reinsberg (1991) expressed that tomorrow's modern secondary agriculture programme will continue to deal with the basic competencies and skills in agriculture.

Seema (1997) stated that from a psychological point of view competition involves a goal which being scarce cannot be shared by or appears to be unsharable to the individuals concerned.

Patel (2000) opined that RAWEP offers a direction to the students to develop their competency, capability, ability, capacity building acquiring skills acquiring expertise and personality development.

2.5 PROFILE CHARACTERS INFLUENCING EMPOWERMENT

Studies on profile characters that may have influence on the empowerment have been reviewed and presented under this study. The profile characters included in the study are gender, birth order, family type, rural urban background, academic achievement, parental occupation, occupation of the respondent, risk orientation, innovativeness and progressiveness.

2.5.1 Sex

Negga (1987) observed male students having enrolled more in agricultural college than female (4:6). The ratio of female found to be higher than National level (3:7)

Geetha and Hemalatha (1990) found that the individual difference among adolescent in vocational preference where irrespective of sex.

Bensamuel (1993) pointed out that the female students out numbered male students in the undergraduate agriculture course at TNAU, Madurai.

Rexlin (1993) observed that there are more males than females enrolled in horticultural colleges.

Abijith (2002) observed that the female students out numbered male students in undergraduate course at TNAU, Coimbatore. The male female ratio observed was (35:65).

Usha (2003) observed that female literacy rate increased at a faster rate than male literacy rate for the decade reading a level of 75.85 for males and 54.16 for females. The gap in male and female literacy rate stands at 21.69.

2.5.2 Birth Order

Jarilal (1982) inferred that the birth order of student causes major differences in their achievement. The first born significantly outscore the second and others and the second out score the third and the others.

Negga (1987) in his study concluded that the first born students having distribution more in frequency and achieving more in agricultural colleges than the other birth orders.

Sudhir and Darchingpu (1987) recorded that students from rural background and the last born were found to be superior to the urban and first and middle born in science achievement.

As per the study of Kumaresan (1990) there is a positive and significant relationship of birth order with academic achievement of undergraduate agriculture students.

2.5.3 Family Type

According to Maclver and Page (1977) the family is a group defined by a sex relationship sufficiently precise and enduring to provide for the procreation and upbringing of children.

Abijith (2002) observed that majority of the students were from nuclear families which could be taken as an indicator of changing social system were nuclear families are gaining prominence.

2.5.4 Rural Urban Background

Kahlon and Sisodia (1964) stated that rural students were more in agricultural course than others.

Sandhu (1968) reported that the undergraduate students of agriculture belonging to rural area, possessed better knowledge about agriculture than undergraduate of urban area.

Suprabha (1973) in a study on the vocational guidance needs of students observed that the need was high in the case of rural students than the urban students.

Jaganadhan (1985) stated that there is no significant relationship between locality and academic achievement.

The study of Makhija and Singh (1987) revealed that a majority (72%) of outgoing under graduate agriculture students belong to village while (28%) to towns. There was no significant difference between rural and urban students in self-confidence.

Shanmugasundaran (1989) observed that there was a very good performance of urban college students to rural college students in academic achievement

Kumaresan (1990) noted that there is a positive and significant relation between rural urban background and academic achievement of under graduate agriculture students

Bensamuel (1993) found that majority (67.85%) of undergraduate agriculture students hailed from urban areas and rural urban background had significant association with academic achievement.

According to Rajasekharan (1999) more than half of undergraduate students came from urban schooling background while only (41.73%) came from rural background.

2.5.5 Parental Occupation

Grewal (1966) revealed that majority of the students has selected vocations on the basis of their father's vocation. They wanted to take up vocation which were respectable in the eyes of the society.

Behra (1986) expressed that there existed significant difference in personality adjustments of socio-economically backward and socio-economically advanced students.

Jaganadhan (1986) concluded that father's occupation has much impact on the academic performance of their wards.

Makhija and Singh (1987) reported that (67.2%) of total undergraduate agriculture student were from agriculture families while (32.8%) belonged to non agricultural families, they found that there is no significant different between students whose parents are involved in agriculture to those whose parents are non-agricultural occupation regarding confidence level.

Sharma (1987) mentioned that there is no significant relation existing between parental income status and academic achievements.

Singh and Harbans (1987) noticed significant difference between achievement motivation of adolescent and their parental profession. The achievement motivation of students whose parents are government servants are higher than one's whose parents are unskilled labour.

Chacko (1990) observed that occupational choice of sons is more influenced by their father.

Rexlin (1993) found an even distribution of horticultural students from rural agricultural and urban non-agricultural families.

Sundaraswami *et al.* (1997) stated that the major occupation of the parents of under graduate agriculture students families (72%) was agriculture, followed by government service (23%). Only about (4%) had family business and less than (1%) were son/daughter of agricultural labourers.

Rajasekharan (1999) observed that (71%) of the parents of under graduate students of agriculture were in the occupation in other than agriculture category and (29%) were in agriculture occupations.

2.5.6 Academic Achievement

Thomas and Sanandaraj (1982) found that the correlation between self esteem and academic achievement was significant statistically.

Negga (1987) observed that among all variables academic achievement is only next to intelligence on its effect on academic achievement.

Bensamuel (1993) pointed out that although (43.91%) of respondents were high achievers at school level, only (23.48%) could achieve higher academic standard at college level.

2.5.7 Innovativeness

Katz (1963) defined innovation as a conglomeration of idea components.

Rao and Alagendhi (1989) in his appraisal of relative performance of entrepreneurs highlighted innovative ability as one of the entrepreneurial traits.

Seema (1997) defined innovativeness as the interest and desire of persons to seek changes in techniques and introduce such changes in their avocation.

2.5.8 Occupation of the Respondent

Subramanyan (1975) reported that agricultural graduates generally preferred employment in the Nationalised Banks and State Department of Agriculture. Quick promotion, high salary, prestige or recognition, more freedom and good treatment were reported as the principal reasons for preferring bank jobs. Those who have opted for State Department of Agriculture opined that job security, interest in extension work, rural life and easy availability of jobs were the main consideration for the choice.

Lakshminrayanan (1978) found that the agricultural students wanted to become agricultural extension workers.

Makhija and Singh (1985) found that (69.98%) of the agricultural graduates were interested in crop production (25.91%) interested in plant protection and (4.11%) interested in farm machinery.

Kaur *et al.* (1989) while reviewing the employment pattern of agriculture (1976) quoting the provisional census figures of 1971 pointed out that out of total degree holders and technical personal in agriculture who were employed a large portion i.e. (84%) was in the public sector, (12%) in the private sector and remaining (4%) were self employed.

Reinsberg (1991) opined that, element influencing the future direction of agricultural education is the image and knowledge of the industry and the job or profession within that industry.

2.5.9 Progressiveness

Singh (1973) opined that progressiveness of an individual refers to his higher receptivity to modern values and practices.

2.6 EVALUATIVE PERCEPTION OF RAWEP THROUGH SWOT ANALYSIS

Mishra (1995) revealed that development of scientific creativity among girls is not influenced by their perception on high or low levels of cognitive encouragements, acceptance, permissiveness and rejection in their school environment.

Rexlin and Seetharaman (1997) while studying B.Sc (Horticulture) student noted that the perceived order of preference of self employment was in the order of landscape, consultancy, nursery management, production of cut flowers followed by indoor gardening.

Geethakutty *et al.* (2000) reported that there is a marked gain in the perceived level of confidence among students who has undergone RAWEP.

According to Kothai (2000) analysis of strength, weakness. opportunities and threats of any programme is a very useful exercise to bring about the required improvements in the programme to achieve better results.

Kumar (2000) opined that in management science, SWOT analysis plays a paramount role in understanding the management problems at all stages irrespective of the type of organization

Prakash *et al.* (2000) reported that students who had undergone RAWEP expressing entreprencurship development programme as most effective followed by agro clinics and village stay programme.

2.7. CONSTRAINTS AND SUGGESTION FOR IMPROVING THE RAWEP

Packham *et al.* (1989) expressed that the implementation of experiential learning has resulted in a degree of polarisation in the faculty. This tends to exhibit itself in the issue of work load with staff committed to new approach being busy, but coping, while others find the work load a major problem.

Arulselvan (1992) identified financial constraint, marketing constraint, seasonal constraint, input constraint, labour constraint, technological constraint and psychological constraint as the major constraints of self employment training and vocational settlement.

Geethakutty *et al.* (2000) represented students suggestions for the improvement of RAWEP as include (i) diversified and recent enterprises (ii) small watershed for analysis and (iii) intensive training for Krishi Bhavan administration and more interactive and informal village stay programme.

Helen *et al.* (2000) suggested planning of RAWEP in such a way that final year students are sent to RAWE for a full cropping season by the adjustment of their semester.

Karthikeyan *et al.* (2000) identified poor boarding and accommodation, inadequate stipend, lack of transport facilities, poor communication facilities, lack of knowledge about RAWEP on the part of host farmer as the major constraints.

2.8 CONCEPTUAL FRAMEWORK OF THE STUDY

A conceptual framework of the study has been framed based on the objectives set forth for the study, the concepts theoretically derived from the review of literature, dimensions of empowerment and their relationship with profile characters has been considered

The framework is expected to facilitate theoretical and empirical analysis of impact of RAWEP in empowering the students for the nine dimensions considered for empowerment (dimensions of empowerment) and their relationship with selected profile characters.

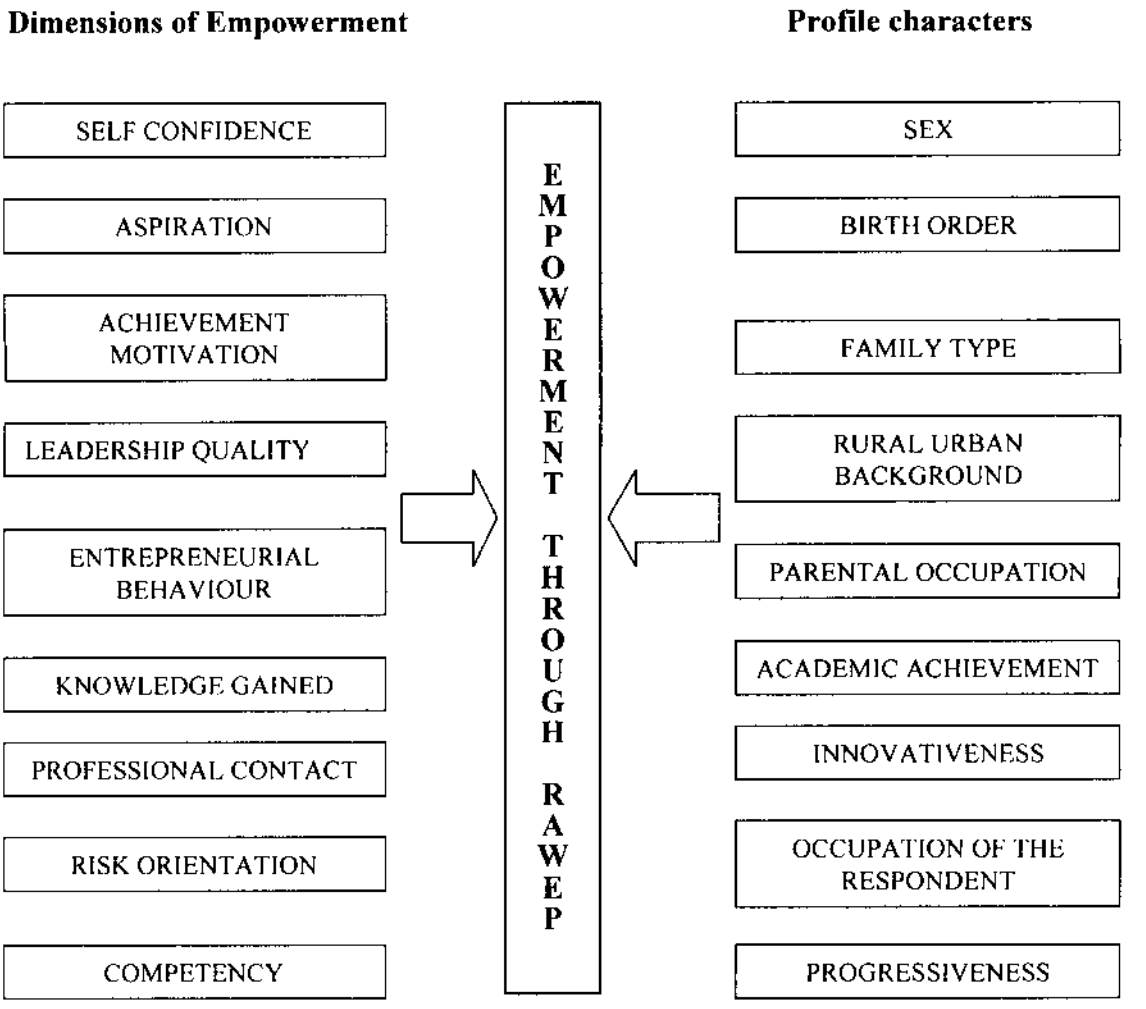


Fig. 2. Conceptual framework of the study

Methodology

3. METHODOLOGY

This chapter deals with the research method and procedures followed in this study which are presented below under the following heads.

3.1. Locale of study

3.2. Selection of respondents

3.3. Selection of variables

3.4. Operationalisation and measurement of dependent variable (dimensions of empowerment).

3.5. Operationalisation and measurement of independent variables. (profile characters)

3.6. Evaluative perception of RAWEP through SWOT analysis.

3.7. Identification of constraints and making suggestions for the improvement of RAWEP.

3.8. Techniques of data collection.

3.9. Statistical tools used for the study.

3.1 LOCALE OF STUDY

College of Agriculture Vellayani campus of Kerala Agricultural University was selected as locale of the study.

3.2. SELECTION OF RESPONDENTS

Stratified random sampling with equal allocation was followed for selection of the respondents.

