EVALUATION OF VILLAGE STAY MODULE OF RURAL AGRICULTURAL WORK EXPERIENCE PROGRAMME (RAWEP): THE CASE OF COLLEGE OF AGRICULTURE, VELLAYANI

by

SREENATH. P

(2017-11-084)

THESIS

Submitted in partial fulfilment of the

requirements for the degree of

MASTER OF SCIENCE IN AGRICULTURE

Faculty of Agriculture

Kerala Agricultural University

DEPARTMENT OF AGRICULTURAL EXTENSION

COLLEGE OF AGRICULTURE

VELLAYANI, THIRUVANANTHAPURAM-695 522

KERALA, INDIA

2019

DECLARATION

I, hereby declare that this thesis entitled "**Evaluation of Village stay module of Rural Agricultural Work Experience Programme (RAWEP): The case of College of Agriculture, Vellayani.**" 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 of degree, diploma, associateship, fellowship or another similar title, of any other university of society.

Vellayani

Date: 30-08-2019

SREENATH. P

(2017-11-084)

CERTIFICATE

Certified that this thesis entitled "**Evaluation of Village stay module of Rural Agricultural Work Experience Programme (RAWEP): The case of College of Agriculture, Vellayani**" is a research work done independently by Mr. Sreenath. P. (2017-11-084) under my guidance and supervision and that it has not previously formed the basis of the award of any degree, diploma, associateship or fellowship to him.

Vellayani

Date :30-08-2019

Dr. G. S. Sreedaya
(Chairman, Advisory committee)
Assistant Professor (Sr. scale)
Department of agricultural Extension
College of Agriculture, Vellayani
Thiruvananthapuram

CERTIFICATE

We, the undersigned members of the advisory committee of Mr. **Sreenath. P. (2017-11-084)**, a candidate for the degree of **Master of Science in Agriculture**, with major in Agricultural Extension, agree that the thesis entitled **"Evaluation of Village stay module of Rural Agricultural Work Experience Programme (RAWEP): The case of College of Agriculture, Vellayani"** may be submitted by Mr. Sreenath. P, in partial fulfillment of the requirement for the degree.

Dr. G. S. Sreedaya
(Chairman, Advisory committee)
Assistant Professor (Sr. scale)
Department of agricultural Extension
College of Agriculture, Vellayani
Thiruvananthapuram

Dr. A. Anil Kumar
(Member, Advisory committee)
Professor& Dean i/c,
Department of Agricultural Extension
College of Agriculture, Vellayani.
Thiruvananthapuram

Dr. B Seema
(Member, Advisory committee)
Professor & Head
Department of agricultural Extension
College of Agriculture, Vellayani
Thiruvananthapuram

Dr. Brigit Joseph
(Member, Advisory committee)
Associate Professor & Head
Department of Agricultural Statistics
College of Agriculture, Vellayani
Thiruvananthapuram

Acknowledgement

First of all, I bow my head before the almighty for all the blessings and grace he has bestowed upon me. With immense pleasure, I would like to express my sincere gratitude to **Dr. G. S. Sreedaya**, assistant professor (Sr. scale), Department of Agricultural Extension and chairman for her constructive guidance, wholehearted dedication. Advice, constant inspiration and valuable suggestions which render me to accomplish the research work successfully.

I convey my heartfelt thanks to **Dr. B. Seema**, Professor & Head, Department of Agricultural Extension for the valuable advices, encouragement and whole hearted approach right from the beginning of the thesis work.

I extend my sincere gratefulness to **Dr. A. Anilkumar**, professor & Dean i/c, Department of Agricultural extension for the valuable suggestions and support he has extended during this work.

I convey my sincere gratitude to **Mrs. Brigit joseph**, Associate professor & Head, Department of Agricultural Statistics, for her willingness to render help at any time, critical evaluation, support and encouragement throughout the research work. The task of data analysis would not have been possible without her support.

I am particularly thankful to **Dr. Allan Thomas**, Assistant Professor (Sr. scale), Department of Agricultural Extension for the moral support, constant motivation and encouragement during the course of the study.

I have no words to express my love and respect to **Dr. N. Kishore kumar** sir for his constant support, advice and care he has showered on me and I dedicate this thesis to my sir.

I also feel happy in thanking the entire family of my Agricultural Extension Department. Thanking all the teaching staff, **Dr. Sherief, Dr. Smitha, Dr. Archana, Dr. Gopika** for their friendly approach and constant encouragement rendered to me during the course of my study and research work.

I avail this opportunity to thank all non- teaching members of the Department of Agricultural Extension **Seena chechi, Jayanthi chechi, Aswathy chechi, Nadesan chettan** and **Radhakrishnan chettan** for their kind consideration on me throughout my study.

I convey my heartfelt thanks to **Dhanusha chechi, Preethu chechi, Greeshma chechi, Mano chettan, Nidheesh chettan, Nysanth chettan, Shalaz itha, Navitha chechi, Reshma victor chechi, Akhil chettan, Ahaljith,** and all other seniors for their valuable suggestions and encouragement right from the beginning of my study.

I express my thanks and whole hearted cheers to all my batch mates **Pooja, Susan, Safna, Geethu, Alan, Deini, Chanda, Vinod and Santhosh dumpu** for their constant support. I thankfully acknowledge the help and support of all my juniors.

I am indebted to my dearest senior **Reshma J. Murugan** chechi for constantly supporting, encouraging and helping me to complete the research work and motivating me to achieve my goals.

I convey my thank to all my chunkz who have done UG and PG with me and constantly supporting me.

At last not least I am beholden beyond words to express my indebtedness to my **Achan, Amma, Chinchukkutty, grandma** and all dear family members for their unconditional love, sacrifices and support bestowed on me from the day I have known them.

SREENATH. P

CONTENTS

LIST OF TABLES

16.	Distribution of farmers based on their entrepreneurial behaviour	
17.	Distribution of farmers based on mass media exposure	
18.	Distribution of farmers based on number of trainings undergone	
19.	Distribution of farmers based on extension agency contact	
20.	Distribution of farmer respondents based on economic motivation	
21.	Distribution of farmers based on progressiveness	
22	Distribution of farmers based on social participation	
23	Correlation of perception of farmers towards the content and conduct of village stay programme with profile characteristics	
24	Distribution of students based on the major constraints as perceived by them	

LIST OF FIGURES

LIST OF ABBREVIATIONS AND SYMBOLS USED

AAO	Agricultural Assistant Officer
ATMA	Agricultural Technology Management Agency
B. Sc.	Bachelor of science
et al.,	Coworkers
F	Frequency
KAU	Kerala Agricultural University
M. Sc.	Master of science
Max	Maximum
Min	Minimum
N	Total number of respondents
PRA	Participatory Rural Appraisal
RAWEP	Rural Agricultural Work Experience Programme
SD	Standard deviation
Viz.,	Namely
&	And
%	Per cent
Fig.	Figure
Sl. No	Serial Number
i. e.	That is

LIST OF PLATES

APPENDIX

Sl. No	Title	Appendix No.
1.	Interview schedule for farmers	I
2.	Interview schedule for students	II
3.	Interview schedule for peoples' representatives	III

Introduction

1. INTRODUCTION

Agricultural education is basically aimed to develop skilled manpower to take up farming, undertaking research, teaching and extension work for agricultural development in the Indian context. There is probably no occupation as agriculture in which experience is more necessary and much time is required to obtain experience. The only safe way for an inexperienced man to begin farming is by working with a good farmer. Agriculture is the backbone of Indian economy on which 52 per cent of the population depends to live. The farmers mostly reside in rural areas and hence, development of our country cannot be possible without strengthening the socio-economic conditions under which a rural farmer works.

The report of the Royal Commission on Agriculture in India (Anon, 1928) stated that complaints were made to them by some cultivators that the training given in Agricultural Colleges was not sufficiently practical. They noted the inability of the agricultural demonstrators to handle bullock or to plough properly and recommended provision of further facilities for obtaining practical experience.

One of the greatest educationists of India, Dr. Radhakrishnan (Anon, 1948) noted that bookishness has greatly limited the value of agricultural education. So, agricultural education should be given a rural setting such that it includes direct participation and experience with agricultural life and practice. All these requisites necessitated the re- modeling and development of new pedagogic tools in agricultural education, which is the foundation for future agricultural development. The Indian Council of Agricultural Research (ICAR) endeavoring to empower youth with appropriate technologies formulated a Review Committee on Agricultural universities popularly known as Randhawa Committee in the year 1992.

This led to the development of a rigorous field programme with emphasis on practical reorientation of farm students to the rural agricultural operation systems and

totality of farm life. The students should get exposed to these existing realities of a typical rural setup through interconnected exercises of skill development so as to identify the practical possibilities of academic knowledge in the field.

The Rural Agricultural Work Experience (RAWE) is a compulsory course offered by the agricultural universities of the country normally in the final year of undergraduate degree programme launched mainly by the recommendation of the Randhawa Committee (1992). The success of agricultural education depends on the effectiveness of the system to mold the graduates with the right combinations of professional competencies. The course on Rural Agricultural Work Experience (RAWE) has been designed primarily to address the issue of meeting the new challenges that the under-graduate students of agricultural universities in India face while they set out to work in the villages right in the midst of the farmers.

At present Kerala Agricultural University offers RAWE in 20 credit hours of 20-week duration in the seventh semester. It includes 15 modules, one of which is the village stay module. Village stay module as part of the RAWE is being implemented by College of Agriculture, Vellayani since the year 1995. So far 20 village stay programmes have been conducted throughout the state of Kerala including Thiruvananthapuram, Kollam, Alappuzha, Pathanamthitta, Idukki and Wayanad districts.

The main objective of the village stay module is to give an opportunity to the students to get acquainted with the existing rural/village situation and to gain firsthand experience, to study the socio economic political and cultural structure of the village community using participatory techniques. It equips the students to plan and organize appropriate extension programmes based on the local farming problems in the village and to prepare an integrated agricultural development plan of a village/ Panchayath.

Village stay module has different components which include Participatory Rural Appraisal (PRA), Agri clinic, Field and home visits, Method demonstrations, Training programme for the farmers, seminars and exhibitions. As part of the programme, personality development classes for the school students, competition for students and housewives and cultural programmes were also arranged. A comprehensive 'Development plan' aimed at the holistic development of the village will be handed over to the gramapanchayath at the end of the village stay programme.

1. 1 SPECIFIC OBJECTIVES

1. Perception of farmers towards PRA, Agriclinics, trainings, seminar/exhibitions and method demonstration.

2. Perception of students regarding the attainment of objectives, content and conduct of village stay programme.
3. Extent of utility of Development plan submitted to respective Panchayath as perceived by the Peoples' representatives.
4. Constraints of village stay programme as perceived by students.

5. Suggestions from farmers, Peoples' representatives, and students to make village stay programme more effective.
6. Profile characteristics of farmers.

1. 2 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 Village stay programme concept of Rural Agricultural Work Experience Programme (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 evaluating the Village stay module of Rural Agricultural Work Experience Programme (RAWEP) may enable to strengthen the Village stay module and hence the utility of the programme. Hence a study is being conducted to evaluate the Village stay module of Rural Agricultural Work Experience Programme (RAWEP); The case of college of Agriculture, Vellayani.

1. 3 SCOPE OF THE STUDY

This study was conducted in five panchayaths in Kerala in which village stay programme of COA, Vellayani has been conducted from 2013 to 2017. In this study, an attempt has been made to measure the perception of farmers and students on Village stay programme and the relationship with the personal variables associated with the perception of farmers on Village stay programme. A study of this nature on the perception of farmers and students on Village stay programme has not been attempted till now in a scientific manner.

There for this study aims to bring out a clear picture of the perception of farmers and students on Village stay module of Rural Agricultural Work Experience Programme conducted by final year students of College of Agriculture, Vellayani from the year 2013 to 2017.

It is expected that the results of this study would facilitate the agricultural universities to identify the lacunae present in the system of Village stay programme. 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.

1. 4 LIMITATIONS OF THE STUDY

The study was undertaken as 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.

1. 5 PRESENTATION OF THE THESIS

The entire master thesis has been spread out under five chapter. The first chapter deals with the 'Introduction', which explains the importance of the research topic, objectives, need, scope and limitation of the study. The second chapter 'Review of Literature' covers the review of the studies related to the research topic. The third chapter 'Methodology' explains the location of the study, selection of respondents, operationalization and measurement of the dependent variables, constraints perceived by the respondents, methods used for data collection and statistical tools used for the study. The fourth chapter deals with the 'Results and Discussions' of the present topic. The final chapter 'Summary' briefly summarizes the results of the major findings and suggestions for overcoming the constraints.

Review of Literature

2. REVIEW OF LITERATURE

The main aim of review of literature is to acquire knowledge on the earlier studies undertaken by the researchers in a given field of study. This will help to find out the available information, which is related to the objectives of the proposed research and assist in delineation of the problem area besides providing a basis for theoretical framework and for interpretation of the findings. It facilitates to find out the gaps in selecting topics for research studies besides fetching the available techniques, which can be used to measure the factors under study and to compare the present results with that of the results of previous research.

An attempt has been made to review the relevant literature on Evaluation of Village stay module of Rural Agricultural Work Experience Programme (RAWEP): The case of college of Agriculture, Vellayani, presented in a systematic manner under the following sub headings.

2.1 PERCEPTION

Like most concepts within the social science disciplines, perception has been defined in a variety of ways since its first usage. Perception can be defined as an act of being aware of one's environment through physical sensation which denotes an individual's ability to understand.

Taylor et al. (1980) refers perception as the mental process of recognizing the stimuli we receive. One has to both perceive(recognize) and interpret the sensations one receives before they become perceived messages.

Sharma (1989) found that majority of the women beneficiaries of IRDP perceived enhanced income through participating in the programme.

Manga raj (1999) opined that right kind of perception is highly essential for successful programme implementation and organizational climate adds considerably to the perception and success of any extension programme.

Dalapati (2010) found that 54.7 per cent of participants perceived that MGNREGS is very important for their family and over 43 per cent households accepted that MGNREGS has brought significant changes in their life.

2.1.1 PERCEPTION OF FARMERS TOWARDS CONTENT AND CONDUCT OF VILLAGE STAY PROGRAMME

Perception of farmers towards village stay programme was measured in terms of perception towards PRA, agriclinics, trainings, seminar/exhibitions and method demonstration.

2.1.1.1 Participatory Rural Appraisal (PRA)

PRA is an approach used by non- governmental organizations and other agencies to incorporate the knowledge and opinions of rural people in the planning and management of development projects and programmes.

Participatory approaches like PRA are now becoming a basic approach in rural development and a wide range of examples can be found in the literature for natural resources and communally owned land: resource economics (Pretty and Scoones, 1989).

A family of approaches, methods and behavior to enable poor people to express and analyze the realities of their lives and condition, and themselves to plan, monitor and evaluate their actions (chambers, 1994).

PRA focuses on facilitating changes in attitudes and behaviors which will enable the 'empowerment' of local people (IDS, 1996:1).

The use of the PRA also brought forth the adaptability of PRA tools and their use in the research process (Szymanski, et.al 1997).

A growing family of approaches, methods, attitudes and behavior to enable and empower people to share, analyze and enhance their knowledge of life and conditions, and to plan, act, monitor, evaluate and reflect (Chambers, 2004).

2.1.1.2 Agriclinics

Atreya (2005) stated that with limited access to agriculture extension services, Nepale farmers have very poor knowledge and skill on plant health issues resulting in appropriate use of pesticides which have hazardous impact on human being, livestock and environment.

Bentley *et al* (2007) stated that the concept of plant health clinics has been evolved as a novel approach in providing regular, low-cost plant health services to farmers.

In Nepal, the concept of plant health clinics was introduced and is in practice since 2008 (Boa and Harling, 2008).

Similar to the concept of clinic for human and animals, plant clinic provides primary health care for plants which are run by local extension workers at farmers convenient place (Danielsen and Kelly, 2010).

2.1.1.3 Trainings

Khemmani (2000) defined training as a planned communication process which results in changes of attitudes, skills and knowledge in accordance with specified objectives relating to desired patterns of behavior.

Anil Kumar (2003) while studying the effectiveness of the training programme found substantial gain in knowledge due to training of agricultural assistants.

Jadav (2011) stated that vast majority (79 per cent) of the respondents felt that KVK organizes short- and long-term vocational training courses for higher crop production and for self-employment.

2.1.1.4 Exhibitions

Educational exhibits are among the oldest communication products of Land-grant universities (NPAC, 1960).

Exhibits are among the most versatile educational media used in promoting science communication today, reaching thousands of youth and adults in a diverse range of venues that may include schools, fairs, shopping malls, museums, science centers and other settings (Caulton, 1998).

Exhibits that face each other often compete for attention, as research shows that visitors tend not to zig zag between exhibits (Bitgood, Serrell & Thompson, 2004).

Exhibits often provide textual information, but they are designed to be more than "books on walls" (Leinhardt & Knutson, 2004).

In quantitative studies conducted to identify factors associated with visitor learning through exhibits, common education variables such as prior knowledge, motivation, and interest explained no more than 9 percent of the variance in learning (Falk, 2005).

Exhibits are typically designed with the expressed goal of attracting or luring visitors who are in charge of and actively participate in their own learning experience (Simon, 2010).

2.1.1.5 Method demonstration

A demonstration activity (or event) can be defined as: the diverse means for providing farmers with "an explanation, display, illustration, or experiment showing how something works" that can be subsequently applied in their own farming practices to bring about positive changes on their farm (Collins English Dictionary).

Kiran et al (2006) found that the FLD programme had a positive impact over the existing practices in enhancing the oilseed crop productivity.

Tala (2011) observed that the method demonstrations by KVK in farmers' fields were highly useful for the farmers.

2.1.2 PERCEPTION OF STUDENTS TOWARDS VILLAGE STAY MODULE

Sanjeev and gowda (2013) in his study on 'Perceptions on Experiential Learning: A Study of Agricultural Students' revealed that rural urban background, aspiration level, OGPA and leadership quality had influenced perception of students significantly.

Kotte (2014) in his study on Perception among participants of RAWE programme at J.N.K.V.V., Jabalpur reported more than 52.33 per cent of the RAWE participants had high, 44.18 per cent had moderate, and 3.49 per cent had low perception towards RAWE programme.

Kapri *et al.* (2016) in his study on Perception among participants of RAWE programme at college of agriculture, Jorhat reported that majority of students had high perception about RAWE as it helped to develop self -confidence and leadership quality.

2.2 PROFILE CHARACTERISTICS OF FARMERS

2.2.1 Age

Nath (2002) in his study on Role of labour force in agricultural development implemented through people's plan in Kerala reported that age had negative and significant correlation with the functioning of thozhil sena (labour bank)

Sridhar (2002) in his study on watershed programme found that 44.67 percent of the respondents were middle aged, while, 28.00 percent of them were young and remaining 27.33 percent belong to old aged.

Sharma *et al.* (2010) in their study on Management of MGNREGS observed that the participants with in the age group of 21 years to 35 years were higher in numbers as compared to the age group of 30- 60 years.

Aundhkar *et al.* (2013) in his study on Adoption of drip irrigation technologies by the orange growers observed that nearly two-fifths (38.34%) of the

orange growers belonged to middle age, followed by those belonged to young (32.50%) and old (29.16%).

Rakesh (2010) in his study on Precision farming in sugarcane- A diagnostic Study reported that 48.00 per cent of the PF beneficiaries were found in the middle age category followed by 35.50 per cent in the old age category and only 16.70 per cent in young age category.

2.2.2 Educational status

Reddy (2005) in his study on 'Knowledge, extent of participation and benefits derived by participant farmers of the watershed development programme in Raichur district of Karnataka state reported that 30.00 per cent of the respondents had education up to high school followed by middle school (28.00 percent) and primary school (27.30 percent). Nearly 12.00 percent of them were illiterates, while a meagre four per cent of them had education up to college and degree programme.

Haroei and Kumar (2010) in their study on the impact of MGNREGS observed that majority of respondents completed 10 th standard and eight per cent had completed 6- 10 th standard and 32.35 per cent of respondent had completed 1-5 th standard.

Ram *et al.* (2010) revealed that 50.00 per cent of the vegetable growers studied up to graduation and above, followed by those studied up to high school and intermediate (24.70%), middle (18.00%), primary school (6.70%) and 0.6 per cent farmers could read and write. There were no illiterate farmers.

Sharma *et al.* (2010) in their study observed that among the participating households the proportion having lower primary qualifications was the highest while those having senior secondary qualification were the lowest.

2.2.3 Total land holding

Chinchu (2011) stated that majority (60 per cent) of the farmers had 1- 2 acres of land while 35 per cent of the farmers had less than one acre of farm size and 10 per cent had more than two acres of farm land.

Nirmala (2012) observed that more than half of the SRI paddy growers belonged to small farmers (55.83%) category followed by those belonged to semi medium (30.00%), medium (7.50%), marginal (4.17%) and large (2.50%) farmers categories.

Rathod *et al.* (2014) in their study 'farmers perception towards livestock health care service delivery by dairy cooperatives: A case study of western Maharashtra' indicated that 76.67 per cent respondents were medium farmers followed by small and large farmers.

Naik and Deshmukh (2016) noticed that 62.53 per cent of the banana growers were in medium land holding category followed by the rest belonging to small land holding category (15.84%) and large land holding category (13.33%). Only 8.3 percent from marginal land holding category.

2.2.4 Experience in farming

Fayas (2003) conducted a study on 'viability of self-help groups in Vegetable and Fruit Promotion Council Keralam' reported that about 75 per cent of the farmers had greater than twenty years of experience in farming.

Sasankan (2004) reported that 53 per cent of the respondents had more than 25 years of experience in cassava cultivation.

Varma (2009) noticed that majority (65.83%) of the banana farmers had medium level of farming experience followed by the rest coming in the high (27.50%) and low (6.67%) level of farming experience.

Prashanth and Reddy (2012) opined that less than half (45.00%) of the organic cotton farmers had medium level of farming experience followed by those with low (30.00%) and high (25.00%) farming experience.

Sandhya (2014) revealed that nearly half (48.33%) of the sugarcane farmers had 18-29 years of farming experience followed by 26.67 per cent had of 7-18 years and 25.00 per cent of farmers had 29-40 years of farming experience.

2.2.5 Innovativeness

Priya (2003) in his study on stated that 97.50 per cent of the vegetable growers had high level of innovativeness.

Patil *et al.* (2010) reported that majority (53.57%) of the organic vegetable growers had high innovativeness followed by medium (32.14%) and low (14.19%) innovativeness category respectively.

Gowda *et al.* (2011) reported that majority (68.33%) of sugarcane growers had medium innovativeness, followed by low (22.50%) and high (9.17%) innovativeness categories.

Kalyan *et al.* (2012) found that nearly three - fifths (59.17%) of the groundnut farmers had medium level of innovativeness followed by the rest with high (20.83%) and low (20.00%) level of innovativeness.

Kumari and Laxmikant (2016) observed that majority (59.16%) of the beekeepers had medium level of innovativeness and 25.00 per cent had low level of innovativeness. Only 15.84 per cent had high level of innovativeness.

2.2. 6 Entrepreneurial behavior

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.

Gurubalan (2007) based on his work on entrepreneurial behavior of coconut- oil- based unit- owners stated that majority of copra unit growers (60.00%) belonged to medium level followed by high (23.33%) and low (16.67%) level in their entrepreneurial behavior.

Sundaran (2016) based on her study on performance analysis of SHGs and SKSs on farm entrepreneurship revealed that 60 per cent of male respondents and 53.34 per cent of female respondents exhibited medium level of entrepreneurial behavior.

Maratha *et al.*, (2017) based on their study on the corollary relationship between entrepreneurial behavior and other attributes of chilli growers found that majority of the respondents had medium (59.16%) of entrepreneurial behavior.

2.2.7 Mass media exposure

Shashidhara (2003) in his study reported that 41.11 per cent of the respondents belonged to medium level of mass media participation, followed by those with low level (35.56%) of mass media participation, whereas 23.33 per cent of respondents were noticed in high mass media participation.

Chhabra *et al.* (2010) reported that open meeting of Gram Panchayat and information given through Radio, Television, Newspaper, notice board of Gram panchayat and local officials were the prominent sources of bringing awareness.

Kiran and Shenoy (2010) stated that majority (71.00%) of the SRI paddy farmers were under medium mass media exposure category followed by those with low (15.00%) and high (14.00%) mass media exposure category.

Devi *et al.* (2013) stated that majority (69.17%) of the sugarcane farmers were medium in mass media exposure followed by those with high (20.00%) and low (10.83%) level of mass media exposure.

Kumari and Laxmikant (2016) in their study on Socio - economic profile and training needs of beekeepers in Samastipur district of Bihar revealed that majority (55.00%) of the beekeepers had medium level of exposure to mass media and 26.66 per cent had low level of exposure to mass media. The remaining 18.33 per cent had high level of mass media exposure.

2.2.8 Number of trainings undergone

Ashalatha (2000) in her study on Impact of NARP on agricultural development in the southern agro climatic zone of Kerala reported that training was positively and significantly related to the awareness about the NARP.

Lakshmi (2000) in her study on Techno- socio- economic consequences of National Watershed Development Project for Rainfed areas in Thiruvananthapuram District revealed that more than half of the respondents did not attend any of training programme.

Meera (2001) in her study on Performance of Samatha self-help groups in the empowerment of rural woman in Ulloor panchayath reported that majority of the respondents (86.6%) had low level training.

Parthasarathi and Govind (2002) reported that the knowledge level of trained farmers was much higher on biological and physical methods of IPM, identification of pests and predators on economic threshold levels. This shows the positive effect of training on farmers.

Priya (2003) in her study on Micro credit and technology utilization in vegetable production by self-help groups in Thiruvananthapuram district reported that nearly 95 per cent of farmers were in the high category in the case of trainings obtained.

2.2.9 Extension agency contact

Reddy (2003) in his study on 'Entrepreneurial behavior of sericulture farmers in Chittoor district of Andhra pradesh' reported that majority (60.00 per

cent) of the respondents were having medium level of extension contact followed by low (24.67 per cent) and high (15.33 per cent) levels of extension contact respectively.

Chavan *et al.* (2010) in their study on 'effectiveness of agricultural programmes perceived by tele viewing farmers' had reported that extension contact had significant correlation with the perceived effectiveness of agricultural programmes.

Kumar *et al.* (2012) revealed that more than three - fifths (63.12%) of the paddy growers belonged to medium extension contact, followed by the rest with high (24.38%) and low (12.50%) extension contact.

Kiranmayee (2013) indicated that a little more than half (69.16%) of the chilli farmers belonged to medium extension contact category, followed by the rest having high (25.00%) and low (18.33%) extension contact.

Sandhya (2014) indicated that majority (60.83%) of the sugarcane farmers had medium extension contact followed by the remaining with low (20.00%) and (19.17%) high extension contact.

2.2.10 Economic motivation

Gauda (1995) in his study on Extent of adoption of Banana cultivation technology by the farmers of Anand taluk of Gujarath stated that 60 per cent of the banana growers had medium level of economic motivation.

Vyas (1995) revealed that majority of tribal milk producers (82.62 per cent) had medium economic motivation.

Trivedi (2000) in his study on adoption of floriculture in Anand district of Gujarat state concluded that majority (81 per cent) of the respondents were found with medium economic motivation followed by low and high economic motivation.

Sangeetha (2009) conducted a study on 'factors influencing the adoption of precision farming technologies in tomato cultivation' reported that 58.18 per cent of the farmers had high economic motivation which was followed by 30.91 per cent farmers with medium and 10.91 per cent with low level of economic motivation.

Patidar (2015) reported that out of the total vegetable growers, the highest proportion of the vegetable growers (41 per cent) had medium economic motivation followed by high economic motivation (30 per cent) and low economic motivation (28.3 per cent) respectively.

2.2.11 Progressiveness

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

Shifa dhas (2006) based on her study on the impact of RAWEP on the Agricultural graduates of Vellayani campus under KAU revealed that majority (62 per cent) of the respondents were under the category of high progressiveness.

2.2.12 Social participation

Govind (1984) reported that social participation of farm women had significant and negative association with the extent of involvement in farm activities.

Sindhu (2002) reported that the old farmers were likely to lose interest in active participation within and outside the social system.

Santhi (2006) reported that more than two fifths (45.00%) of the SRI farmers had medium level of social participation followed by the remaining with high (31.67%) and low (23.33%) level of social participation.

Narayanasamy *et al.* (2010) based on his survey findings revealed that around 93 per cent of the respondents reported to have participated in the Gram Sabha meeting convened specially to discuss the matters related to MGNREGS.

Sriramana (2014) revealed that majority (56.66%) of the cashew farmers had medium social participation, followed by the rest with low (24.17%) and high (19.17%) level of social participation.

2.3 Constraints faced by the students

Reddy (1985) found that the students in RAWE programme were facing problems like lack of minimum facilities in the selected villages, stipulated guidelines not followed in the selection of host farmers, insufficient stipend etc. He also reported that the advisory committee faced problems due to lack of conveyance facilities and lack of co-operation in the village.

Ramanjaneyulu (1992) found that in stations where Agricultural Extension Scientists are not available, the students suffered from poor guidance and supervision.

Geethakutty *et al.* (2000) on her study on RAWE- Approaches and Experiences of KAU stated the student's suggestions for the improvement of RAWEP as (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.

Gogoi (2001) reported that most serious problem faced by students undergoing RAWEP was problem regarding extension literature, and print materials followed by problems in organizing training programmes and problem related to supervision

Helen *et al.* (2000) suggested planning of RAWEP in such a way that final year students arc 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.

Shareef and Rambabu (1999) in their study on Reactions of students towards RAWE programme reported that constraints faced by the students were less stipend, selected host farmers didn't have the desired components and heavy load of report writing.

Kumar and Sharma (2013) in their study on Analysis of functioning of RAWEP at UAS, Bangalore and Kerala Agriculture University found that the students expressed financial difficulty during RAWE programme.

Kapri *et al.* (2016) reported that 85 per cent of the students faced communication problems due to unawareness of language used in the villages and less response of villagers as they are involved in agriculture work during day time.

Materials and Methods

3. MATERIALS AND METHODS

This chapter describes the research methods and techniques adopted in conducting the present research study. The methodological details used were given under the following section heads.

3. 1. Locale of the study

3. 2. Selection of Respondents

3. 3. Operationalization and measurement of the dependent variables

3. 4. Operationalization and measurement of the independent variables

3. 5. Constraints perceived by the respondents

3. 6. Methods used for the data collection

3. 7. Statistical tools used for data collection

3. 1. LOCALE OF THE STUDY

This particular study was conducted in five gramapanchayaths where village stay programme was implemented by College of Agriculture, Vellayani namely Kadakkarappally (Alappuzha), Sulthan bathery (Wayanad), Konnathady (Idukki), Elanthoor (Pathanamthitta) and Upputhara (Idukki) in the years 2013, 2014, 2015, 2016 and 2017 respectively.

3. 2. SELECTION OF THE RESPONDENTS

There were three categories of respondents.

1. Farmers who had been closely associated with the village stay programme. Fifteen farmers were randomly selected from each of the selected gramapanchayaths where village stay programme was already conducted forming a sample size of 75.

KERALA STATE

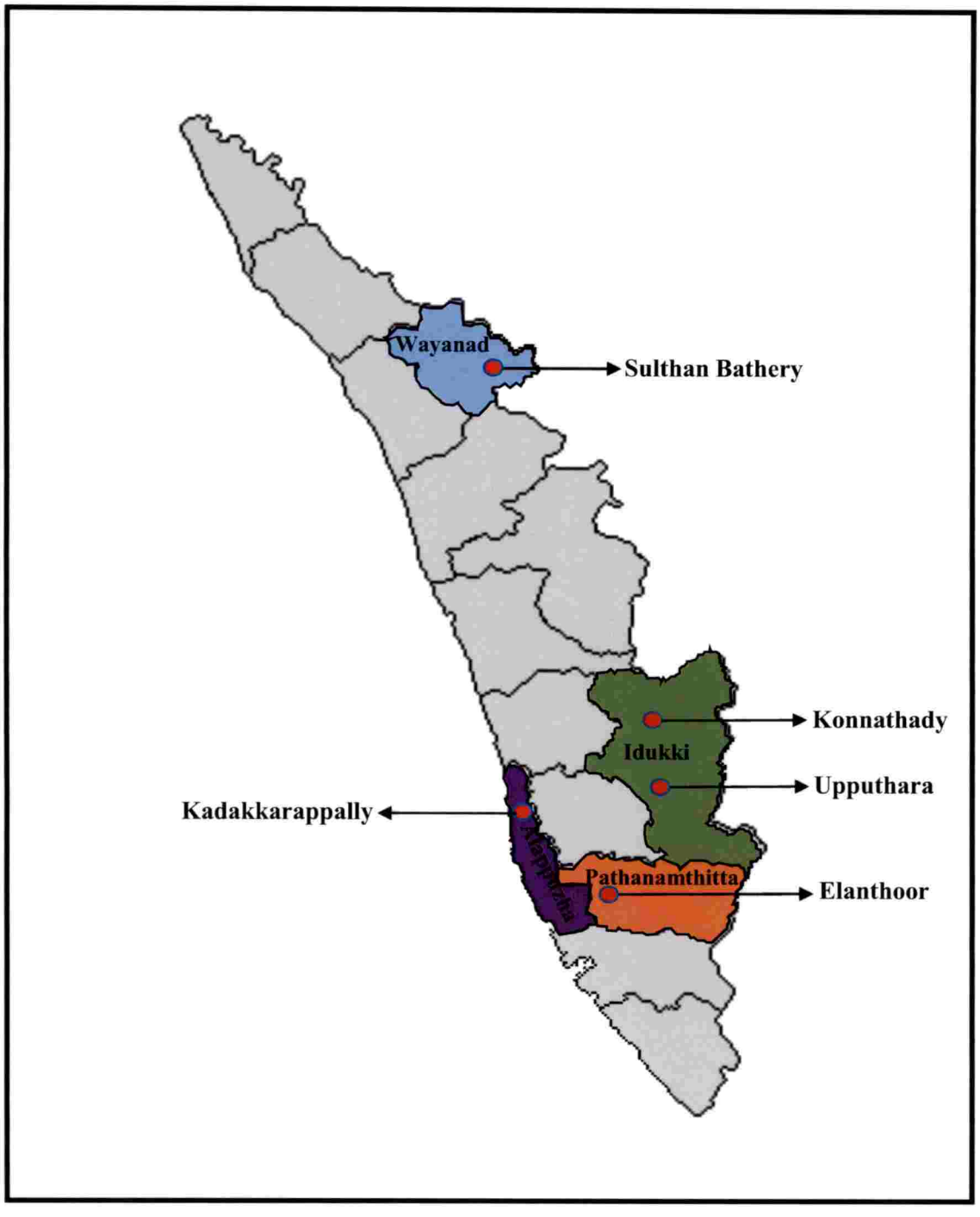

Fig. 1 Location of the study

2. Peoples' representatives.

Peoples' representatives who were actually involved in the implementation of the village stay programme were purposefully selected forming a sample size of 30.

3. Students.

Ten students from each of the five batches of COA Vellayani who had undergone village stay programme were randomly selected forming a sample size of 50.

Thus, the total sample size of the study was 155.

3. 3 OPERATIONALIZATION AND MEASUREMENT OF DEPENDENT VARIABLES

3. 3.1. Perception of farmers towards content and conduct of village stay programme (PRA, Agriclinics, trainings, seminar/exhibitions and method demonstration).

3. 3. 2. Perception of students regarding the attainment of objectives, content and conduct of village stay programme.

3.3.3. Extent of utility of development plan submitted to respective panchayath as perceived by the peoples' representatives.

3.3.1. Perception of farmers towards content and conduct of village stay programme (PRA, Agriclinics, trainings, seminar/exhibitions and method demonstration)

Perception is operationally defined as an act of being aware of one's environment through physical sensation which denotes an individual's ability to understand. Perception of farmers towards the content and conduct of Village stay programme was measured using perception index developed by Kotte (2014). The instrument had 40 statements (Given in appendix) that assess perception of farmers based on the components of Village stay programme which includes PRA, Agri

clinic, trainings, exhibition and method demonstration (8 statements for each component, thus making total 40 statements). Farmers responded by indicating their agreement to each of the 40 statements using a three- point continuum ranging from agree, somewhat agree and disagree with scores of 3, 2 and 1. Since there were 40 statements, the possible overall score range was between 40 and 120.

3.3.1.1. Participatory Rural Appraisal (PRA)

Participatory Rural Appraisal is the technique that aims to incorporate the knowledge and opinions of rural people in the planning and management of development projects and programmes. It is an approach to analyze local problems and formulation of tentative solutions with local stakeholders. It is a 'handing over the stick from outsider to insider' in methods and action. This technique was used in village stay programme to enable rural people to share, enhance and analyze their knowledge of life and conditions, to plan and to act. Different tools used in PRA technique were Social mapping, Time line, Venn diagram, Seasonal calendar, Inflow- outflow chart, Matrix ranking, Fishbone analysis and Trendline.

Eight statements assessing the content and conduct of PRA were made after analyzing reviews and discussion with experts (Given in appendix). Farmers responded by indicating their agreement to each of the eight statements using a three- point continuum ranging from agree, somewhat agree and disagree with scores of 3, 2 and 1. The total possible score ranged from 8 to 24.

3.3.1.2. Agriclinics

Agri-Clinics are envisaged to provide expert advice and services to farmers on various technologies including soil health, cropping practices, plant protection, crop insurance, post-harvest technology and clinical services for animals, feed and fodder management, prices of various crops in the market etc. which would enhance productivity of crops/animals and ensure increased income to farmers.

Agriclinics were organized at different locations of the respective panchayaths by dividing students and experts into groups to expose the students to the concept and practice of diagnosing field level problems related to crop

production, plant health management, post-harvest handling, value addition and product diversification and suggesting appropriate prescription. Agriclinics provide experiential learning to the students in handling farm related problems, inculcates the ability to diagnose problems and make appropriate inferences. It enhances the competence of students to suggest pragmatic solutions for field problems and the ability of the students to extend consultancy services in the field of crop production which would in turn help them to serve as agriculture consultants in future.

Eight statements assessing the content and conduct of agriclinics were made after analyzing reviews and discussion with experts (Given in appendix). Farmers responded by indicating their agreement to each of the eight statements using a three- point continuum ranging from agree, somewhat agree and disagree with scores of 3, 2 and 1. The total possible score ranged from 8 to 24.

3.3.1.3. Training

Trainings are organized activities aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her to attain a required level of knowledge or skill. Trainings were conducted as part of the village stay programme based on the needs of farmers. Some of the topics selected for training were crop production of vegetables, Career guidance classes and Mushroom production training. Quizzes were conducted at the end of training and prices were distributed for the winners. Training classes were handled by both students and experts.

Eight statements assessing the content and conduct of training were made after analyzing reviews and discussion with experts. Farmers responded by indicating their agreement to each of the 8 statements using a three- point continuum ranging from agree, somewhat agree and disagree with scores of 3, 2 and 1. The total possible score ranged from 8 to 24.

3.3.1.4. Exhibition

Exhibition is an organized presentation and display of a selection of items. Exhibitions were conducted during village stay programme with the help of

Department of Agriculture and other line departments, Vegetable and fruit promotion council Keralam (VFPCK), State Horticulture Mission etc. Along with the display of different agricultural products, several items such as vegetable seeds, seedlings, processed foods, value added products, were available for sale also. Exhibitions were conducted at one common place in a panchayath with the support of the authority.

Eight statements assessing the content and conduct of exhibition were made (Given in appendix) after analyzing reviews and discussion with experts. Farmers responded by indicating their agreement to each of the eight statements using a three- point continuum ranging from Agree, somewhat agree and Disagree with scores of 3, 2 and 1. The total possible score ranged from was 8 to 24.

3.3.1.5. Method demonstration

Method demonstration is the process of teaching someone how to make or do something in a step-by-step process. Method demonstrations on different topics including making of value-added products like jam, squashes from underutilized crops, chocolates, setting up of apiculture unit, mushroom bed preparation, preparation of bio insecticides were conducted by the students as part of village stay programme with the help of experts. Quizzes were conducted after the programme on the demonstrated topics and prices were distributed for the winners.

Eight statements assessing the content and conduct of method demonstration were made after analyzing reviews and discussion with experts. Farmers responded by indicating their agreement to each of the eight statements using a three- point continuum ranging from agree, somewhat agree and disagree with scores of 3, 2 and 1. The total score range was between 8 and 24.

3.3.2. Perception of students regarding the attainment of objectives, content and conduct of village stay programme.

Perception of students regarding the attainment of objectives, content and conduct of village stay programme was measured using frequency and percentage method followed by Anju (2016). The scale consisted of 10 statements that assess

the perception of students regarding the attainment of objectives, content and conduct of village stay programme (Given in appendix).. Students responded by indicating their agreement to each of the 10 statements using a three- point continuum ranging from fully agree, somewhat agree and disagree with scores of 3, 2 and 1. Since there were 10 statements, the possible overall score range was between 10 and 30.