RAWEP was initially introduced for the final year students in 1999. Since then five batches of students have completed RAWEP. Of this the first four batches of the year 1999, 2000, 2001 and 2002 were taken as batch I, batch II, batch III and batch IV representing four strata. The number of students of each batch was around 60, hence equal allocation of 25 respondents was made to each strata. Samples of 25 respondents were randomly selected from each strata to make a total sample size of 100.

3.3 SELECTION OF VARIABLES

Through review of existing literature and discussion with experts in the field of Agriculture education eighteen dimensions of empowerment (dependent variable) and fifteen profile characters (independent variables) were identified and sent to judges for eliciting their relevancy on a three point continuum viz; 'most relevant', 'relevant' and 'least relevant' (Appendix 1). The following scores were assigned.

Response	Score
Most relevant	3
Relevant	2
Least relevant	1

The total score for each variable and the mean score were calculated and those items with scores equal to and above mean were selected. Thus for the dependent variable empowerment, nine dimensions of empowerment and nine independent variables were selected for the study.

The dependent variables and the independent variables considered for the study are presented below.

Dependent Variable

Empowerment

Dimensions of Empowerment

1. Self confidence
2. Aspiration
3. Achievement motivation
4. Leadership quality
5. Entrepreneurial behaviour
6. Knowledge gained
7. Professional contact
8. Risk orientation
9. Competency

Independent variables

Profile characters

1. Sex
2. Birth order
3. Family type
4. Rural-Urban background
5. Parental occupation
6. Academic achievement
7. Innovativeness
8. Occupation of the respondent
9. Progressiveness

3.4. OPERATIONALISATION AND MEASUREMENT OF THE DEPENDENT VARIABLE (DIMENSION OF EMPOWERMENT)

3.4.1 Self Confidence

Self confidence is operationalised as the extent of feeling of the respondent about his/her abilities and resourcefulness to perform any activity which he/she desires to undertake.

Self confidence was measured using the scale followed by Seema (1997). The schedule consists of eight statements rated on a five point continuum. Strongly agree, agree, undecided, disagree and strongly disagree with scores 4, 3, 2, 1 and 0 for positive statements. The scoring was just reversed in the case of negative statements. The total score ranged between 32 to 0.

3.4.2 Aspiration

It is defined as the goal statement covering future level of achievement of an individual. Aspiration was measured using the scale developed by Kumar (1993). The schedule consisted of six items. Responses were collected on a two point continuum of 'Yes' and 'No' with scores of 1 and 0. The total score ranged between 6 and 0.

3.4.3 Achievement Motivation

It is operationally defined as the desire of excellence in order to attain a sense of personal accomplishment. It was measured using the scale adopted by Nath (2002). The scale consisted of seven statements rated on a five point continuum strongly agree, agree, undecided, disagree and strongly disagree with scores 4, 3, 2, 1, 0. The total score for a single respondent is the summation of scores over all the items. The score range is 28 to 0.

3.4.4 Leadership Quality

It is operationally defined as the ability of the student to influence others to co-operate in the attainment of a goal. It was measured using the scale followed by Meera (2001). The scale consisted of five statements weighted on a three point continuum. Always, sometimes and never with scores 2, 1 and 0. The score range is 10 to 0.

3.4.5 Entrepreneurial Behaviour

Refers to the characteristics associated with ability and capabilities to obtain and manage the variety of inputs necessary for undertaking a venture. Entrepreneurial behaviour was measured using the scale developed by Varma (1996). The scale consisted of six statements weighted on a two point continuum agree and disagree with scores 1 and 0. The scoring pattern was reversed for negative statements. The score ranged between 6 and 0.

3.4.6 Knowledge Gained

In the present study a standardised knowledge test was developed for measuring the knowledge of the respondent acquired from RAWEP. The procedure followed by Seema (1997) was adopted for the study.

The procedure followed for the study was as follows.

a. Item collection

The contents of knowledge test were composed of a pool of questions called items. An item pool of questions was prepared by reviewing the manual on RAWEP and discussing with subject matter specialists of College of Agriculture, Vellayani. Finally, a scrutiny of the items were made and those items which were supposed to differentiate the well informed students from the poorly informed one's. Items having a certain level of difficulty were selected for editing.

b. Item analysis

The selected 30 items were administered to 100 randomly selected non sample respondents comprising of graduates who have underwent RAWEP from other campuses of Kerala Agricultural University and graduates of RAWEP batch excluding the sample and also graduates of final year batch V, 2003, prior to the preparation of final schedule. Their responses were used for Item analysis information like item difficulty, item discrimination and item validity. A score of '1' was given for correct answer and '0' was given for incorrect answer.

After arriving at the total score secured by the individual respondent they were arranged in the descending order. Following the recommendation of Garret (1966) and Guilford (1971), (25%) of the respondents with highest score and (25%) of the respondents with lowest score were considered for calculating the difficulty index and item discrimination index and these groups were referred to as upper and lower groups.

c. Difficulty index

The difficulty value refers to the proportion or percentage of individuals who answer the item correctly. The formula recommended by Singh (1986) was used for the study.

$$\text{Difficulty index} \quad P = \frac{R_U + R_L}{N_U + N_L}$$

Where ,

P = Index of difficulty

R_U = Number of individuals answering correctly in upper group

R_L = Number of individuals answering correctly in lower group

N_U = Number of individuals in upper group

N_L = Number of individuals in lower group

d. Discrimination Index

It is the ability of the item on the basis of which discrimination is made between superiors and inferiors (Blood and Budd ,1972). Net Index of discrimination (Marshall and Hales, 1972) was followed.

The formula used was

$$V = \frac{R_U - R_L}{N_U}$$

Where

V = Net discrimination index

R_U = Number of individuals giving correct answer in upper group

R_L = Number of individuals giving correct answer in lower group

N_U = Number of individuals in a group.

e. Item Validity

Item validity is correlation of the item score with the whole test score inferred as internal consistency, item discrimination index. Since, the items were scored as '0' and '1' ; point bi-serial correlation recommended by Garett (1966) was worked out to indicate the item validity of each item. The formula used was

$$rp_{bis} = \sqrt{\frac{Mp - Mq}{s}} \times pq$$

rp_{bis} = point biserial correlation

Mp = the mean of the total scores of the respondents who gave correct answer to the item.

Mq = the mean of the total score of the respondents who gave incorrect answer to the item.

s = standard deviation of the entire sample

p = proportion of respondents giving correct answer to the item

q = proportion of respondents giving incorrect answer to the item.

The calculated values of difficulty index, discrimination index and point biserial correlation were the criteria considered for selection of items of the scale. For this study, items with difficulty index of 0.4 to 0.6 and discrimination above 0.20 with significant point biserial correlation were selected as done by Seema (1997). This procedure yielded 20 test items for the final scale.

f. Method of scoring

Each respondent was given a score of one for correct answer and zero for incorrect answer for each item. The total score of each respondent was calculated by adding the number of items answered correctly by the respondent.

g. Reliability

Reliability of the test was found by the split half method. In this method the selected 20 items were split into two equal halves of odd and even numbered items and administered to 30 respondents comprising of undergraduates and post graduates who have undergone RAWEP.

The Spearman Brown prophecy formula was used to calculate reliability coefficient, which was found to have high reliability (0.83).

h. Validity

Care was taken to include the items covering the universe of content with respect to the RAWEP thus satisfying the validity.

3.4.7 Professional Contact

Professional contact is operationalised as the respondent's extent of contact with professionals with regard to career, self employment, enterprises and other consultancies. It was measured by using the scoring procedure adopted by Manoj (2000) with slight modification of the items.

To obtain the final score of the respondent, the score given for frequency of contact were added up with scores given for purpose of contact. The scores thus obtained were summed upto get the total score. The total possible score ranged between 17 to 0.

3.4.8 Risk Orientation

Risk orientation is operationally defined as the degree to which one is oriented towards encountering risks and uncertainty in adopting new ideas. This was measured using the scale adopted by Devi (2003). The scale consisted of six statements weighted under a five point continuum with scores 4, 3, 2, 1 and 0. The scoring was reversed for negative statements. The possible score of the respondent ranged between 24 and 0.

3.4.9 Competency

Competency refers to extent to which one strives against other for a better position. It was measured using the scale developed by Seema (1997) with slight modification in the statements .There were five statements. The responses were collected on a five point continuum ranging from Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree with scores of 4, 3, 2, 1, 0 respectively, and the total possible score of the respondent ranged between 20 and 0.

3.4.10 Development of an Index to Assess Empowerment

In this study empowerment index was developed to measure the extent of empowerment of each of the respondent .For constructing the index all the nine dimensions used in the study *viz.*, self confidence, aspiration, achievement motivation, leadership quality, entrepreneurial behaviour, knowledge gained, professional contact, risk orientation and competency were used.

The empowerment index for each respondent was calculated using the formula

$$I = \frac{\sum W_i X_i}{\sum W_i}$$

Where

$$X_i = \frac{\text{Total score obtained for the } i^{th} \text{ dimension}}{\text{Maximum possible scores for that dimension}}$$

$$W_i = \frac{1}{S_i^2}$$

Si^2 = The estimate of variance for the i^{th} dimension .

The index values were then analysed for each batch separately.

3.5 OPERATIONALISATION AND MEASUREMENT OF INDEPENDENT VARIABLES (PROFILE CHARACTERS)

3.5.1 Sex

Refers to male and female sex with respect to role assigned in the society. Generally less importance is given for female education. Hence priority in scoring was given for female sex. A score of '2' was given for female sex and '1' for male sex.

Sex	Score
Female	2
Male	1

3.5.2 Birth Order

This was operationalised as the birth position of the respondent in the family *i.e.*, whether he/she was first born, second born or third born and so on. The first born holds more perceived responsibility than the other birth orders .Hence top scoring was given for the first birth order followed by others. The scoring procedure followed by Abijith (2002) was used in this study as follows.

Birth order	***Score***
First	3
Second	2
Third and above	1

3.5.3 Family type

Refers to nuclear/joint family. Kerala's population is a rural urban continuum. The trend now is that the healthy joint family systems are being replaced by nuclear family system. Hence priority in scoring was given for joint family system. A score of '2' was given for joint family system and '1' for nuclear family system.

Family type	Score
Joint	2
Nuclear	1

3.5.4 Rural Urban Background

This was operationalised as the residential background, whether the respondent hails from rural or urban background. In rural background agriculture is the main occupation, hence priority was given for rural background The scoring pattern was as follows :

Response	Score
Rural	2
Urban	1

3.5.5. Parental occupation

Parental occupation status denotes the agricultural or non-agricultural occupation of the parent (father) of the respondents. The scoring pattern followed was

Occupation	Score
Agricultural	2
Non-agricultural	1

3.5.6 Academic achievement

Refers to the overall grade point secured by the respondent on completion of the B.Sc. (Agriculture) course, which ranged from 1 to 10.

3.5.7 Innovativeness

Innovativeness is operationally defined as the interest and desire of the respondents to seek changes in the techniques and introduce such changes in their vocations of agriculture and allied fields. It was measured using the scale adopted by Seema (1997). The scale consisted of five statements weighed on a five point continuum; Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree with scores 4, 3, 2, 1, and 0. The score ranged between 20 to 0.

3.5.8 Occupation of the respondent

Occupation of the respondent refers to the present employment or job of the respondent. Based on the judges rating towards occupational preference of agricultural graduates the below scoring was assigned, which was used in the study.

Categorisation of employment

Employment in Govt. Jobs		Self Employment		Employment in Non. Govt. Institutions		Unemployed
Agri	Non.Agri	Agri	Non.Agri	Agri	Non.Agri	
(6)	(5)	(4)	(3)	(2)	(1)	(0)

3.5.9 Progressiveness

It refers to the extent to which one is relatively early in venturing or putting the innovation to practice. It was measured using the scale developed for the study. The scale consisted of five statements weighted on a two point continuum. Agree and disagree with a score of '1' and '0'. The score ranged between 5 to 0.

3.6 EVALUATIVE PERCEPTION OF RAWEP THROUGH SWOT ANALYSIS

Perception is the group of sensation to which meaning is understood from past experience.

Perception on utility of RAWEP is operationalised as the discernment of students on the usefulness of RAWEP in his/her career.

Perception on utility of RAWEP was studied through SWOT analysis. Statements to analyse the strengths, weaknesses, opportunities and threats of the RAWEP were included in the schedule .Also a free hand writing of the major strengths, weaknesses, opportunities and threats as perceived by the respondents were allowed and the responses were collected and prioritized.

3.7 IDENTIFICATION OF CONSTRAINTS FACED BY STUDENTS AND SUGGESTIONS FOR THE IMPROVEMENT OF RAWEP

In order to elicit the problems faced by the students during the RAWE Programme and to invite their suggestions for future improvement of the programme a free-hand writing of the constraints as perceived by the respondents were allowed.

3.8 TECHNIQUES OF DATA COLLECTION

The data were collected with the help of structured and pre-tested questionnaires. The responses were collected through interviews and. mailed questionnaires.

3.9 STATISTICAL TOOLS USED IN THE STUDY

3.9.1. Mean

3.9.2. Percentage analysis

3.9.3. Correlation analysis

3.9.4. Analysis of variance

3.9.1 Mean

Respondents were categorised into low group, medium group and high group on the basis of mean score obtained for the variables,

Low group	$\leq$ mean
Medium group	between high and low group
High group	$\geq$ mean

3.9.2 Percentage analysis

Respondents were categorized as low, medium and high based on percentage analysis.

3.9.3 Correlation Analysis

Correlation coefficient is a measure of the association between two variables. The correlation coefficient was worked out to measure the relationship between the dependent and independent variables.

3.9.4 Analysis of Variance

Analysis of variance is a powerful test of significance when comparisons across two or more categories are involved. In this study ANOVA was utilised to make comparisons among the four batches of under-graduates in agriculture, who have completed RAWEP during the year (1999, 2000, 2001 and 2002).

Results and Discussion

4. RESULTS AND DISCUSSION

The results of the study are presented in this chapter under the following sub headings.