3.3.3. Extent of utility of Development plan submitted to respective Panchayath as perceived by the Peoples' representatives.

Extent of utility of development plan submitted to respective panchayath as perceived by people's representatives was measured using RBQ (Rank Based Quotient) method developed by Sabarathnam (1988). Twenty utilities were developed initially after discussion with experts and it was further reduced to ten. These ten utility statements of the development plan were given to selected people's representatives for their perception. The respondents were asked to rank the utilities from one to ten. Based on the ranks given by the people's representatives, the rank-based quotients were calculated using the equation,

$$R.\ B.\ Q = \Sigma\ (fi\ (n + 1 - i) \div N \times n) \times 100$$

Where,

i = Rank given by the respondent for a statement

fi = Number of respondents reporting a particular benefit under i^{th} rank

N = Total number of respondents

n = Number of benefits identified

3.4. OPERATIONALIZATION AND MEASUREMENT OF THE INDEPENDENT VARIABLES

3. 4. 1 Age

Age was operationally defined as the actual age of the respondents in completed years at the time of interview. The respondents were classified into three

categories namely young, middle aged and old aged based on the Census report (2011) of Government of India which was later adopted by Rubeena (2015).

Category	Age	Score
Young	Less than 35 years	1
Middle	35- 55 years	2
Old	Above 55 years	3

3.4.2. Educational qualification

Category	Score
Illiterate	1
Write and read	2
Primary	3
High school	4
Higher secondary	5
College	6

Educational qualification was operationally defined as the level of formal education attained by the respondents at the time of interview. Scoring procedure developed by Singh (1993) and followed by Hanjabam (2013) is used to measure educational qualification of the farmer respondents.

Score one to six was given for the categories Illiterate, Write & read, Primary, High school, Higher secondary and college respectively and the frequency and percentage of each category was calculated.

3.4.3. Total land holding

Total land holding was operationally defined as the total extent of land under cultivation possessed by the individual in acres at the time of enquiry. The farmers were classified into four categories and scores were given to them as per the scoring procedure developed by Sreedaya (2000) and followed by Sobha (2013).

Area in acres	Score
Less than 0.5	1
0.51-1	2
1.01-2	3
Greater than 2	4

3.4.4. Experience in farming

Experience in farming refers to the total number of chronological years the respondents had been engaged in farming. Measured using the scoring procedure developed by Sreedaya (2000).

Experience in years	Score
Less than 5	1
6-10	2

11-25	3
Greater than 25	4

3.4.5. Innovativeness

Innovativeness was operationally defined as the degree to which an individual is relatively earlier in adopting new ideas than other members of the social system.

The procedure developed by Singh (2009) and followed by Esakkimuthu (2012) was used to measure innovativeness in this study. The scale consisted of four positive statements and one negative statement on a five-point continuum of Strongly agree, Agree, Undecided, Disagree and Strongly disagree with scores of 5, 4, 3, 2 and 1 respectively for positive statements and vice versa for negative statement. The possible total score range was between 5 to 25. The scoring procedure is as follows.

Nature of statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Positive statement	5	4	3	2	1
Negative statement	1	2	3	4	5

3.4.6. Entrepreneurial behaviour

Entrepreneurial behaviour was operationally defined as the ability of the respondent to start and maintain an enterprise of his or her own for income generation. Measurement was carried out by using the scale

developed by Varma (1996). The scale consisted of six statements of which two were negative. Each statement was provided with two-point response categories namely Agree and Disagree with scores of 1and 0. Scoring pattern was in the reverse order for negative statements. The summation of the scores of all the six statements formed the score for entrepreneurial behaviour of the respondent and the possible score range was from zero to six

3.4.7 Mass Media Contact

Mass media contact was operationally defined as the extent to which farmer is exposed to different mass media channels. This was measured using the procedure developed by Prasidha (2006) and followed by Prabhu (2011). The scores for frequency of use of the resources for seeking information were ranging from 3 to 1 for regularly, occasionally and rarely respectively. There were five sources of mass media contact (Given in appendix) and the total possible score ranged between five and fifteen.

3.4.8 Number of Trainings Undergone

Operationally defined as the number of trainings undergone by the respondent in various activities related to crop production by different agricultural institutions for the period of last one year. The scoring pattern followed by Rubeena (2015) used in the study is given below:

Sl No.	Frequency of participation	Scores
1	Not attended	1
2	1 to 3	2
3	4 to 6	3
4	Greater than 6	4

3.4.9 Extension Agency Contact

Operationally defined as the degree to which the respondent meets the extension agents for information related to various aspects of crop cultivation. It was measured using the scale developed by Rubeena (2015). The quantification of this variable was done based on the regularity of contact by the farmers with the extension agents

Sl. No	Extension agents	Regularly (3)	Occasionally (2)	Never (1)
1	Agricultural assistant			
2	Agricultural officer			
3	Block technology manager			
4	Assistant director of agriculture			
5	Project director of ATMA			

3.4. 10 Economic Motivation

Economic motivation was operationally defined as the drive of the respondent for occupational sources in terms of profit making and the relative value placed on economic gains. Measured using the scale developed by Supe (1969). The scale consisted of five statements. Each statement was provided with two-point response categories namely Agree and Disagree with score 1 and 0. The summation of the scores of all the five statements formed the score for economic motivation and the possible range of total score was between zero and five.

3.4. 11 Progressiveness

It was operationally defined as how much the respondents were relatively early in venturing or putting the innovation to practice. It was measured

using the scale developed by Shifa dhas (2006). The scale consisted of five statements weighted on a two-point continuum of Agree and Disagree with a score of 1 and 0. The sum of the scores of all the statements gave the score for progressiveness and the possible range of total score was between zero and five.

3.4. 12 Social Participation

Social participation was operationally defined as the nature of participation of respondent in various activities of social organisations.

Fayas (2003) measured social participation of respondents in two sections: involvement in organisations and frequency of attending the meetings and other activities of the organisation. The scale was modified for this study. The respondents were asked if he/she was a member or official bearer of any organisation. They were also asked to indicate the frequency of participation. The score obtained for each of the items were multiplied to get the score of social participation and the possible score ranged between one to nine.

3.5 CONSTRAINTS PERCEIVED BY THE RESPONDENTS

Constraint is operationally defined as the problems or difficulties faced by the respondents which hinders the successful implementation of the programme and avail the benefits. A list of eight possible constraints faced by the students while implementing the village stay programme were identified and presented in the interview schedule based on the review of literature and discussion with students who participated in the conduct of the programme. The students were asked to respond by ranking them in the order of highest experienced constraint to the lowest from one to eight. Then by calculating the weighted score of each constraint, the overall ranking of constraints was done.

3.6 METHODS USED FOR DATA COLLECTION

The interview schedule was prepared in conformity with the objectives of the study. Using the pre tested interview schedule developed for the study, data

collection was done. All the 155 respondents were directly interviewed by the researcher.

3.7 STATISTICAL TOOLS USED FOR THE STUDY

3.7.1. Mean

The respondents were grouped into categories with reference to the mean as check of the selected independent variables. Percentages were worked out after grouping the respondents into low, medium and high categories.

3.7.2 Percentage analysis

After grouping the respondents into various categories, simple percentage was worked out to find out the percentage distribution of the respondents.

3.7.3 Correlation analysis

Correlation analysis was done to illustrate the relationship between the dependent and independent variables of study. Correlation coefficient measures the association or relation between the dependent variable and the different independent variables.

3.7.4 Factor analysis

Factor analysis was performed to analyse the contribution of each of the components of village stay module to the perception of farmers on the programme. Factor analysis was used to reduce a large number of variables into fewer numbers of factors and extracts maximum common variance from all variables and puts them into a common score.

Results and Discussion

4. RESULTS AND DISCUSSION

This chapter highlights the findings of the study. The findings in line with the objectives are presented in this section with appropriate discussions, under the following sub headings.

4.1. Perception of farmers towards content and conduct of village stay programme (PRA, agriclinics, trainings, seminar/exhibitions and method demonstration).

4.2 Perception of students regarding the attainment of objectives, content and conduct of village stay programme.

4.3 Extent of utility of development plan submitted to respective panchayath as perceived by the peoples' representatives.

4.4 Profile characteristics of farmers.

4.5 Constraints of village stay programme as perceived by students.

4.6 Suggestions from farmers, Peoples' representatives, and students to make village stay programme more effective.

4.1. Perception of farmers towards content and conduct of village stay programme (PRA, agriclinics, trainings, seminar/exhibitions and method demonstration)

4.1.1 Perception towards Participatory Rural Appraisal

Eight statements assessing the content and conduct of PRA were made after analyzing reviews and discussion with experts. Statements were ranked from 1 to 8 based on the total score for each statement by giving rank 1 to the statement with highest total score and rank 8 to the statement with the lowest score.

Table 1. Distribution of farmer respondents based on their perception towards Participatory Rural Appraisal.

Sl. No	Statements	Total score	Rank
1	Discussion followed after PRA in the presence of experts was most effective in formulating strategies to manage problems evolved during PRA.	221	1
2	Matrix ranking helped to know the preferences of farmers for different varieties or methods adopted for plant protection etc in the panchayath.	220	2
3	Venn diagram helped to know regarding the utility/ services provided by different government or private organizations in the panchayath.	216	3
4	The Seasonal calendar tool of PRA revealed the three-dimensional view of various crops/ pests/ diseases of each season in that panchayath.	212	4
5	The facilitators were supportive.	192	5
6	PRA was done after proper publicity.	187	6
7	PRA was helpful in identifying and appraising the natural and manmade resources in the panchayath.	178	7
8	The History of the panchayath/village was correctly depicted in the Timeline prepared as part of PRA.	145	8

Perusal of table 1 reveals that the statement 'Discussion followed after PRA in the presence of experts was most effective in formulating strategies to manage problems evolved during PRA' got the first rank followed by the statement' Matrix ranking helped to know the preferences of farmers for different varieties or methods adopted for plant protection etc in the panchayath' with second rank. The statement' Venn diagram helped to know regarding the utility/ services provided by different government or private organizations in the panchayath' obtained the third rank.

Statements 'The Seasonal calendar tool of PRA revealed the three-dimensional view of various crops/ pests/ diseases of each season in that panchayath', 'The facilitators were supportive', PRA was done after proper publicity', and 'PRA was helpful in identifying and appraising the natural and manmade resources in the panchayath' were accorded ranks four, five, six and seven respectively while the eighth rank was obtained by the statement that 'The history of the panchayath/village was correctly depicted in the timeline prepared as part of PRA'.

Each PRA as part of village stay programme is designed in such a way that there occurs maximum interaction between experts and farmers of the respective panchayaths following the PRA session. The farmers in remote villages usually utilize the opportunities and present their problems and seek strategies to solve them which may be the reason for the highest score of the statement 'Discussion followed after PRA in the presence of experts was most effective in formulating strategies to manage problems evolved during PRA'. Farmers in remote areas were unaware about the newly released varieties of crops and latest plant protection methods developed by the Agricultural universities and they were also not fully aware about the preferences of other farmers on various cultivation practices in the panchayath. Matrix ranking as part of the village stay programme helped the farmers to get a clear idea about the cultivation practices followed by other farmers in the panchayath and this might be the reason for the second highest score of the statement 'Matrix ranking helped to know the preferences of farmers for different varieties or methods adopted for plant protection etc in the panchayath'.

The local people of the panchayath were aware about the various institutions and their year of establishment which might be the reason for the low scoring of the statement 'The History of the panchayath/village was correctly depicted in the Timeline prepared as part of PRA'.

4.1.2 Perception towards Agri clinic

Eight statements assessing the content and conduct of agriclinics were made after analyzing reviews and discussion with experts. These statements were ranked from 1 to 8 based on the total score for each statement by giving rank 1 to the statement with highest total score and rank 8 to the statement with the lowest score.

Table 2. Distribution of farmer respondents based on their perception towards agriclinic.

Sl. No	Statements	Total score	Rank
1	The farmers of the remote locations where village stay was conducted were able to interact with the multidisciplinary team of experts in agriculture through agriclinics.	225	1
2	Details about the major pest/disease that was displayed at the site was useful/informative.	222	2
3	Biopesticides/ bio fungicides were given importance during recommendation.	217	3
4	There was adequate time for discussion and clearing doubts.	212	4
5	Proper advertisement was given before conducting Agri clinics.	210	5
6	Recommended pesticides/fungicides were readily available and commonly used.	178	6
7	Students had enough knowledge to analyze the infested crops and provide recommendations.	186	7
8	Agri clinics helped to identify the unidentified pest/diseases in the field.	185	8

It is clear from table 2 that the statement 'The farmers of the remote locations where village stay was conducted were able to interact with the multidisciplinary team of experts in agriculture through Agriclinics' obtained the first rank followed by the statement 'Details about the major pest/disease that was displayed at the site was useful/informative. Third rank was obtained by the statement 'Biopesticides/ bio fungicides were given importance during recommendation'. Fourth, fifth, sixth and seventh ranks were acquired by the statements 'There was adequate time for discussion and clearing doubts', Proper advertisement was given before conducting Agri clinics', Recommended pesticides/fungicides were readily available and commonly used', and 'Students had enough knowledge to analyze the infested crops and provide recommendations' respectively.

Agriclinics provide opportunity for proper diagnosis of pest/ diseases in the farmers field with scientific recommendations. This result coincides with the findings of agriclinic where the statement' The farmers of the remote locations where village stay was conducted were able to interact with the multidisciplinary team of experts in agriculture through agriclinics' received first rank. Details about major pest and diseases affecting the major crops in the panchayath along with picture and management practices were displayed at the site of Agriclinics which was highly useful for the local farmers and this resulted in the second highest score of the statement' Details about the major pest/disease that was displayed at the site was useful/informative'.

No unidentified or newly emerged pest/diseases were identified during the clinic and thus resulted in the lowest score of the statement' Agri clinics helped to identify the unidentified pest/diseases in the field'.

4.1.3 Perception towards training

Eight statements assessing the content and conduct of training were made after analyzing reviews and discussion with experts. These statements were ranked from 1 to 8 based on the total score for each statement by giving rank 1 to the statement with highest total score and rank 8 to the statement with the lowest score.

The distribution of farmer respondents based on their perception towards training is given in table 3 and it is clear that the statement 'Venue, duration and timing of the training were convenient' was ranked first while the statement' Topic of training was relevant and according to the needs of the farmer.' obtained second rank. Third rank was given to the statement' Training has helped the farmers to increase the efficiency in farming. The statements 'Trainings were given after proper publicity' and 'Training was informative' were ranked fourth and fifth respectively. Sixth rank was accorded to the opinion that 'Training aids used were helpful to improve the learning rate of the farmers' while seventh rank was obtained by the statement 'Post training evaluation was satisfactory'. The statement 'There was adequate time for discussion and clearing doubts' was able to secure only the eighth rank.

Table 3. Distribution of farmer respondents based on their perception towards training.

Sl. No	**Statements**	**Total score**	**Rank**
1	Venue, duration and timing of the training were convenient.	187	1
2	Topic of training was relevant and according to the needs of the farmer.	169	2
3	Training has helped the farmers to increase efficiency in farming.	165	3
4	Trainings were given after proper publicity.	159	4
5	Training was informative.	158	5
6	Training aids used were helpful to improve the learning rate of the farmers.	150	6
7	Post training evaluation was satisfactory.	146	7
8	There was adequate time for discussion and clearing doubts.	129	8

All the trainings except by the scientists were conducted at certain locations pointed out either by the agricultural officer or by the ward members which might be the reason for its highest score. The topics for training were selected after consultation with the agricultural officers and farmer representatives in the panchayath and hence the statement' Topic of training was relevant and according to the needs of the farmer' secured the second highest score.

Since the topics of training were according to the needs of the farmer, it might have resulted in increasing the efficiency of their farming and this might be the reason for the third rank of the statement which states that 'Training helped the farmers to increase the efficiency in farming'. But due to inadequate publicity or failure in starting the training on time, the discussion part at the end of the trainings were cut short which forced the farmer respondents to give the least score for the statement 'There was adequate time for discussion and clearing doubts.

4.1.4 Perception towards exhibition

Eight statements assessing the content and conduct of exhibition were made after analyzing reviews and discussion with experts. These statements were ranked from 1 to 8 based on the total score for each statement by giving rank 1 to the statement with highest total score and rank 8 to the statement with the lowest score.

The distribution of farmer respondents based on their perception towards exhibition is given in table 4. The findings in table 4 shows that most of the farmers perceived that 'Regionally significant problems were given adequate importance in the exhibitions' which was ranked first while the second rank was obtained by the statement 'Adequate quantity of quality planting materials were available for sale'. The farmers had a high perception that 'Exhibition helped to know about new scopes in value addition' and it was ranked third. The opinions 'Exhibition was done after proper publicity', 'There were adequate quantity of live specimens in the exhibition', 'The exhibits were of good quality', and 'Location selected for exhibition was easy to access' were ranked fourth, fifth, sixth and seventh respectively and the remaining statement that 'Exhibition was conducted by

combining with allied departments like veterinary and fisheries' was able to obtain only the last rank.

Table 4. Distribution of farmer respondents based on their perception towards exhibition.

Sl. No	Statements	Total score	Rank
1	Regionally significant problems were given adequate importance in the exhibitions	219	1
2	Adequate quantity of quality planting materials were available for sale	217	2
3	Exhibition helped to know about new scopes in value addition.	214	3
4	Exhibition was done after proper publicity.	208	4
5	There were adequate quantity of live specimens in the exhibition.	188	5
6	The exhibits were of good quality.	176	6
7	Location selected for exhibition was easy to access.	146	7
8	Exhibition was conducted by combining with allied departments like veterinary and fisheries.	113	8

Before the conduct of village stay programme itself, thorough discussions were conducted with members of local self-government and agricultural officers. This might have helped the organizers to orient the exhibitions with special emphasis towards local problems and resulted in the highest score for the statement 'Regionally significant problems were given adequate importance in the exhibitions. Farmers in the remote villages usually faces the problem of unavailability of quality planting materials and through exhibitions, they were able to purchase quality planting materials, mainly of vegetables. This might be the reason for the second highest score of the statement 'Adequate quantity of quality planting materials were available for sale'.

Exhibitions were not conducted by combining other departments like veterinary and fisheries while VFPCK and Horticulture board participated. This prompted the farmers to give the lowest score to the statement 'Exhibition was conducted by combining with allied departments like veterinary and fisheries.

4.1.5 Perception towards method demonstration

Eight statements assessing the content and conduct of method demonstration were made after analyzing reviews and discussion with experts. These statements were ranked from 1 to 8 based on the total score for each statement by giving rank 1 to the statement with highest total score and rank 8 to the statement with the lowest score.

The distribution of farmer respondents based on their perception towards method demonstration is given in table 5 and it is clear that majority of the farmers had the perception that' methods demonstrated were relevant and according to the needs of the farmers and it was accorded rank one. Rank two was secured by the statement' Bioinsecticides/ fungicides prepared gave the intended result. The statement 'trainers/demonstrators were having proper skills and knowledge regarding the topics they covered' obtained rank three and the statement 'materials used in method demonstration were easily accessible and available' obtained fourth rank. Rank five, six and seven were obtained by the statements 'the farmers were able to replicate the demonstration without any hesitation at later stages', 'each and every step-in method demonstration was properly explained', and 'there was adequate time for interaction and discussion' respectively. The last rank was accorded to the opinion 'method demonstrations were more effective due to the use of proper audio-visual aids.'

The topic for method demonstrations were selected after a thorough deliberation with the agricultural officers and the farmers which might be the reason for its highest score. The bio insecticides/ fungicides which were prepared or demonstrated were selected only after making sure that they were effective against the major pest/ diseases present on the crops and the trainers/ demonstrators were the students who had practiced the procedure several times at their college under

the guidance of professors/ experts. This would have resulted in the second and third highest scores for the statements 'Bioinsecticides/ fungicides prepared gave the intended result' and 'Trainers/demonstrators were having proper skills and knowledge regarding the topics they covered' respectively. Ineffective use of audio-visual aids might be the reason for the lowest score of the statement 'method demonstrations were more effective due to the use of proper audio-visual aids.'

Table 5. Distribution of farmer respondents based on their perception towards method demonstration.

Sl. No	Statements	Total score	Rank
1	Methods demonstrated were relevant and according to the needs of the farmers.	216	1
2	Bioinsecticides/ fungicides prepared gave the intended result.	206	2
3	Trainers/demonstrators were having proper skills and knowledge regarding the topics they covered.	199	3
4	Materials used in method demonstration were easily accessible and available.	187	4
5	The farmers were able to replicate the demonstration without any hesitation at later stages.	169	5
6	Each and every step-in method demonstration was properly explained.	164	6
7	There was adequate time for interaction and discussion.	162	7
8	Method demonstrations were more effective due to the use of proper audio-visual aids.	156	8

4.1.6 Overall perception of farmer respondents towards the content and conduct of village stay programme.

The overall perception of farmers towards the content and conduct of village stay programme is shown in table 6 and fig 2.

Table 6. Distribution of farmers based on their perception towards the content and conduct of village stay programme.

(n= 75)

Category	Frequency	Percentage
Low (40- 67)	04	5.33
Medium (68- 94)	27	36.00
High (95- 120)	44	58.66
Total	75	100

It is evident from table 6 that more than half of the farmers (58.66 %) were having high level of perception followed by 36.00 per cent of farmers with medium level of perception and 5.33 per cent were having low level of perception towards the content and conduct of village stay programme.

The location of the village stay programme was usually identified in consultation with officials at the state and district level as the basic objective of the programme is to give a good exposure to the students about the farming situation as well as the farmer's situation. In all the five locations, the farmers had cooperated extremely well with the students and teachers of College of Agriculture, Vellayani and the farmers were provided with latest innovation and technologies available with Kerala Agricultural University. The scientists of the University visited their field and through agriclinics, they were given advises at their own places. The exhibitions conducted were based on local problems and planting material and seeds were available for sale. Moreover, need based trainings were conducted at convenient venues both by teachers and by experts. This might be the reason for their high perception towards the content and conduct of village stay programme.

4.1.7 Factor loadings of sub components of village stay programme

Factor analysis was performed to understand the contribution of each component to the perception of farmers towards the content and conduct of the

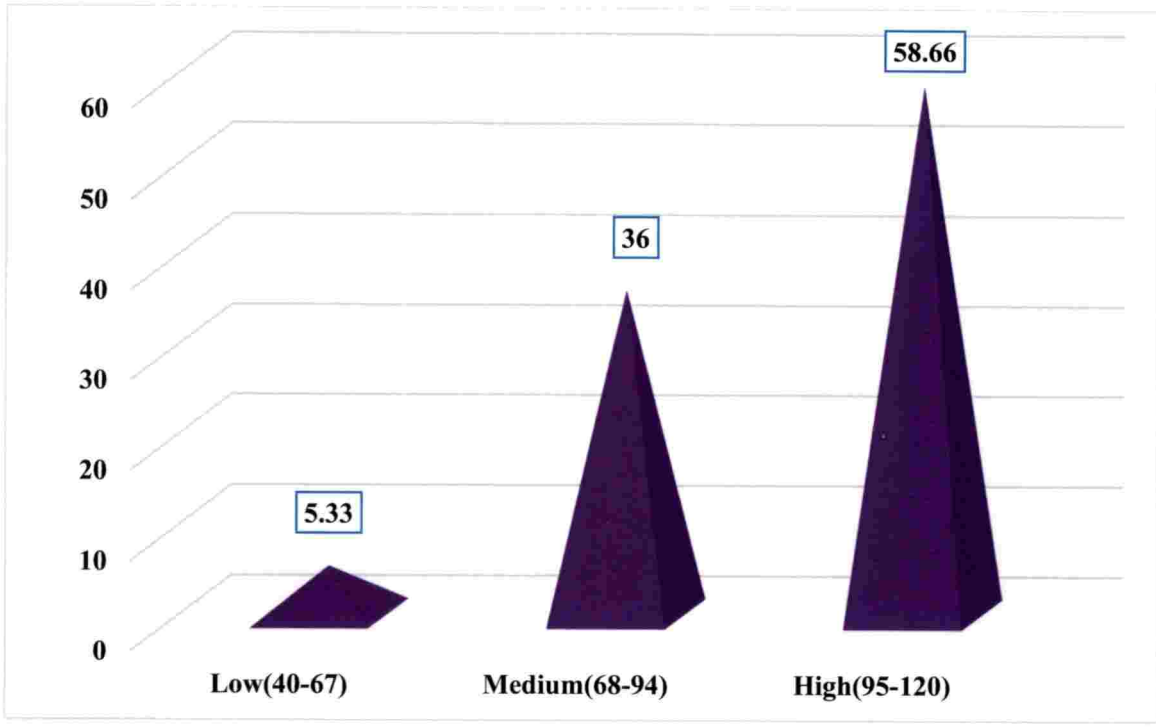

Fig 2. Distribution of farmers based on perception towards the content and conduct of village stay programme

village stay programme. It is a statistical method used to describe variability among observed, correlated variables in terms of a potentially lower number of unobserved variables called factors.

Table 7. Distribution of respondents based on factor loadings of subcomponents of village stay programme

Components	Total score	Loading on factor 1	Loading on factor 2	Communality (%)
PRA	1428	0.308	0.139	11.4
Agriclinic	1436	0.406	0.590	51.3
Training	1421	-0.003	0.111	1.2
Exhibition	1445	0.752	-0.333	67.6
Method demonstration	1420	0.473	0.206	26.6
Variance explained (%)		33.600	21.703	
Cumulative variance (%)		33.600	55.303	

Result of factor analysis showed that, Factor 1 explained 33.600 per cent of total variation in perception of farmers towards the content and conduct of village stay programme followed by factor 2 with 21.703 per cent of total variation. The first two factors together accounted for 55.303 per cent of the total variation and the influence of sub components were identified on the basis of loadings of component on factors and communality.

From table 7, it could be inferred that exhibition had a factor loading of 0.75 on factor 1 with a communality of 67.6 per cent and agriclinic had a factor loading of 0.59 on factor 2 with a communality of 51.3 per cent. Thus, it could be concluded that exhibition and agriclinic were the components that contributed highest to the perception of farmers towards the content and conduct of village stay programme.

Though all the components of village stay programme were conducted with maximum sincerity, the result revealed that exhibition had a major impact among all the five components followed by agriclinic. In the exhibitions conducted, locally significant problems were addressed where seeds and planting material of KAU were available for sale. Moreover, in all the exhibitions, value added products were properly displayed with their recipes.

4.2 PERCEPTION OF STUDENTS REGARDING THE ATTAINMENT OF OBJECTIVES, CONTENT AND CONDUCT OF VILLAGE STAY PROGRAMME

Perception of students regarding the attainment of objectives, content and conduct of village stay programme was the second major objective of the study and the results are shown in table 8.

Table 8. Distribution of students based on their perception regarding the attainment of objectives, content and conduct of village stay programme.

Sl. No	Statements	Total score	Rank
1	Village stay programme has helped the students to prepare an integrated agriculture development plan of a village	139	1
2	Village stay programme has helped to transform the students to face any professional challenges that may occur in their career.	138	2
3	Village stay programme has helped the students to organize appropriate extension programmes for farmers based on their needs.	133	3

4	Village stay programme has improved my leadership qualities.	124	4
5	Village stay programme enhanced confidence and professional competence in me to solve field/ house hold programmes.	122	5
6	Village stay programme has helped to get famers/ farm women and unemployed youth.	119	6
7	Village stay programme provided the student practical training in crop production and crop improvement.	115	7
8	Village stay programme has helped me to understand the socio economic, political and cultural scenario of the village.	113	8
9	Village stay programme has helped me to get firsthand experience regarding village situations.	107	9
10	Village stay programme helped me to get familiar with rural institutions	105	10

It was inferred from table 8 that majority of the students had the perception that village stay programme has helped 'the students to prepare an integrated development plan of a village' which was ranked first with a total score of 139 while rank two with a total score of 138 was obtained by the statement 'Village stay programme helped to transform the students to face any professional challenges that may occur in their career'. The statement' Village stay programme helped the students to organize appropriate extension programmes for farmers based on their needs' obtained a total score of 133 and was ranked third.

The ultimate objective of village stay programme was to get familiar with the agricultural and rural situation in the village and to prepare an integrated development plan of the village, which was clearly briefed to the students before the programme itself. Though students were divided into different groups and entrusted with different duties, the output of these different groups/activities were transferred to the documentation committee who were in charge of preparing the

integrated agriculture development plan. Basic data of the village collected through PRA were the actual base for developing the development plan. The formal and informal interactions held with the farmers, agricultural officers and ward members gave confidence to students other than the guidance of teachers.

Table 9. Overall perception of the students regarding the attainment of objectives, content and conduct of village stay programme.

(n= 50)

Category	Frequency	Percentage
Low (10 – 16)	03	6
Medium (17 – 23)	27	54
High (24 – 30)	20	40
Total	50	100

It is evident from table 9 that more than half (54.00 %) of the students were having medium level of perception followed by 40.00 percent of the students with high level of perception. Only six per cent of the students had low perception on the attainment of objectives, content and conduct of village stay programme.

This finding is in accordance with Kotte (2014) who reported that majority of the students who participated in the RAWE programme were having medium to high perception regarding the programme.

4.3 Extent of utility of development plan submitted to respective panchayath as perceived by the peoples' representatives.

Rank based quotient (RBQ) method was used to quantify the data collected through preferential ranking technique by first ranking the utilities and then calculating the Rank Based Quotient (RBQ) given by Sabarathnam (1988). The

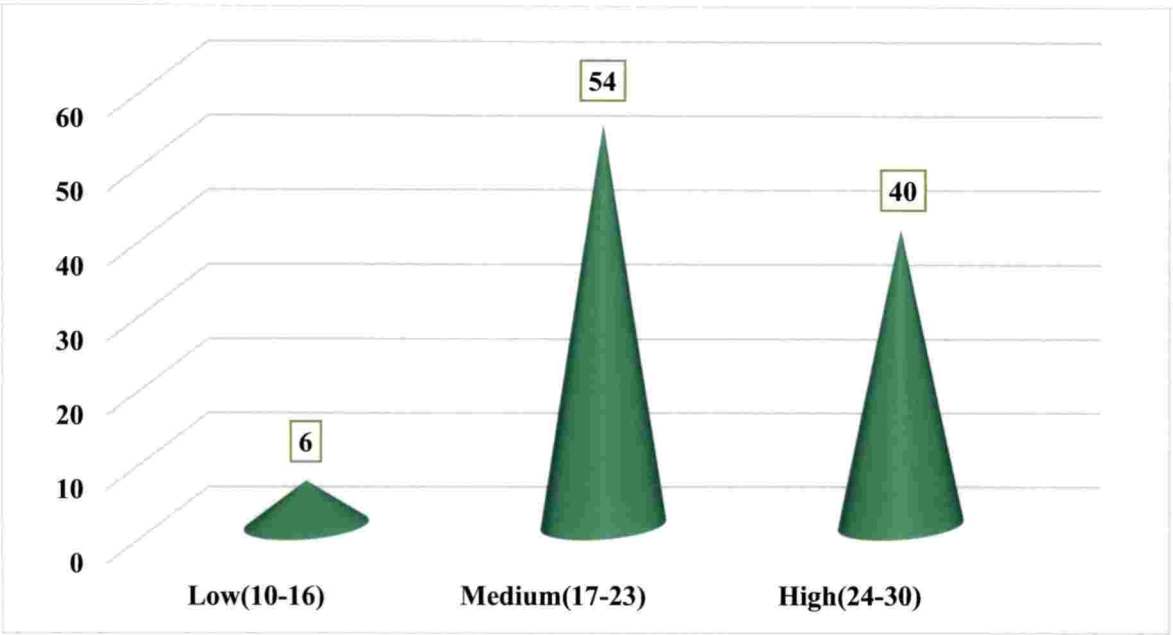

Fig 3. Distribution of students regarding the attainment of objectives, content and conduct of village stay programme

distribution of people's representatives based on their perceived extent of utility of the development plan is presented in table 10.

From table 10, it could be inferred that 'Development plan was successful in projecting the entrepreneurial scope of crops/commodities unique to that village and obtained rank one with an RBQ value of 98.33. Rank two was obtained by the statement 'Development plan was useful in knowing new crop production and value addition technologies developed by KAU' with an RBQ value of 82.33. The statement 'Development plan gave feedback regarding the current status of various developmental programmes in the respective panchayath' was ranked third with an RBQ value of 74.66.

The policy of Kerala Agricultural University is to convert agriculture as agribusiness. In this direction, KAU had started new courses on agribusiness management years ago and new startups have also been initiated. The same mandate was reflected while designing the village stay programme also wherein crop/ commodity wise emphasis was given significance.

Table 10. Distribution of people's representatives based on their perceived extent of utility.

Sl. No	Statements	R. B. Q	Rank
1	Development plan was successful in projecting the entrepreneurial scope of crops/commodities unique to that village	98.33	1
2	Development plan was useful in knowing new crop production and value addition technologies developed by KAU	82.33	2
3	Development plan gave feedback regarding the current status of various developmental programmes in the respective panchayath	74.66	3
4	Development plan helped in the performance appraisal of themselves in their respective panchayaths	67.33	4

5	Development plan helped to assess better resource identification and utilization.	65.00	5
6	It helped in the clear-cut information regarding the intervention of external agencies at various panchayath.	53.00	6
7	Development plan helped to acquire a three-dimensional view regarding various institutions in the panchayath.	40.66	7
8	Management practices recommended in the development plan helped to improve the production and productivity of major crops in the respective panchayath	31.33	8
9	Recommendations by the scientists gave more insight in Agriculture and allied sector like Dairy, Fisheries, Animal husbandry, Rural development, Health and sanitation, Women empowerment etc.	24.33	9
10	Results of the Venn diagram was effective in improving the utility of services provided by public sector institutions/Organizations	12.33	10

4.5 Profile Characteristics of Farmers

This section deals with the distribution of beneficiary farmers of village stay programme with respect to their profile characteristics and it includes the discussion relevant to those characters.

4.5.1. Age

The beneficiary farmers were grouped into young, middle aged and old aged to have a better view about the participation of different age groups in village stay programme. The data obtained is indicated in Table 11. It is observed that majority (88 per cent) of the respondents represents middle and old age categories whereas only 12 per cent were represented as the young category. From this data, it is clear that participation of youth in agriculture is low in Kerala. The reason for this least participation of young age group may be that they are not interested to take

agriculture as a profession as they feel it as a profession with less social status and economic returns.

Table 11. Distribution of farmer respondents based on their age. (n= 75)

Category (Years)	Frequency	Percentage
Young (Less than 35)	09	12
Middle (35-55)	42	56
Old (Above 55)	24	32
Total	75	100

This finding is in accordance with Chinchu (2011) who reported that majority of the farmer beneficiaries of State Horticultural Mission belonged to middle and old age categories.

4.5.2. Educational Qualification

Educational qualification of an individual is considered as one of the influencing factors for participation, awareness gain and adoption, as it influences farmer's participation in extension related activities and the adoption of technologies suited to his needs. The results obtained by analyzing the educational status of the respondent farmers is given in table 12.

Table 12. Distribution of farmers based on their educational status. (n=75)

Category	Frequency	Percentage
Illiterate	0	0
Write and read	08	10.66
Primary	11	14.66

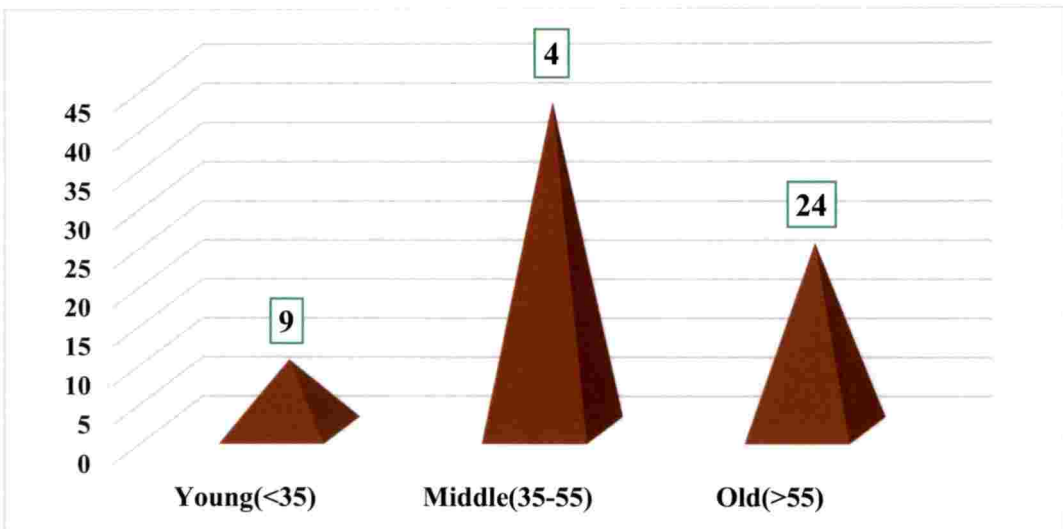

Fig 4. Distribution of farmers based based on age.

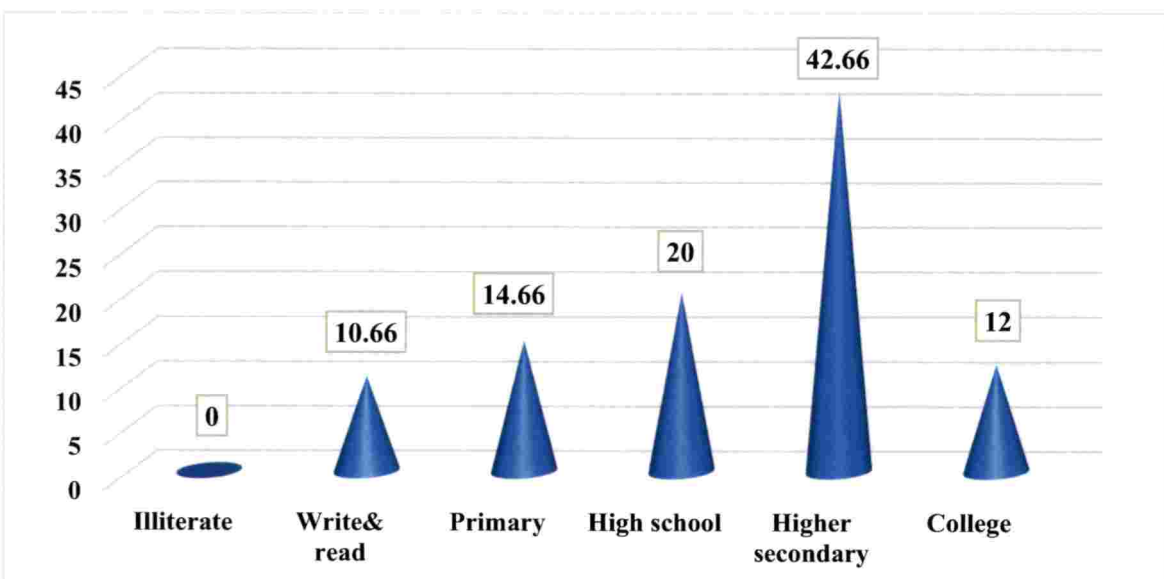

Fig 5. Distribution of farmers based on educational qualification.

High school	15	20
Higher secondary	32	42.66
College	09	12
Total	75	100

By analyzing the educational status of farmer respondents, it was revealed that 42.66 per cent of them possessed higher secondary education, while 20 per cent of them had high school education. It was interesting to note that there were no illiterates among the farmer respondents. Thus, the result satisfies the report that Kerala has the highest literacy rate (93.91) among the states in India. (Census report, GOI, 2011).

4.5.3 Total Land Holding

The results obtained regarding the total land holding of the farmers is presented in table 13.