4.1 Distribution of the respondents based on the dimensions of empowerment

4.2 Distribution of the respondents based on the profile characters.

4.3 Distribution of the difference between batches based on profile characters.

4.4 Distribution of the difference between batches based on empowerment index.

4.5 Distribution of the difference between batches based on dimensions of empowerment.

4.6 Relationship of the dimensions of empowerment with the empowerment index.

4.7 Relationship of profile characters with the empowerment index.

4.8 Evaluative perception of RAWEP through SWOT analysis.

4.9 Identification of the important constraints in the RAWEP as perceived by the students.

4.10 Suggestions for improving the RAWEP

4.11 Empirical model of the study

4.1 DISTRIBUTION OF THE RESPONDENTS BASED ON THE DIMENSIONS OF EMPOWERMENT

The dimensions of empowerment considered for the study are self confidence, aspiration, achievement motivation, leadership quality, entrepreneurial behaviour, knowledge gained, professional contact, risk orientation and competency.

Table 1. *Distribution of the respondents based on the dimensions of empowerment*

(n = 100)

Sl. No.	Dimensions	Mean value		Mean score	Category	Percentage
		Minimum	Maximum			
1	Self Confidence	19	25	0 to 19 20 to 24 25 to 32	Low Medium High	24 46 30
2	Aspiration	2	4	0 to 2 3 4 to 6	Low Medium High	24 20 56
3	Achievement motivation	17	25	0 to 17 18 to 24 25 to 29	Low Medium High	16 58 26
4	Leadership quality	4	8	0 to 4 5 to 7 8 to 12	Low Medium High	20 50 30
5	Entrepreneurial behaviour	2	4	0 to 2 3 4 to 6	Low Medium High	18 25 57
6	Knowledge gained	14	18	0 to 14 15 to 17 18 to 20	Low Medium High	4 58 38
7	Professional contact	4	9	0 to 4 5 to 8 9 to 17	Low Medium High	13 51 36
8	Risk orientation	13	19	0 to 13 14 to 18 19 to 24	Low Medium High	8 74 18
9	Competency	13	18	0 to 13 14 to17 18 to 20	Low Medium High	12 54 34

Table 1 on distribution of respondents based on empowerment index reveals that the distribution of respondents was maximum in high category for entrepreneurial behaviour (57%) and aspiration (56%) respondents were less in the medium category for risk orientation (74%), achievement motivation (58 %). knowledge gained (58%), competency (54%), professional contact (51%) and leadership quality (50%). It was noted that the respondents were less in frequency in the less category with knowledge gained.

The present situation of job uncertainty and the wider exposure to the unlimited scope in agriculture may be the reason for high entrepreneurial behaviour of the respondents. The high competition in the job market and wider scope for agriculture as a profession, business and industry might be the reasons for the high aspiration of the respondents.

The results of Table 1 revealed (74%) respondents in the medium category for risk orientation. Risk orientation is a pre-requisite for entrepreneurial behaviour which was found to be reasonable in the medium category. More than half of the respondents were in the medium category for the dimensions achievement motivation, knowledge gained, professional contact, competency and leadership quality. It was noted that the frequency of respondents was least (4%) in the low category for knowledge gained.

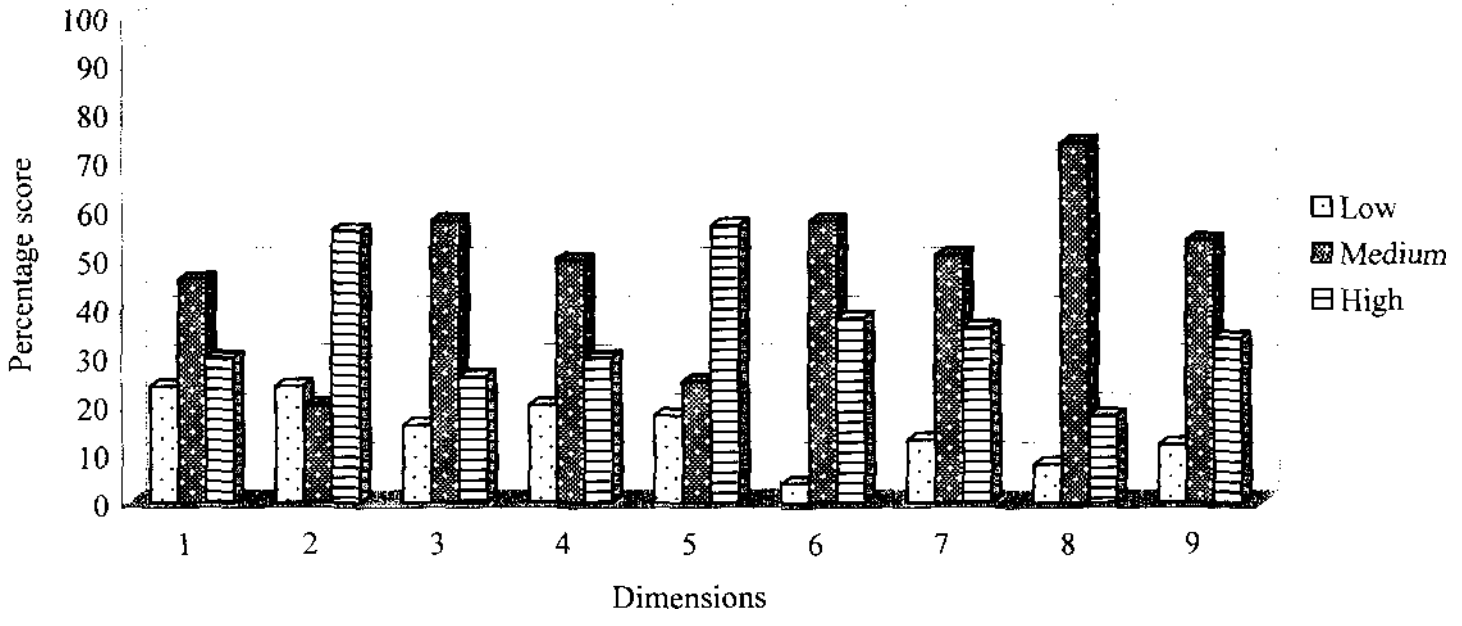
Under RAWEP students are enhanced with better learning by doing or experiencing. This naturally enhances the thinking capacity and better understanding of the facts, which probably would have been the reason for the knowledge gain.

The data furnished on Table 1 revealed that of the nine dimensions of empowerment *viz.* self confidence, aspiration, achievement motivation, leadership quality, entrepreneurial behaviour, knowledge gained, professional contact, risk orientation and competency frequency of respondents was higher in the high

categories in the dimension entreprencurial behaviour (57%) and aspiration (56%) Majority of the respondents were in the medium category in the dimensions risk orientation (74%), leadership quality (50%), knowledge gained (58%), competency (54%) and professional contact (51%). The frequency of the respondents distributed in the low category was self confidence and aspiration (24%) each entrepreneurial behaviour (18%), achievement motivation(16%), professional contact(13%), competency (12%), risk orientation (8%), leadership quality (5%) and knowledge gained (4%). It was noted that the frequency of respondents was least in the low category with that of knowledge gained (4%) and leadership quality (5%) and high with that of self confidence and aspiration (24%) each. The present situation of job uncertainty and the wider exposure to the unlimited scope in agriculture might be the reason for the high entrepreneurial behaviour and the high competitive atmosphere might be the reason for the high aspiration among the graduates. Based on the mean score on each dimension of empowerment, the respondents were classified into high, medium and low categories, the results of which have been presented in Table 1.

Analysing the Table 1 it is evident that the respondents were in the high category in dimensions like aspiration (56%) and entrepreneurial behaviour (57%). Majority of the respondents fell in the medium category in dimensions like achievement motivation (58%), leadership quality (65%), knowledge gained (58%), competency (54%), risk orientation (74%"), professional contact (51%). Regarding self confidence the respondents were almost even in their distribution (30%) in the high and medium categories.

Impact on empowerment was found to be high for entrepreneurial behaviour and aspiration. Medium empowerment among respondents was observed for the dimensions, self confidence, achievement motivation, leadership quality, knowledge gained, professional contact, risk orientation and competency.



1	Self confidence	4	Leadership quality	7	Professional contact
2	Aspiration	5	Entrepreneurial behaviour	8	Risk orientation
3	Achievement motivation	6	Knowledge gained	9	Competency

Fig. 3. Distribution of the respondents based on the dimensions of empowerment

4.2. DISTRIBUTION OF THE RESPONDENTS BASED ON THE PROFILE CHARECTERS

Table 2. Distribution of the respondents based on the profile characters

(n = 100)

Sl. No.	Profile Characteristics	Score range	Category	Percentage
1.	Sex	-	Male	35
		-	Female	65
2.	Birth Order	-	First Born	41
		-	Second Born	42
		-	Third born and above	17
3.	Family Type	-	Nuclear	95
		-	Joint	5
4.	Rural urban background	-	Rural	56
		-	Urban	44
5.	Parental occupation	-	Agri	3
		-	Non Agri	97
6.	Academic achievement	8.0 to 1	Low	19
		8.1–8.7	Medium	56
		8.8-10	High	25
7.	Innovativeness	0 – 12	Low	17
		13 – 17	Medium	48
		18 - 20	High	35
8.	Occupation of the respondent			
	Employment in Govt. institutions	-	Agri	19
		-	Non Agri	5
	Self employed	-	Agri	4
		-	Non Agri	8
	Employment in Non. Govt. Institutions	-	Agri	2
		-	Non Agri	5
	Unemployed			57
9.	Progressiveness	0– 2	Low	25
		3	Medium	13
		4 – 5	High	62

4.2. DISTRIBUTION OF THE RESPONDENTS BASED ON THE PROFILE CHARACTERS

The profile characteristics of students in this study lay stress on the distribution of respondents with regard to their sex, birth order, family type, rural urban background, academic achievement, parental occupation, innovativeness and progressiveness.

4.2.1. Sex

The data from Table 2 and Fig. 4 revealed that 35 per cent of the respondents were males and 65 respondents were females. It was observed that the female students outnumbered male students in the undergraduate agriculture course at Kerala Agricultural University, Vellayani campus. Selection for Agriculture course is on merit basis,based on the Higher Secondary and entrance exam marks.The gender neutrality and hard working nature of the female students with the ambition of entering professional courses might be the reason for the increased number of students in the Agriculture course.The other reason being that the boys prefer job oriented technical courses rather than B.Sc. Agriculture course due to less job opportunities. The findings of the study were in line with the findings of Bensamuel (1993) and Abijith (2002).

4.2.2 Birth Order

It was observed from the data on Table 2 and Fig. 5 that the distribution of the respondents based on the birth order were in the frequency of 41, 42 and 17 in first born, second born, third born and above categories. The first born and second born were found to be almost equal in their distribution and significantly outscored the third and above category. Birth order in the study shows the typical reflection of nuclear family. The birth order in the study did not show much significant difference between first born and second born.

4.2.3 Family Type

The data from Table 2 indicated that majority of the students were from nuclear families (95%) only a meagre (5%) belonged to joint family. This could be very well taken as an indicator of our changing social system where nuclear families are gaining prominence and the rural urban divid narrowing with the increase in population. The results of the study are in conformity with the results of Abijith (2002).

4.2.4 Rural-Urban Background

It is revealed from Table 2 that for more than half of the respondents (56%) hailed from rural background and (44%) hailed from urban background. Though there are secondary options in selecting other courses the rural background of the students might have persuaded the students in selecting agriculture course. The difference between rural and urban background being only (12%) shows the gradual increasing trend of urbanization due to modernisation. The results of the study are in conformity with those of Seema (1997).

4.2.5 Parental Occupation

It is observed from Table 2 that (97%) of respondents had their parents in occupation other than agriculture and only (3%) of the respondents had their parents involved in agricultural occupations. Government servants generally give more emphasis on children's education. The desire in selecting a professional course for their children my be the reason for selecting agricultural course.The findings of the study were found in conformity with the findings of Negga (1987).

4.2.6 Academic Achievement

It is observed from Table 2 that academic achievements was found to be high with (25%) of the respondents. (56%) of the respondents showed medium

level of academic achievements, while (19%) were in the low level of performance. Majority of the respondents were in the medium category with academic achievements. The drop in the low and high category and an increase in the medium performance may be due to the shift of the medium of instruction from Malayalam medium in the school level to English medium at college level and inclusion of variety of subjects in the agriculture course. The findings are in line with the findings of Abijith, 2002).

4.2.7 Innovativeness

A perusal of the data in Table 2 showed that the distribution of the respondents with respect to innovativeness was found to be (35%) in the high category, (48%) in the medium category and (17%) in the low category.

It could be noted that only (17%) of the respondents fell in low innovativeness category. This is an encouraging trend noticed among the students. Innovativeness promotes entrepreneurial behaviour. More than half the respondents were in the high category for entrepreneurial behaviour, evident through table 1. Psychologically the desire and eagerness to acquire new and improved technologies from different sources is the reflection of innovativeness, which ultimately increases the entrepreneurial trait among the respondents and are eager to take up fresh challenges and test their initiative in order to succeed in their venture. The results of the study was found to be in conformity with the findings of Seema (1997).

4.2.8 Occupation of the Respondents

The data presented in Table 2 showed that more than half (57%) of the respondents were found to be unemployed,(19%) of the respondents employed in government jobs in agricultural sector, (8%) were self employed in non-agricultural enterprises, (5%) were employed in government jobs in non-

agricultural sectors and another (5%) were employed in non-governmental institutions other than agriculture, (4%) of the respondents were employed in agriculture related enterprises and (2%) in non-government institutions related with agriculture. From Table 3 it is clear that more than half the respondents of the batch I and batch II were employed. While majority of the respondents of batch III and batch IV were unemployed because most of the respondents of batch III and batch IV were continuing with their higher studies. Majority of the unemployed respondents expressed their preference for agriculture as the profession and a few indicated their preference for agriculture as an occupation, the obvious reason being the comforts inherent in agricultural profession and hardships involved in agricultural occupation.

4.2.9 Progressiveness

Table 2 revealed that with regard to progressiveness majority (62%) of the respondents were in the high category group, (13%) in the medium category and (25%) in the low category. The distribution of respondents in the high category reflect the enthusiastic nature of the students to put up with the competitive atmosphere. This could be due to the increasing trend of unemployment in government sectors and the tendency of the students to put up themselves in job or self employment.