Table 13. Distribution of farmers according to their total land holding. (n=75)

Area (acres)	**Frequency**	**Percentage**
<0.5	22	29.3
0.51-1.0	30	40
1.01-2.0	16	21.33
>2	07	9.33
Total	75	100

It is inferred from table 13 that 40 per cent of the farmers possessed land between 0.5 – 1.0 acre while 29.3 per cent of the farmers were cultivating in an area of less than 0.5 acres. Thus, it can be concluded that majority of the farmers (69.3 per cent) were cultivating in an area of up to 1 acre. This finding is in accordance

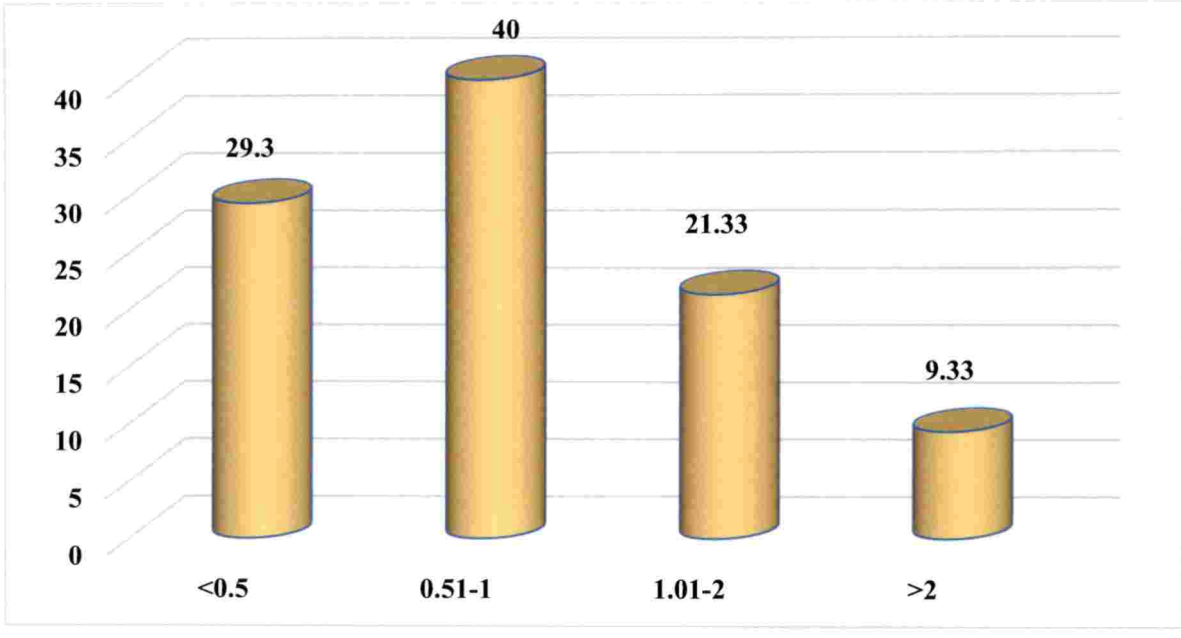

Fig 6. Distribution of farmers based on Total land holding

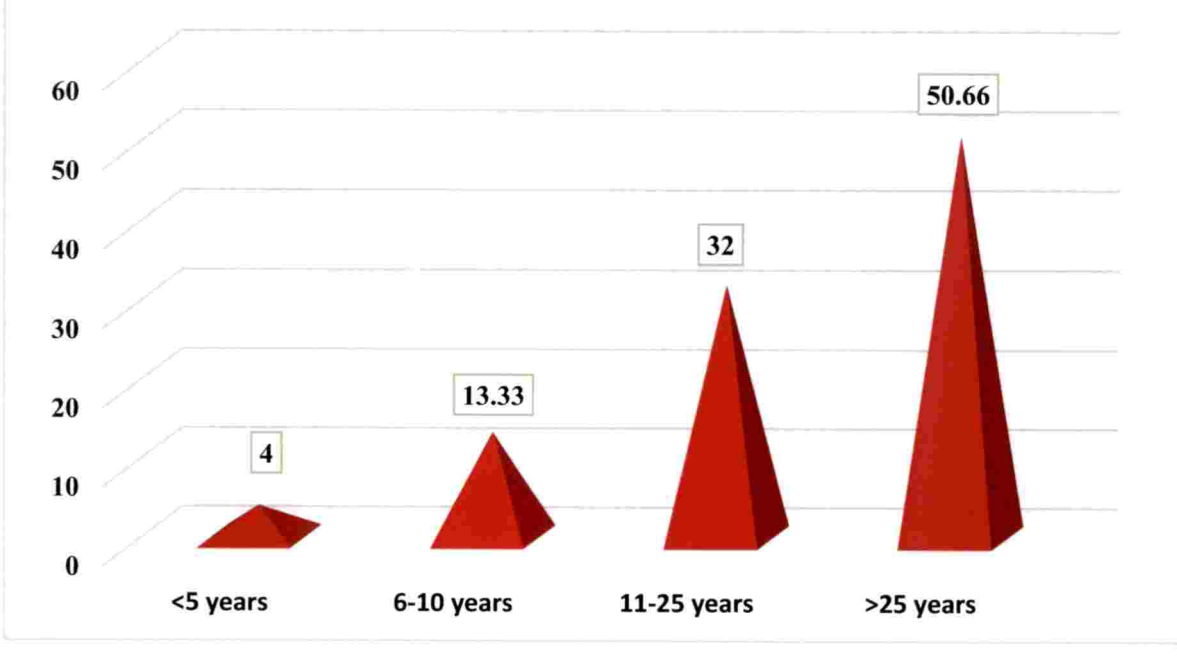

Fig 7. Distribution of farmers based on experience in farming

with Rubeena (2015) who reported that majority of the ATMA farmers had a total land holding between 0.51 to 1.0 acres.

4. 5. 4 Experience in Farming

"Experience is not what happens to a man; it is what a man does with what happens to him". Knowledge or skill can be acquired only by practice in doing something. Hence this variable was selected for the study.

Table 14. Distribution of farmer respondents according to their experience in farming. (n=75)

Category	Frequency	Percentage
<5	03	04
6-10	10	13.33
11-25	24	32
>25	38	50.66
Total	75	100

From table 14, it could be observed that half of the respondents (50.66 per cent) had more than 25 years of farming experience and a significant proportion (almost 83 per cent) of the farmers had more than 10 years of experience in farming.

This result is related to the finding of Anupama (2012) who reported that majority of the organic vegetable farmers had farming experience of more than 25 years.

4. 5. 5. Innovativeness

Innovativeness of the farmers was the next independent variable studied and the results are shown in table 15. It could be seen that more than half (54.66 per cent) of the respondents had medium level of innovativeness followed by high (44 per cent) level. Only 1.33 per cent of the respondents had low level of innovativeness.

Table 15. Distribution of farmers based on innovativeness. (n=75)

Category	Frequency	Percentage
Low	01	1.33
Medium	41	54.66
High	33	44
Total	75	100
Min: 8, Max: 25, Mean: 17.87, Standard deviation: 2.66		

The medium to high level of innovativeness might be due to the fact that majority of the respondents were educated and they might have an urge to experiment with the new technologies in farming.

4. 5. 6. Entrepreneurial behaviour

The distribution of farmers based on their entrepreneurial behaviour is shown in table 16 and it could be concluded that more than two- third of the respondents (69.33 per cent) belonged to the group of medium entrepreneurial behaviour, 22.66 per cent to the group of high entrepreneurial behaviour while only eight per cent of the farmer respondents belonged into low category group.

Table 16. Distribution of farmers based on their entrepreneurial behaviour.

Category	Frequency	Percentage
Low	06	08
Medium	52	69.33
High	17	22.66
Total	75	100
Min: 1, Max: 6, Mean: 3.89, Standard deviation: 1.31		

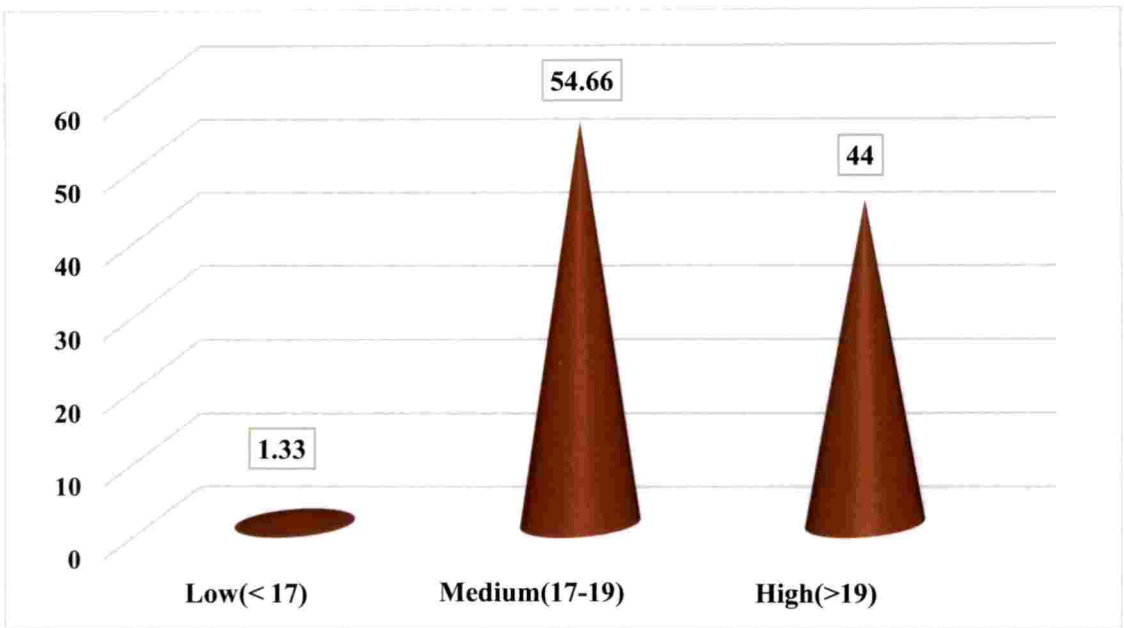

Fig 8. Distribution of farmers based on innovativeness.

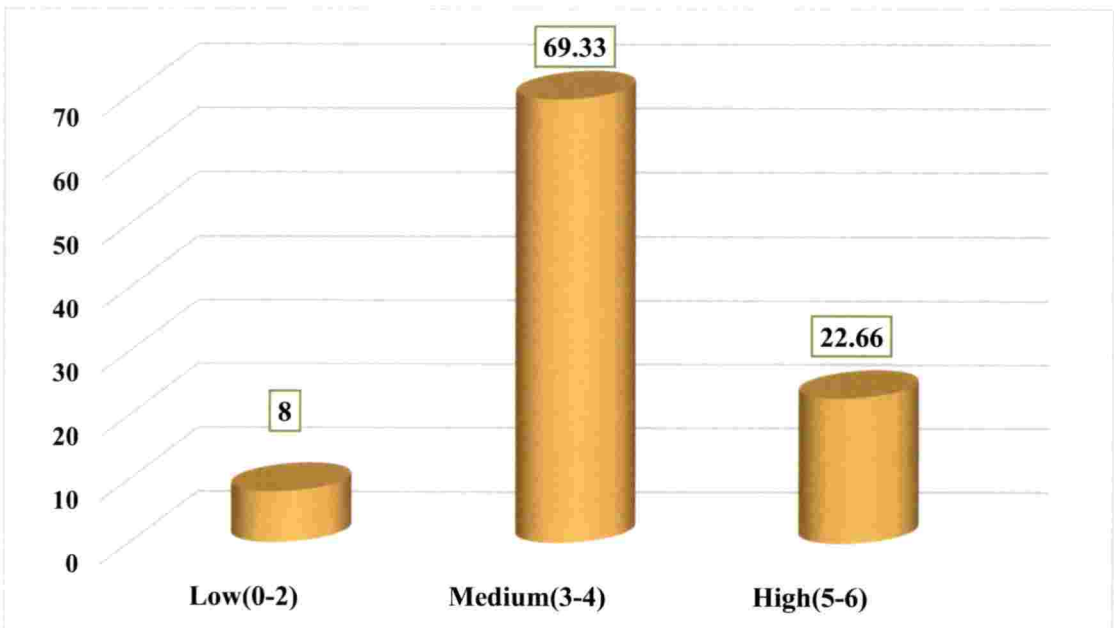

Fig 9. Distribution of farmers based on entrepreneurial behaviour.

The medium to high entrepreneurial behaviour of the farmers is due to their higher innovativeness and educational qualification. The finding is in compliance with the finding of Priya (2014) who reported that majority of the LEAD farmers had medium to high entrepreneurial behavior.

4. 5. 7 Mass Media Contact

The results obtained while analyzing the mass media exposure of the respondent farmers is shown in table 17. A glance at the data in table 17 reveals that 70.66 per cent of the farmers had medium exposure to mass media followed by 27.77 per cent with high exposure. Only 2.66 per cent of the farmer respondents were confined to low mass media exposure category

Table 17. Distribution of farmers based on mass media exposure. (n=75)

Category	**Frequency**	**Percentage**
Low	02	2.66
Medium	53	70.66
High	20	27.77
Total	75	100
Min: 5, Max: 15, Mean: 11.36 , Standard deviation: 1.38		

Kerala is a state with 93.91 per cent literacy rate and far ahead in almost all social development indices. Compared to other states, farmers of even remote villages have access to all information through different media/media mix. This may be the reason for the medium to high mass media exposure of farmers.

This result is in accordance with the finding of Sundaran (2016) who reported that majority of the SHG farmers were in medium to high category in terms of mass media contact.

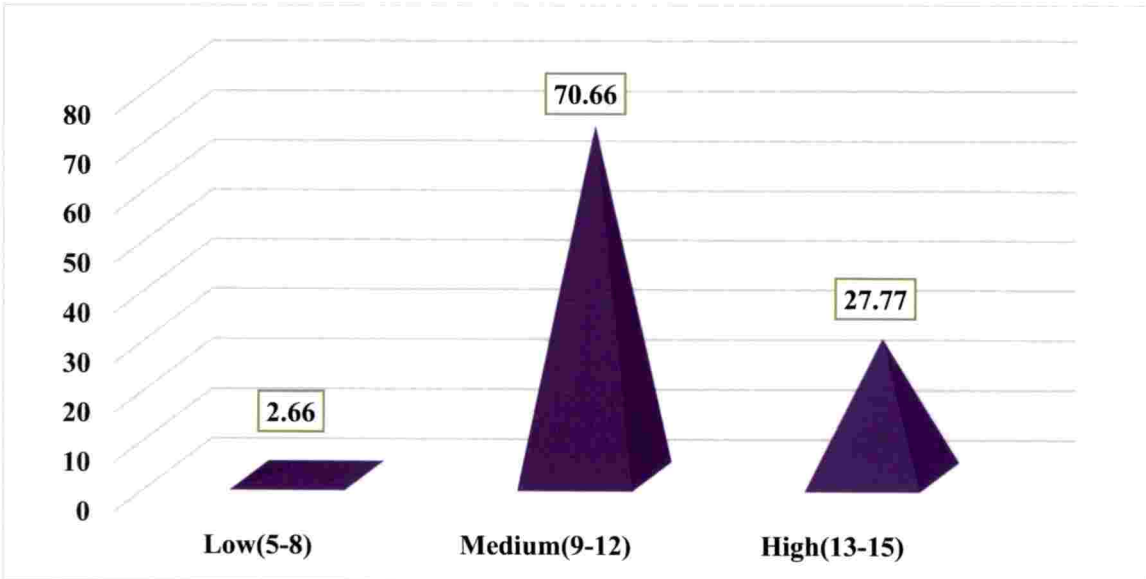

Fig 10. Distribution of farmers based on Mass media contact

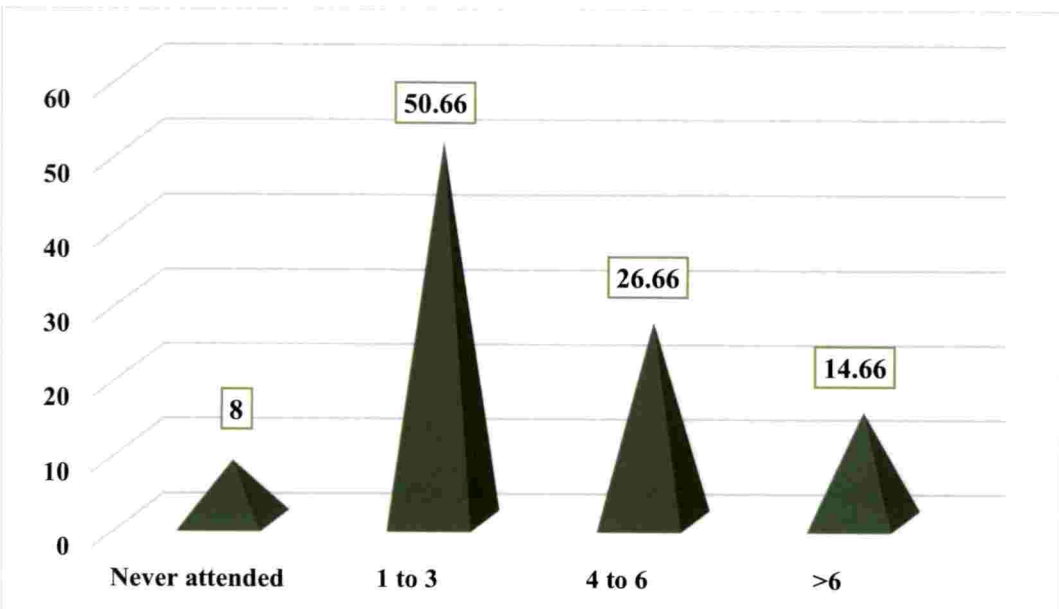

Fig 11. Distribution of farmers based on the number of trainings

4. 5. 8 Number of Trainings

The frequency distribution of farmers based on the number of trainings attended by them during the period 2018- 2019 is presented in table 18.

Table 18. Distribution of farmers based on number of trainings undergone. (n=75)

Category	Frequency	Percentage
Never attended	06	08
1-3	38	50.66
4-6	20	26.66
>6	11	14.66
Min:1, Max: 4, Mean: 2.48 , Standard deviation: 0.89		

It is clear from table 18 that 50.66 per cent of the respondents had undergone 1- 3 trainings followed by 26.66 per cent attending 4- 6 trainings in agriculture and related fields during the period 2018- 19. It is also evident from the table that only eight per cent of the farmers did not attend any training programme and 14.66 per cent of the farmers had attended more than six training programmes during the specified time period.

This result is in line with the finding of Aparna (2015) who reported that more than half of the farmer beneficiaries of KAU attended one to three trainings during the specified time period of one year.

4. 5. 9. Extension agency contact

The results obtained while analyzing the extension agency contact of the farmer respondents is presented in table 19.

Table 19. Distribution of farmers based on extension agency contact. (n=75)

Category	Frequency	Percentage
Low	06	08
Medium	55	73.33
High	14	18.66
Total	75	100
Min: 5, Max: 15, Mean: 10.38, Standard deviation: 1.84		

Table 19 indicates that almost two third (73.33 per cent) of the farmer respondents were confined in medium extension agency contact category, whereas 18.66 per cent of respondents belonged to high class category and only eight per cent of the farmers had low extension agency contact.

This result commensurate with the result of table 18 where it was revealed that only eight per cent of the respondents never attended a training programme whereas rest of the farmers have attended training programmes. Better extension agency contact of the respondents might have given them opportunity to attend a greater number of training.

4. 5. 10. Economic motivation

The distribution of farmer respondents according to their level of economic motivation presented in table 20 indicated that 58.66 per cent of the farmers had high level of economic motivation, while 38.66 per cent of the farmers had medium level of economic motivation and remaining 2.66 per cent had low level of economic motivation.

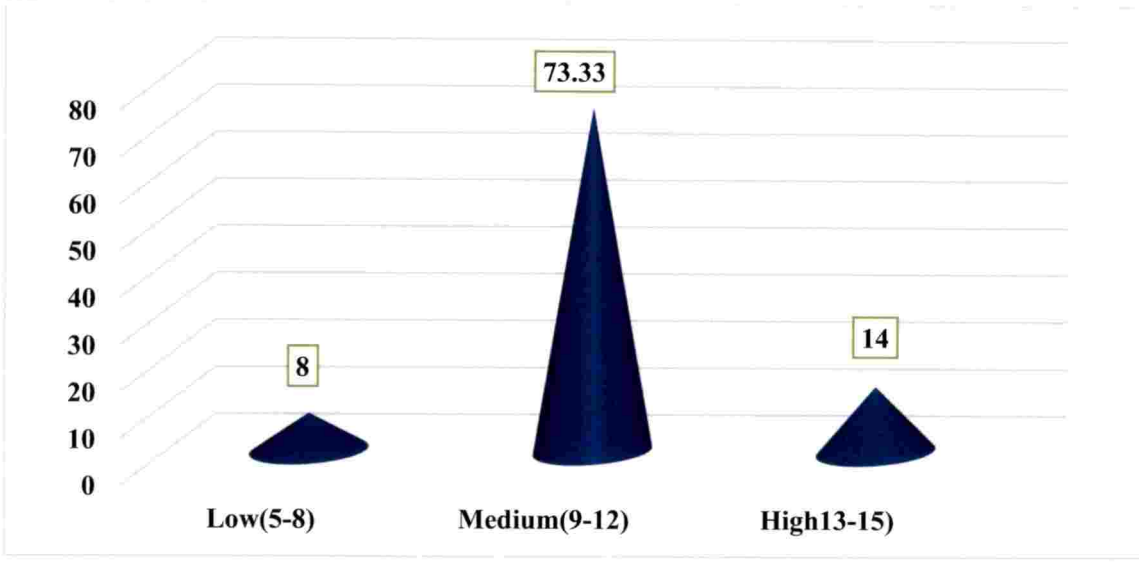

Fig 12. Distribution of farmers based on extension agency contact

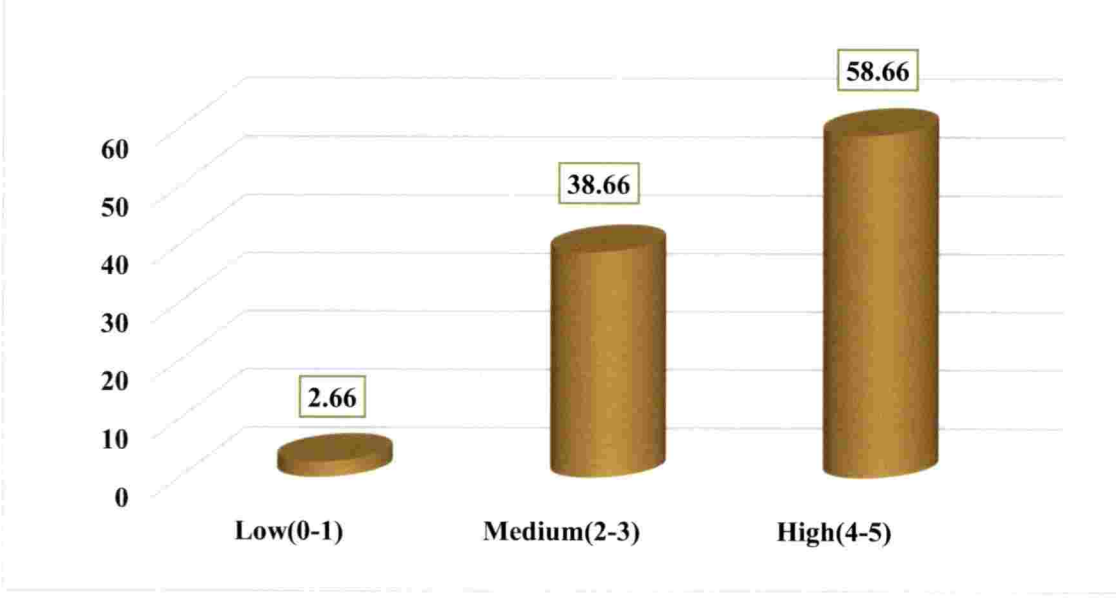

Fig 13. Distribution of farmers based on economic motivation

Table 20. Distribution of farmer respondents based on economic motivation

Category	Frequency	Percentage
Low	02	2.66
Medium	29	38.66
High	44	58.66
Total	75	100
Min: 1, Max: 5, Mean: 4.11 , Standard deviation: 0.79		

Majority of the farmers had medium to high entrepreneurial behaviour and innovativeness and this may be the reason for the medium to high economic motivation of the farmers. This result is in accordance with Revathy (2013) who reported that majority of the farm women in Kollam district had medium to high economic motivation.

4. 5. 11. Progressiveness

The results obtained from analyzing the progressiveness of respondents is given in table 21.

Table 21. Distribution of farmers based on progressiveness. (n=75)

Category	Frequency	Percentage
Low	08	10.66
Medium	40	53.33
High	27	36
Total	75	100
Min: 1, Max: 5 , Mean: 3.09, Standard deviation: 1.23		

The perusal of table 21 clearly indicates that with regard to progressiveness, more than half of the respondents (53.33 per cent) were in medium category group,

36 per cent in high category and 10.66 in the low category group. This indicates that majority of the farmers who participated in the village stay programme were relatively early in venturing or putting an innovation into practice and this may be due to their higher economic motivation and innovativeness.

4. 5. 12. Social participation

The frequency distribution of farmers based on their social participation is shown in table 22.

Table 22. Distribution of farmers based on social participation. (n=75)

Category	**Frequency**	**Percentage**
Low	05	6.66
Medium	42	56
High	28	37.33
Total	75	100
Min: 1, Max: 9 , Mean: 5.45 , S.D: 1.89		

From table 22, it can be inferred that more than half of the respondents (56 per cent) had medium social participation while 37.33 per cent of the farmers had high social participation. It is also clear that only 6.66 per cent of the respondents belonged to the low category group. Thus, overall 93.33 per cent of the farmer respondents had medium to high social participation. This finding is in line with the result of extension agency(table19) contact and mass media contact (table17) which denotes that majority of the farmers had medium to high extension agency contact and mass media contact.

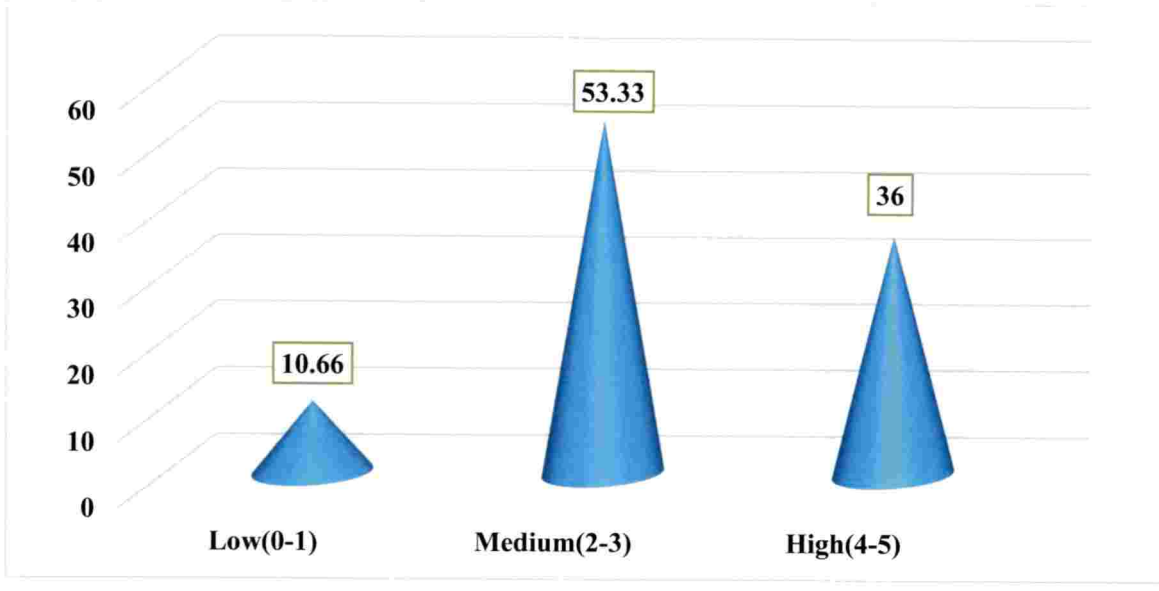

Fig 14. Distribution of farmers based on progressiveness

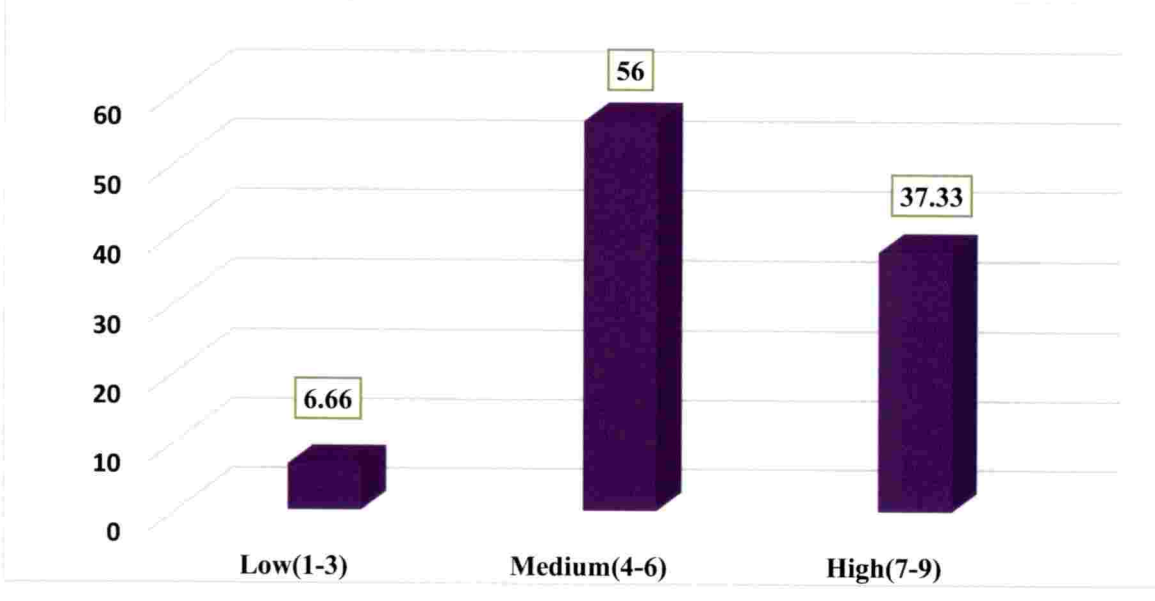

Fig 15. Distribution of farmers based on social participation

4.6 RELATIONSHIP BETWEEN INDEPENDENT VARIABLES AND PERCEPTION OF FARMERS TOWARDS THE CONTENT AND CONDUCT OF VILLAGE STAY PROGRAMME

The results in table 23 reveals that out of the twelve independent variables selected, five factors viz., age, experience in farming, mass media contact, extension agency contact and economic motivation were significantly and positively correlated with the perception of farmers towards the content and conduct of village stay programme. Age and extension agency contact had significant and positive correlation at 5 per cent level of significance, whereas, experience in farming, mass media contact and economic motivation were found positively significant with the perception of farmers at 1 per cent level of significance.

Table 23. Correlation of perception of farmers towards the content and conduct of village stay programme with profile characteristics.

SL. NO	Independent variables	Correlation coefficient 'r' value
1	Age	.234*
2	Educational qualification	-.029
3	Total land holding	-.106
4	Experience in farming	.301**
5	Innovativeness	.207
6	Entrepreneurial behavior	.045
7	Mass media contact	.303**
8	Number of trainings	.080
9	Extension agency contact	.248*
10	Economic motivation	.311**
11	Progressiveness	.088
12	Social participation	.104
***Significant at 5% level**	****Significant at 1% level**	

It is clear from table 11 that 88 per cent of the respondents belonged to above 35 years of age and table 6 clearly shows that almost 94 per cent of the farmers had medium to high perception towards the content and conduct of village stay programme which might be the reason for the positive correlation of age and experience in farming with perception of respondents towards the content and conduct of village stay programme. It is obvious that as the mass media contact of individuals increases, they become more aware of technology and its development in and around the world and try to build their own perception. Wide publicity given through different mass media might have persuaded the respondents to actively participate in various activities of the village stay programme which might be the reason for the positive correlation between mass media exposure and perception of farmers towards the content and conduct of village stay programme.

Extension agency contact and economic motivation were also found to be positively and significantly related to the perception of farmers. Farmers had regular contact with the extension personnels, mainly Agricultural officers and hence they actively participated in different programmes under village stay module when their Agricultural officer and other higher officials discussed with them about the programme. This might have resulted in better perception towards the content and conduct of the village stay programme.

Village stay programme gave high priority to value addition techniques developed by KAU and many value added products were exhibited and available for sale. Trainings and method demonstrations were given on topics like mushroom cultivation and apiculture which were highly appreciated by the farmers because it provides a source of subsidiary income for them. This might be the reason for the positive and significant relationship between economic motivation and perception of farmers towards the content and conduct of village stay programme.

4.7 Constraints of village stay programme as perceived by the students.

Constraint analysis is one of the important components of extension research. Without analyzing the constraints, it is not possible to enhance the

participation of beneficiaries in any development programme and also to remove the impediments in implementation. Hence the different constraints experienced by the students while implementing the village stay programme were studied and presented in table 24.

Table 24. Distribution of students based on the major constraints as perceived by them.

Sl. No	Constraints	Weighted score	Rank
1	Poor basic facilities at the place of residence.	365	1
2	Tight schedule of work due to insufficient number of days.	312	2
3	Insufficient number of experts for the conduct of the programme.	309	3
4	Lack of cooperation among students.	251	4
5	Lack of cooperation from farmers.	225	5
6	Lack of time for preparation of activities like Agriclinics, Method demonstration, Exhibitions etc.	154	6
7	The selected village did not had adequate area under farming.	112	7
8	Non-cooperation from officials of the line departments and conducting officials.	89	8

Out of the several constraints studied, the major constraints of village stay programme as perceived by the students were poor basic facilities (rank 1), tight schedule of work due to insufficient number of days (rank 2) and insufficient number of experts for the conduct of village stay programme (rank 3). Other important constraints experienced by the students include lack of cooperation among students, lack of cooperation from farmers and lack of time for preparation

of activities like agriclinics, method demonstration and exhibitions. Inadequate area under farming in the selected villages and non-cooperation from officials of the line departments and conducting officials were the constraints least experienced by the students during the conduct of village stay programme.

Though students were involved in village stay programme after proper briefing of the major objectives of the village stay programme, still they seemed to be unaware of the motive behind the programme. Therefore, students must be made aware of the basic objectives and necessity for accommodating in minimum basic facilities. The statement 'Non-cooperation from officials of the line departments and conducting officials' obtained eighth rank because, there were no efforts done before the commencement of village stay programme to integrate/involve any other line department in to the programme other than agricultural department. In future, efforts should be taken to integrate line departments into village stay programme.

4.8. SUGGESTIONS FOR OVERCOMING THE CONTRAINTS

A number of suggestions can be put forward for the betterment of the village stay programme in future based on the results obtained from this study and constraints identified.

4.8.1 Suggestions from students to make village stay programme more effective.

- The duration of village stay module might be increased as it gives more opportunity for the students to interact with villagers and farmers.
- The modules like EDP and project management, Self-help group training, Attachment to progressive farmers, can be integrated with Village stay programme.
- Selection of village for the conduct of the programme must be done based on the criteria like farmers population, cropping intensity, micro climate, type of crops cultivated etc.

- Instead of providing accommodation at a common point like schools, the students can be accommodated at the residents of progressive farmers.
- Green protocol must be included as it can put a check on to the plastic waste left after the programme.
- In addition to the regular components of the module, focus should be given on emerging threats like climate change, water shortage.
- In addition to making vegetable garden, water conservation structures also can be constructed.
- Avoid political interference into the academic programmes.
- Integration of line departments with the village stay programme.
- Students must be given a thorough orientation on the objectives of village stay programme.

4.8.2. Suggestions from farmers to make village stay programme more effective

- Proper advertisements should be provided on the programme not only at village, but at district level also.
- Innovative technologies in Agriculture should be provided to the farmers rather than providing them with what they already know.
- Provide the result of the soil testing before the closure of the programmes.
- Activities should be done in all wards other than concentrating in few wards.
- Arrange visit of farmers who have actively participated in the village stay programme to College of Agriculture, Vellayani.
- Proper follow up should be done after the programme by visit of the multidisciplinary team and implement need-based projects.

- provide soft skill training to the interested students of all schools of the panchayaths

4.8.3. Suggestions from people's representatives to make village stay programme more effective

- Modern innovations in agriculture must be provided to the farming community which can enhance their returns.
- Farmers trust professors or experts more than students. Hence number of experts accompanying the students should be increased.
- Providing incentives to the farmers will enhance their participation.
- It would be better if allied departments like Veterinary and fisheries be included under the programme as it would enhance participation from farmers.
- Provide need-based training, especially soft skill trainings to ward members of panchayaths.

Plate 1. Interaction with farmer at Upputhara

Plate 2. Interaction with farmer at Upputhara

Summary

5. SUMMARY

The final year students of B. Sc Agriculture (Hons) undergo Rural Agricultural Work Experience Programme (RAWEP) with the objective of enhancing their competency in tackling field problems through practical exposures in agriculture and allied enterprises. In this programme, one of the most important modules is the 'Village stay programme' designed with an aim to expose the students to the ground realities of agriculture and lives of farmers.

Hence the present study on 'Evaluation of Village stay module of Rural Agricultural Work Experience Programme (RAWEP): The case of College of Agriculture, Vellayani' was designed with the specific objectives to measure the perception of farmers towards the content and conduct of village stay programme, perception of students regarding the attainment of objectives and the content and conduct of village stay programme and to study extent of utility of development plan submitted to respective panchayaths as perceived by the peoples' representatives. Constraints experienced by the students, suggestions by the students, farmers and people's representatives to improve the village stay programme and the profile characteristics of the farmers were also studied.

The study was undertaken in five gramapanchayaths of Kerala in which village stay programmes were conducted by College of Agriculture, Vellayani, namely Kadakkarappally (Alappuzha), Sulthan bathery (Wayanad), Konnathady (Idukki), Elanthoor (Pathanamthitta) and Upputhara (Idukki) in the years 2013, 2014, 2015, 2016 and 2017 respectively. The respondents of the study comprised of 75 farmers, 50 students and 30 people's representatives i.e., 15 farmers who had participated in each of the village stay programme,10 students from five different batches of Collage of Agriculture, Vellayani who had conducted village stay programme and six people's

representatives from each panchayath who were involved in the conduct of the village stay programme.

Detailed review of literature and discussion with experts and scientists were used in the selection of variables. The dependent variables selected for the study were perception of farmers towards the content and conduct of village stay programme and perception of students regarding the attainment of objectives and content and conduct of village stay programme. Twelve independent variables viz., age, educational qualification, total land holding, experience in farming, innovativeness, entrepreneurial behavior, mass media contact, number of trainings, extension agency contact, economic motivation, progressiveness and social participation were studied.

A structured interview schedule was prepared for data collection. Frequency, percentage analysis, mean, standard deviation, simple correlation, weighted score and factor analysis were employed in the analysis and interpretation of data.

The salient findings of the study are summarized below:

1. The distribution of farmers based on their perception towards the content and conduct of village stay programme revealed that more than half (58.66 %) of the farmers were having high level of perception followed by 36.00 per cent of farmers with medium level of perception and remaining 5.33 per cent were having low level of perception towards the content and conduct of village stay programme.
2. Regarding the perception of farmers towards the content and conduct of Participatory Rural Appraisal (PRA), the statement that 'discussion followed after PRA in the presence of experts was most effective in formulating strategies to manage problems evolved during PRA' was ranked first and the opinion that 'The History of the panchayath/Village was correctly depicted in the Timeline prepared as part of PRA' was ranked eigth.
3. Considering the perception of farmers towards the content and conduct of agriclinics, first rank was obtained by the statement 'the farmers of the remote locations where

village stay was conducted were able to interact with the multidisciplinary team of experts in agriculture through agriclinics 'and last rank was assigned to the statement 'agri clinics helped to identify the unidentified pest/diseases in the field.

4. In the case of perception of farmers towards the content and conduct of training, rank one was obtained by the statement 'Venue, duration and timing of the training were convenient' and rank eight by the statement 'there was adequate time for discussion and clearing doubts'.

5. Regarding the perception of farmers towards the content and conduct of exhibition, the statement' Regionally significant problems were given adequate importance in the exhibitions' was ranked first and the statement 'Exhibition was conducted by combining with allied departments like veterinary and fisheries' was ranked eighth.

6. Considering the perception of farmers towards the content and conduct of method demonstration, rank one was acquired by the opinion that 'Methods demonstrated were relevant and according to the needs of the farmers' while rank eight was secured by the statement 'Method demonstrations were more effective due to the use of proper audio-visual aids'.

7. Using factor analysis, it was observed that out of the five components of village stay programme, Exhibition and Agriclinics were the major contributors to the perception of farmers towards the content and conduct of village stay programme.

8. The distribution of students on their perception regarding the attainment of objectives and content and conduct of village stay programme revealed that more than half (54.00 %) of the students were having medium level of perception followed by 40.00 percent of the students with high level of perception. Only six per cent of the students had low perception on the attainment of objectives and content and conduct of village stay programme.

9. Regarding the extent of utility of development plan submitted to respective Panchayath as perceived by the Peoples' representatives, highest R.B.Q value was obtained by the statement 'Development plan was successful in projecting the

entrepreneurial scope of crops/commodities unique to that village' and lowest R.B.Q value by the statement 'Results of the Venn diagram was effective in improving the utility of services provided by public sector institutions/Organizations'.