The profile characters revealed that the respondents were high for the characters female sex, nuclear family type, non-agriculture occupation of the parent and progressiveness. Birth orders with first and second birth orders, rural and urban background and occupation of the respondents in the employed and unemployed category were found almost equal in distribution in both the categories. Academic achievements and innovativeness was medium with majority of the respondents.

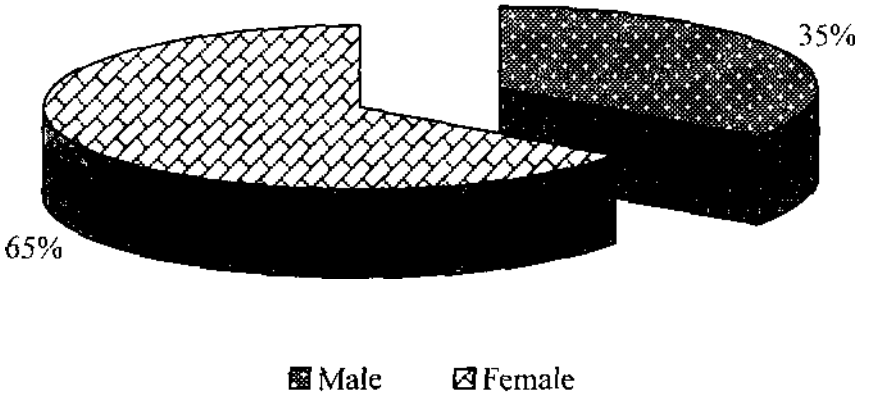


Fig. 4. Distribution of respondents based on sex

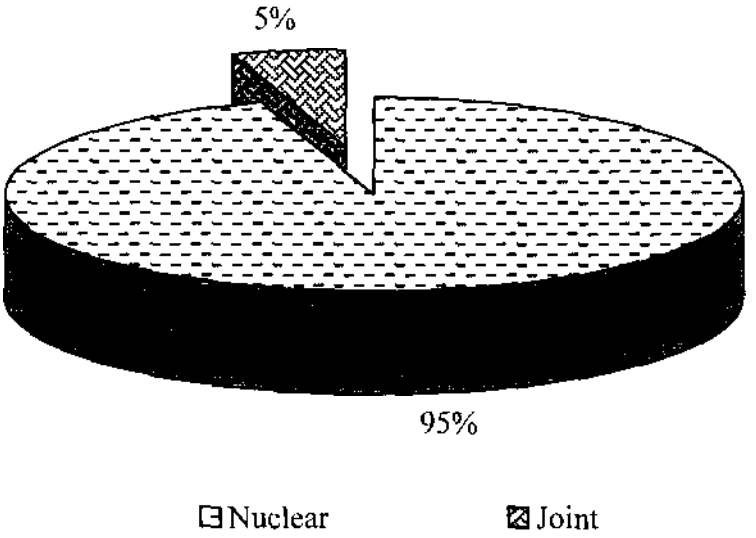


Fig. 5. Distribution of respondents based on family type

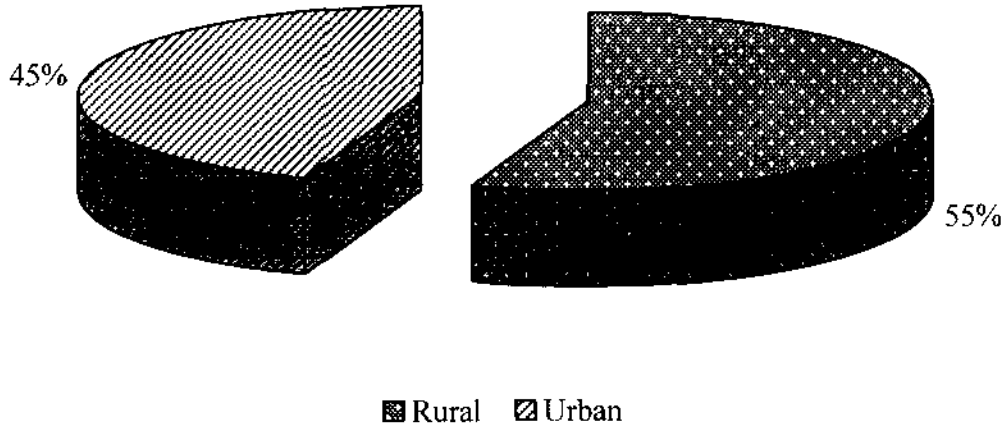


Fig. 6. Distribution of respondents based on rural urban background

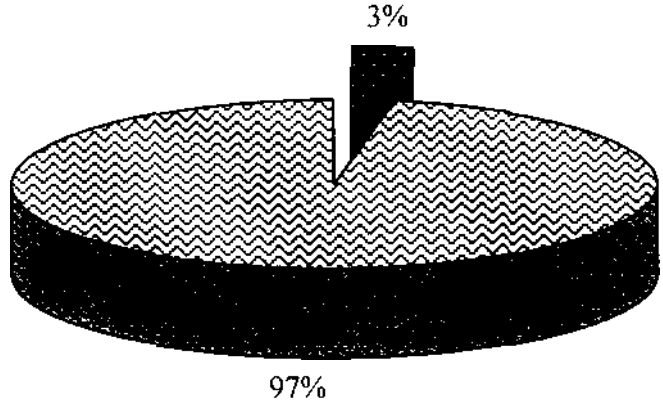


Fig. 7. Distribution of respondents based on parental occupation

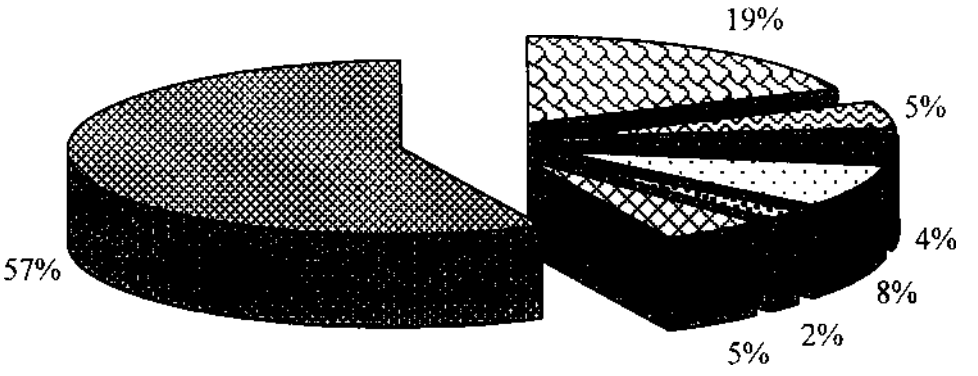


Fig. 8. Distribution of respondents based on occupation

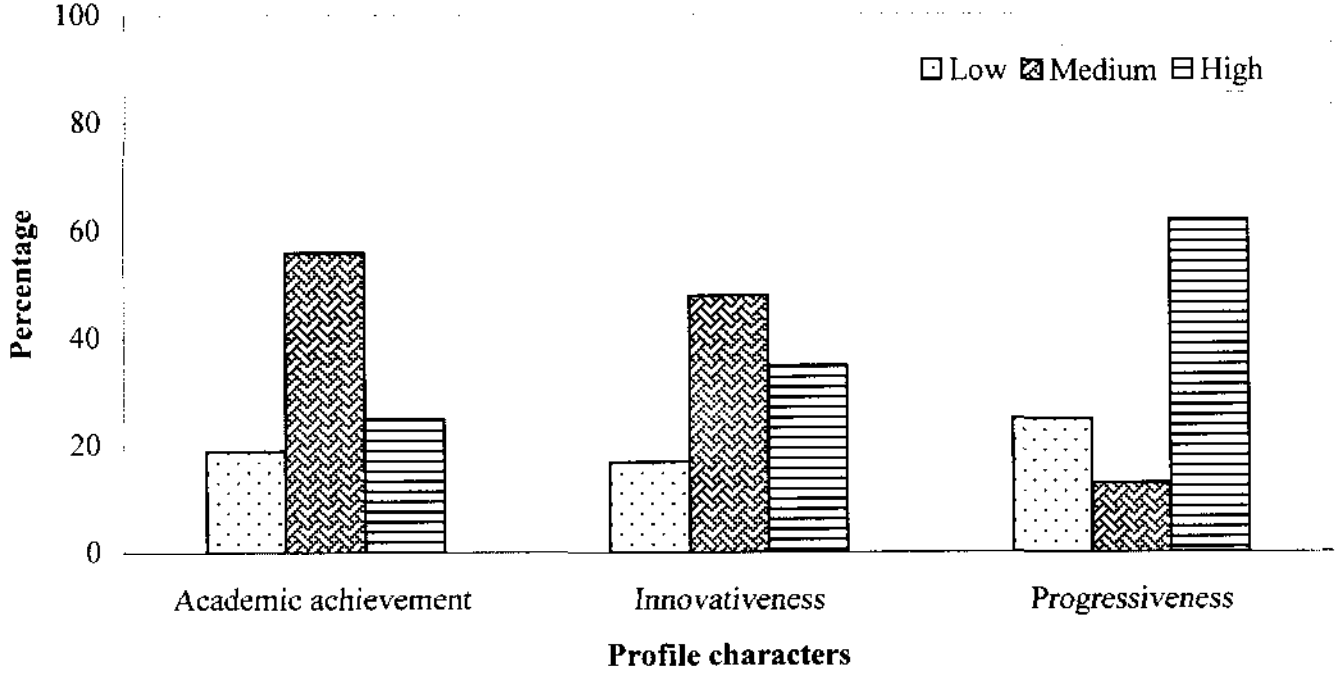


Fig. 9. Distribution of respondents based on academic achievement, innovativeness and progressiveness

4.3. DISTRIBUTION OF DIFFERENCE BETWEEN BATCHES BASED ON PROFILE CHARACTERS

Table 3. Distribution of difference between batches based on profile characters

(n=100)

Sl. No.	Profile Characters	Score range	Category	Percentage of respondents			
				Batch I (n=25)	Batch II (n=25)	Batch III (n=25)	Batch IV (n 25)
1.	Sex	-	Male	28	40	32	40
		-	Female	72	60	68	60
2.	Birth Order	-	First Born	56	28	52	28
		-	Second Born	32	44	28	64
		-	Third born and above	12	28	20	8
3.	Family Type	-	Nuclear	88	96	96	100
		-	Joint	12	4	4	0
4.	Rural urban background	-	Rural	68	32	64	60
		-	Urban	32	68	36	40
5.	Parental occupation	-	Agri	4	4	0	4
		-	Non Agri	96	96	100	96
6.	Academic achievement	Below 8.0	Low	20	24	32	12
		8.1 - 8.7	Medium	48	56	48	56
		8.8 - 10	High	32	20	20	32
7.	Innovativeness	0 - 12	Low	32	36	4	0
		13 - 17	Medium	56	56	44	32
		18 - 20	High	12	8	52	68
8.	Occupation of the respondent						
	Employment in Govt. institution	-	Agri	40	32	4	0
		-	Non Agri	16	0	4	0
	Self employed	-	Agri	4	12	0	0
		-	Non Agri	12	8	4	8
	Employment in Non. Govt. Institutions	-	Agri	8	0	0	0
			Non Agri	4	8	4	4
	Unemployed	-		16	40	84	88
9.	Progressiveness	0 - 2	Low	52	20	16	16
		3	Medium	16	12	12	16
		4 - 5	High	32	68	72	68

Comparison of the profile characters among the four batches in Table 3 revealed the following.

The profile character sex showed that the female graduates out numbered male graduates in the under graduate agriculture course at Kerala Agricultural university, Vellayani campus. The percentage being 72, 60, 68 and 60, respectively in the first four batches. In all four batches female graduates were more in number compared to the male graduates.

Birth order showed the distribution of the first born and second born in almost equal frequency while that of the third and above born ones were comparatively low.

Family type showed the distribution of majority in four batches in the nuclear type of family. The percentage being 88,96,96 and 100 ,respectively.

The residential background of the respondents revealed the distribution high in rural background with batch I, batch III and batch IV, with 68, 64 and 60 percentages respectively.

Occupation of the parents showed the distribution of majority of the parents in the non-agriculture category with 96,96,100,96 percentages, respectively for the four batches.

Among the four batches, academic achievement was found to be high with that of batch I and batch IV (32%).

Innovativeness was found to be high with batch III (52%) and low with Batch II (8%).

Occupation of the respondents revealed that employment was high with batch I and batch II and low with batch IV. This is because most of the respondent in batch III, and batch IV were continuing with their higher studies.

Progressiveness was found to be maximum in the high category with batch III (72%) and low with batch I (32%).

Comparison of the four batches for the profile characters revealed that the female students out numbered male students in all the four batches. First and second birth orders varied with batches. Nuclear family type and non-agriculture occupation of the parent was high in all the four batches. More than half of the respondents were from rural background in batch I, III and IV. Academic achievement and innovativeness showed majority of the respondents in the medium category. Employment was high with batch I and II and low with batch III and batch IV.

4.4 DISTRIBUTION OF DIFFERENCE BETWEEN BATCHES BASED ON EMPOWERMENT INDEX

Empowerment Index was worked out for each respondent and the mean score were calculated for all the four batches The Empowerment Index score ranged from 0 to 1

Table 4. Comparison of difference between batches with respect to empowerment index

Batches	Mean Score	Category	Frequency	Percentage
I	0.6600	≥ 0.660 High	11	44
		≤ 0.660 Low	14	56
II	0.6261	≥ 0.6261 High	13	52
		≤ 0.6261 Low	12	48
III	0.6780	≥ 0.6780 High	10	40
		≤ 0.6780 Low	15	60
IV	0.6579	≥ 0.6579 High	13	52
		≤ 0.6579 Low	12	48

Combined Mean = 0.6555

Taking into account all the nine dimensions of empowerment, the mean score for empowerment for the four batches was worked out. It was observed that there was not much significant difference in the empowerment index between the batches. The maximum mean score (0.6780) was observed with batch III.

Empowerment index for the four batches revealed that though there was not much significant difference between batches, highest mean score (0.6780) observed with batch III and lowest mean score (0.6261) observed with batch II.

4.5 DISTRIBUTION OF DIFFERENCES BETWEEN BATCHES BASED ON THE DIMENSIONS OF EMPOWERMENT

Table 5. Comparison of the four batches with respect to the dimensions of empowerment

(n=100)

Sl No	Dimensions	Mean values	Batch mean				CD
			Batch I (n=25)	Batch II (n=25)	Batch III (n=25)	Batch IV (n=25)	
1	Self confidence	22.49	24.28	22.32	20.44	22.92	1.74
2	Aspiration	3.50	3.52	3.04	3.84	3.92	0.67
3	Achievement motivation	21.45	21.92	21.56	21.00	21.32	NS
4	Leadership quality	6.15	6.00	5.36	5.68	7.56	1.04
5	Entrepreneurial behaviour	3.67	4.16	3.80	3.56	3.16	NS
6	Knowledge gained	16.78	15.64	16.20	17.52	17.76	0.94
7	Professional contact	7.38	7.72	8.80	7.16	5.84	1.25
8	Risk orientation	16.26	16.64	16.48	16.88	16.88	NS
9	Competency	16.23	15.88	16.84	15.12	17.08	1.30

NS – Non significant CD : Critical difference at 5% level

Empowerment index was measured taking into account the nine dimensions of empowerment.

The analysis of variance was done to compare the mean score on the nine dimensions of empowerment. The distribution of the significant differences of batches with respect to the dimensions of empowerment is explained below.

All the four batches are compared in Table 5 with respect to the dimensions of empowerment. It could be inferred that the variables, self confidence, aspiration, leadership quality, knowledge gained, professional contact and competency significant difference was observed. The results in Table 5 indicated that with respect to self confidence batch I scored the highest mean score of 24.28 and batch III scored lowest mean score of 20.44. It exhibits that high level of self confidence was exhibited by the respondents of batch I.

Aspiration was found to be the highest with that of batch IV (3.92) and lowest with that of batch II (3.04). This depicts that high level of aspiration was exhibited by the respondents of batch IV. Aspiration is related to level of performance the respondents attain in achieving some set targets. Aspiration is reflected through the academic achievements of the respondents. Respondents of batch IV were in the high category with academic achievement as evident in Table 4 from which it could be understood that the aspiration of the respondents of batch IV would be reasonably high.

Achievement motivation was high with batch I (21.92) and low with batch III (21.00) followed by batch IV (21.32). The prevailing job insecurity might be a reason for the decline in achievement motivation among the respondents.

Leadership quality showed significant difference between batches. The mean score was highest with that of batch IV (7.56) and lowest with that of batch II (5.36). The independent variable, innovativeness and progressiveness were also found to be high with that of batch IV evident through Table 3. Being innovative

and progressive enhances leadership quality and these traits are contributing characters to leadership quality. This might be the reason for the high leadership quality of batch IV.

Knowledge gain varied significantly with batches. Knowledge gain was found to be highest with batch IV (17.76) and the lowest with that of batch I (15.64). The reason might be the time lag left behind after respondents completion of the agriculture course and the constant improvement in RAWEP activities over the period of time might have helped the students to receive the best training.

Professional contact was found to be significantly different among batches. Professional contact was found to be high with batch II with a mean of 8.80 and lowest with that of batch IV with a mean value of 5.84. Majority of the respondents in batch II was observed to be employed and majority of the respondents in batch IV were continuing with their higher studies. Hence professional contact was found to be high with that of batch II and least with that of batch IV.

Competency of students was significantly different among the four batches. Competency was high with batch IV with a mean value of 17.08 and the lowest with batch III with a mean value of 15.12 .The system of education currently prevalent promotes a competitive spirit among the students right from the pre-school level, in all the fields and they are in high aspiration leading to a competitive spirit. It was observed that aspiration was highest with that of batch IV. High aspiration of batch IV might be the reason for the high competency observed among the respondents.

Comparison for the dimensions of empowerment between the four batches revealed that self-confidence an entrepreneurial behaviour high with batch I, aspiration, leadership quality, knowledge gained and competency high with batch IV. Risk orientation high with batch III and IV and professional contact was high with batch I and II.

4.6 RELATIONSHIP OF DIMENSIONS OF EMPOWERMENT WITH THE EMPOWERMENT INDEX

Table 6. Relationship between the dimensions of empowerment with the empowerment index

(n=100)

Sl. No.	Dimensions of empowerment	Correlation with empowerment index
1.	Self confidence	0.1574
2.	Aspiration	0.0025
3.	Achievement motivation	0.0019
4.	Leadership quality	0.3453**
5.	Entrepreneurial behaviour	0.3203**
6.	Knowledge gained	0.4122**
7.	Professional contact	0.2916**
8.	Risk orientation	0.1931*
9.	Competency	0.1402

* Significant at 5 percent level ** Significant at 1 percent level

From the Table 6 it is clear that out of the nine dimensions of empowerment included in the study, five dimensions *viz.*, leadership quality, entrepreneurial behaviour, professional contact and risk orientation had significant positive correlation with the empowerment index at one per cent level of significance and the dimension risk orientation had significant positive correlation at five per cent level significance.

Leadership quality showed positive and significant correlation with the empowerment index. Majority of the respondents were in the medium category (56%) with leadership quality. A leader influences others and guides others in the attainment of goals. Communication skill is a pre-requisite for leadership quality.

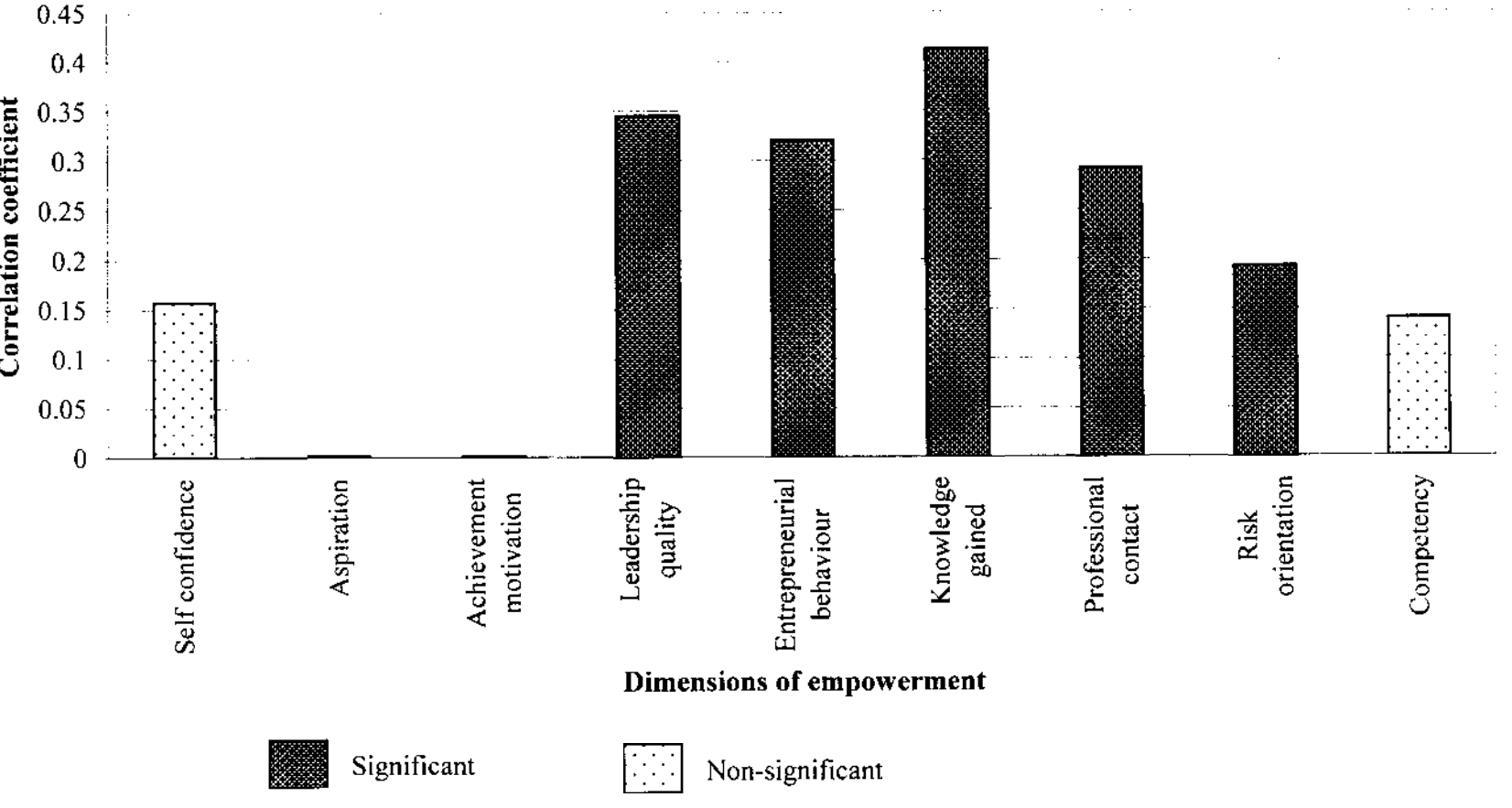


Fig. 10. Diagram showing correlation of dimensions of empowerment with empowerment index

The modules of RAWEP involve the interaction of students with farmers, scientists and other related persons. This could have enhanced their communication skill and subsequently their leadership quality.

Entrepreneurial behaviour had positive and significant correlation with empowerment index. Unemployment is a major threat in the present scenario. The widely prevailing employment insecurity impels the students towards creation of a job for themselves by engaging in gainful economic activity. The curriculum in agricultural course and syllabi are also restructured now to meet these emerging challenges. The entrepreneurial development programme trainings, training in non-governmental organizations, agro-clinics, watershed management and farm planning are some of the modules that could have enhanced their entrepreneurial behaviour. This might probably be the reason for the dominating influence of empowerment in the entrepreneurial behaviour of
the respondents in this regard.

Knowledge gained was found to have positive significant relationship with empowerment index. Trainings in research stations, Krishi Vigyan Kendras, conduct of Agro-clinics and the Village stay programme are the modules that provide the platform for the enrichment of knowledge of the students about the rural farm realities and advancements in agriculture. Exposure to a wide array of activities under RAWEP could have enriched the knowledge of the respondents to a greater extent as has been observed in the study.

Professional contact showed significant and positive correlation with empowerment index. Sharing and hearing from others enables to select, manage and utilize the information. This could have affected their overall performance and increased their efficiency in the profession. In the present study both employed and unemployed respondents had contacts with professionals in the field of agriculture as well as progressive farmers with regard to their job, enterprise and studies. This could be the reason for the positive correlation of the dimension professional contact with the empowerment index.

Risk orientation was positively correlated with empowerment index. Taking risk for the purpose of larger gain is a contributing character for entrepreneurial behaviour. Entrepreneurial behaviour was found to be highly significant and positively correlated at one per cent level of significance. The exposure to various enterprises entrepreneurial development programme trainings and trainings in NGOs could have contributed to the positive correlation of risk orientation with that of empowerment index.

The dimensions of empowerment, leadership quality, entrepreneurial behaviour, knowledge gained professional contact and risk orientation had significant correlation with the empowerment index.

4.7 RELATIONSHIP OF PROFILE CHARACTERS WITH THE EMPOWERMENT INDEX.

Table 7. Relationship between the profile characters with the empowerment index

(n=100)

Sl. No.	Profile characters	Correlation with empowerment index
1.	Sex	0.1471
2.	Birth order	0.0645
3.	Family type	0.2182*
4.	Rural urban back ground	0.0004
5.	Parental occupation	0.0049
6.	Academic achievement	0.0011
7.	Innovativeness	0.4625**
8.	Occupation of the respondent	0.5415**
9.	Progressiveness	0.2230*

* Significant at 5% level ** Significant at 1% level

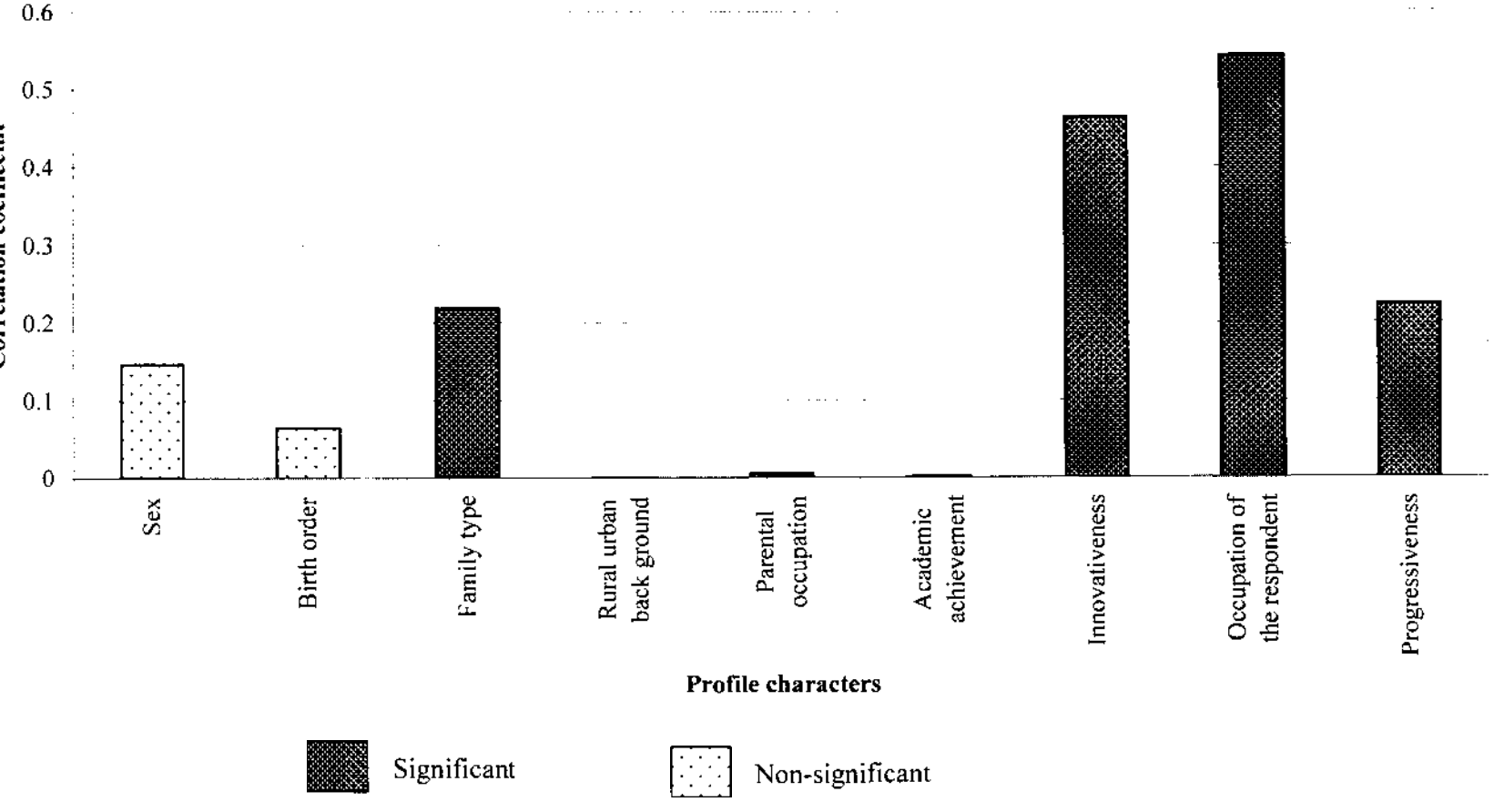


Fig. 11. Diagram showing correlation of profile characters with empowerment index