10. More than half (56 %) of the farmers who had participated in the village stay programmes belonged to the middle age category while 32 per cent of the farmers belonged to the old age category. Only 12 per cent of the farmers were categorized as young.

11. Considering educational qualification, 42.66 per cent of the farmers possessed higher secondary education, while 20 per cent of them had high school education and 14.66 per cent primary education. Only 12 per cent of the farmers were reported to be having college level educational qualification. It was interesting to note that there were no illiterates among the farmer respondents.

12. It was observed that 40 per cent of the farmers possessed land between 0.5 – 1.0 acre while 29.3 per cent of the farmers were cultivating in an area of less than 0.5 acres.

13. Almost half of the respondents (50.66 per cent) had more than 25 years of farming experience and a significant proportion (almost 83 per cent) of the farmers had more than 10 years of experience in farming.

14. In the case of innovativeness, more than half (54.66 per cent) of the respondents had medium level of innovativeness followed by high (44 per cent) level. Only 1.33 per cent of the respondents had low level of innovativeness.

15. It was observed that more than two- third of the respondents (69.33 per cent) belonged to the group of medium entrepreneurial behavior, 22.66 per cent to the group of high entrepreneurial behavior while only eight per cent of the farmer respondents fell into low category group.

16. More than two third of the farmers (70.6 %) had medium exposure to mass media followed by 27.77 per cent with high exposure to mass medias. It was observed that

only 2.66 per cent of the respondent farmers were grouped under low mass media contact category.

17.In the case of number of trainings attended 50.66 per cent of the respondents had undergone 1- 3 trainings followed by 26.66 per cent attending 4- 6 trainings in agriculture and related fields during the period 2018- 19.

18. Almost two third (73.33 per cent) of the farmer respondents were confined in medium extension agency contact category while 18.66 per cent belonged to the category of high extension agency contact. Only eight per cent of the farmers were reported to be having low extension agency contact.

19. Regarding economic motivation, 58.66 per cent of the farmers had high level of economic motivation, while 38.66 per cent of the farmers had medium level of economic motivation and remaining 2.66 per cent were having low level of economic motivation.

20. With regard to Progressiveness, more than half of the respondents (53.33 per cent) were in medium category group, 36 per cent in high category group and 10.66 belonged to the low category group.

21. Considering social participation, more than half of the respondents (56 per cent) belonged to the category of medium social participation while 37.33 per cent of the farmers had high social participation and remaining 6.66 per cent of the respondents were having low social participation.

22. Age, experience in farming, mass media contact, extension agency contact and economic motivation were significantly and positively correlated with the perception of farmers towards the content and conduct of village stay programme. Age and extension agency contact had significant and positive correlation at 5 per cent level of significance, whereas, experience in farming, mass media contact and economic

motivation were found positively significant with the perception of farmers at 1 per cent level of significance.

23. The major constraints faced by the students during the conduct of the village stay programme were poor basic facilities, tight schedule of work due to insufficient number of days and insufficient number of experts for the conduct of village stay programme.

SUGGESTIONS FOR OVERCOMING THE CONSTRAINTS

1. Suggestions from students to make village stay programme more effective:

Several suggestions were given by the students to improve the effectiveness of the village stay programme and the most frequent suggestion was that 'The duration of village stay module may be increased as it gives more opportunity for the students to interact with villagers and farmers. The integration of modules like EDP and project management, Self-help group training, attachment to progressive farmers with village stay programme was also frequently suggested by the students. Many students had the opinion that the selection of village for the conduct of the programme must be done based on the criteria like farmers population, cropping intensity, micro climate, type of crops cultivated and providing accommodation at the residents of progressive farmers. Other major suggestions were incorporation of green protocol, additional focus on climate change, water scarcity and water conservation structures.

2. Suggestions from farmers to make village stay programme more effective

Majority of the farmers had the opinion that proper advertisements regarding the village stay programme must be made up to district level and innovative technologies in agriculture should be provided to the farmers. The farmers need the result of soil testing before the closure of the programmes. Other suggestions from the farmers include, spreading the activities in all wards other than concentrating in few wards, arrange visit of farmers who have actively participated in the village stay programme to College of Agriculture, Vellayani, proper follow up with the visit of the

multidisciplinary team, implementation of need-based projects and providing soft skill training to the interested students of all schools of the panchayaths.

3. Suggestions from people's representatives to make village stay programme more effective

Major suggestions provided by the people's representatives were providing modern innovations in agriculture to the farming community which can enhance their returns, increasing the number of experts accompanying the students, providing incentives to the farmers, linkage with line departments and to provide need-based training especially soft skill trainings to ward members of panchayaths.

References

REFERENCES

Anil Kumar, A., Ramachandran, U and Nair, N. K. 2003. Effectiveness of training programmes for Agricultural Assistants. *Maha. J. Ext. Edu.*, 13(3):163p.

Anju, K. 2016. Perception of RAWE programme by students of UAS Dharwad, Karnataka. J. Agroecology and natural resource management. 3(1): pp 121-124.

Anonymous. 1928.TheReport of the Royal Commission on Agriculture in India, New Delhi: GOI.

Anonymous. 1948.The report of University Education commission, Vol. I, Ministry of Education and Culture, New Delhi: GOI.

Anupama. S. 2012. Content Development for an Agricultural Expert system on Organic Vegetable Cultivation. M. Sc (Agri) Thesis. Kerala Agricultural University, Thrissur, 116p.

Aparna. K. V. 2015. Technology utilization of organic plant protection practices of KAU. M. Sc (Agri). Thesis, Kerala Agricultural University, Thrissur, 149p.

Ashaletha, S. 2000. Impact of NARP on agricultural development in the southern agro climatic zone of Kerala. Ph. D thesis, Kerala Agricultural University, Vellanikkara, 114p.

Atreya, K., (2005) Health cost of pesticide use in a vegetable growing area, central mid hills, Nepal. *Himal. J. Sci.* 3: 81–84.

Aundhkar, R. S., Deshmukh, A. N., Tale, S. G. and Shinde, P. P. 2013. Adoption of drip irrigation technologies by the orange growers. *Agriculture Update.* 8 (4): 620-622

Bentley, J.W., Boa, E., Danielsen, S., Zakaria, A.K.M., (2007) Plant clinics for healthy crops. *LEISA Mag.* 23: 16–17.

Bitgood, S., Serrell, B., and Thompson, D. (2004). The impact of informal education on visitors to museums.In V. Crane, H. Nicholson, M. Chen, and S. Bitgood (Eds.),Informal Science Learning: What the Research Says about Television, Science Museums, and Community Based Projects (pp. 61-106)

Boa, E., Harling, R., (2008) Starting plant health clinics in Nepal. Global Plant Clinic-CABI, UK.

Caulton, T. (1998). Hands-on exhibitions: Managing interactive museums and science centres. London: Routledge.

Census report. 2011. Government of India.

Chambers, R (2004). Notes for Participants in PRA-PLA Familiarization workshops in 2004. Institute of Development Studies, U.K.

Chambers, R. (1994). The Origins and Practice of Participatory Rural Appraisal. World Development. 22(7): 953-69.

Chavan, C. R, Gohad, V. V and Mal, R. A. 2010. Effectiveness of agricultural programmes perceived by televiewing farmers. Agriculture update 5 (1 & 2): 59- 60.

Chhabra, S., Raina, R. L and Sharma, G. L (2010). MGNREGA- A step towards meeting the challenges of inclusive growth: A study of six states. LBS. J. Mgt & Res. VIII (1): 123- 124.

Chinchu, V. S. 2011. Performance effectiveness of State Horticultural Mission Kerala, A case study. M. Sc. (Ag) thesis, Kerala Agricultural University, Thrissur, p119.

Dalapati, T. K. 2010. MGNREGS in Madhya Pradesh: Loopholes, Silver Linings and Ways Ahead. LBS. J. Mgt & Res. VIII (1): 73- 84.

Danielsen, S., Kelly, P., (2010) A novel approach to quality assessment of plant health clinics. Int. J. Agric. Sustain. 8: 257–269.

Devi, S. R., Satya Gopal, P. V., Sailaja, V and Prasad, S. V. 2013. Profile characteristics of sugarcane farmers in Chittoor district of Andhra Pradesh. *Journal of Research, ANGRAU.* 41 (1): 96-100.

Esakkimuthu, M. 2012. Innovations in technical backstopping for the Thiruvananthapuram district panchayath- A critical appraisal of the 'SAMAGRA' project on banana cultivation. M. Sc. (Ag) thesis, Kerala Agricultural University, Thrissur.p.38.

Falk, J.H. and Storksdieck, M. (2005). Using the contextual model of learning to understand visitor learning from a science center exhibition. Science Education, 89: 744-778

Fayas, M. 2003. Viability of self-help groups in vegetable and Fruit Promotion Council Keralam- A multi-dimensional analysis, M. Sc. (Ag.) thesis, Kerala Agricultural University, Thrissur.111p.

Geethakutty, P.S., Karippai,R.S., Alex, J.P., and Kaleel, F.M.H. 2000. RAWE-Approaches and Experiences of KAU. Proceedings of National Workshopon Rural Agricultural Work Experience, 27-29 September 200U. Tamil Nadu Agricultural University, Coimbatore. Abstract: 19.

Gogoi, D. 2001. Problems faced by the students of College of Agriculture, AAU, Jorhat, during (RAWE) programme. M.Sc. (Ag.) thesis, College of Home science, Assam Agricultural University, Jorhat, 149p.

Gouda. K. C. 1995. Extent of adoption of Banana cultivation technology by the farmers of Anand taluk of Gujarath. M. Sc. (Agri). Thesis, Gujarath Agricultural University, Gujarath.

Govind, S. 1984. Participation of farm women in farm and home activities. M. Sc. (Ag.) thesis, Tamilnadu Agricultural University, Coimbatore, 140p.

Gowda, A. T., Ramesh Babu, Ch., Ramnaidu, G. B. M and Rao, V. S. 2011. Profile characteristics of sugarcane growers in Mandhya district of Karnataka. *The Andhra Agricultural Journal.* 58(2): 123-126.

Gurbalan, M. 2007. Entrepreneurial Behavior of Coconut Oil- based Unit- Owners, M. Sc (Ag.) thesis, Kerala Agricultural University, Thrissur, 80p.

Hanjabam, S. 2013. Analysis of constraints and strategies for scaling up of precision farming in kerala. M. Sc. (Ag) thesis, Kerala Agricultural University, Thrissur, 32p.

Harorei, W and Kumar, P. A. 2010. Impact of Mahatma Gandhi National Rural Employment Guarantee Scheme on Rural Women empowerment. *J. Extn. & Res.* XII (2): 124- 125.

Helen, S., Ahamad, P. and Prema, A.2000. Evaluation study on Rural Agricultural Work Experience Programme. Proceedings of National Workshop on Rural Agricultural Work Experience, 27-29 September 2000. Tamil Nadu Agricultural University, Coimbatore. Abstract: 55.

IDS. 1996. "The Power of Participation", IDS Policy Briefing Issue #7. August 1996, Institute of Development Studies, U.K.

Jadhav, K. P. 2011. Image and impact of Krishi Vigyan Kendra Vyara and Ambeti of South Gujarat. M. Sc (Agri) Thesis, Navsari Agricultural University, Gujarath.

Kalyan, V. N., Satyagopal, P and Prasad, S. V. 2012. Profile characteristics of groundnut farmers in Chittoor district of Andhra Pradesh. *The Andhra Agricultural Journal.* 59 (2): 332-335.

Kapri, N. K. and Pyasi, V.K.2016. Perception among participants of RAWE programme at college of agriculture, Jorhat. *Manual for Rural Agricultural Work Experience.* Jawaharlal Nehru Krishi Vishwavidyalaya, Jabalpur,55p.

Karthikeyan. C., Seetharaman, R.N. and Ananth, P.N.2000. Experiential learning course- present and future directions. Proceedings of National Workshop on Rural Agricultural Work Workshop on Rural Agricultural Work Experience, 27-29 September 2000. Tamil Nadu Agricultural University. Coimbatore. Abstract: 5.

Khemmani, M. 2000. Training thoughts towards training. *J. Ext. Edu*, 7:153-155

Kiran, B. S., Nashine, R., Gupta, A. K and Mukherjee,A. C. 2006. Demonstration: an effective tool for increasing the productivity of urd. Ind.research journal of extn educ, 6(3): 1-4.

Kiran, S and Shenoy, S. S. 2010. Constraints in adoption of system of rice intensification in Warangal district of Andhra Pradesh. *Journal of Reaseach.* ANGRAU. 38 (1 & 2): 77-85.

Kiranmayee, K. 2013. Adoption behaviour of chilli farmers in Guntur district of Andhra Pradesh. *M. Sc. (Ag) Thesis*. Acharya N G Ranga Agricultural University, Hyderabad.

Kotte, S. 2014. A Study on Perception among Participants of RAWE programme at J.N.K.V.V., Jabalpur. M.Sc. (Ag.) thesis, Jawaharlal Nehru Krishi Vishwa Vidyalaya, Jabalpur, 69p.

Kumar and sharma. 2013.Analysis of functioning of RAWEP at UAS, Bangalore and Kerala Agriculture University, M.Sc. (Ag.) Thesis. University of Agricultural Sciences, Bangalore.

Kumar, D., Sharma, K. D., Jadoun, Y. S and Bhadauria, P. 2012. A study on the extent of adoption of sprinkler irrigation system by the farmers in Jhunjhunu district of Rajasthan. *Agricultural Science Digest.* 32 (1): 33-37.

Kumari, A. R and Laxmikant. 2016. Socio - economic profile and training needs of beekeepers in Samastipur district of Bihar. *Agriculture Update.* 11 (1): 1-6.

Lakshmi, S. 2000. Techno- socio- economic consequences of National Watershed Development Project for Rainfed areas in Thiruvananthapuram District, M. Sc. (Ag.) thesis, Kerala Agricultural University, Thrissur, 132p.

Leinhardt, G., and Knutson, K. (2004). Listening in on museum conversations. Walnut Creek, CA: Altamira Press.

Manga raj, A. K. 1999. Perception of AEO on Agricultural extension programme in Odisha. *Ind. J. Extn. Edu.* 35 (1&2): 146- 147.

Maratha, P., Badodiya, S.K., Chaurasiya, K. K. 2017. Corollary relationship between entrepreneurial behavior and other attributes of chilli growers at SawaiMadhopur block of SawaiMadhopur district in Rajasthan, India. *Indian J. of Agric. Res.*, 51(3): 227- 232.

Meera, M.J. 2001. Performance of Samatha self-help groups in the empowerment of rural woman in Ulloor panchayath. M. Sc. (Ag.) thesis, Kerala Agricultural University, Thrissur, 111p.

Naik, K. S and Deshmukh, P. R. 2016. Knowledge and adoption of recommended package of practices by banana growers. *Agriculture Update.*11 (1): 41- 44.

Narayanasamy, N., Boraian, M. P., Manivel, S., Saji, M. P., Sebastian, P., Dhavamani, R., Lalan, A., Geethanjali and Pandian, M. 2010. A Study on the performance of NREGS in Kerala, Available at http:// www.crd.kerala.gov.in/2010/sept/consolidation, Pdf. 175p.

Nath, G. G. 2002. Role of labour force in agricultural development implemented through people's plan in Kerala. M. Sc (Ag) thesis, Kerala Agricultural University, Thrissur, 107p.

National Project in Agricultural Communications (NPAC). (1960). The first seven years: 1953- 1960. East Lansing, MI: Author.

Nirmala, K. 2012. A study on diffusion status and adoption of System of Rice Intensification (SRI) in Mahaboobnagar district of Andhra Pradesh. *M. Sc .(Ag.) Thesis.* Acharya N G Ranga Agricultural University, Hyderabad.

Parthasarathy, S. and Govind, S. 2002. Knowledge of trained and untrained farmers on integrated pest management practices. *J. Ext. Educ.* 13: 3293- 3297.

Patidar, Jitendra,2015. A study on knowledge and attitude of vegetable growers towards drip irrigation system in Sardarpur block of Dhar district in Madhya Pradesh. M. Sc (Agri0 Thesis. JNKV, Jabalpur.

Patil, M., Bheemappa, A., Angadi, J. G and Hawaldar, Y. N. 2010. Entrepreneurial characteristics of organic vegetable growers. *Karnataka J. of Agric.Sci.* 23 (3): 530-532.

Prabhu, L. 2011. Performance effectiveness of Mahathma Gandhi National Rural Employment Guarantee Programme in Palakkad District. M. Sc (Ag) thesis, Kerala Agricultural University, Thrissur, p. 44.

Prakash, R., Sushamma. N.P.K. and Sherief, A.K. 2000. Entrepreneurship Development Programme in RAWE. Proceedings of National Workshopon Rural Agricultural work Experience. 27-29 September 2000. 'Tamil Nadu Agricultural University, Coimbatore. Abstract: 16.

Prashanth, P and Reddy, M. J. M. 2012. Study on the profile of organic cotton farmers of Karimnagar district of Andhra Pradesh. *International J. of farm Sci.* 2 (2): 134-140.

Prasidha, P. R. 2006. Agricultural labour in rice-based farming system: A gender based multidimensional analysis. M.Sc. (Ag) thesis, Kerala Agricultural University, Thrissur, 130p.

Pretty, J.N. and I. Scoones., (1989) Rapid Rural Appraisal for Economics: Exploring Incentives for Tree Management in Sudan, IIED London.

Priya. P. 2014. Farmer- to- farmer extension in Kerala Agricultutre: A critical analysis of LEADS (Lead farmer centred Extension Advisory and Delivery Service) project in Kollam District. M. Sc (Agri) Thesis. Kerala Agricultural University, Thrissur, 113p.

Priya. R. D. 2003. Micro credit and technology utilization in vegetable production by self-help groups in Thiruvananthapuram district, M. Sc. (Ag.) thesis, Kerala Agricultural University, Thrissur, 72p.

Rakesh, K. (2010). Precision farming in sugarcane- A diagnostic Study. M. Sc (Ag.) thesis, Tamil Nadu Agricultural University, Coimbatore. 75p.

Ram, D., Singh, M. K., Gopimohan, N and Ghadel, K. 2010. Entrepreneurial behaviour of vegetable growers. *J. of communication studies.* 28: 51-58.

Ramanjaneyulu, K.V.1992.ScientistsTraining and Interactions with Farmers in India, Farmer First (Ed.), pp-169-171.

Randhawa, N. S. 1992. Report of the Indian Council of Agricultural Research Committee on Rural Agriculture Work Experience programme implementation in SAUs of India. Indian Council of Agricultural Research, New Delhi, 192p.

Rathod, P. K., Nikam, T. R., Landge, S. and Hatey, A. 2014. Farmers perception towards livestock health care service delivery by dairy cooperatives: A case study of western Maharashtra. *Karnataka J. Agric. Sci.* 27(1): 95-96.

Rathode, M. K and Mandve, R. P. 2012. Impact of training on paddy production technology. *J. of Agric. Extension Management.* pp-101-112.

Reddy, D.S.1985.A study on effectiveness of Rural Agricultural Work Experience Programme of Andhra Pradesh Agricultural University. M.Sc. (Ag.) Unpublished Thesis, ANGRAU, Hyderabad.

Reddy, N. 2005. A study on Knowledge, extent of participation and benefits derived by participant farmers of the watershed development programme in

Raichur district of Karnataka state. M. Sc (Ag) thesis, University of Agricultural Sciences, Raichur, Karnataka, 113p.

Reddy, S. S. 2003. A study on entrepreneurial behavior of sericulture farmers in Chittoor district of Andhra Pradesh. M. Sc. (Ag) thesis, Acharya N. G. Ranga Agricultural University, Hyderabad, 135p.

Revathy. C. 2013. Social capital formation through farm women groups in vegetable production in kollam district. M. Sc (Agri). Thesis, Kerala Agricultural University, Thrissur, 95p.

Rubeena, A. 2015. Revitalization of Agricultural Technology Management Agency (ATMA). A comparative study in Thiruvananthapuram and Kottayam districts of Kerala., M. Sc. (Ag.) thesis, Kerala Agricultural University, Thrissur.54p.

Sabrathanam, V. E. 1988. *Manual on Field Experience Training for ARS Scientists.* National Academy of Agricultural Research Management, Rajendranagar, Hyderabad, 158p.

Sandhya, G. S. 2014. A study on extent of adoption and constraints faced by the sugarcane farmers in Vizianagaram district of Andhra Pradesh. *M. Sc. (Ag.) Thesis*. Acharya N. G. Ranga Agricultural University, Hyderabad.