Analyzing the Table 7 revealed that four out of nine profile characters studied with respect to empowerment were significantly related to the extent of empowerment. Among the profile characters two characters *viz.*, innovativeness and occupation of the respondents had significant correlation with empowerment index at (1%) level and the characters family type and progressiveness had *significant relationship at (5%) level.*

Family type showed significant and positive relationship with empowerment index. The family is a group of persons who are having closer relationship living together. Family is the basic unit of the society and it is the fundamental institution for an individual. In the present study (97%) respondents hailed from nuclear families. In a nuclear family better individual care enhances more content and responsible life. *This might have been probably the reason for a positive* correlation of family type with empowerment.

Innovativeness had significant positive correlation with empowerment index. Under the changing dynamics of economic and industrial growth, experiential learning RAWEP in agriculture has a strong potential for imparting better training of the 'agricultural technocrats' with modern outlook. This could be probably the reason for the positive correlation of innovativeness with empowerment index.

Occupation of the respondents was positively, correlated with empowerment index. Agriculture education through its comprehensive curriculum empowers the students with a broad spectrum of experiences, because agriculture not only pertains to farming but also involves manufacturing, sales, service, management, marketing, communications, science and technology. These are designed to provide social and psychological development, occupational preparation and job exploration.

The trainings in RAWEP must have enabled the students to gain momentum in their venture in all facets taken as the dimensions of empowerment. This might

be the reason for the positive correlation of occupation of the respondents with their empowerment index.

Progressiveness was observed to have positive and significant relationship with empowerment index. The dimensions of empowerment, self-confidence, leadership quality, competency, entrepreneurial behaviour, risk orientation and professional contact are all contributing traits for progressiveness. This could have contributed for the enhanced progressiveness of the respondents and thereby a higher empowerment index as observed among them.

4.8 EVALUATIVE PERCEPTION OF RAWEP THROUGH SWOT ANALYSIS

Analysis of strengths, weaknesses, opportunities and threats of any programme is an important tool used to evaluate the programme and to bring about the required improvement in the programme to achieve better results. Based on these lines SWOT analysis was carried out to assess the strengths, weaknesses, opportunities and threats of RAWEP.

Strengths :

The results of the study pertaining to the strength of RAWEP revealed that a majority of the respondents, perceived RAWEP highly useful. Prioritizing the response of the respondents yielded the following order.

The agriculture graduates by living and moving with the farming community have gained more insight into direct farm experience and knowledge on cultural and socio-economic conditions of the farming community. The different modules of RAWEP like training in Krishi bhavans, watershed management analysis and farm planning, agro-clinics and training in Non Governmental Organizations provided platform for enrichment of knowledge on varieties of skills like administration, resource management and diagnosis of pests

and diseases, knowledge on research and development and rural development activities. Besides this it was found that RAWEP has strengthened personal characters like self confidence, communication skills, leadership quality, entrepreneurial behaviour and team spirit.

Table 8. Strengths of RAWEP

(n=100)

Sl No.	Items	Number of respondents
1.	RAWEP provided direct farm experience	74
2.	RAWEP gained exposure to socio-economic conditions of farmers	73
3.	Krishi Bhavan trainings helped to acquire knowledge on the administrative functions.	62
4.	Village stay camps gave an understanding on the socio-cultural settings and the life of the farming community.	60
5.	Krishi Bhavan trainings gave the confidence for designing developmental plans.	58
6.	Agro-clinics inculcated the abilities to diagnose major agricultural problems and possible solutions.	57
7.	Water shed management analysis helped to understand the resource utilization pattern.	55
8.	RAWEP helped to get acquainted with various developmental agencies, their approach and strategies.	53
9.	RAWEP enriched knowledge and skill.	52
10.	Agro-clinics helped in developing inter personal communication skills	50
11.	Training in NGOs provided with knowledge on rural development activities.	49
12.	Entrepreneurship Development Programme trainings helped in the development of the entrepreneurial behaviour.	49
13.	RAWEP builds up team spirit.	40
14.	RAWEP helps in increasing self confidence.	38
15.	RAWEP provided with experiential learning of the village life.	38

Weaknesses :

The time period for RAWEP was found to be insufficient because of the tight schedule of work causing ineffectiveness to the RAWEP. Untimely financial aid was another weakness of the programme. Concentration on one village prevented the experience on diversified farming system, need for co-operation from farmers and need for farmers encouragement was felt. Lack of interest and initiative among the students, less co-operation from line department officials and non-availability of subject matter specialist was found to be the major weakness as prioritized. Lack of time for implementation of the RAWEP, untimely and inadequate of financial support, concentration on one village, lack of co-operation from host farmers, no encouragement to farmers, no transport facilities, lack of initiativesless of co-operation from line department officials, non-availability of subject matter specialist were found to be the major weakness as prioritized by the respondent.

Table 9. Weaknesses of RAWEP

(n=100)

Sl. No.	Items	Number of respondents
1.	Lack of time for implementation.	70
2.	Lack of financial support.	58
3.	Concentration on one village.	56
4.	Lack of cooperation from host farmers.	55
5.	Lack of transport facilities.	49
6.	Lack of initiative on the part of students.	43
7.	Lack of cooperation from line department officials.	40
8.	Non availability of subject matter specialist.	38
9.	Lack of cooperation among students.	5
10.	Lack of administrative setup.	5

Opportunities :

Prioritization of the responses of the respondents regarding the opportunities created through RAWEP revealed that the programme had provided opportunities for the students to understand rural life situation with reference to agriculture, getting familiarity with the socio-economic conditions of farmers and their problems and provided them practical training. RAWEP provided opportunity for improving communication and leadership skills through interactive sessions, acquisition of technical know how in participatory rural appraisal and management tools. The programme has created opportunity to gain knowledge on village level institutions and gave exposure to various enterprises, acquisition of knowledge on panchayat level planning, rapport building with professionals, better field orientation, building of research-extension linkages, exposure to administrative functions and provided a good ground for the improvement of technical skills.

Table 10. Opportunities of RAWEP

(n=100)

Sl. No.	Items	Number of respondents
1.	Improving communication and leadership skills.	80
2.	Acquisition of technical know how in participatory rural appraisal and managerial tools.	70
3.	Knowledge gain about village level institutions.	67
4.	Exposure to various enterprises.	62
5.	Acquire knowledge on panchayat level planning.	50
6.	Rapport building with professionals.	42
7.	Better field orientation.	40
8.	Opportunity to increase technical skills.	30
9.	Builds up research extension linkages.	30
10.	Exposure to administrative functions.	25

Threats :

The major threats in the RAWEP as perceived by the respondents were found to be limited exposure to contact village, inadequate matching of the period of RAWEP with the cropping season, poor basic facilities, lack of time preparing towards competitive examination, limited training in research and administration and lack of interest among students and lack of comprehensive evaluation system

Table 11. Threats in RAWEP

(n=100)

Sl. No.	Items	Number of respondents
1.	Limited exposure to contact village.	69
2.	Inadequate matching of the period of RAWEP with the cropping season.	63
3.	Poor basic facilities.	60
4.	Lack of time for preparing towards competitive examinations .	48
5.	Limited training on research and administration.	46
6.	Lack of interest among students.	40
7.	Lack of comprehensive evaluation system.	35

From the results discussed through SWOT analysis it is clear that RAWEP in agriculture course was of great consequence to the agriculture graduate. The strength of RAWEP is that it has blended up the technical as well as personal characters of the students.

Amongst the weaknesses lack of time for implementation of the programme and the tight schedule during the RAWEP demands the need of adequate pacing of the various modules of RAWEP. Financial support which were not in time,

lack of co-ordination among farmers, line departments and students could not create the required forward the backward linkages as expected.

Analyzing the opportunities of the programme it was observed that RAWEP provided opportunity for the agriculture student a wider exposure of various village level institutions, research extension linkages, various enterprises and basically exposure to the real rural farm life.

The real threat of the programme was found to be the restriction to one contact village, un-matching of the period of RAWEP with the cropping season, poor basic facilities, lack of time for preparing towards competitive examinations and lack of co-ordination among host farmers.

4.8 IDENTIFICATION OF THE IMPORTANT CONSTRAINTS IN THE RAWEP AS PERCEIVED BY THE STUDENTS

In a practical oriented experiential training programme like RAWEP where students are placed and trained in a different organizations / activities with same aim, but with different objectives, constraints are bound to occur. In order to identify the constraints in the RAWEP and to alleviate them in future programme students were given a free hand to write down the constraints faced by them during their involvement in RAWEP. Most of the responses for weakness and threats were also expressed as constraints by the respondents The responses were collected, prioritized and listed in Table 12.

4.9 IDENTIFICATION OF THE IMPORTANT CONSTRAINT IN THE RAWEP AS PERCEIVED BY THE STUDENTS

Table 12 gives a prioritized picture of the major constraints faced by the students. The constraints faced by the students that received top priority were in the order of lack of time for the implementation of the programme (55%),

inadequate and untimely financial support (50%), non-selection of the ideal farming village (42%), non co-operation from farmers (40%) poor basic facilities (35%), lack of time for preparing towards competetive exams (32%), transport difficulties (30%) insufficient teachers for the conduct of RAWEP (25%), non co-operation from officials of line departments (19 %) and lack of co-operation within the RAWEP group students (10 %).

Table 12 Constraints identified by the respondents in the RAWEP

(n=100)

Sl. No.	Constraints	No. of Respondents	Rank
1.	Tight schedule of work in the RAWEP.	55	I
2	Untimely and inadequate financial support	50	II
3.	Non-selection of the ideal farming village	42	III
4.	Non-co-operation from farmers	40	IV
5.	Poor basic facilities.	35	V
6.	Lack of time for preparing towards competitive examinations.	32	VI
7.	Lack of transport facilities.	30	VII
8.	Insufficient teachers for the conduct of RAWEP.	25	VIII
9.	Non-cooperation from officials of line departments.	19	IX
10.	Lack of co-operation within RAWEP groups of students involved in RAWEP.	10	X

4.10 SUGGESTIONS FOR IMPROVING THE RAWEP

Since RAWEP is a programme largely away from academic atmosphere of university campus, graduates who had underwent the programme will be the ideal persons to provide suggestions for future improvement of the programme. With this objective a free hand writing of ideas was allowed, and the responses were collected, prioritized and depicted in Table 13.

Table 13. Suggestions offered by the respondents for the improvement of RAWEP

(n=100)

Sl. No.	*Suggestions*	No. of Respondents	Rank
1	Increase the duration of RAWEP by increasing the duration of the modules like Krishi Bhavan training, Entrepreneurial Development Programme training and village stay programmes or split RAWEP to two phases or extent the time period for RAWEP.	57	I
2	Include more number of contact villages and crop intensive areas.	49	II
3	Arrange agro-clinics involving farmers, students and scientists.	42	III
4	Involve the various agriculture disciplines to provide complete and integrated field practicals.	41	IV
5	Depute more teachers for the conduct of RAWEP.	41	IV
6	More rapport building with farmers should be facilitated.	39	V
7	Modify Entrepreneurship Development Programme by increasing duration and include visits to more enterprises and interactive sessions and give small trainings.	37	VI
8	Provide basic facilities in the village of stay place stay.	36	VII
9	Provide adequate and timely financial aid	36	VII
10	Village stay programme should be conducted where agriculture is the primary source of income.	27	VIII
11	Give opportunities to visit more number of Krishi bhavans and Krishi vigyan kendras.	17	IX
12	Reduce the time for orientation sessions and dedicate more time for field level training.	14	X
13	Co-ordinate training programme for students in the areas of their interest and issue valid certificate.	9	XI
14	Evaluation can be made in rural settings where the students are actually involved in activities.	5	XII
15	Campus selections can be conducted based on the performance in RAWEP.	4	XIII

From the Table 13 it is evident that the top priority in suggestions went to increasing the duration of RAWEP. The students felt that the tight schedule and the over work load putting forth in-effectiveness to RAWEP. They suggested the duration of the programme should be increased for the modules like Krishibhavan trainings, Entrepreneurship Development Programme and Village stay programme to get a full-fledged idea of the aspects based on which they could effectively built up their academic knowledge and finally reinforce them and gain confidence by applying knowledge in future. Other valuable suggestions included placement of students during RAWEP in more contact villages and crop intensive area (49 %) so that the student may get a better, full-fledged field exposure, (42 %) of the respondents suggested arrangement of agro-clinics involving farmers, students and scientists so that they get better interaction and orientation. Effectively involving the various disciplines to provide complete and integrated field practical and deputation of more number of teachers for the conduct of RAWEP were suggested by (41 %) of the respondents each, (39 %) of the respondents recommended more interaction with the farmers, should be encouraged to study the real rural life, the respondents opined that farmers should be encouraged with incentives, also kitchen gardens ornamental gardens, can be laid out in the local and panchayat premises schools etc. facilitating closer interaction with the farmers. EDP training can be enhanced more by visiting more diversified enterprises, adding interactive and training sessions more in agri-diversified products so that students may gain confidence in starting an enterprises was suggested by (37 %) of the students. Requisition for basic facilities, and timely adequate financial aid was recommended by (36 %) of the students, (27 %). of the students suggested the conduct of Village Stay Programme in village where agriculture is the primary source of income and a few suggested selection of villages throughout Kerala, (17 %) of the respondents in government jobs suggested more number of visits to Krishibhavans and Krishi Vigyan Kendras and banking sectors so that the respondents may get an better understanding on the administrative functions, which would be useful while entering government jobs, (14 %) of the respondents had the suggestion for reducing time on orientation and

allocation of more time for field level trainings. Co-ordination of training programme for students in the areas of their interest and issue of valid certificates was suggested by (9 %) of the respondents, (5 %) of the respondent suggested that evaluation in rural settings in which the students are actually involved in activities. It was noted that (4 %) of the respondents suggested that campus selection can be done based on the performance of the students in RAWEP.