Sangeetha, S. 2009. Study on factors influencing the adoption of precision farming technologies in tomato cultivation. M. Sc. (Ag) thesis, Tamil Nadu Agricultural University, Coimbatore, p.78.

Sanjeev, M. V. and Gowda, K. N. 2013. Perceptions on Experiential Learning: A Study of Agricultural Students. *Indian Res. J. Ext. Educ.* 13(1): 48-55.

Santhi, S. 2006. A Study of System of Rice Intensification (SRI) among rice farmers of Tirunelveli District. *M. Sc. (Ag.) Thesis.* Annamalai University, Annamalai Nagar.

Sasankan, V. R. 2004. Production system typology and technology utilization pattern in cassava cultivation in Thiruvananthapuram district. M. Sc. (Ag.) thesis, Kerala Agricultural University, Thrissur, 97p.

Shareef, S.M. and Rambabu, P.1999. Reactions of students towards RAWE programme. *Maharashtra j. of Extn. Educ.*18:279-282

Sharma, D. 1989. Implementation of IRDP in Ganganagar district of Rajasthan. *J. Rural. Dev.* 8(1): 109- 112.

Sharma, G. L., Balamurugan, P., Kumar. S and Bajipai, S. K. (2010). Management of Mahatma Gandhi National Rural Employment Guarantee Scheme in Haryana: Issues and Challenges. LBS. J. Mgt & Res. VIII (1): 63.

Shashidhara, K. K. 2003. A study on socio-economic profile of drip irrigation farmers in Shimoga and Davanegere districts of Karnataka. *M. Sc. (Ag.) Thesis*. University of Agricultural Sciences, Dharwad.

Shifa, D. 2006. Impact of Rural Agricultural Work Experience Programme on Agricultural Graduates of Vellayani Campus, Kerala Agricultural University, Thrissur, p. 50.

Simon, N. (2010). The participatory museum. Santa Cruz, CA: Museum 2.0

Sindhu, S. 2002. Social cost benefit analysis in vegetable production programmes in Kerala through participatory approach. Ph. D thesis, Kerala Agricultural University, Thrissur, 145p.

Singh, K. M., Meena, M. S. and Jha, A. K. 2009. Impact assessment of agricultural extension reforms in Bihar. *Indian Res. J. Ext. Edu.* 9 (2): 110-114.

Singh, M. J.P. 1993. Construction and standardization of socio-economic status scale. Unpub, M. Sc. (Ag) thesis, Tamil Nadu Agricultural University, Coimbatore, 112p.

Singh,Y.P. 1973. Key Communicators of Agricultural Innovations. Sathish Book Enterprises, Agra, 173 p.

Sobha, S. 2013. Farm telecast in Kerala- A critical appraisal. M. Sc. (Ag) thesis, Kerala Agricultural University, Thrissur, p.44.

Sreedaya, G. S.2000. Performance analysis of the self-help groups in Thiruvananthapuram district. M. Sc. (Ag) thesis, Kerala Agricultural University, Thrissur, 62p.

Sridhar, K. 2002. An evaluative study of watershed programme in pavagada taluk of Tumkur district in Karnataka. M. Sc (Ag) thesis, University of Agricultural sciences, Dharwad.

Sriramana, V. 2014. Knowledge and extent of adoption of cashew growers in Srikakulam district of Andhra Pradesh. *M. Sc. (Ag.) Thesis*. Acharya N. G. Ranga Agricultural University, Hyderabad.

Sundaran, S. R. 2016. Performance analysis of Self-Help Groups (SHGs) and SwasrayaSamithis (SKSs) on Farm entrepreneurship in Thiruvananthapuram district. M. Sc. (Ag.) thesis, Kerala Agricultural University, Thrissur,12p.

Supe, S. 1969. Dynamics of Rational Behavior of Indian Farmers. New Heights Publishers and Distributers, New Delhi, pp. 11- 12.

Szymanski, M., L. Whitewing, and J. Colletti., (1998) The Use of Participatory Rural Appraisal Methodologies to Link Indigenous Knowledge and Land Use Decisions Among the Winnebago Tribe of Nebraska. Indigenous Knowledge and Development Monitor 6(2):3-6.

Tala, S. H. 2011. Image and impact of Krishi Vigyan Kendra, Dediyapada of South Gujarath. M. Sc (Agri.) Thesis, Navsari Agricultural University, Navsari.

Taylor, A., Rosegrant, T., Meyer, A. and Samples, B. T. 1980. Communicating. Prentice Hall, Londen.

Trivedi, M. K .2000. A study on adoption of floriculture in Anand district of Gujarat state. M. Sc (Agri). Thesis, G.A.U.

Varma, P. H. 1996. A multidimensional analysis of self-employment among farm women. M. Sc (Ag) thesis, Kerala Agricultural University, Thrissur, 92p.

Varma, S. 2009. A study on extent of knowledge and adoption of banana growers in Guntur district of Andhra Pradesh. *M. Sc. (Ag.) Thesis*. Acharya N G Ranga Agricultural University, Hyderabad.

Vyas. H. U. 1995. Study on management efficiency and economic performance of milk producers in panchmahal district of Gujarat state. Ph. D. thesis, Navasari Agricultural University, Gujarath.

www.collinsdictionary.com/dictionary/english

Abstract

EVALUATION OF VILLAGE STAY MODULE OF RURAL AGRICULTURAL WORK EXPERIENCE PROGRAMME (RAWEP): THE CASE OF COLLEGE OF AGRICULTURE, VELLAYANI

SREENATH. P

(2017-11-084)

ABSTRACT

Submitted in partial fulfillment of the

Requirement for the degree of

MASTER OF SCIENCE IN AGRICULTURE

Faculty of Agriculture

Kerala Agricultural University

DEPARTMENT OF AGRICULTURAL EXTENSION

COLLEGE OF AGRICULTURE

VELLAYANI, THIRUVANANTHAPURAM- 695522

KERALA, INDIA

2019

ABSTRACT

Village stay module, as part of the Rural Agricultural Work Experience Programme (RAWEP) is being implemented by College of Agriculture, Vellayani since the year 1995.The study titled 'Evaluation of Village stay module of Rural Agricultural Work Experience Programme (RAWEP): The case of College of Agriculture, Vellayani' was conducted during the time period 2017 to 2019 among the farmers, students and people's representatives who had participated in the village stay programme conducted by College of Agriculture, Vellayani at five different gramapanchayaths namely Kadakkarappally(Alappuzha), Sulthan bathery (Wayanad), Konnathady (Idukki), Elanthoor (Pathanamthitta) and Upputhara (Idukki) in the years 2013, 2014, 2015, 2016 and 2017 respectively. The main objective of the study was to evaluate the outcome of village stay module of RAWEP in terms of perception of farmers and students towards its content and conduct. The main items of observations to be made were, to study the extent of utility of development plan submitted to respective panchayaths as perceived by the peoples' representatives, to study the profile characteristics of farmers and to identify the constraints faced by the students while implementing the village stay programme. The suggestions from farmers, students and people's representatives were also taken into account for the betterment of the village stay programme in future.

The respondents of the study comprised of 75 farmers, 50 students and 30 people's representatives i.e., 15 farmers who had participated in each of the village stay programme, ten students from five different batches of College of Agriculture, Vellayani who had conducted village stay programme and six people's representatives from each panchayath who were involved in the conduct of the village stay programme.

Perception of farmers towards the content and conduct of village stay programme was measured using perception index developed by Kotte (2014). Based on the analysis, it was found that 58.66 percent of the farmers had high perception towards village stay programme followed by 36.00 percent and 5.33 percent of the respondents with medium and low perception respectively. Among the five components of village stay module, exhibition had the highest effect on the perception of farmers towards village stay programme with a communality of 67.6 percent followed by agriclinics with a communality of 51.3 percent. Method demonstration and PRA were ranked third and fourth with communalities of 26.6 percent and 11.4 percent respectively. Training, with a communality of 1.2 percent was ranked last as having the least effect on the perception of farmers towards village stay programme.

Assessment of the perception of students on the attainment of the objectives, content and conduct of village stay programme revealed that 54.00 percent of the students had medium perception and 40.00 percent had high perception towards the programme. Only six percent of the students were having low perception towards the programme.

The study revealed that most of the respondent farmers belonged to the category of more than 35 years of age and had high school or above educational qualification. Moreover, 40.00 percent of the respondents were having a total land holding of 0.51 – 1 acre and 50.66 percent of the farmers were having a farming experience of more than 25 years. More than fifty percent (54.66 %) of the farmers had medium innovativeness and 69.33 percent had medium entrepreneurial behaviour. More than two third (70.66 %) of the respondents were having medium mass media contact and 73.33 percent had medium extension agency contact. Nearly fifty one percent (50.66) of the farmers had attended one to three trainings during the last one year and only eight percent reported that they had never attended any training during the prescribed time period. Regarding economic motivation and progressiveness, it was found that 58.66 percent and 53.33 percent of the respondents belonged to high and medium economic

motivation and progressiveness respectively. Moreover, 56.00 percent of the farmers had medium social participation followed by 37.33 per cent with high social participation.

Result of the correlation analysis revealed that age and extension agency contact were positively and significantly correlated with perception of farmers towards the content and conduct of village stay programme at 5% level of significance while experience in farming, mass media contact and economic motivation were positively and significantly correlated with perception of farmers at 1% level of significance. Utility of development plan submitted to the respective panchayaths was measured by using Rank based quotient method by Sabarathnam (1988) which revealed that development plan was successful in projecting the entrepreneurial scope of crops/commodities unique to the particular village and was useful in popularising the new crop production and value addition technologies developed by Kerala Agricultural University.

Poor basic facilities, tight schedule of work due to insufficient number of days and insufficient number of experts for the conduct of village stay programme were the major constraints revealed by the students. Integrating different modules like entrepreneurship development programme and project management, self-help group training and attachment to progressive farmers with the village stay programme, introducing green protocol and incorporating strategies to overcome current threats like water scarcity and climate change were the major suggestions given by students to improve the programme while providing proper follow-up, introduction of innovative technologies to the farmers and widening the publicity of the programme to district level were the suggestions given by farmers and people's representatives. Hence, it could be concluded that majority of the farmers and students had medium to high perception towards village stay programme and the results of the study would be helpful for further necessary modifications of the village stay programmes of Collage of Agriculture, Vellayani.

Appendices

APPENDIX I

KERALA AGRICULTURAL UNIVERSITY
COLLEGE OF AGRICULTURE, VELLAYANI, TRIVANDRUM
DEPARTMENT OF AGRICULTURAL EXTENSION

Interview schedule for farmers

Evaluation of Village stay module of Rural Agricultural Work Experience Programme (RAWEP): The case of College of Agriculture, Vellayani

No. Date:

1. Name and address of the respondent :

2. Name of the block and panchayath :

3. Age :

4. Educational qualification :

5. Total land holding :

6. Experience in farming (Years) :

7. Innovativeness

(Indicate your response to the following statements in appropriate columns)

(SA= Strongly agree, A= Agree, UD= Undecided, DA= Disagree, SDA= Strongly disagree)

Sl. No	Statement	SA	A	UD	DA	SDA
1	I feel restless till I try a new farming practice I have heard about					
2	I am cautious about trying new practices					
3	I try to keep myself updated with information on new farm practices					
4	I would like to adopt an improved practice after I had seen other farmers tried successfully in the farm					
5	I believe that the traditional ways of farming are the best (-)					

8 Entrepreneurial behavior

(Indicate your response to the following statements in appropriate columns)

Sl. No	Statements	Agree	Disagree
1	I have enough faith in my own ability		
2	I am hesitant about starting / running an enterprise (-)		
3	The key points of success should be divulged to other entrepreneurs		
4	No one 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 will start an enterprise only if somebody prompt me (-)		

9. Mass media contact

Sl. No	Sources	Regularly	Occasionally	Never
1	Television			
2	Radio			
3	Newspaper			
4	Farm magazines			
5	Social medias (Facebook, Wats app etc)			

10. Number of trainings undergone related to crop production conducted by different agricultural institutions :

11. Extension agency contact

Sl. No	Extension agents	Regularly	Occasionally	Never
1	Agricultural assistant			
2	Agricultural officer			
3	Block technology manager			

4	Assistant director of agriculture			
5	Project director of ATMA			

12. Economic motivation

Sl. No	Statements	Agree	Disagree
1	The farmer should work towards larger yields and economic returns		
2	The most successful farmer is one who makes the most profit		
3	The farmer should try new farming areas which may give more money		
4	A farmer should grow each crop to increase a monetary profit in comparison to growing of food crops		
5	A farmer must earn his living but the most important thing in life cannot be defined in economic terms (-)		

13. Progressiveness

(Indicate your response to the following statements in appropriate columns)

Sl. No	Statements	Yes	No
1	Do you keep yourself up to date in latest technology?		
2	You will put into practice the innovative approaches in your Farm/Enterprise		
3	When confronted with alternatives you take the initiative to decide the course of action		

4	When you want to know more about something, you take the initiative to seek information		
5	You get confused and discouraged easily (-)		

14. Social participation

Sl. No	Category	Score	Frequency	Score
1	Member in one organization		Attended all the meetings	
2	Member in 2 or more organizations		Attended some meetings	
3	Office bearer		Never attended any meeting	

15. PERCEPTION TOWARDS THE CONTENT AND CONDUCT OF VILLAGE STAY PROGRAMME

15. 1 Perception towards the content and conduct of Participatory Rural Approach

(Indicate your response to the following statements in appropriate columns)

Sl. No	Statements	Agree	Somewhat agree	Disagree
1	Discussion followed after PRA in the presence of experts was most effective in formulating strategies to manage problems evolved during PRA.			
2	Matrix ranking helped to know the preferences of farmers for different varieties or methods adopted for plant protection etc in the panchayath.			
3	PRA was helpful in identifying and appraising the natural and manmade resources in the panchayath.			

4	The facilitators were supportive.			
5	The History of the panchayath/village was correctly depicted in the Timeline prepared as part of PRA.			
6	Venn diagram helped to know regarding the utility/ services provided by different government or private organizations in the panchayath.			
7	PRA was done after proper publicity.			
8	The Seasonal calendar tool of PRA revealed the three-dimensional view of various crops/ pests/ diseases of each season in that panchayath.			

15. 2 Perception towards the content and conduct of Agriclinic

(Indicate your response to the following statements in appropriate columns)

Sl. No	**Statements**	**Agree**	**Somewhat agree**	**Disagree**
1	Biopesticides/ bio fungicides were given importance during recommendation.			
2	The farmers of the remote locations where village stay was conducted were able to interact with the multidisciplinary team of experts in agriculture through Agriclinics.			
3	Students had enough knowledge to analyze the infested crops and provide recommendations.			
4	Details about the major pest/disease that was displayed at the site was useful/informative.			
5	Agri clinics helped to identify the unidentified pest/diseases in the field			

6	Recommended pesticides/fungicides were readily available and commonly used.			
7	Proper advertisement was given before conducting Agri clinics.			
8	There was adequate time for discussion and clearing doubts.			

15. 3 Perception towards the content and conduct of Training

(Indicate your response to the following statements in appropriate columns)

Sl. No	Statements	Agree	Somewhat agree	Disagree
1	Topic of training was relevant and according to the needs of the farmer.			
2	Training has helped the farmers to increase efficiency in farming.			
3	Trainings were given after proper publicity.			
4	Venue, duration and timing of the training were convenient.			
5	Training was informative.			
6	Training aids used were helpful to improve the learning rate of the farmers.			
7	There was adequate time for discussion and clearing doubts.			
8	Post training evaluation was satisfactory.			

15. 4 Perception towards the content and conduct of Exhibition

(Indicate your response to the following statements in appropriate columns)

Sl. No	Statements	Agree	Somewhat agree	Disagree
1	Regionally significant problems were given adequate importance in the exhibitions.			
2	Adequate quantity of quality planting materials were available for sale.			
3	There were adequate quantity of live specimens in the exhibition.			
4	Location selected for exhibition was easy to access.			
5	Exhibition helped to know about new scopes in value addition.			
6	Exhibition was conducted by combining with allied departments like veterinary and fisheries.			
7	Exhibition was done after proper publicity.			
8	The exhibits were of good quality.			

15. 5 Perception towards the content and conduct of Method demonstration

(Indicate your response to the following statements in appropriate columns)

Sl. No	Statements	Agree	Somewhat agree	Disagree
1	Methods demonstrated were relevant and according to the needs of the farmers.			
2	Bioinsecticides/ fungicides prepared gave the intended result.			
3	Trainers/demonstrators were having proper skills and knowledge regarding the topics they covered.			

4	Method demonstrations were more effective due to the use of proper audio-visual aids.			
5	There was adequate time for interaction and discussion.			
6	The farmers were able to replicate the demonstration without any hesitation at later stages.			
7	Materials used in method demonstration were easily accessible and available.			
8	Each and every step-in method demonstration was properly explained.			

16. Suggestions for improvement of the Village Stay Programme

1)

2)

3)

APPENDIX II

KERALA AGRICULTURAL UNIVERSITY
COLLEGE OF AGRICULTURE, VELLAYANI, TRIVANDRUM
DEPARTMENT OF AGRICULTURAL EXTENSION

Interview schedule for Students

Evaluation of Village stay module of Rural Agricultural Work Experience Programme (RAWEP): The case of College of Agriculture, Vellayani

No.

Date:

1. Perception of students regarding the attainment of objectives, content and conduct of village stay programme

(Please Indicate your response to the following statements in appropriate columns)

FA= Fully agree, SWA= Somewhat agree, DA= Disagree.

Sl. No	Statements	FA	SWA	DA
1	Village stay programme has helped the students to prepare an integrated agriculture development plan of a village.			
2	Village stay programme has helped to transform the students to face any professional challenges that may occur in their career.			
3	Village stay programme enhanced confidence and professional competence in me to solve field/ house hold programmes.			
4	Village stay programme has helped to get famers/ farm women and unemployed youth.			
5	Village stay programme has helped the students to organize appropriate extension programmes for farmers based on their needs.			

6	Village stay programme has improved my leadership qualities.			
7	Village stay programme provided the student practical training in crop production and crop improvement.			
8	Village stay programme has helped me to understand the socio economic, political and cultural scenario of the village.			
9	Village stay programme has helped me to get firsthand experience regarding village situations.			
10	Village stay programme helped me to get familiar with rural institutions.			

2. Constraints faced by Students while implementing village stay programme

(Please rank the following statements in descending order according to your experience)

Sl. No	**Constraints**	**Rank**
1	Tight schedule of work in Village stay programme	
2	The selected village did not had expected area under farming	
3	Poor basic facilities	
4	Lack of time for preparation of activities like Agriclinics, Method demonstrations, Exhibitions etc	
5	Insufficient teachers for the conduct of Village stay programme	

6	Non co-operation from officials of the line departments and people's representatives	
7	Lack of co- operation among students	
8	Lack of cooperation from farmers	

3. Suggestions to improve village stay module:

1)

2)

APPENDIX III

KERALA AGRICULTURAL UNIVERSITY
COLLEGE OF AGRICULTURE, VELLAYANI, TRIVANDRUM
DEPARTMENT OF AGRICULTURAL EXTENSION

Interview schedule for People's representatives

Evaluation of Village stay module of Rural Agricultural Work Experience Programme (RAWEP): The case of College of Agriculture, Vellayani

No.

Date:

1. Name and address of the respondent :

2. Name of the block and panchayath :

3. **Extent of utility of Development plan as perceived by People's representatives**

(Indicate your response to the following statements in appropriate columns)

Sl. No	Statement	Rank
1	Development plan was successful in projecting the entrepreneurial scope of crops/commodities unique to that village.	
2	Development plan was useful in knowing new crop production and value addition technologies developed by KAU	
3	Results of the Venn diagram was effective in improving the utility of services provided by public sector institutions/Organizations.	

4	Development plan helped to assess better resource identification and utilization.	
5	Development plan gave feedback regarding the current status of various developmental programmes in the respective panchayath	
6	Development plan helped in the performance appraisal of themselves in their respective panchayaths	
7	It helped in the clear-cut information regarding the intervention of external agencies at various panchayath.	
8	Development plan helped to acquire a three- dimensional view regarding various institutions in the panchayath.	
9	Recommendations by the scientists gave more insight in Agriculture and allied sector like Dairy, Fisheries, Animal husbandry, Rural development, Health and sanitation, Women empowerment etc.	
10	Management practices recommended in the development plan helped to improve the production and productivity of major crops in the respective panchayath	

4. Suggestions to improve the programme :

1.

2.