4.11 EMPIRICAL MODEL OF THE STUDY

Empirical model of the study is illustrated in Fig. 12.

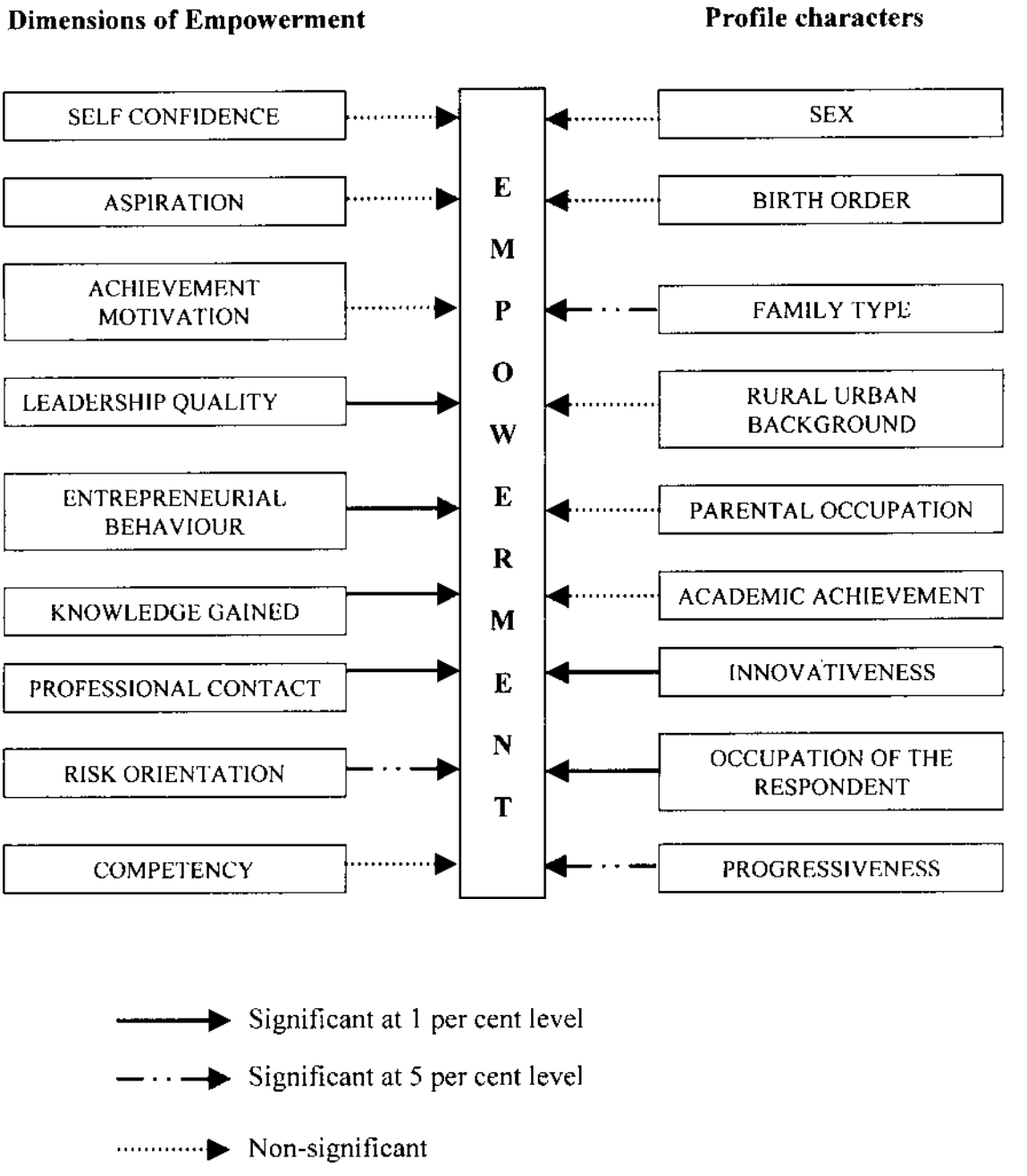


Fig. 12. Empirical model of the study

Summary

5. SUMMARY

Agriculture is the foundation for developing manpower for research, education, training and extension. In India it has special significance because India is basically an agricultural country. Our country has achieved a rapid progress in the agricultural sector due to the introduction of modern agricultural management system during green revolution era.

The agricultural scenario is undergoing a rapid change from the status of being subsistence farming to an occupation to business and industry. Employment is a challenging one today, where the needs of the candidates are increasing but vacancies are diminishing. This trend of many persons chasing few posts shows inflation in the job market. It is now widely recognized that agriculture affords unlimited opportunities. Hence it is clear that through well trained men and women there is a way of lifting agriculture to a highly technical business involving scientific knowledge and management ability. The success depends on the ability to attract talented youth to agriculture and the resourcefulness with which they are trained. Experiential learning through RAWEP in agriculture has strong potential for imparting better training of the agriculture technocrats with a modern outlook and management capacity. Value added to the students by experiential learning must go beyond the acquisition of technical skills.

In Kerala Agricultural University, RAWEP was introduced in 1995 for the final year students of 1999 batch. The current research entitled 'Impact of Rural Agricultural Work Experience (RAWE) programme on agriculture graduates of Vellayani campus, KAU was taken up with the following objectives.

1. To study the impact of RAWE programme in empowering B.Sc. (Agriculture) graduates.

2. To study the profile characters of the students and their relationships with empowerment.

3. To study the perception of B.Sc. (Agri.) graduates on RAWEP through SWOT analysis.

4. To study the constraints in RAWEP

5. To make suggestions for the improved usefulness of the programme

The following findings were observed through the study :

Rural Agricultural Work Experience Programme was introduced for the first time in 1995 in College of Agriculture, Vellayani. Till now, five batches of students have completed the RAWE programme. Among these, the first four batches of students who have completed RAWEP were selected for the study.

Self confidence, aspiration, achievement motivation, leadership quality, entrepreneurial behaviour, knowledge gained, professional contact, risk orientation and competency were selected as the dimensions of empowerment for the study. The profile characters included in the study are sex, birth order, family type, rural urban background, parental occupation, academic achievements, innovativeness, occupation of the respondent and progressiveness. SWOT analysis was included in the study to analyse the strengths, weaknesses, opportunities and threats of RAWEP.

A well structured pre-tested questionnaire and telephonic interviews were used for data collection. The data collected were statistically analysed using percentage analysis, simple correlation analysis and analysis of variance.

The salient findings of the study are summarized below.

1. The distribution of the respondents based on the dimensions of empowerment revealed that more than half the respondents were in the high category for entrepreneurial behaviour (57 %) and aspiration (56 %). Majority were in the medium category for risk orientation (74 %), achievement motivation (58 %), knowledge gained (58 %), competency (54 %), professional contact (51 %) and leadership quality (50 %).

2. The frequency distribution based on profile characteristics revealed that for sex female graduates out numbered male graduates in agriculture course at Kerala Agricultural University, Vellayani. Birth order showed that first born and second born were almost equal in distribution with no significant difference between them. Family type showed (95 %) in nuclear type, rural background was (56 %). With respect to parental occupation (97 %) were in non agriculture occupation, academic achievement was high with (25 %) respondents and innovativeness was high with (35 %). The occupation of the respondent represented more than half in unemployed category (57 %) and the remaining (43 %) were found to be employed. Progressiveness was maximum (62 %) in the high category.

3. Comparison of the four batches based on empowerment index showed that though there was not much significant difference between batches empowerment index was found to be high with batch III.

4. Comparative study of the four batches for dimensions of empowerment revealed that self-confidence and achievement motivation were high with Batch I. Aspiration, leadership quality, knowledge gained and competency were high with batch IV. Professional contact was high

with batch II and risk orientation was found to be high with batch III and batch IV.

5. Correlation analysis of the dimensions of empowerment with empowerment index revealed that leadership quality, entrepreneurial behaviour, knowledge gained, professional contact and risk orientation were positively and significantly correlated with empowerment index.

6. Correlation analysis of profile characters with empowerment index showed significant positive correlation with family type, innovativeness, occupation of the respondents and their progressiveness.

7. SWOT analysis on RAWEP revealed that the major strength of RAWEP is that it has blended the technical as well as personal characters of the students. The major weakness identified was lack of time, tight schedule, untimely financial aid and lack of co-operation from farmers and line departments. The opportunities of the programme were exposure to various village level institutions, research stations, enterprises and basically exposure to real rural life. The major threats identified were limited exposure to contact village and inadequate matching of the period of RAWEP with the cropping season.

Implications of the study

This study is the first research attempt to evaluate the RAWEP in Kerala Agricultural University, Vellayani campus. The implications of the study are presented below.

Agriculture education is basically aimed to develop skilled manpower for practicing farming and undertaking extension, teaching and research for agriculture development. It has become imperative to improving the quality of

Agriculture education to suit the changes and meet the emerging changes in the sector. RAWEP was introduced in Agriculture University with this vision and the present research study revealed that impact of RAWEP in general had provided adequate level of professional competency with knowledge skill, right kind of disposition and administrative capabilities to take up any venture for agriculture development

The dimensions of empowerment considered in the study were high for entreprenurial behaviour and aspiration. Hence it is felt that a training in enterprises of agri-diversified products and the specific areas of interest of the students may promote self employment. The dimensions self-confidence, achievement motivation, leadership quality, knowledge gained, professional contact, risk orientation and competency were in the medium category. Hence it is necessary to trace out the areas through which this qualities can be boosted up. The constraints faced by the students during the RAWEP should be given due consideration and remedial measures suggested for more efficiency of the programme so that the experiential learning programme RAWEP adds value to the society by producing graduates who are socially proficient and functional individuals.

Suggestions for Future Research

1. The present study has been taken only in Vellayani campus of Kerala Agricultural University. Similar studies can be taken in other campuses of Kerala Agricultural University for evaluating and improving the RAWEP

2. The variables though well selected with rationality, showed the lesser contribution. Some more variables may also be thought of so as to know the unknown side of the study.

3. The module wise impact can be studied through an empirical analysis.

4. An experimental type of study before and after empowerment through RAWEP can be thought of.

5. An action research on the stakeholders participation in implementation and evaluation of RAWEP modules can be undertaken for future research.

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* Originals not seen

Appendices

KERALA AGRICULTURAL UNIVERSITY

Dr. A.K.Sherief
Assistant Professor (ss)

Department of Agricultural Extension,
College of Agriculture,
Vellayani,
Thiruvananthapuram-695522

Dear Sir/Madam

Smt. Y. Shifa Dhas M.Sc. (Ag.) student of this Department is undertaking a research study entitled "Impact of Rural Agricultural Work Experience Programme on the B.Sc.(Ag)students of Vellayani Campus of Kerala Agricultural University.

The main objective of the study is to analyze the impact of Rural Agricultural Work Experience Programme in empowering the B.Sc.(Ag)graduates, study the extent to which the objectives of RAWE Programme has been achieved and also identifying the constraints and making suggestions for the effective redesign of the Programme

The attributes related to the study have been identified based on review of literature and discussion with experts. They are listed in the following pages along with the operational definitions. Considering your vast experience in the field of extension research you are selected as judge to rate the relevancy of the variable on a three point continuum ranging from most relevant to least relevant. Please indicate the degree of responses using a tick (✓) mark.

Kindly spare some of your time and return the list duly filled at the earliest.

Thanking you

Yours Sincerely,

A.K.SHERIEF

Appendix – I

SELECTION OF VARIABLES FOR THE STUDY

Sl. No.	Independent Variables	Most relevant	Relevant	Least relevant
1	Sex : Refers to the gender of the respondent, whether male or Female.			
2	Birth Order: Refers to the birth position of the respondent in the family.			
3	Family type: Refers to the nuclear or the joint type family of the respondent.			
4	Family size: Defined as the specific number of members in the family living together.			
5	Parental Occupation: Refers to the agriculture or non agriculture occupation of the parent.			
6	Rural urban Background: Operationlised as the residential background of the respondent, whether he/she he/she hails from a rural or an urban background.			
7	Academic achievement: Refers to the grade point scored by the individual in the agriculture, undergraduate programme.			
8	Innovativeness: Defined as the interest and desire of the respondent to seek changes in their avocation.			
9	Adaptability: Refers to the ability of a respondent to respond quickly to different changing environment or situation.			
10	Occupation of the respondent: Refers to the present employment or job of the respondent.			
11	Progressiveness: Refers to the extent to which one is relatively early in taking action of the innovation.			
12	Land holding: Refers to the total land owned by the individual.			
13	Sociability: Operationalised as the extent to which an individual make friends takes social contact and social activity.			
14	Socio-economic status: It is defined as the economic position of the individual in the society.			
15	Perception through RAWEP: Operationality defined as a dynamic phenomenon which involves not only perceiving stimuli, but also interpreting and describing the stimuli in terms of what are meaningful to the individual.			

Sl. No.	Dimensions of Empowerment	Most relevant	Relevant	Least relevant
1	Self confidence: Refers to the extent of feeling about one's powers, abilities and resourcefulness to perform any activity which he/she desires to undertake.			
2	Aspiration: Refers to the degree, towards getting at higher level in life.			
3	Achievement motivation: Refers to the extent of feeling or desire for excellence to attain a sense of personal accomplishment.			
4	Competency: Defined as the degree to which an agriculture graduate in oriented to place themselves in a competitive situation.			
5	Knowledge gained: Operationalised as the extent of understanding of the subject, of the various aspects gained through Rural Agricultural Work Experience Programme.			
6	Entrepreneurial behaviour: It is a set of characteristics associated with persons who posses the drive and capabilities to obtain and manage the variety of inputs necessary to successfully undertake a venture.			
7	Skill Acquisition: Refers to the skills, the practical knowledge acquired through RAWE programme.			
8	Decision making ability: Defined as the degree to which one justifies the selection of most effective means from among the available alternatives.			
9	Information Seeking Behaviour: Defined as the extent, the respondent is seeking information from different communication sources.			

Sl. No.	Dimensions of Empowerment	Most relevant	Relevant	Least relevant
10	Communication Skill: Operationalised as the ability of the individual in information input, processing, output and feedback.			
11	Leadership quality: Refers to the ability of the individual to influence and lead others in the attainment of goals.			
12	Team Spirit: Refers to the extent to which joint action behaviour is exhibited through co-ordinated efforts to achieve common goals.			
13	Social Participation: Operationalised as the degree of involement in formal organisations either as member or office bearer.			
14	Extension orientation: Refers to the contact with extension agencies and also his role in organising various activities like campaigns, seminars, meetings etc.			
15	Initiative: Defined as the capacity to come forward on one's own to take up some activities or enterprises.			
16	Risk orientation: Defined as the degree to which one is oriented towards encountering risks and uncertainly.			
17	Self Reliance: Refers to the ability of an individual to depend on one's ownself for introducing changes in his/her life.			
18	Professional Contact: Operationalised an the contact the individual maintains with various agencies, agriculture officers, scientists, and other officers with regard to his career.			

Appendix – II

INTERVIEW SCHEDULE

1. **Name of the respondent** :
2. **Sex** :
3. **Year of Study** :
4. **Residential Address** :
5. **Indicate your residential background** : Rural / Urban
6. **What is your OGPA** :
7. **Have you got any Recognition / Prize for your RAWE group** :
8. **Indicate the type of your family by making a tick (✓) mark**
   (i) Nuclear ( )
   (ii) Joint ( )
9. **How many members are there in your family** :
10. **Do you have brothers and sisters** : Yes / No
    If yes indicate your birth order
11. **Please indicate the occupation of your parent**
    (i) Agriculture ( )
    (ii) Others ( )
12. **Occupation of the respondent**
    (i) What is your present occupation : Self employed / Employed / Unemployed

    (ii) Please indicate the category of your occupation by putting a tick mark (✓) in the appropriate column

Self Employment		Job related with Agriculture		Job other than Agriculture		Others
Agriculture and allied	Others	Govt.	Pvt.	Govt.	Pvt.	

13. Self confidence

Please indicate your response by putting a tick (✓) mark in the appropriate column

SA – Strongly Agree, A – Agree, UD – Undecided, DA – Disagree, SDA- Strongly disagree

Sl. No.	Statements	SA	A	UD	DA	SDA
1	I feel no obstacles can stop me from achieving my final goal					
2	I am generally confident of my own ability					
3	I am bothered by inferiority feelings					
4	I am not interested to do things at my own initiative					
5	I usually work out things for myself rather than get some one to show me					
6	I get discouraged easily					
7	Life is a strain for me much of the time					
8	I find myself working about something or the other always					

14. Aspiration

Sl. No.	Items	Yes	No
1	Opting for higher studies		
2	Getting a Govt. Job		
3	Getting employed		
4	Getting higher income		
5	Developing own enterprises		
6	Any others		

15. Achievement motivation

Sl. No.	Statements	SA	A	UD	DA	SDA
1	One should enjoy work as much as play					
2	One should work hard at everything one undertakes until he is satisfied with a result.					
3	One should succeed in his occupation even if one has been neglectful of his family					
4	One should have determination and driving ambition to achieve certain things in life even if these qualities makes one unpopular.					
5	Work should come first even if one cannot get rest.					
6	Even when one's interest are in danger he should concentrate on his job and forget his obligation to others.					
7	One should get difficult goals for oneself and try to reach them.					

16. Knowledge gained

Sl. No.	Statements	Yes	No
1	Asst. Director of Agriculture is the immediate Superior of Agriculture Officer		
2	Krishibhavans will have a jurisdiction of one panchayat		
3	Choice of crop is determined by topography, climate and soil texture		
4	To prepare a farm plan existing land use pattern is to be studied		
5	Water requirement is calculated based on field capacity and permanent wilting point.		
6	Farm planning aids the increase in agricultural production, export and facilitates foreign exchange.		
7	The steps in the preparation of watershed project are delineation, codification and projectisation		
8	KHDP is the only organization which gives loan for leased land cultivators.		
9	KVK's bridge the gap between technology generation and technology adoption		
10	Frontiline demonstration is usually conducted in area of 1 ha.		
11	Case studies helps to understand problems, analyse situation and teach about the subject		
12	Target groups for NGO's are educated youths		
13	The SHG (Self Help Group) is the functional unit of VFPCK		
14	Exhibition of diseased plant parts and major pests in agro clinics session would help farmers in identifying the pest and disease problems in their farm.		
15	Agro-clinics in combination with farm visit is effective than mere presentation.		
16	Analysis of demand is a must for starting a business		
17	Cultural programmes combined with message of agricultural technologies is more effective in a rural set up.		
18	Leadership pattern identification doesn't have influence on the transfer of technology.		
19	People's plan campaign is a Governmental Organisation for centralised planning and subsequent development.		
20	Participatory Rural Appraisal is a participatory method for eliciting near rural fact.		

17. Leadership quality

Sl. No.	Statements	Always	Sometimes	Never
1	Do you think you can change the attitude of others.			
2	Do you guide and influence others in taking decisions			
3	Do you lead meetings and discussion			
4	Do you feel others are convinced by you			
5	Are you available to others at any time to extend necessary help to them.			

18. Entrepreneurial behaviour

Sl. No.	Statements	Agree	Disagree
1	I have enough faith in my own ability		
2	I am hesitant about starting / running and enterprise		
3	The key points of success should not be divulged to other entrepreneur		
4	It is of no one to keep information on what others are doing		
5	It is only because of my own effort that I have acquired enough knowledge to start an enterprise		
6	I wills tart an enterprise only if somebody prompt me.		

19. Professional contact

Frequency of contact

Sl. No.	Professionals	Regularly	Sometimes	Never
1	Progressive farmers			
2	Scientists			
3	Teachers			
4	Extension Officers			
5	NGOs			
6	PVT Agencies			

20. Competency

Sl. No.	Statements	SA	A	UD	DA	SDA
1	Are you updated with the various developing technologies in Agriculture					
2	The base for a person's development is the competitive spirit he has					
3	Competitive spirit is very much needed to completely bring out the hidden abilities of a person.					
4	Competitive spirit is needed for World Progress.					
5	You are inclined to live in the present leaving the past and the future out of you thoughts.					

21. Risk Orientation

Sl. No.	Statements	SA	A	UD	DA	SDA
1	One should have two or more enterprises or options to avoid greater risk involved in any one of them.					
2	One should take more of a change in making a big profit than to be content with smaller but less risky profit.					
3	An entrepreneur who is willing to take greater risk than the average entrepreneur usually does better financially					
4	It is good to take risk when one knows his chance of success is high.					
5	It is better not to try a new method unless most others have used it with success.					
6	Trying entirely a new method involves risk but its worth.					

22. Innovations

Sl. No.	Statements	SA	A	UD	DA	SDA
1	You would feel restless unless you try out an innovative method of which you have come across.					
2	You are cautious about trying new practices					
3	You like to keep up-to-date information about the subjects of your interest.					
4	You opt for traditional way of doing things than go in for newer methods.					
5	You would prefer to wait for others to try out new techniques first.					

23. Progressiveness

Sl. No.	Statements	Yes	No
1	Do you keep yourself upto date in latest technology.		
2	You will put into practice the innovative approaches in your enterprise/activity		
3	When confronted with alternatives you take the initiative to decide the course of action.		
4	You get confused and discouraged easily		
5	When you want to know more about something you take the initiative to seek information.		

24. Strengths of RAWEP

Sl No.	Items	Agree	Disagree
1	RAWEP provided direct farm experience		
2	RAWEP gained exposure to socio-economic conditions of farmers		
3	RAWEP helps to increase self confidence		
4	RAWEP helped to get acquainted with various developmental agencies, their approach and strategies.		
5	RAWEP enriched knowledge and skill		
6	Krishi Bhavan trainings helped to acquire knowledge on the administrative functions.		
7	Krishi Bhavan trainings gave the confidence for designing developmental plans		
8	Water shed management analysis helped to understand the resource utilization pattern		
9	Agro-clinics inculcated the abilities to diagnose major agricultural problems and possible solutions		
10	Agro-clinics helped in developing inter personal communication skills		
11	Entrepreneurship Development Programme trainings helped in the development of the entrepreneurial behaviour.		
12	Training in NGOs provided with knowledge on rural development activities.		
13	Village stay camps gave an understanding on the socio-cultural settings and the life of the farming community.		
14	RAWEP builds up team spirit.		
15	RAWEP provided with experiential learning of the village life.		
16	Any other		

25. Weaknesses of RAWEP

Sl No	Items	Agree	Disagree
1.	Lack of time for implementation		
2.	Lack of financial support		
3	Lack of cooperation among students		
4	Lack of cooperation from host farmers		
5	Lack of transport facilities		
6	Lack of initiative on the part of students		
7	Non availability of subject matter specialist		
8	Concentration on one village		
9	Lack of cooperation from line department officials		
10	Lack of administrative setup		
11	Any other		

26. Opportunities of RAWEP

Sl No	Items	Agree	Disagree
1	Rapport building with professionals		
2	Better field orientation		
3	Opportunity to increase technical skills		
4	Improving communication and leadership skills		
5	Exposure to administrative functions		
6	Acquire knowledge on panchayat level planning		
7	Knowledge gain about village gain institutions		
8	Exposure to various enterprises		
9	Acquisition of technical know how in participatory rural appraisal and managerial tools.		
10	Builds up research extension linkages		
11	Any other		

27. Threats in RAWEP

Sl. No.	Items	Agree	Disagree
1.	Limited exposure to contact village		
2.	Inadequate matching of the period of RAWEP with the cropping season		
3.	Poor basic facilities		
4.	Lack of time for preparing towards competitive examinations		
5.	Limited training on research and administration		
6.	Lack of interest among students		
7.	Lack of comprehensive evaluation system		
8	Any other		

Please indicate the constraints in the RAWEP

1.

2.

3.

4.

5.

Please indicate your suggestions to improve the RAWEP

1.

2.

3.

4.

5.

IMPACT OF RURAL AGRICULTURAL WORK EXPERIENCE (RAWE) PROGRAMME ON AGRICULTURE GRADUATES OF VELLAYANI CAMPUS, KAU

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Abstract of the
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Abstract

ABSTRACT

The study entitled 'Impact of Rural Agricultural Work Experience (RAWE) programme on agriculture graduates of Vellayani campus, KAU' was undertaken to assess the impact of RAWEP in empowering the B.Sc. Agriculture graduates, their profile characters and their relationship with empowerment. The study also aimed to analyse the strengths, weaknesses, opportunities and threats of the programme, identify the constraints and make suggestions for improving RAWEP.

The study was conducted in College of Agriculture, Vellayani campus of Kerala Agricultural University. A sample of 100 respondents from the first four batches who underwent RAWE programme were selected using stratified random sampling with equal allocation. Data were collected through well structured questionnaires and interview schedule.

The study revealed that the entrepreneurial behaviour and aspiration were high with the respondents. Most of the respondents were in the medium category for the other dimensions such as risk orientation, achievement motivation, knowledge gained, competency, professional contact and leadership qualities considered for empowerment in the study.

The distribution of respondents based on profile characters was found high with female sex, nuclear family type, rural background and non-agricultural occupation. The employed and unemployed category were almost equal in distribution. Progressiveness was found to be high among of the respondents.

Though there was no significant difference between batches with respect to empowerment index, which was observed to be the highest with the batch III.

Among the dimensions of empowerment, self confidence and achievement motivation was high with batch I. Aspiration, leadership quality, knowledge gained and competency were high with batch IV. Professional contact was high with batch II. Risk orientation was high with batch III and IV.

The dimensions of empowerment, *viz.*, leadership quality, entrepreneurial behaviour, knowledge gained, professional contact and risk orientation had shown positive and significant relationship with empowerment index.

The profile characters viz., family type, innovativeness, occupation of the respondents and progressiveness had shown positive and significant relationship with empowerment index. The strength of RAWEP indicated, that it blended the technical as well as the personal characters of the students. Lack of time for the full fledged completion of the programme was the major weakness. Exposure to various village level institutions, research stations and enterprises were considered as the opportunities. The major threat was the limited exposure to contact village.

The predominant constraint faced by the respondents was the lack of time for the completion of RAWEP. Hence for future improvement of RAWEP, the splitting RAWEP to two phases or increasing the duration of RAWEP can be suggested for an improved usefulness of RAWEP.